Curriculum Vitæ

VITOMIR KOVANOVIC, Ph.D.

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RESEARCH INTERESTS

- Learning analytics
- Educational data mining
- Educational technology
- Online and distance education
- Inquiry-based learning
- Self-regulated learning
- Massive open online courses

SUMMARY

My research focuses on the development of novel learning analytics systems using learners' trace data records collected by learning management systems with the goal of understanding and improving student learning. I am particularly interested in students' self-regulation of learning and understanding how trace data can be used to gain a deeper understanding of learning processes.

I am a Research Fellow at the School of Education, University of South Australia and a Data Scientist at the Teaching Innovation Unit, University of South Australia. I also serve as an executive member of the Society for Learning Analytics Research (SoLAR) which is a leading research society focused on promotion and development of Learning Analytics field. I obtained my Ph.D. in Informatics, at the University of Edinburgh, United Kingdom in 2017, under the supervision of Prof. Dragan Gasevic.

WORK EXPERIENCE

ACADEMIC POSITIONS

Oct 2017 – present   **Research Fellow,** School of Education, University of South Australia, Australia.

- Research in the area of Learning analytics, with the focus on the use of learning analytics for the assessment of the quality of student learning.
- Research in the area of Educational technology, with the goal of understanding the relationship between good teaching practices and course design by the means of data analytics.

Oct 2017 – present   **Data Scientist,** Teaching Innovation Unit, University of South Australia, Australia.

- Development of learning analytics models using the data from UniSA online course programs.
- Analysis of broad range of academic and learning data for improving student learning performance and academic experience.

Sep 2018 – present   **Visiting Researcher,** Learning Innovation and Networked Knowledge Research Lab, University of Texas Arlington, USA.

- Collaboration on learning analytics research projects.
- Teaching MOOC course "Cluster Analysis".
- Participating in EdX MicroMasters' program in Learning Analytics.

INDUSTRY WORK EXPERIENCE

May 2015 – Sep 2017   **Senior Data Scientist**, Genuine Market Research, UK.   www.genuinemr.com
- Data mining of market research data.
- Development of data analytics solutions and visualizations.

Apr 2008 – Aug 2011   **Software Engineer**, Mozzart Ltd., Serbia.   www.mozzartbet.biz
- Development and maintenance of server-side architecture of a distributed Java-based information system for sports betting.
- Development of software deployment platform.
- Development of UX framework for the internal client application.

Jun 2005 – Aug 2005   **Software Engineer Intern**, Mozzart Ltd., Serbia.   www.mozzartbet.biz
- Development of log analysis tool.

EDUCATION AND RESEARCH EXPERIENCE

EDUCATION

Sep 2011 – Jun 2017   **_Ph.D. in Informatics,_** School of Informatics, The University of Edinburgh.
Dissertation: *"Assessing cognitive presence using automated learning analytics methods."* *(viva result: passed without changes)*

Principal supervisor:	Prof. Dragan Gasevic, The University of Edinburgh, UK.
Assistant supervisors:	Prof. Marek Hatala, Simon Fraser University, Canada.
	Prof. George Siemens, The University of Texas Arlington, USA.

Note: Transferred from a Ph.D. program at Simon Fraser University (2011–2014) after Professor Gasevic got appointed the Chair of Learning Analytics at the University of Edinburgh.

Dec 2009 – Aug 2011   **_M.Sc. in Software Engineering,_** Faculty of Organizational Sciences, The University of Belgrade.

Oct 2003 – Oct 2011   **_B.Sc. in Information Systems,_** Faculty of Organizational Sciences, The University of Belgrade.

RESEARCH EXPERIENCE

Aug 2014 – Sep 2017   **Research Assistant**, LINK Lab, University of Texas Arlington, USA.
- Participation in Intel-Education funded project "Adaptive Learning."
- Participation in research project funded by Boeing, NASA, and Microsoft focused on understanding engagement in professional development programs.
- Participated in NSF Grant #1546271 "BIGDATA: Collaborative Research: F: Study of a Cyber-Enabled Social Computing Framework for Improving Practice in Online Computing Communities."
- Participated in Bill & Melinda Gates Foundation funded "MOOC Research Initiative (MRI)" project.
- Appointed as edX Data Tsar (collection of the MOOC data from edX).

Dec 2014 – Aug 2015   **Research Assistant**, Ryerson University, Canada.
- Research development work on Denote, a Name-entity tagger system.

Sep 2012 – Jan 2013   **Research Assistant**, Athabasca University, Canada.
- Work on SSHRC Insight project "Tools and Methods to Help Learners Self-regulate Learning and Increase Learning Success."
- Work on NSERC Engage project "Analytics for Social Learning Environments" in collaboration with Desire2Learn.

Sep 2011 – Jan 2012   **Research Assistant**, Simon Fraser University, Canada.
- Work on NSERC Engage project "Requirements and verification engineering for workflows based on event-driven architectures" in collaboration with EMRLogic.

HONORS AND AWARDS

BEST PAPER AWARDS AND NOMINATIONS

2016   **Best Paper Nominee,** *"Translating network position into performance: Importance of centrality in different network configurations,"* LAK'16 conference, Edinburgh, United Kingdom.

2015   **Best Paper Award,** *"Penetrating the black box of time-on-task estimation,"* LAK'15 conference, Marist College, Poughkeepsie, NY, USA.

2015   **Best Paper Award**, "*Recognising learner autonomy: Lessons and reflections from a joint x/c MOOC,"* HERDSA'15 conference, Melbourne, Australia.

SCHOLARSHIPS, STUDENTSHIPS, AND FELLOWSHIPS

2015   **Graduate Studentship (£35,000 + £35,000 tuition fees across 2.5 years)**, School of Informatics, The University of Edinburgh, Edinburgh, UK.

2014   **Graduate Fellowship ($6,250 CAD)**, Simon Fraser University, Vancouver, Canada.

2013   **Helmut & Hugo Eppich Family Graduate Scholarship ($1,500 CAD)**, Simon Fraser University, Vancouver, Canada.

Graduate Fellowship ($6,250 CAD), Simon Fraser University, Vancouver, Canada.

2011   **C.D. Nelson Memorial Graduate Entrance Scholarship ($30,000 CAD across two years)**, Simon Fraser University, Vancouver, Canada.

Young Talents Scholarship, Ministry of Education, Government of Serbia, Belgrade, Serbia.

2007   **City Council Scholarship**, Belgrade City Council, Belgrade, Serbia.

Mozzart Student Scholarship, Mozzart ltd., Belgrade, Serbia.

2006   **City Council Scholarship**, Belgrade City Council, Belgrade, Serbia.

2005   S**tudent Scholarship**, Ministry of Education, Government of Serbia, Belgrade, Serbia.

FUNDING SUPPORT

COMPETITIVE RESEARCH FUNDING

Current funding

Sep 2018 – Feb 2019   *Learning analytics approaches for assessing the attainment of graduate qualities*

Funding organization: University of South Australia, Australia
Funding scheme: Utilising University Research Investment – Performance Allocation (URIPA)
Partnering institution: Trinity College, Gawler SA, Australia
Amount: $26,000 AUD ($13,000 URIPA Award + 13,000 from the partnering institution)
Principal investigator: Dawson, S.
Co-Principal investigators: Kovanovic, V., Joksimovic, S., Mirriahi, N., Leonard, S.

Past grants

Jan 2017 – Jun 2017   *Exploring flexible modes of online education*

Funding organization: The University of Edinburgh, UK
Funding scheme: Principal's Teaching Award Scheme (PTAS)
Amount: £4,701
Principal investigator: Manataki, A.
Co-Principal investigators: Gasevic, D., Scott, A-M., Joksimovic, S., & Kovanovic, V.

Aug 2015 – Jan 2016   *Automated system for cognitive presence coding*

Funding organization: JISC, UK
Funding scheme: Learning Analytics Micro Projects
Amount: £5,000
Principal investigator: Kovanovic, V.
Co-Principal investigators: Joksimovic, S., & Gasevic, D.

INDUSTRY FUNDING

Aug 2018 –Dec 2018   *Learning analytics framework for delivering effective training experience for medical professionals*

Partnering organisation: ModMed Ltd., Australia
Amount: $14,063 AUD
Principal investigators: Joksimovic, S.
Co-Principal investigators: Kovanovic, V., & Pardo, A.

Aug 2018 – Dec 2018   *The impact of personalised learning interventions on student engagement in an electronic learning environment*

Partnering organization: Intersective Pty. Ltd., Australia
Amount: $56,500 AUD
Principal investigators: Pardo, A.
Co-Principal investigators: Joksimovic, S., & Kovanovic, V.

April 2018 – May 2018 *Development of analytical approaches for supporting student learning*

> Partnering organization: National Institute of Education, Nanyang Technological University, Singapore
> Amount: $41,628 AUD
> Principal Investigators: Gao. J.
> Co-Principal Investigators: Siemens, G., <u>Kovanovic, V.</u> & Joksimovic, S.

PUBLICATIONS

PUBLICATIONS OVERVIEW

My work applies data analytics and data mining techniques to higher education data with a particular emphasis on measuring student self-regulation and indicators of engagement in both traditional and massive open online environments. I publish broadly in both applied computer science venues (e.g. Learning Analytics & Knowledge Conference, Computers & Education, Journal of Learning Analytics) as well as in education venues (e.g. The International Review of Research in Open and Distributed Learning).

- **h-index:**   **17** (Google Scholar)
- **i10-index:**   **26** (Google Scholar)
- **Citations:**   **1216** (Google Scholar)
- **Number of distinct co-authors:**   **61**
- **Google Scholar URL:**   http://bit.ly/vk-scholar

REFEREED JOURNAL PAPERS

Under review

[JP 1]   Lim, L.-A., Gentili, S., Pardo, A., <u>Kovanovic, V.</u>, Whitelock-Wainwright, A., Gasevic, D., & Dawson, S. (under review). What changes, and for whom? A study of the impact of learning analytics-based process feedback in a large course. Manuscript submitted for publication to *Learning and Instruction.*

[JP 2]   Joksimovic, S., Jovanovic, J., <u>Kovanovic, V.</u>, Gasevic, D., Milikic, N., Zouaq, A., & van Saalduinen, J.-P. (under review). Comprehensive analysis of discussion forum participation: From speech acts to discussion dynamics and course outcomes. Manuscript submitted for publication to *Computers in Human Behavior.*

[JP 3]   Joksimovic, S., <u>Kovanovic, V.</u>, & Dawson, S. (under review). A Decade Later: The Journey of Learning Analytics. Manuscript submitted for publication *to HERDSA Review of Higher Education.*

[JP 4]   Fincham, E., Rózemberczki, B., Gasevic, D., <u>Kovanovic, V.</u>, & Joksimovic, S. (under review). Popularity, Peers, and Performance in Co-enrolment Network Embeddings. Manuscript submitted for publication to *IEEE Transactions on Computational Social Systems.*

Published

[JP 5]   <u>Kovanovic, V.</u>, Joksimovic, S., Poquet, O., Hennis, T., de Vries, P., Hatala, M., Dawson, S., Siemens, G., & Gasevic, D. (2019). Examining communities of inquiry in massive open online courses: The role of study strategies. To appear in *Internet and Higher Education, 40*, 43–68. doi:10.1016/j.iheduc.2018.09.001

[JP 6]   Poquet, O., <u>Kovanovic, V.</u>, Vries, P. de, Hennis, T., Joksimovic, S., Gasevic, D., & Dawson, S. (2018). Social presence in massive open online courses. *The International Review of Research in Open and Distributed Learning*, *19*(3), 43–68. doi:10.19173/irrodl.v19i3.3370

[JP 7] Joksimovic, S., Poquet, O., Kovanovic, V., Dowell, N., Mills, C., Gasevic, D., Dawson, S., Graesser, A. C., & Brooks, C. (2018). How do we model learning at scale? A systematic review of research on MOOCs. *Review of Educational Research*, *88*(1), 43–86. doi:10.3102/0034654317740335

[JP 8] Crosslin, M., Dellinger, J. T., Joksimovic, S., Kovanovic, V., & Gasevic, D. (2018). Customizable modalities for individualized learning: Examining patterns of engagement in dual-layer MOOCs. *Online Learning*, *22*(1), 19–38. doi:10.24059/olj.v22i1.1080

[JP 9] Kovanovic, V., Joksimovic, S., Poquet, O., Hennis, T., Cukic, I., de Vries, P., Hatala, M., Dawson, S., Siemens, G., & Gasevic, D. (2018). Exploring communities of inquiry in massive open online courses. *Computers & Education*, *119*, 44–58. doi:10.1016/j.compedu.2017.11.010

[JP 10] Joksimovic, S., Dowell, N. M. M., Poquet, O., Kovanovic, V., Gasevic, D., Dawson, S., & Graesser, A. C. (2018). Exploring development of social capital in cMOOC through language and discourse. *The Internet and Higher Education*, *36*, 54–64. doi:10.1016/j.iheduc.2017.09.004

[JP 11] Gasevic, D., Kovanovic, V., & Joksimovic, S. (2017). Piecing the learning analytics puzzle: A consolidated model of a field of research and practice. *Learning: Research and Practice, 3*(1), 63–78. doi:10.1080/23735082.2017.1286142

[JP 12] Kovanovic, V., Joksimovic, S., Katerinopoulos, P., Michail, C., Siemens, G., & Gasevic, D. (2017). Developing a MOOC experimentation platform: Insights from a user study. *Distance Education in China, 7*, 16–25. doi:10.13541/j.cnki.chinade.2017.07.002

[JP 13] Slater, S., Joksimovic, S., Kovanovic, V., Baker, R. S., & Gasevic, D. (2016). Tools for educational data mining: A review. *Journal of Educational and Behavioral Statistics 42*(1), 85–106. doi:10.3102/1076998616666808

[JP 14] Kovanovic, V., Gasevic, D., Dawson, S., Joksimovic, S., Baker, R., & Hatala, M. (2016). Does time-on-task estimation matter? Implications on validity of learning analytics findings. *Journal of Learning Analytics, 2*(3), 81–110. doi:10.18608/jla.2015.23.6

[JP 15] Gasevic, D., Adesope, O., Joksimovic, S., & Kovanovic, V. (2015). Externally-facilitated regulation scaffolding and role assignment to develop cognitive presence in asynchronous online discussions. *The Internet and Higher Education*, *24*, 53–65. doi:10.1016/j.iheduc.2014.09.006

[JP 16] Joksimovic, S., Gasevic, D., Kovanovic, V., Riecke, B. E., & Hatala, M. (2015). Social presence in online discussions as a process predictor of academic performance. *Journal of Computer Assisted Learning*, *31*(6), 638–654. doi:10.1111/jcal.12107

[JP 17] Joksimovic, S., Gasevic, D., Loughin, T. M., Kovanovic, V., & Hatala, M. (2015). Learning at distance: Effects of interaction traces on academic achievement. *Computers & Education*, *87*, 204–217. doi:10.1016/j.compedu.2015.07.002

[JP 18] Kovanovic, V., Gasevic, D., Joksimovic, S., Hatala, M., & Adesope, O. (2015). Analytics of communities of inquiry: Effects of learning technology use on cognitive presence in asynchronous online discussions. *The Internet and Higher Education*, *27*, 74–89. doi:10.1016/j.iheduc.2015.06.002

[JP 19] Kovanovic, V., Joksimovic, S., Gasevic, D., Siemens, G., & Hatala, M. (2015). What public media reveals about MOOCs: A systematic analysis of news reports. *British Journal of Educational Technology*, *46*(3), 510–527. doi:10.1111/bjet.12277

[JP 20] Skrypnyk, O., Joksimovic, S., <u>Kovanovic, V.</u>, Gasevic, D., & Dawson, S. (2015). Roles of course facilitators, learners, and technology in the flow of information of a cMOOC. *The International Review of Research in Open and Distributed Learning*, *16*(3), 188–217. doi:10.19173/irrodl.v16i3.2170

[JP 21] <u>Kovanovic, V.</u>, Gasevic, D., & Hatala, M. (2014). Learning analytics for communities of inquiry. *Journal of Learning Analytics*, *1*(3), 195–198. doi:10.18608/jla.2014.13.21

[JP 22] Joksimovic, S., Gasevic, D., <u>Kovanovic, V.</u>, Adesope, O., & Hatala, M. (2014). Psychological characteristics in cognitive presence of communities of inquiry: A linguistic analysis of online discussions. *The Internet and Higher Education*, *22*, 1–10. doi:10.1016/j.iheduc.2014.03.001

[JP 23] Gasevic, D., <u>Kovanovic, V.</u>, Joksimovic, S., & Siemens, G. (2014). Where is research on massive open online courses headed? A data analysis of the MOOC Research Initiative. *The International Review of Research in Open and Distributed Learning*, *15*(5), 134–176. doi:10.19173/irrodl.v15i5.1954

REFEREED BOOK CHAPTERS

Published

[BC 1] <u>Kovanovic, V.</u>, Joksimovic, S., Gasevic, D., Hatala, M., & Siemens, G. (2017). Content analytics: The definition, scope, and an overview of published research. In C. Lang, G. Siemens, A. Wise, & D. Gasevic (Eds.), *Handbook of Learning Analytics and Educational Data Mining* (pp. 77–92). Edmonton, AB, Canada: SoLAR. doi:10.18608/hla17.007

[BC 2] <u>Kovanovic, V.</u>, Joksimovic, S., Skrypnyk, O., Gasevic, D., Dawson, S., & Siemens, G. (2015). The history and state of distance education. In G. Siemens, D. Gasevic, & S. Dawson (Eds.), *Preparing for the digital university: a review of the history and current state of distance, blended, and online learning* (pp. 9–54). Edmonton, AB, Canada: Athabasca University. Available at http://linkresearchlab.org/PreparingDigitalUniversity.pdf

[BC 3] Skrypnyk, O., Joksimovic, S., <u>Kovanovic, V.</u>, Dawson, S., Gasevic, D., & Siemens, G. (2015). The history and state of blended learning. In G. Siemens, D. Gasevic, & S. Dawson (Eds.), *Preparing for the digital university: a review of the history and current state of distance, blended, and online learning* (pp. 55–92). Edmonton, AB, Canada: Athabasca University. Available at http://linkresearchlab.org/PreparingDigitalUniversity.pdf

[BC 4] Joksimovic, S., <u>Kovanovic, V.</u>, Skrypnyk, O., Gasevic, D., Dawson, S., & Siemens, G. (2015). The history and state of online learning. In G. Siemens, D. Gasevic, & S. Dawson (Eds.), *Preparing for the digital university: a review of the history and current state of distance, blended, and online learning* (pp. 93–132). Edmonton, AB, Canada: Athabasca University. Available at http://linkresearchlab.org/PreparingDigitalUniversity.pdf

[BC 5] Krcadinac, U., Stankovic, M., <u>Kovanovic, V.</u>, & Jovanovic, J. (2009). Intelligent multi-agent systems. In A. Cartelli & M. Palma (Eds.), *Encyclopedia of information communication technology* (pp. 464–469). Hershey, PA, USA: IGI Global. Available at http://www.igi-global.com/chapter/intelligent-multi-agent-systems/13393

[BC 6] Stankovic, M., Krcadinac, U., <u>Kovanovic, V.</u>, & Jovanovic, J. (2009). Intelligent software agents and multi-agent systems. In M. Khosrow-Pour (Ed.), *Encyclopedia of information science and technology* (2nd Edition, pp. 2126–2131). Hershey, PA, USA: IGI Global. Available at http://www.igi-global.com/chapter/intelligent-software-agents-multi-agent/13872

DISSERTATION

Published

[TH 1] Kovanovic, V. (2017). *Assessing cognitive presence using automated learning analytics methods* (Doctoral dissertation). The University of Edinburgh, Edinburgh, Scotland. Available at https://www.era.lib.ed.ac.uk/handle/1842/28759

REFEREED CONFERENCE PAPERS

Published

[CP 1] James, N., Kovanovic, V., Marshall, R., Joksimovic, S., & Pardo, A. (2018). Examining the value of learning analytics for supporting work-integrated learning. In *Proceedings of the Seventh National Conference on Work-integrated Learning (ACEN'18)* (pp. 55–61). Melbourne, VIC, Australia: ACEN. Retrieved from http://ascilite.org/wp-content/uploads/2018/12/ASCILITE-2018-Proceedings.pdf

[CP 2] van Sebille, Y., Joksimovic, S., Kovanovic, V., Mirriahi, N., Stansborough, R., & Dawson, S. (2018). Extending video interactions to support self-regulated learning in an online course. In *Proceedings of ASCILITE 2018: 35th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education* (pp. 262–272). ASCILITE. Retrieved from http://ascilite.org/wp-content/uploads/2018/12/ASCILITE-2018-Proceedings.pdf

[CP 3] Fincham, E., Whitelock-Wainwright, A., Kovanovic, V., Joksimovic, S., van Staalduinen, J.-P., & Gasevic, D. (2019). Counting clicks is not enough: Validating a theorized model of engagement in learning analytics. In *Proceedings of the 9th International Conference on Learning Analytics & Knowledge* (pp. 501–510). New York, NY, USA: ACM. doi:10.1145/3303772.3303775

[CP 4] Neto, V., Rolim, V., Ferreira, R., Kovanovic, V., Gasevic, D., Dueire Lins, R., & Lins, R. (2018). Automated analysis of cognitive presence in online discussions written in Portuguese. In V. Pammer-Schindler, M. Pérez-Sanagustín, H. Drachsler, R. Elferink, & M. Scheffel (Eds.), *Proceedings of the 13th European Conference on Technology Enhanced Learning (EC-TEL'13): Lifelong Technology-Enhanced Learning* (pp. 245–261). Cham, Switzerland: Springer. doi:10.1007/978-3-319-98572-5_19

[CP 5] Ferreira, R., Kovanovic, V., Gasevic, D., & Rolim, V. (2018). Towards combined network and text analytics of student discourse in online discussions. In Penstein Rosé C. et al. (Eds.), *Artificial Intelligence in Education. AIED 2018. Lecture Notes in Computer Science, vol 10947* (pp. 111–126). Cham, Switzerland: Springer. doi:10.1007/978-3-319-93843-1_9

[CP 6] Kovanovic, V., Joksimovic, S., Mirriahi, N., Blaine, E., Gasevic, D., Siemens, G., & Dawson, S. (2018). Understand students' self-reflections through learning analytics. In *Proceedings of the Eight International Conference on Learning Analytics & Knowledge (LAK'18)* (pp. 389–398). New York, NY, USA: ACM. doi:10.1145/3170358.3170374

[CP 7] Ruiperez-Valiente, J. A., Joksimovic, S., Kovanovic, V., Gasevic, D., Munoz-Merino, P. J., & Delgado Kloos, C. (2017). A data-driven method for the detection of close submitters in online learning environments. In *Proceedings of the 26th International Conference on World Wide Web Companion (WWW'17)* (pp. 361–368). Geneva, Switzerland: International World Wide Web Conferences Steering Committee. doi:10.1145/3041021.3054161

[CP 8]   Kovanovic, V., Joksimovic, S., Katerinopoulos, P., Michail, C., Siemens, G., & Gasevic, D. (2017). Developing a MOOC experimentation platform: Insights from a user study. In *Proceedings of the Seventh International Conference on Learning Analytics & Knowledge (LAK'17)* (pp. 1–5). New York, NY, USA: ACM. doi:10.1145/3027385.3027398

[CP 9]   Kovanovic, V., Joksimovic, S., Waters, Z., Gasevic, D., Kitto, K., Hatala, M., & Siemens, G. (2016). Towards automated content analysis of discussion transcripts: A cognitive presence case. In *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge (LAK'16)* (pp. 15–24). New York, NY, USA: ACM. doi:10.1145/2883851.2883950

[CP 10] Joksimovic, S., Manataki, A., Gasevic, D., Dawson, S., Kovanovic, V., & de Kereki, I. F. (2016). Translating network position into performance: Importance of centrality in different network configurations. In *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge (LAK'16)* (pp. 314–323). New York, NY, USA: ACM. doi:10.1145/2883851.2883928 **(best paper nominee)**

[CP 11] Kovanovic, V., Joksimovic, S., Gasevic, D., Siemens, G., & Hatala, M. (2015). MOOCs in the news: A European perspective. In *Proceedings of the 2015 HOME Conference* (pp. 36–48). Rome, Italy: EADTU. Available at http://eadtu.eu/home/publications

[CP 12] Waters, Z., Kovanovic, V., Kitto, K., & Gasevic, D. (2015). Structure matters: Adoption of structured classification approach in the context of cognitive presence classification. In G. Zuccon, S. Geva, H. Joho, F. Scholer, A. Sun, & P. Zhang (Eds.), *Information Retrieval Technology. Proceedings of the 11th Asia Information Retrieval Societies Conference (AIRS'15)* (pp. 227–238). Cham, Switzerland: Springer. doi:10.1007/978-3-319-28940-3_18

[CP 13] Dawson, S., Joksimovic, S., Kovanovic, V., Gasevic, D., & Siemens, G. (2015). Recognising learner autonomy: Lessons and reflections from a joint x/c MOOC. In *Proceedings of the 38th Higher Education Research and Development Society of Australasia Conference (HERDSA'15)*. Melbourne, VIC, Australia: HERDSA. Available at http://herdsa-2015.p.asnevents.com.au/days/2015-07-08/abstract/22639 **(best paper award)**

[CP 14] Dowell, N., Skrypnyk, O., Joksimovic, S., Graesser, A. C., Dawson, S., Gasevic, D., Hennis, T. A., de Vries, P., & Kovanovic, V. (2015). Modeling learners' social centrality and performance through language and discourse. In *Proceedings of the Eighth International Conference on Educational Data Mining (EDM'15)* (pp. 250–258). Madrid, Spain: IEDMS. Available at http://www.educationaldatamining.org/EDM2015/uploads/papers/paper_211.pdf

[CP 15] Joksimovic, S., Dowell, N., Skrypnyk, O., Kovanovic, V., Gasevic, D., Dawson, S., & Graesser, A. C. (2015). How do you connect? Analysis of social capital accumulation in connectivist MOOCs. In *Proceedings of the Fifth International Conference on Learning Analytics & Knowledge (LAK'15)* (pp. 64–68). New York, NY, USA: ACM. doi:10.1145/2723576.2723604

[CP 16] Joksimovic, S., Kovanovic, V., Jovanovic, J., Zouaq, A., Gasevic, D., & Hatala, M. (2015). What do cMOOC participants talk about in social media? A topic analysis of discourse in a cMOOC. In *Proceedings of the Fifth International Conference on Learning Analytics & Knowledge (LAK'15)* (pp. 156–165). New York, NY, USA: ACM. doi:10.1145/2723576.2723609

[CP 17] Kovanovic, V., Gasevic, D., Dawson, S., Joksimovic, S., Baker, R. S., & Hatala, M. (2015). Penetrating the black box of time-on-task estimation. In *Proceedings of the Fifth International Conference on Learning Analytics & Knowledge (LAK'15)* (pp. 184–193). New York, NY, USA: ACM. doi:10.1145/2723576.2723623 **(best paper award)**

[CP 18] Kovanovic, V., & Djuric, D. (2012). Highway: A domain specific language for enterprise application integration. In *Proceedings of the Fifth India Software Engineering Conference (ISEC'12)* (pp. 33–36). New York, NY, USA: ACM. doi:10.1145/2134254.2134259

REFEREED WORKSHOP PAPERS

Published

[WP 1] Kovanovic, V., Joksimovic, S., Gasevic, D., & Siemens, G. (2017). Digital learning design framework for social learning spaces. In *Joint Proceedings of the Workshop on Methodology in Learning Analytics (MLA) and the Workshop on Building the Learning Analytics Curriculum (BLAC) co-located with 7th International Learning Analytics and Knowledge Conference (LAK 2017)*. Vancouver, BC, Canada. Available at http://ceur-ws.org/Vol-1915/paper6.pdf

[WP 2] Kovanovic, V., Joksimovic, S., Gasevic, D., & Hatala, M. (2014). What is the source of social capital? The association between social network position and social presence in communities of inquiry. In *Proceedings of the Graph-based Educational Mining Workshop (G-EDM) co-located with the Seventh International Conference on Educational Data Mining (EDM 2014)*. London, UK. Available at http://ceur-ws.org/Vol-1183

[WP 3] Kovanovic, V., Joksimovic, S., Gasevic, D., & Hatala, M. (2014). Automated content analysis of online discussion transcripts. In *Proceedings of the Learning Analytics and Machine Learning (LAML) Workshop co-located with the Fourth International Conference on Learning Analytics & Knowledge (LAK'14)*. Indianapolis, IN, USA. Available at http://ceur-ws.org/Vol-1137

REFEREED POSTERS

To appear

[PO 1] Tsai, Y.-S., Kovanovic, V., & Gasevic, D. (2019). Learning analytics adoption – approaches and maturity. In *Companion Proceedings of the 9th International Conference on Learning Analytics and Knowledge (LAK'19)*. Edmonton, AB, Canada: Society for Learning Analytics Research (SoLAR).

Published

[PO 2] Pogorskiy, E., Beckmann, J. F., Joksimovic, S., Kovanovic, V., & West, R. (2018). Utilising a Virtual Learning Assistant as a Measurement and Intervention Tool for Self-Regulation in Learning. In *Proceedings of 2018 IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE)* (pp. 846–849). IEEE. doi:10.1109/TALE.2018.8615130

[PO 3] Kovanovic, V., Joksimovic, S., Poquet, O., Hennis, T., Dawson, S., Gasevic, D., de Vries, P., Hatala, M., & Siemens, G. (2017). Understanding the relationship between technology use and cognitive presence in MOOCs. In *Proceedings of the Seventh International Conference on Learning Analytics & Knowledge (LAK'17)* (pp. 582–583). New York, NY, USA: ACM. doi:10.1145/3027385.3029471

[PO 4] Dowell, N. M. M., Brooks, C., Kovanovic, V., Joksimovic, S., & Gasevic, D. (2017). The changing patterns of MOOC discourse. In *Proceedings of the Fourth ACM Conference on Learning @ Scale (L@S '17)* (pp. 283–286). New York, NY, USA: ACM. doi:10.1145/3051457.3054005.

[PO 5] Kovanovic, V., Joksimovic, S., Gasevic, D., Owers, J., Scott, A.-M., & Woodgate, A. (2016). Profiling MOOC course returners: How does student behavior change between two course enrolments? In *Proceedings of the Third ACM Conference on Learning @ Scale (L@S '16)* (pp. 269–272). New York, NY, USA: ACM. doi:10.1145/2876034.2893431

TECHNICAL REPORTS

Published

[TR 1] <u>Kovanovic, V.</u>, Gasevic, D., Hatala, M., & Siemens, G. (2017). A novel model of cognitive presence assessment using automated learning analytics methods. *Analytics4Learning Report.* Menlo Park, CA, USA: SRI Education. Available at http://a4li.sri.com/archive/papers/Kovanovic_2017_Presence.pdf

TALKS, PRESENTATIONS, AND MEDIA

SEMINARS AND COLLOQUIA TALKS AND PRESENTATIONS

[TP 1] <u>Kovanovic, V.</u>, Joksimovic S., & Poquet, O. (2018). Beyond the observable with learning analytics: Advanced methods for understanding learning in formal and informal settings. *Invited presentation at the National Institute of Education, Singapore.* May 10, 2018, National Institute of Education, Nanyang University, Singapore.

[TP 2] <u>Kovanovic, V.</u> (2017). LA course design framework. *Invited presentation at The Learning Analytics Curriculum workshop, co-located with the Seventh International Conference on Learning Analytics & Knowledge (LAK'17).* Simon Fraser University, Vancouver, BC, Canada.

[TP 3] <u>Kovanovic, V.</u> (2016). Novel model of cognitive presence assessment using automated learning analytics methods. *Invited presentation at The University of Michigan Academic Innovation Seminar Series,* October 10, 2016, The University of Michigan, Ann Arbor, MI, USA.

[TP 4] <u>Kovanovic, V.</u> (2016). Novel model of cognitive presence assessment using automated learning analytics methods. *Invited presentation at The University of Pennsylvania.* the October 5, 2016, The University of Pennsylvania, Philadelphia, PA, USA.

[TP 5] <u>Kovanovic, V.</u> (2016). Effective teaching and learning in online and blended environments. *Invited presentation at the 2016 Education, Arts, and Social Sciences (EAS) Teaching Academics Network Event.* March 9, 2016, The University of South Australia, Adelaide, Australia.

[TP 6] <u>Kovanovic, V.</u> (2015). Automated content analysis of discussion transcripts. *Presented at The Dealing with Data conference.* August 31, 2015, The University of Edinburgh, Edinburgh, UK.

[TP 7] <u>Kovanovic, V.</u> (2015). Automated system for cognitive presence coding. *Presented at The Third JISC UK Learning Analytics Network event.* June 24, 2015, Nottingham Trent University, Nottingham, UK.

[TP 8] <u>Kovanovic, V.</u> (2015). MOOCs & social learning: Challenges and opportunities. *Presented at the FutureLearn Academic Networking.* June 15, 2015, The Open University, Milton Keynes, UK.

[TP 9] <u>Kovanovic, V.</u> (2015). MOOCs & social learning: Challenges and opportunities. *Presented at the Institute for Adaptive and Neural Computation (ANC) workshop series,* June 2, 2015, The University of Edinburgh, Edinburgh, UK.

[TP 10] <u>Kovanovic, V.</u> (2015). Automated content analysis of cognitive presence. *Invited Presentation at the NSF-funded BCC Educational Discourse Workshop.* May 4, 2015, School of Information, University of Michigan, Ann Arbor, MI, USA.

[TP 11] Kovanovic, V. (2015). Learning analytics for communities of inquiry. *Presented at the Doctoral Consortium collocated with the Fifth International Conference on Learning Analytics & Knowledge (LAK'15).* March 17, 2015, Marist College, Poughkeepsie, NY, USA.

POSTER PRESENTATIONS

[PP 1] Kovanovic, V., Joksimovic, S., Gasevic, D., & Hatala, M. (2015). Learning analytics for communities of inquiry. Poster presented at *the eLearning@ed Conference*, April 23, 2015, The University of Edinburgh, Edinburgh, UK.

[PP 2] Kovanovic, V., Joksimovic, S., Gasevic, D., & Hatala, M. (2015). Learning analytics for communities of inquiry. Poster presented at *the Fifth International Conference on Learning Analytics & Knowledge (LAK'15)*, March 18, 2015, Marist College, Poughkeepsie, NY, USA.

[PP 3] Kovanovic, V., Joksimovic, S., Gasevic, D., & Hatala, M. (2014). Learning analytics for communities of inquiry: Technology use and cognitive presence in online discussions. Poster presented at *The Second Learning Analytics Summer Institute (LASI'14)*, June 30, 2014, Harvard University, MA, USA.

SELECTED MEDIA MENTIONS

[MM 1] Doug Clow (March 31, 2016). Does time-on-task estimation matter? Implications on validity of learning analytics findings. *LACE Project Evidence Hub.* Retrieved from http://evidence.laceproject.eu/?evidence=does-time-on-task-estimation-matter-implications-on-validity-of-learning-analytics-findings

[MM 2] Will Venn (March 1, 2016). Preparing for the future of digital learning. *UniSA News.* Retrieved from http://w3.unisa.edu.au/unisanews/2016/March/story3.asp

[MM 3] Charlie Chung (June 22, 2015). Report review of Siemen's "Preparing for the digital university." *Class Central News.* Retrieved from https://www.class-central.com/report/george-siemens-preparing-for-digital-university/

[MM 4] Study highlights efficacy of digital higher education (May 8, 2015). *University World News.* Retrieved from http://www.universityworldnews.com/article.php?story=2015050813160619

[MM 5] Study provides foundation for the future of digital higher education (May 1, 2015). *Phys.org.* Retrieved from http://phys.org/news/2015-05-foundation-future-digital-higher.html

[MM 6] Bridget Lewis (April 30, 2015). UT Arlington LINK Lab study provides foundation for the future of digital higher education. *The University of Texas Arlington News Centre.* Retrieved from http://www.uta.edu/news/releases/2015/04/siemens-mooc-report.php

[MM 7] Casey Fabris (April 30, 2015). What is being learned from MOOCs? New report takes stock. *The Chronicle of Higher Education.* Retrieved from http://www.chronicle.com/blogs/wiredcampus/what-is-being-learned-from-moocs-new-report-takes-stock/56487

PROFESSIONAL SERVICE ACTIVITIES

CONFERENCE ORGANIZATION

Conference organization

Program co-chair	The Tenth International Learning Analytics & Knowledge Conference (LAK'20), March 23–27, 2020, Goethe University Frankfurt, Frankfurt, Germany.
Poster co-chair	The Ninth International Learning Analytics & Knowledge Conference (LAK'19), March 4–8, 2019, Arizona State University, Tempe, AZ, USA.
Special-track co-chair	IEEE TALE 2018 Big Data Analytics and Machine Learning in Education special track
Program co-chair	The Third Annual Conference on Learning with MOOCs (LWMOOCs'16), October 6–7, 2016, The University of Pennsylvania, Philadelphia, PE, USA.
Local co-chair	The Sixth International Learning Analytics & Knowledge Conference (LAK'16), April 25–29, 2016, The University of Edinburgh, Edinburgh, UK.
Web & communications chair	The Third Annual ACM Conference on Learning at Scale (L@S'16), April 25–26, The University of Edinburgh, Edinburgh, UK.
Local committee member	17th IEEE International Enterprise Distributed Object Computing Conference (EDOC'13), September 9–13, 2013, Vancouver, BC, Canada.

Conference program committee membership

2017 – 2019	The International Conference on Learning Analytics & Knowledge (LAK)
2019	The International Conference on Smart Learning Environments (ICSLE)
2019	ACM Conference on User Modelling, Adaptation and Personalization (ACM UMAP)
2018	The American Educational Research Association (AERA) Annual Meeting, Division C (Learning & Instruction), Section 3b: Technology-Based Environments
2018	The International Conference on Mobile, Hybrid, and On-line Learning (eLmL)
2017	The World Conference on Mobile and Contextual Learning (mLearn)
2017 – 2019	International IEEE Conference on Advanced Learning Technologies and Technology-enhanced Learning (ICALT)
2016 – 2018	The Annual Conference on Learning with MOOCs (LWMOOCs)
2016 – 2017	The International Conference on Innovation, Practice, and Research in the Use of Educational Technology in Tertiary Education (ASCILITE)
2016	The International Conference on Wearable Technologies, Knowledge Development, and Learning (aWEAR)
2014 – 2018	The European Conference on Technology Enhanced Learning (EC-TEL),
2012, 2014	The FTRA International Symposium on Advances in Computing, Communications, Security, and Applications (ACSA)
2018	The Seventh International Conference on Data Analytics (DATA ANALYTICS)
2012 – 2014	The FTRA International Conference on Future Information Technology (FutureTech)
2012 – 2015	The International Conference on Evolving Internet (INTERNET)

Additional committee membership

2019	Second Workshop on Online Learning and Social Emotional Learning
2018 – 2019	Non-cognitive Assessment @ Scale workshop 2018
2017	Fifth Spanish Learning Analytics Summer Institute (LASI Spain 2017)
2017	FutureLearn Workshop at the Seventh International Conference on Learning Analytics & Knowledge (LAK'17)
2014 – 2016	Doctoral Consortium at the European Conference on Technology Enhanced Learning (EC-TEL)
2015	Joint European Summer School on Technology Enhanced Learning (JTEL)

External reviewer

2015 – 2017	The Annual ACM Conference on Learning at Scale (L@S)
2015 – 2016	The International Learning Analytics & Knowledge Conference (LAK)
2015	The Annual Conference on Learning with MOOCs (LWMOOCs)
2013 – 2015	The International Conference on Educational Data Mining (EDM)
2014	The Conference on Empirical Methods on Natural Language Processing (EMNLP)
2013	The Eight European Conference on Technology Enhanced Learning (EC-TEL)
2012	The International Conference on Computer Science and Software Engineering (CASCON)
2012	The International Conference on Software Language Engineering (SLE)
2012	The IEEE International Enterprise Distributed Object Computing Conference (EDOC)
2012	The International Conference on Web Engineering (ICWE)

PROFESSIONAL ORGANIZATIONS

Governance

2019 – Present	**Society Secretary** Society for Learning Analytics Research (SoLAR)	solaresearch.org
2017 – Present	**Executive committee member** Society for Learning Analytics Research (SoLAR)	solaresearch.org

Membership

- Association for Computing Machinery (ACM) www.acm.org
- Institute of Electrical and Electronics Engineers (IEEE) www.ieee.org
- International Educational Data Mining Society (IEDMS) www.educationaldatamining.org
- International Society for Artificial Intelligence in Education (IAIED) iaied.org
- Higher Education Research and Development Society of Australasia (HERDSA) www.herdsa.org.au
- Society for Learning Analytics Research (SoLAR) solaresearch.org
- ACM Special Interest Group on Computer Science Education (ACM SIGCSE) sigcse.org
- IEEE Education Society (IEEE EDU) ieee-edusociety.org
- GOOD OLD AI Research Network (GOAI) goodoldai.org
- The Confederation of Laboratories for Artificial Intelligence Research in Europe (CLAIRE) Network (as a member of GOAI) claire-ai.org

JOURNAL EDITORIAL

- PLOS One (PONE), Academic editor for Education and Pedagogy sections

JOURNAL REVIEW BOARD

- ACM Transactions on Computing Education (TCE)
- ACM Transactions on Social Computing (TSC)
- Big Data & Society (BDS)
- Computers in Human Behavior (CHB)
- Computers & Education (C&E)
- Distance Education (DE)
- Educational Researcher (ER)
- Frontline Learning Research (FLR)
- IEEE Transactions on Learning Technologies (TLT)
- International Journal of Artificial Intelligence in Education (AIED)
- International Journal of Complexity in Applied Science and Technology (CAST)
- International Journal of Educational Technology in Higher Education (ETHE)
- Internet and Higher Education (INTHIG)
- Journal of Computer-assisted Learning (JCAL)
- Journal of Computing in Higher Education (JCHE)
- Journal of Engineering Education (JEE)
- Journal of Learning Analytics (JLA)
- PLOS One (PONE)
- User Modeling and User-Adapted Interaction (UMUI)

BOOK REVIEWING

- Lang, C., & Siemens, G. (Eds.). (2017). *Handbook of Learning Analytics and Educational Data Mining*. Edmonton, AB: Society of Learning Analytics. Available at: https://solaresearch.org/hla-17/
- Alejandro Pena-Ayala (Ed.). (2017). *Learning analytics: Fundaments, Applications, and Trends: A View of the Current State of the Art.* New York, NY: Springer.
- Rafik Naccache (2015). *Clojure Data Analysis Cookbook.* Birmingham, UK: Packt Publishing.
- Eric Rochester (2015). *Clojure Data Structures and Algorithms Cookbook* (2nd ed.). Birmingham, UK: Packt Publishing.

TEACHING AND COURSE DEVELOPMENT

INVITED COURSE LECTURES

- Kovanovic, V. (2016). Inquiry-based learning & MOOCs: challenges & opportunities. *Guest lecture at the CI 5330: Special Topics on Learning Technologies" graduate course.* March 1, 2016, University of Minnesota, MN, USA.
- Kovanovic, V., & Joksimovic, S. (2014). DALMOOC social network analytics. *Guest lecture for the Data, Analytics and Learning Massive Open Online Course (DALMOOC),* November 10, 2014, The University of Texas at Arlington, TX, USA. Recording available at www.youtube.com/watch?v=GUUaP39VpLI

WORKSHOPS & TUTORIALS

- Kovanovic, V., Joksimovic, S., Lushington, K., Wicking, A., & Wicking, P. (2018). Learning analytics and resilience in schools. *Short workshop organised at the 2019 Australian Learning Analytics Summer Institute (ALASI'19)*. Nov 24, 2018, Clayton School of Education, Monash University, Melbourne, VIC, Australia.
- Kovanovic, V., Joksimovic, S., & Jaeschke, W. (2018). Developing self-regulated learning in high-school students: The role of learning analytics. *Short workshop organised at the 2019 Australian Learning Analytics Summer Institute (ALASI'19)*. Nov 23, 2018, Clayton School of Education, Monash University, Melbourne, VIC, Australia.
- Buckingham Shum, S., Bartimote, K., Kovanovic, V., & Pracy, M. (2018). Educational data scientists: A (less) scarce breed? *Short workshop organised at the 2019 Australian Learning Analytics Summer Institute (ALASI'19)*. Nov 23, 2018, Clayton School of Education, Monash University, Melbourne, VIC, Australia.
- Kovanovic, V. & Joksimovic, S. (2018). Quantitative ethnography and epistemic network analysis. *Half-day workshop organised by Education Futures and Digital Education Research Group.* Aug 2, 2018, Clayton School of Education, Monash University, Melbourne, VIC, Australia.
- Kovanovic, V. (2018). Unsupervised machine learning. *Two-day workshop organized at the Fifth Learning Analytics Summer Institute (LASI'18).* June 12–13, 2018, Teachers College, Columbia University, New York, NY, USA.
- Kovanovic, V. (2018). Introduction to R programming. *Half-day tutorial organized at the Fifth Learning Analytics Summer Institute (LASI'18).* June 11, 2018, Teachers College, Columbia University, New York, NY, USA.
- Kovanovic, V., Joksimovic S., & Poquet, O. (2018). Network-based perspective to studying collaborative learning - Learning analytics approach. *Half-day workshop organized at the National Institute of Education, Nanyang University, Singapore.* May 10, 2018, National Institute of Education, Nanyang University, Singapore.
- Joksimovic, S. & Kovanovic, V. (2018). Introduction to learning analytics. *Half-day tutorial at the School of Education Research Days.* February 23, 2018, University of South Australia, Adelaide, Australia.
- Kovanovic, V., Joksimovic, S., & Gasevic, D. (2016). Topic modelling. *Three-day tutorial organized at the Third Learning Analytics Summer Institute (LASI'16).* June 27–29, 2016, The University of Michigan, Ann Arbor, MI, USA.
- Brooks, C., Thompson, C., & Kovanovic, V. (2016). Introduction to data mining for educational researchers. *Half-day tutorial organized as the pre-conference event of the Sixth International Learning Analytics and Knowledge Conference (LAK'16).* April 26, 2016, The University of Edinburgh, Edinburgh, UK.
- Kovanovic, V., Joksimovic, S., & Gasevic, D. (2015). Topic modelling for learning analytics researchers. *Half-day tutorial organized as the pre-conference event of the Fifth International Learning Analytics and Knowledge Conference (LAK'15).* March 17, 2015, Marist College, Poughkeepsie, NY, USA.
- Brooks, C., Pardos, Z., Kovanovic, V., & Joksimovic, S. (2014). Introduction to data mining for educational researchers. *Half-day tutorial organized at the Second Learning Analytics Summer Institute (LASI'14).* June 30, 2014, Harvard University, MA, USA.

UNIVERSITY TEACHING EXPERIENCE

Summer 2018	**Course Instructor**, *EDUC 5228: Developing Future Oriented Learning and Assessment Practices,* School of Education, University of South Australia.
Winter 2018	**Course Instructor**, *EDUC 5245: Negotiated Project in Digital Learning - Part A,* School of Education, University of South Australia.
	Course Instructor, *Cluster Analysis (MOOC),* The University of Texas, Arlington, TX, USA. Available at www.edx.org/course/cluster-analysis-utarlingtonx-link-la-cax

Spring 2017	**Tutor Marker**, *"INF2B Algorithms, data structures and learning (second-year course),"* School of Informatics, The University of Edinburgh.
Summer 2014	**Teaching Assistant**, *"IAT 334 Interface Design (third-year course),"* School of Interactive Arts and Technology, Simon Fraser University.
Spring 2014, Fall 2014 Spring 2013, Fall 2013	**Teaching Assistant**, *"IAT 201 Human-Computer Interaction & Cognition (second-year course),"* School of Interactive Arts and Technology, Simon Fraser University.
Fall 2006, Spring 2007 Fall 2007	**Teaching Assistant**, *"Principles of Programming (second-year course),"* Faculty of Organizational Sciences, The University of Belgrade.

COURSE DEVELOPMENT EXPERIENCE

| Spring 2019 | **Course developer**, *"INFT 2064 Web development"* (second-year course), School of Information Technology & Mathematical Sciences, The University of South Australia. |

- Development of course materials for the second year fully online ten-week course in Web development.

| Summer 2018 | **Course developer**, *"Cluster analysis"* (MOOC), The University of Texas, Arlington, TX, USA. |

- Development of course materials for the three-week massive edX open online course which is a part of University of Texas, Arlington MicroMasters in Learning Analytics program. Available at www.edx.org/course/cluster-analysis-utarlingtonx-link-la-cax

STUDENT SUPERVISION

CURRENT STUDENTS

University of South Australia

Doctoral students

| Jul 2018 – Present | Hamideh Iraj *School of Information Technology & Mathematical Sciences, University of South Australia.* |

Principal supervisor: Prof. Abelardo Pardo.
Co-supervisors: Dr Vitomir Kovanovic and Prof. Shane Dawson.
Research title: "*Creating learning paths in MOOCs based on user behavior and course reviews.*"

Masters by research students

| Jul 2018 – Present | Wayne Jaeschke *School of Education, University of South Australia.* |

Principal supervisor: Prof. Shane Dawson.
Co-supervisors: Dr Vitomir Kovanovic and Dr Negin Mirriahi.
Research title: *"Improving student success at university through early detection and intervention in schools."*

Undergraduate & honours students

Jul 2018 – Present	Andrew Zamecnik *School of Information Technology & Mathematical Sciences, University of South Australia.*
	Principal supervisor: Prof. Lin Liu. Co-supervisors: Dr Vitomir Kovanovic and Dr Srecko Joksimovic. Research title: *"Profiling students based on online course engagement patterns."*

Additional student supervision

Feb 2018 – Feb 2018	Adelaide Engage Work Experience Network (AEWEN)
	Mentorhip of the team of six students enrolled in three week long industry-experience program organised by the South Australian Government:

1. David Caicedo
2. Richa Gulati
3. Osmani Juarez
4. Kartik Patel
5. Sukanya Sukumar
6. Shuochun Zhang

PAST STUDENTS

The University of Edinburgh

All students supervised by Prof. Dragan Gasevic (principal supervisor) and Dr Vitomir Kovanovic and Dr Srecko Joksimovic (co-supervisors).

Masters by coursework students

Jun 2017 – Aug 2017	Silvia Sanroma Martorell *School of Informatics, The University of Edinburgh.*
	Masters project: *"Mining GitHub to detect factors that predict projects with vibrant communities."*
Jun 2017 – Aug 2017	Jialun Wu *School of Informatics, The University of Edinburgh.*
	Masters project: *"Mining Reddit to identify factors that describe prominent links between different communities."*
Jun 2017 – Aug 2017	Marko Vidoni *School of Informatics, The University of Edinburgh.*
	Masters project: *"Mining StackOverflow to identify collaboration patterns and user reputation."*
Jun 2016 – Aug 2016	Ogechi Onuoha *School of Informatics, The University of Edinburgh.*
	Masters project: *"Real-time analytics for massive open online courses."*
Jun 2016 – Aug 2016	Filippos Katerinopoulos *School of Informatics, The University of Edinburgh.*
	Masters project: *"A/B testing with massive open online courses."*
Jun 2016 – Aug 2016	Michail Charalampos *School of Informatics, The University of Edinburgh.*
	Masters project: *"A/B testing with massive open online courses."*

Undergraduate & honours students

Sep 2017 – May 2018   Titas Skrebe
School of Informatics, The University of Edinburgh.

Undergraduate honors project: *"Mining GitHub to detect factors that predict projects with vibrant communities."*

Sep 2017 – May 2018   Adrian Christea
School of Informatics, The University of Edinburgh.

Undergraduate honors project: *"Mining Reddit to identify factors that describe prominent links between different communities."*

Sep 2017 – May 2018   Tom Lutzeyer,
School of Informatics, The University of Edinburgh.

Undergraduate honors project: *"Mining StackOverflow to identify collaboration patterns and user reputation."*

Sep 2016 – May 2017   Asseem Narang
School of Informatics, The University of Edinburgh.

Undergraduate honors project: *"Real-time analytics for massive open online courses."*

Jun 2016 – Jul 2016   Ellen Blaine
Visiting undergraduate student from Department of Computer Science, Stanford University, School of Informatics, The University of Edinburgh.

Undergraduate summer research project: *"Automation of a coding scheme for content analysis of student self-reflections."*