

Sidney K. D'Mello

Institute of Cognitive Science & Department of Computer Science
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Education

PhD in Computer Science (August, 2009)
Co-advised by Stan Franklin and Art Graesser
University of Memphis
Memphis, TN, 38152, USA

M.S. in Mathematical Sciences (December, 2004)
University of Memphis
Memphis, TN, 38152, USA

B.S. in Electrical Engineering (May, 2002)
Christian Brothers University
Memphis, TN, 38104, USA

Professional Appointments

Professor (July 1, 2021)
Institute of Cognitive Science & Department of Computer Science
University of Colorado Boulder

RIO, Faculty Fellow, Research & Innovation Office (RIO), University of Colorado Boulder (2022 Cohort)

Associate Professor (July 1, 2017 – June 30, 2021)
Institute of Cognitive Science & Department of Computer Science,
University of Colorado Boulder.

Adjunct Research Associate Professor^{1,2} (July 1, 2017- June 30, 2018)

Associate Professor^{1,2} (2016 – June 30, 2017)

Assistant Professor^{1,2} (2012 - 2016)

Departments of Computer Science and Engineering¹ (CSE) and Psychology², *University of Notre Dame*

Network Scholar (2016-2023)

Student Experience Research Network (SERN) (formerly Mindset Scholars Network)

Visiting Scholar (2015-2016)

Angela Duckworth, Positive Psychology Center, *University of Pennsylvania*

Fellow (2014-2016)

Institute for Educational Initiatives, *University of Notre Dame*

Research Assistant Professor (2010 – 2012)

Institute for Intelligent Systems, *University of Memphis*

Postdoctoral Researcher (2009 - 2010)

Institute for Intelligent Systems and Department of Psychology, *University of Memphis*
Advised by Art Graesser

Research Assistant (2002 - 2009).

Department of Computer Science, Department of Psychology, Institute for Intelligent Systems, FedEx
Institute of Technology, *University of Memphis*

Honors & Awards

1. **Best Interactive Event Award** at the International Conference on Artificial Intelligence in Education (AIED 2022). iSAT Speech-based AI Display for Small Group Collaboration in Classrooms
2. **Finalist for Best Paper Award**. Zhou, G., Moulder, R., Sun, C., & D’Mello, S. K. (2022). Investigating Temporal Dynamics Underlying Successful Collaborative Problem Solving Behaviors with Multilevel Vector Autoregression. *Proceedings of the 15th International Educational Data Mining Conference (EDM 22)*.
3. **Finalist for Best Paper Award**. Pugh, S. L., Rao, A., Stewart, A. E., & D’Mello, S. K. (2022). Do Speech-Based Collaboration Analytics Generalize Across Task Contexts? *Proceedings of the 12th International Learning Analytics and Knowledge Conference (LAK 22)*.
4. **Best Full Paper Award**. Vrzakova, H., Amon, M. J., Stewart, A., Duran, N., & D’Mello, S. K. (2020). Focused or Stuck Together: Multimodal Patterns Reveal Triads’ Performance in Collaborative Problem Solving. *Proceedings of the International Conference on Learning Analytics & Knowledge (LAK 20)*.
5. **Best Student Paper Award (2019)**. Eloy, L., Stewart, A., Amon, M., Reindhardt, C., Michaels, A., Sun, C., Shute, V., Duran, N., & D’Mello, S. K. Modeling Team-level Multimodal Dynamics during Multiparty Collaboration. *Proceedings of the 21st ACM International Conference on Multimodal Interaction (ICMI 2019)*.
6. **Tom Trabasso Young Investigator Award from the Society for Text & Discourse**. D’Mello, S. K. (2018) - “This award embodies the spirit of Tom Trabasso. It goes to an outstanding young scholar who received his or her PhD within the last 10 years and has made a significant contribution to the understanding of discourse processing and text analysis”
7. **Association of Computing Machinery (ACM) Recognition of Service Award**. D’Mello, S. K. (2018).

8. **Finalist for Best Paper Award (2018).** Cook, C., Olney, A., Kelly, S., & D'Mello, S. K. An Open Vocabulary Approach for Detecting Authentic Questions in Classroom Discourse. *11th International Conference on Educational Data Mining (EDM 2018)*.
9. **James Chen Best Student Paper Award (2017).** Hutt, S., Mills, C., Bosch, N., Krasich, K., Brockmole, J. R., & D'Mello, S. K. Out of the fr-"eye"-ing pan: Towards gaze-based models of attention during learning with technology in the classroom. *25th International Conference on User Modeling, Adaptation, and Personalization (UMAP 2017)*.
10. **Best Student Paper Award & Finalist for Overall Best Paper Award (2017).** Stewart, A., Bosch, P., D'Mello, S. K. Generalizability of Face-Based Mind Wandering Detection Across Task Contexts. *10th International Conference on Educational Data Mining (EDM 2017)*.
11. **Finalist for Best Paper Award (2017).** D'Mello, S. K., Mills, C., Bixler, N., & Bosch, N. Zone out no more: Mitigating mind wandering during computerized reading. *10th International Conference on Educational Data Mining (EDM 2017)*.
12. **Outstanding Paper Award and Finalist for Best Paper Award (2016).** Donnelly, P. J., Blanchard, N., Samei, B., Olney, A. M., Sun, X., Ward, B., Kelly, S., Nystrand, M., & D'Mello, S. K. Automatic Teacher Modeling from Live Classroom Audio. *24th ACM International Conference on User Modeling, Adaptation, and Personalization (UMAP 2016)*.
13. **Excellence in Reviewing Award (2015).** *17th ACM International Conference on Multimodal Interaction (ICMI 2015)*
14. **Best Student Paper Award and Finalist for Overall Best Paper Award (2015).** Kai, S., Paquette, L., Baker, R., Bosch, N., D'Mello, S.K., Ocumpaugh, J., Shute, V., & Ventura, M. Comparison of face-based and interaction-based affect detectors in physics playground. *8th International Conference on Educational Data Mining (EDM 2015)*.
15. **Best Paper Award (2015).** Bosch, N., D'Mello, S. K., Baker, R., Ocumpaugh, J., & Shute, V. Temporal Generalizability of Face-Based Affect Detection in Noisy Classroom Environments. *17th International Conference on Artificial Intelligence in Education (AIED 2015)*.
16. **Honorable Mention – Finalist for Best Paper Award (2015).** Bosch, N., D'Mello, S., Baker, R., Ocumpaugh, J., Shute, V., Ventura, M., Wang, L., & Zhao, W. Automatic Detection of Learning-Centered Affective States in the Wild. *20th ACM International Conference on Intelligent User Interfaces (IUI 2015)*.
17. **James Chen Best Student Paper Award (2014).** Bixler, R., & D'Mello, S. Toward Fully Automated Person-Independent Detection of Mind Wandering. *22nd International Conference on User Modeling, Adaptation, and Personalization (UMAP 2014)*
18. **ACM Distinguished Paper Award (2014).** Rodeghero, P., McMillan, C., McBurney, P., Bosch, N., & D'Mello, S. K. Improving Automated Source Code Summarization via an Eye-Tracking Study of Programmers. *36th International Conference on Software Engineering (ICSE 2014)*.
19. **Best Overall Paper Award (2013).** Mills, C. & D'Mello, S. K. Emotions During Writing about Socially-Charged Issues: Effects of the (Mis)Alignment of Personal Positions with Instructed Positions. *26th Florida Artificial Intelligence Research Society Conference (FLAIRS 2013)*.
20. **Best Student Paper Award (2013).** Mills, C. & D'Mello, S. K. Emotions During Writing about Socially-Charged Issues: Effects of the (Mis)Alignment of Personal Positions with Instructed Positions. *26th Florida Artificial Intelligence Research Society Conference (FLAIRS 2013)*.

21. **Outstanding Paper Award (2012).** D'Mello, S. K., & Kory, J. Consistent but Modest: A Meta-Analysis on Unimodal and Multimodal Affect Detection Accuracies from 30 Studies. *14th ACM International Conference on Multimodal Interaction (ICMI 2012)*.
22. **Young Researchers Track Best Paper Award (2012).** Lehman, B., D'Mello, S. K., & Graesser, A. C. Interventions to Regulate Confusion during Learning. *11th International Conference on Intelligent Tutoring Systems (ITS 2012)*.
23. **Best Paper Award (2011).** Lehman, B. A., D'Mello, S. K., Strain, A., Gross, M., Dobbins, A., Wallace, P., Millis, K., & Graesser, A. C. Inducing and tracking confusion with contradictions during critical thinking and scientific reasoning. *15th International Conference on Artificial Intelligence in Education (AIED 2011)*.
24. **Best Paper Award (2010).** D'Mello, S. K., Lehman, B., & Person, N. Expert Tutors Feedback is Immediate, Direct, and Discriminating. *23rd Florida Artificial Intelligence Research Society Conference (FLAIRS 2010)*
25. **Outstanding Reviewer Award (2010).** *10th International Conference on Intelligent Tutoring Systems (ITS 2010)*.
26. **Finalist for Best Paper Award (2008).** Cade, W., Copeland, J. Person, N., and D'Mello, S. K. Dialogue Modes in Expert Tutoring. *9th International Conference on Intelligent Tutoring Systems (ITS 2008)*
27. **Outstanding Paper Award (2005).** D'Mello, S. K., Craig, S. D., Witherspoon A., Sullins J., McDaniel B., Gholson, B., & Graesser, A. C. The relationship between affective states and dialog patterns during interactions with AutoTutor. *World Conference on E-learning in Corporate, Government, Health Care, and Higher Education*.

External Funding

Current

1. **AI Institute: Institute for Student-AI Teaming**
Agency: National Science Foundation (DRL 2019805)
PI: D'Mello (PI), Palmer (Co-PI), Sumner (Co-PI), Puntambekar (Co-PI University of Wisconsin-Madison)
Amount: \$19,993,294
Period: 2020-2025
2. **Hybrid Human-Agent Tutoring (HAT) Platform to Accelerate Middle School Math Achievement for Low Income Students**
Agency: Withheld at request of funder
PI: D'Mello (PI), Sumner (Co-PI)
Amount: Withheld at request of funder
Period: 2022-2027
3. **Collaborative Research: Building Teachers of the Future via AI-enabled Agnostic Feedback For Job Embedded Learning**
Agency: National Science Foundation (DRL 1920510)
PIs: Kelly (U Pittsburgh PI), D'Mello (CU Boulder PI), Kann (CU Boulder Co-PI)

- Amount:* \$ 1,996,327 (\$677,056 to CU Boulder)
Period: 2023-2027
4. **Automated Physiological Assessment of Chronic Pain in Daily Life**
Agency: National Institutes of Health (R21NR018972)
PI: Ceko (PI), D'Mello (Co-I)
Amount: \$421,978
Period: 2021-2023
 5. **Modeling Brain and Behavior to Uncover the Eye-Brain-Mind Link during Complex Learning**
Agency: National Science Foundation (DRL 1920510)
PIs: D'Mello (PI), Hirshfield (Co-PI)
Amount: \$999,991
Period: 2019-2023
 6. **Novel Methods to Prospectively Predict the Occurrence of Severe Behavior Problems in Youth**
Agency: Spring 2023 AB Nexus Research Collaboration Grant Program, CU Anschutz & CU Boulder
PIs: Romani (PI) & D'Mello (Co-PI),
Amount: \$49,932 (\$32,312 to CU Boulder)
Period: 2023-2024

Completed

7. **Intelligent Facilitation for Teams of the Future via Longitudinal Sensing in Context**
Agency: National Science Foundation (SES 1928612)
PIs: Mark (PI UC Irvine), D'Mello (PI CUB), Striegel (PI Notre Dame)
Amount: \$1,099,987 (\$338,144 to CUB)
Period: 2019-2023
8. **Neuro-mimicry of Human-agent Collaborative Problem Solving**
Agency: Army Research Office
PIs: Hirshfield (PI), D'Mello (Co-PI), Ceko (Co-PI)
Amount: \$99,511
Period: 2022-2023
9. **Emotional State and Calibrated Trust in Human-agent Teams: A Systematic Literature Review and Accompanying Meta-analysis**
Organization: Toyota
PIs: Hirshfield (PI), D'Mello (Co-PI), Booth (Co-PI)
Amount: \$68,902
Period: 2022-2023
10. **Exploring Adaptive Cognitive and Affective Learning Support for Next-generation STEM Learning Games**
Agency: Institute of Education Sciences (IES R305A170376)
PIs: Shute (PI; FSU), Baker (Co-PI; U Penn); D'Mello (Co-PI; CUB)
Amount: \$1,399,996 (\$449,884 to CUB)
Period: 2017-2022

- 11. AI-DCL EAGER: Understanding and Alleviating Potential Biases in Large Scale Employee Selection Systems: The Case of Automated Video Interviews**
Agency: National Science Foundation (IIS 1921087)
PIs: Tay (PI Purdue), D’Mello (PI CUB), Woo (Co-PI Purdue)
Amount: \$297,516 (\$144,994 to CUB)
Period: 2019-2022
- 12. Development and Empirical Evaluation of a Theoretical Framework for Integrating Adaptive Multimodal Processes to Optimize Outcomes of Human-Agent Teams**
Agency: Army Research Office
PIs: Hirshfield (PI), D’Mello (Co-PI)
Amount: \$616,000
Period: 2019-2022
- 13. EXP: Cyber-Enabled Teacher Discourse Analytics to Empower Teacher Learning**
Agency: National Science Foundation (IIS 1735793)
PIs: D’Mello (lead PI), Kelly (Pitt PI), and Donnelly (Cal State Chico PI)
Amount: \$549,394 (\$262,466 to CUB)
Period: 2017-2022
- 14. Precision Education: The Virtual Learning Lab**
Agency: Institute of Education Sciences (IES R305C160004)
PIs: Beal (PI), Michailidis (Co-PI), Pemberton (Co-PI), Leite (Co-PI; University of Florida); D’Mello (Co-PI)
Amount: \$8,908,288 (\$741,835 to CUB)
Period: 2016-2022
- 15. RAPID: Longitudinal Modeling of Teams and Teamwork during the COVID-19 Crisis**
Agency: National Science Foundation (SES 2030599)
PI: D’Mello (PI), Striegel (Co-PI Notre Dame)
Amount: \$197,667
Period: 2020-2022
- 16. A Theory and Data Driven Approach for Identifying Evidence of Collaborative Problem Solving Skills**
Agency: Institute of Education Sciences (R305A170432)
PIs: Khan (PI; ETS), McCaffrey (Co-PI; ETS), Chung (Co-PI; UCLA); D’Mello (Co-PI; CUB)
Amount: \$1,399,250 (\$198,009 to CUB)
Period: 2017-2022
- 17. Interpersonal Coordination and Coregulation during Collaborative Problem Solving**
Agency: National Science Foundation (DUE 1745442/1660877)
PIs: D’Mello (lead PI), Duran (ASU PI), and Shute (FSU PI)
Amount: \$1,470,184 (\$836,292 to CUB)
Period: 2017-2022
- 18. Adaptive Learning Innovation Impact**
Agency: Intel Research
PI: D’Mello (PI)
Amount: \$300,000
Period: 2018-2022

- 19. Analytic and Computational Approaches to Uncover Teacher Practices That Foster Positive Identity and Equity in Engagement and Learning for Middle School Math Students.**
Agency: Mindset Scholars Network
PIs: D’Mello (PI), Kelly (Co-I U. Pittsburgh), Wormington (Co-I, U. of Virginia)
Amount: \$137,551 (\$101,074 to CUB)
Period: 2019-2021
- 20. Algorithmic Racial Bias in Automated Video Interviews**
Agency: Society for Industrial and Organizational Psychology (SIOP)
PIs: Hickman (Purdue PI); Tay, Woo, & D’Mello (Co-PI)
Amount: \$ 10,000 (\$0 to CUB)
Period: 2020-2021
- 21. A Comprehensive Approach to Modeling Job Performance via Unobtrusive, Continuous, Multimodal Sensing: Phase II**
Agency: IARPA
PIs: Striegel (ND PI); D’Mello (Co-PI)
Amount: \$ 2,004,529 (\$273,867 to CUB)
Period: 2019-2020
- 22. DURIP: A Wearable Cognitive, Physiological, and Behavioral Sensor Suite for Testing and Evaluation of Human-Machine Teaming Environments**
Agency: Air Force Office of Scientific Research
PIs: Hirshfield (PI), D’Mello (Co-PI)
Amount: \$505,165
Period: 2019-2020
- 23. Performance Task Measures of Self-Control and Grit**
Agency: The Walton Family Foundation
PIs: Duckworth - U. Pennsylvania (PI); D’Mello (Co-PI)
Amount: \$1,198,234 (\$177,868 to CUB)
Period: 2015-2019
- 24. A Comprehensive Approach to Modeling Job Performance via Unobtrusive, Continuous, Multimodal Sensing: Phase I**
Agency: IARPA
PIs: Striegel (ND PI); D’Mello (Co-PI)
Amount: \$7,983,798 (\$503,625 to CUB)
Period: 2017-2020
- 25. EXP: Attention-Aware Cyberlearning to Detect and Combat Inattentiveness During Learning**
Agency: National Science Foundation (IIS 1523091/1748739)
PIs: D’Mello (PI); Brockmole (Co-PI); Kloser (Faculty Advisor)
Amount: \$549,865
Period: 2015-2019
- 26. Language as Thought: Using Natural Language Processing to Investigate Mindsets, Learning Environments, and College Success**
Agency: Mindset Scholars Network
PIs: D’Mello (PI), Duckworth - U. Pennsylvania (Co-PI)

Amount: \$74,894
Period: 2018-2019

27. A Big Biodata Approach to Mindsets, Learning Environments, and College Success

Agency: Mindset Scholars Network
PIs: D'Mello (PI), Duckworth - U. Pennsylvania (Co-PI)
Amount: \$74,878
Period: 2017-2018

28. Automating the Measurement and Assessment of Classroom Discourse

Agency: Institute for Educational Sciences (IES R305A130030)
PIs: Nystrand (lead PI) – U. Wisconsin-Madison, D'Mello – ND PI; Olney - U. Memphis PI, Kelly - U. Pittsburgh PI.
Amount: \$1,599,828 (\$553,298 to ND)
Period: 2013-2017

29. WORKSHOP: Doctoral Consortium at the 2016 ACM User Modeling, Adaptation and Personalization Conference (UMAP 2016)

Agency: National Science Foundation (IIS 1642486)
PI: D'Mello
Amount: \$14,364
Period: 2016-2017

30. Affect in Collaborating Problem Solving

Agency: Educational Testing Services (ETS)
PIs: Khan (lead PI) – ETS, D'Mello –PI on subcontract to ND
Amount: \$15,000
Period: 2015-2017

31. Diligence Task 2.0: An Online Performance Measure of Academic Diligence

Agency: The John Templeton Foundation
PIs: D'Mello (PI); Duckworth - U. Pennsylvania Co-I
Amount: \$239,671
Period: 2014-2017

32. Beyond Boredom: Modeling and Promoting Engagement during Complex Learning

Agency: National Science Foundation (DRL 1235958/1108845)
PIs: D'Mello (PI); Graesser - U. Memphis Co-PI
Amount: \$1,079,802 + \$4,860 for REU supplement
Period: 2012-2016

33. Smarter Higher Education--MOOCs, Blended Learning, and Learning Analytics

Agency: IBM
PIs: Ambrose (lead PI), Chawla (Co-PI), D'Mello (Co-PI)
Amount: \$60,000
Period: 2015-2016

34. Increasing Agency by Promoting a Purpose for Learning: Experiments in Urban District Middle Schools

Agency: Raikes Foundation
PIs: Yeager (lead PI) – U. of Texas at Austin, D'Mello (Co-I)
Amount: Total \$691,953 (\$136,000 to ND)

Period: 2013-2016

35. Understanding and Increasing College Persistence

Agency: Bill & Melinda Gates Foundation

PIs: Duckworth (lead PI) – U. of Pennsylvania, Gabrieli – National Center on Time and Learning PI, Yeager - U. Texas at Austin PI, D’Mello - PI on subcontract to Notre Dame

Amount: Total \$1,726,692 (\$55,440 to ND)

Period: 2011-2015

36. Multimodal Analytics Prototypes

Agency: Educational Testing Services (ETS)

PIs: Khan (lead PI) – ETS, D’Mello –PI on subcontract to ND

Amount: \$15,000

Period: 2015

37. It's Tedious But it Matters: Can Purpose Promote the Grit and Tenacity Required to Build Math and Science Skills?

Agency: University of Chicago via John Templeton Foundation

PIs: Yeager (lead PI) – U. of Texas at Austin, D’Mello (Co-I)

Amount: Total \$148,083 (\$16,009 to ND)

Period: 2013-2015

38. Modeling how Affect, Engagement, and Conscientiousness Interact and Influence Learning in Newton’s Playground

Agency: Bill & Melinda Gates Foundation

PIs: Baker (lead PI) – Teachers College, Columbia University, D’Mello – ND PI; Shute – Florida State University PI

Amount: Total \$673,378 (\$192,354 to ND)

Period: 2012-2014

39. SBIR Phase I: Intelligent tutoring system with EEG-based instructional strategy optimization

Agency: National Science Foundation

PIs: Soussou (lead PI) – QUASAR, USA, D’Mello – PI on subcontract to ND

Amount: Total \$149,981 (\$21,438 to ND)

Period: 2014-2014

40. Support for Doctoral Students from U.S. Universities to Attend the AIED 2013 and EDM 2013 Conferences

Agency: National Science Foundation (IIS 1340163)

PI: D’Mello

Amount: \$19,860

Period: 2013-2014

41. Inducing, Tracking, and Regulating Confusion and Cognitive Disequilibrium during Complex Learning¹

Agency: National Science Foundation (IIS 0834847)

PIs: Graesser (PI), D'Mello (Co-PI) – University of Memphis

Amount: Total \$420,000

Period: 2009-2013

42. Strategy Shifting in Complex Multimodal Environments

Agency: Sandia National Laboratories

PIs: D'Mello - University of Memphis

Amount: \$45,000

Period: 2010-2011

43. Guru: A computer tutor that models expert human tutors

Agency: Institute of Education Sciences

PIs: Olney (PI), Graesser (Co-PI), D'Mello (Senior Researcher) - University of Memphis; Person (Co-PI), Williams (Co-PI) – Rhodes College

Amount: \$1,858,176

Period: 2008-2012

44. Travel Award (\$1,250; 2007). Doctoral Consortium at 13th International Conference on Artificial Intelligence in Education. *National Science Foundation via University of Memphis.*

Publications

Citation History

(Google Scholar): 26,626 citations; h-index 82; i-10 index 284

ORCID

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Patents

1. Kelly, S. & D'Mello, S. K. (submitted). *System and Method for Automated Observation and Analysis of Instructional Discourse.*
2. Graesser, A. & D'Mello, S. K. (August 20, 2019). *Affect-Sensitive Intelligent Tutoring System.* US 10,388,178 B2.

¹ I conceived the idea in collaboration with Graesser and wrote 100% of the proposal. It was submitted in 2008 when I was in my final year in the PhD program and could not be listed as PI. However, I managed the entire project and led all the dissemination activities

Edited Books

1. **D'Mello, S. K., Scherer, S., Georgiou, P., Worsley, M., Provost, M., & Soleymani, M. (Eds.) (2018).** *Proceedings of the 20th ACM International Conference on Multimodal Interaction (ICMI 2018)*. New York, NY:ACM.
2. **D'Mello, S. K., Morency, L-P, Valstar, M., & Yin, L. P. (Eds.) (2018).** *Proceedings of the 13th IEEE Conference on Automatic Face and Gesture Recognition (FG'18)*. Washington, DC: IEEE.
3. Aroyo, L., **D'Mello, S. K., Vassileva, J., & Blustein, J. (Eds.) (2016).** *Proceedings of the 24th ACM International Conference on User Modeling, Adaptation, and Personalization (UMAP 2016)*. New York: ACM
4. Calvo, R. A., **D'Mello, S. K., Gratch, J., & Kappas, A. (Eds.) (2015).** *The Oxford Handbook of Affective Computing*. New York, NY: Oxford University Press.
5. Nijholt, A., **D'Mello, S. K., & Pantic, M. (Eds.) (2013).** *Proceedings of the 5th International Conference on Affective Computing and Intelligent Interaction (ACII 2013)*. Washington, DC: IEEE.
6. **D'Mello, S. K., Calvo, R. A., & Olney, A. (Eds.) (2013).** *Proceedings of the 6th International Conference on Educational Data Mining (EDM 2013)*. International Educational Data Mining Society.
7. **D'Mello, S. K. & Graesser, A. C., Schuller, B., & Martin, J. (Eds.) (2011).** *Proceedings of the 4th International Conference on Affective Computing and Intelligent Interaction (ACII 2011) (Volumes 1 and 2: LNCS 6974/6975)*. Berlin Heidelberg: Springer.
8. Calvo, R. A. & **D'Mello, S. K. (Eds.) (2011).** *New Perspectives on Affect and Learning Technologies*. Berlin/Heidelberg: Springer.

Journal Articles²

In press/2024

1. Kelly, S., Muthoka, H., Vines, E., Wormington, S., & **D'Mello, S. K.** Fine-grained, nomination coding in the support domain: Promising teacher discourse measures in mathematics instruction, *The Journal of Experimental Education* (IF = 2.8).
2. **D'Mello, S. K., Duran, N., Michaels, A., & Stewart, A. (2024).** Improving Collaborative Problem Solving Skills via Automated Feedback & Scaffolding: A Quasi-Experimental Study with CPSCoach. *User Modeling and User-Adapted Interaction* (IF = 5.7).
3. **D'Mello, S. K., Moulder, R., & Jensen, E. (2024).** Momentary Measures of Emotions During Learning Prospectively Predict Standardized Test Scores, *Learning & Instruction* 90(1) (IF = 6.2).
4. Duran, N. D., Paige, A., & **D'Mello, S. K.. (2024).** Multi-Level Linguistic Alignment in a Dynamic Collaborative Problem-Solving Task, *Cognitive Science*. (IF = 3.8).

² 5-year impact factor (IF) provided when available. 5-year IF preferred over yearly IF because yearly impact factors tend to fluctuate considerably.

5. Mills, C., Southwell, R., & **D'Mello**, S. K. (2024). Negative Affect Facilitates "Deeper" Reading Comprehension: A Behavioral and Eye Tracking Study. *Cognition & Emotion*, 38(1), 171-179. (IF = 3.4).
6. Villanueva, C. M., Ibonie, S. G., Jensen, E., Eloy, L., Quoidbach, J., Bryan, A., **D'Mello**, S., & Gruber, J. (in press). Experience-sampling approach to emotion differentiation and bipolar mood risk in emerging adults. *Journal of Emotion and Psychopathology*.
7. **D'Mello**, S. K., Bidy, Q., Breideband, T., Bush, J., Chang, M., Cortez, A., Flanigan, J., Foltz, P. W., Gorman, J. C., Hirshfield, L., Ko, M.-L. M., Krishnaswamy, N., Lieber, R., Martin, J., Palmer, M., Penuel, W. R., Philip, T., Puntambekar, S., Pustejovsky, J., Reitman, J. G., Sumner, T., Tissenbaum, M., Walker, L., & Whitehill, J. (2024). From Learning Optimization to Learner Flourishing: Reimagining AI in Education at the Institute for Student-AI Teaming (iSAT) *AI Magazine*.

2023

8. Lira, B., Gardner, M., Quirk, A., Stone, C., Rao, A., Ungar, L., Hutt, S., Hickman, L., **D'Mello**³, S. K. & Duckworth, A. (2023). Using Human-Centered Artificial Intelligence to Assess Personal Qualities in College Admissions, *Science Advances*, 9(41). (IF = 14.1).
9. Booth, B., Bosch, N., & **D'Mello**, S. K. (2023). Engagement Detection and its Applications in Learning: A Tutorial & Selective Review. *Proceedings of the IEEE*, 111(10), 1398 – 1422. (IF = 20.6)
10. Andrews-Todd, J., Jiang, Y., Steinberg, J., Pugh, S. L., & **D'Mello**, S. K.. (2023) Investigating collaborative problem solving behaviors and outcomes across academic domains. *Computers & Education*, 207(1). (IF = 12).
11. Breideband, T., Moulder, R., Martinez, G., Caruso, M., Mark, G., Striegel, A., & **D'Mello**, S. K.. 'Location, Location, Location': An Exploration of Different Workplace Contexts in Remote Teamwork during the COVID-19 Pandemic. *Proceedings of the ACM on Human-Computer Interaction: Computer Supported Collaborative Work*, 7(CSCW1), 1-22.
12. Southwell, R., Mills, C., Caruso, M., & **D'Mello**, S. K. (2023) A gaze-based predictive model of deep comprehension based on self-explanations. *User-Modeling and User-Adapted Interaction*, 33(3), 687-725 (IF = 5.38)
13. Sumer, O., Goldberg, P., **D'Mello**, S. K., Gerjets, P., Trautwein, U. & Kasneci, E. (2023). Multimodal Engagement Analysis from Facial Videos in the Classroom. *IEEE Transactions on Affective Computing*, 14(2), 1012 – 1027. (IF = 10.5)
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Journal Articles In Review/Revision

1. Kelly, S., Guner, G., Hunkins, N., & **D'Mello, S. K.** High school English teachers reflect on their talk: A user-study of automated feedback with the Teacher Talk Tool.
2. Lira, B., O'Brien, J. M., Pena, P., Galla, B., **D'Mello, S.**, Yeager, D. S., . . . Duckworth, A. L. (in review). Large Studies Reveal How Reference Bias Distorts Policy Applications of Popular Psychological Measures.

3. Buhler, B., Bozkir, E., Goldberg, P., Sumer, O., **D'Mello**, S. K., Gerjets, P., Trautwein, U., & Kasneci, E. (in review). From the Lab to the Wild: Examining Generalizability of Video-based Mind Wandering Detection.
4. Ceko, M., Hirshfield, L., Doherty, E., Southwell, R., & **D'Mello**, S. K. (in review). Towards Ecological Measurement of Complex Cognitive Processes: Functional-Near Infrared Spectroscopy of Brain Activity During Reading.
5. Chang, M. A., Tissenbaum, M., Philip, T. M., & **D'Mello**, S. K. (in review). Co-designing AI with Youth Partners: Enabling Ideal Classroom Relationships through a Novel AI Privacy Framework.
6. Moulder, R., & **D'Mello**, S. K. (in review). Quantifying Multimodal Dynamics in Groups Containing Members of Mixed-Distinguishability Using Dynamic Bayesian Network Models.
7. Moulder, R. G., Breideband, T., Mark, G., Striegel, A. D., & **D'Mello**, S. K. (in review). A Dynamic Bayesian Model of Emotional Contagion Between Team Members and Their Supervisors in Remote Teams
8. Reitman, J. G., Harrison, J. L., Gorman, J. C., Lieber, R., & **D'Mello**, S. K. (in review). Communicative Influence: A Novel Measure Integrating Team Cognition and Collaborative Problem Solving.
9. Bühler, B., Bozkir, E., Goldberg, P., Deininger, H., **D'Mello**, S. K., Gerjets, P., Trautwein, U., & Kasneci, E. (in review). Temporal Dynamics of Meta-Awareness of Mind Wandering during Lecture Viewing: Implications for Learning and Automated Assessment using Machine Learning.
10. Hickman, L., Booth, B., Speer, A., Tay, L., **D'Mello**, S., & Jacobs, R. (in review). Modern Multi-objective Optimization: Exploring the Fairness and Validity of Adversarial Learning for Modern and Traditional Selection Procedures.

Peer-Reviewed Published Conference Proceedings⁴

2024

1. Booth, B. M., Jacobs, J., Bush, J. B., Milne, B., Fischaber, T., & **D'Mello**, S. K. (2024). Human-tutor Coaching Technology (HTCT): Automated Discourse Analytics in a Coached Tutoring Model. *In Proceedings of the 14th Learning Analytics & Knowledge Conference (LAK 2024)*. New York: ACM. . (Long paper – AR = 30%)
2. Chandler, C., Breideband, T., Reitman, J. G., Chitwood, M., Bush, J. B., Howard, A., Leonhart, S., Foltz, P. W., Penuel, W. R., & **D'Mello**, S. K. (2024). Computational Modeling of Collaborative Discourse to Enable Feedback and Reflection in Middle School Classrooms. *In Proceedings of the*

⁴ Computer Science has a unique publication structure in that conference proceedings papers are a widely accepted publication venue. Conference proceedings papers are typically subdivided into long papers (4000-8000 words, short papers (2500-4000 words), poster papers, workshop papers, and extended abstracts (varying length). The conference papers are all stringently peer-reviewed, usually by at-least three reviewers and frequently by a meta-reviewer. There is considerable debate as to the value of a conference vs. journal publication, so I publish in both venues. When available, Acceptance rates (ARs) are given for conference papers published since 2012.

14th Learning Analytics & Knowledge Conference (LAK 2024). New York: ACM. (Long paper – AR = 30%)

- Southwell, R., Ward, W., Trinh, V. A., Clevenger, C., Clevenger, C., Watts, E., Reitman, J., **D'Mello, S. K.**, & Whitehill, J. (2024). Automatic Speech Recognition Tuned for Child Speech in the Classroom. In Proceedings of the IEEE International Conference on Acoustics, Speech, and Signal Processing (ICASSP 2024). IEEE.

2023

- Harrison, J., Gorman, J. C., Reitman, J. G., & **D'Mello, S. K.** (2023). Toward the Validation of a Novel Measure of Individuals' Influence During Team Collaborations. In *Proceedings of the 67th International Annual Meeting of the Human Factors & Ergonomics Society*.
- Breideband, T., Bush, J., Chandler, C., Chang, M., Dickler, R., Foltz, P., Ganesh, A., Lieber, R., Penuel, W. R., Reitman, J. G., Weatherly, J., & **D'Mello, S. K.** (2023). The Community Builder (CoBi): Helping Students to Develop Better Small Group Collaborative Learning Skills. Companion Publication of the 2023 Conference on Computer Supported Cooperative Work and Social Computing (CSCW 2023), Minneapolis, MN.
- Reitman, J. G., Clevenger, C., Beck-White, Q., Howard, A., Rose, S., Elick, J., Harris, J., Foltz, P., & **D'Mello, S. K.** (2023). A Multi-theoretic Analysis of Collaborative Discourse: A Step Towards AI-Facilitated Student Collaborations. In *Proceedings of the International Conference on Artificial Intelligence in Education* (pp. 577-589). Springer. (Long paper – AR = 21%)
- Southwell, R., Peacock, C. E., & **D'Mello, S. K.** (2023). Getting the Wiggles Out: Movement Between Tasks Predicts Future Mind Wandering During Learning Activities. In *Proceedings of the International Conference on Artificial Intelligence in Education* (pp. 489-501). Springer. (Long paper – AR = 21%)
- Stewart, A. E., Rao, A., Michaels, A., Sun, C., Duran, N. D., Shute, V. J., & **D'Mello, S. K.** (2023). CPSCoach: The Design and Implementation of Intelligent Collaborative Problem Solving Feedback. In *Proceedings of the International Conference on Artificial Intelligence in Education* (pp. 695-700). Springer. (Short paper – AR = 21%)
- Cao, J., Ganesh, A., Cai, J., Southwell, R., Perkoff, M., Regan, M., Kann, K., Martin, J., Palmer, M., & **D'Mello, S. K.** (2023). A Comparative Analysis of Automatic Speech Recognition Errors in Small Group Classroom Discourse. In Proceedings of the ACM International Conference on User Modeling, Adaptation and Personalization (UMAP 2023) (pp. 250–262). ACM. (Long paper – AR = 23%)
- Moulder, R., Booth, B., Abitino, A. & **D'Mello, S. K.** (2023). Recurrence Quantification Analysis of Eye Gaze Dynamics During Team Collaboration. *Proceedings of the 13th Learning Analytics & Knowledge Conference (LAK 2023)*. New York: ACM. (Long paper – AR = 32%)
- Caruso, M. & **D'Mello, S. K.** (2023). Do Associations Between MindWandering and Learning from Complex Texts Vary by Assessment Depth and Time? *Proceedings of the 13th Learning Analytics & Knowledge Conference (LAK 2023)*. New York: ACM. (Long paper – AR = 32%)

12. Hutt, S., & **D'Mello**, S. K. (2022). Evaluating Calibration-free Webcam-based Eye Tracking for Gaze-based User Modeling. In *Proceedings of the ACM International Conference on Multimodal Interaction (ICMI'22)*. (Oral: AR = 15%)
13. Moulder, R., Duran, N., & **D'Mello**, S. K. (2022). Assessing Multimodal Dynamics in Multi-Party Collaborative Interactions with Multi-Level Vector Autoregression. In *Proceedings of the ACM International Conference on Multimodal Interaction (ICMI'22)*. (Poster: AR = 33%)
14. Southwell, R., Pugh, S., Perkoff, M., Clevenger, C., Bush, J. B., Lieber, R., Ward, W., Foltz, P., & **D'Mello**, S. K. (2022). Challenges and Feasibility of Automatic Speech Recognition for Modeling Student Collaborative Discourse in Classrooms. In *Proceedings of the 15th International Educational Data Mining Conference (EDM 22)*. (AR = 29%)
15. Caruso, M., Peacock, C. E., Southwell, R., Zhou, G., & **D'Mello**, S. K. (2022). Going Deep and Far: Gaze-Based Models Predict Multiple Depths of Comprehension During and One Week Following Reading. In *Proceedings of the 15th International Educational Data Mining Conference (EDM 22)*. (AR = 29%)
16. Zhou, G., Moulder, R., Sun, C., & **D'Mello**, S. K. (2022). Investigating Temporal Dynamics Underlying Successful Collaborative Problem Solving Behaviors with Multilevel Vector Autoregression. In *Proceedings of the 15th International Educational Data Mining Conference (EDM 22)*. (AR = 29%)
17. Abitino, A., Pugh, S., Peacock, C. E., & **D'Mello**, S. K. (2022). Eye to Eye: Gaze Patterns Predict Remote Collaborative Problem Solving Behaviors in Triads. In *Proceedings of the 23rd International Conference on Artificial Intelligence in Education (AIED 2022)*. Springer (AR = 20%).
18. Guojing, Z., & **D'Mello**, S. K. (2022). What do Students' Interactions with Online Lecture Videos Reveal about their Learning? In *Proceedings of the 30th ACM Conference on User Modeling, Adaptation and Personalization (UMAP '22)*. ACM. (AR = 25%)
19. Hutt, S., Stewart, A. E., Gregg, J., Mattingly, S., & **D'Mello**, S. K. (2022). Feasibility of Longitudinal Eye-Gaze Tracking in the Workplace. In *Proceedings of the ACM Symposium on Eye Tracking Research (ETRA 22)* (Vol. 6, pp. 1-21). ACM. (AR = 38%).
20. Leite, W. L., Kuang, H., Shen, Z., Chakraborty, N., Michailidis, G., **D'Mello**, S., & Xing, W. (2022). Heterogeneity of Treatment Effects of a Video Recommendation System for Algebra. In *Proceedings of the Ninth ACM Conference on Learning@ Scale* (pp. 12-23). ACM. (AR = 30%).
21. Andrews-Todd, J., Steinberg, J., Pugh, S., **D'Mello**, S. K. (2022). Comparing Collaborative Problem Solving Profiles Derived from Human and Semi-automated Annotation. *Proceedings of the International Conference on Computer Supported Collaborative Learning (CSCL 2022)* (pp. 363-366). International Society of the Learning Sciences.
22. Pugh, S., Rao, A., Stewart, A., & **D'Mello**, S. K. (2022). Do Speech-Based Collaboration Analytics Generalize Across Task Contexts? *Proceedings of the 12th Learning Analytics & Knowledge Conference (LAK 2022)*. New York: ACM. (Long paper – AR = 29%)
23. Hunkins, N., Kelly, S., **D'Mello**, S. K. (2022). "Beautiful work, you're rock stars!": Teacher Analytics to Uncover Discourse that Supports or Undermines Student Motivation, Identity, and Belonging in Classrooms. *Proceedings of the 12th Learning Analytics & Knowledge Conference (LAK 2022)*. New York: ACM. (Long paper – AR = 29%)

24. Leite, W. L., Roy, S., Chakraborty, N., Michailidis, G., Huggins-Manley, A. C., **D'Mello, S. K.**, . . . Jing, Z. (2022). A novel video recommendation system for algebra: An effectiveness evaluation study. *Proceedings of the 12th Learning Analytics & Knowledge Conference (LAK 2022)*. New York: ACM. (Long paper – AR = 29%)

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25. Booth, B. M., Hickman, L., Subburaj, S. K., Tay, L., Woo, S. E., & **D'Mello, S. K.** (2021). Bias and Fairness in Multimodal Machine Learning: A Case Study of Automated Video Interviews. *Proceedings of the 2021 International Conference on Multimodal Interaction (ICMI '21)*. New York: ACM. (Full paper [talk]– AR = 14%)
26. Bixler, R., & S. K. **D'Mello, S.** (2021). Crossed Eyes: Domain Adaptation for Gaze-Based Mind Wandering Models. *ACM Symposium on Eye Tracking Research and Applications (ETRA'21)* (pp. 1-12). New York: ACM. (Full paper – AR = 26%)
27. Pugh, S. L., Subburaj, S. K., Rao, A. R., Stewart, A. E., Andrews-Todd, J., & **D'Mello, S. K.** (2021). Say What? Automatic Modeling of Collaborative Problem Solving Skills from Student Speech in the Wild. *Proceedings of the 14th International Conference on Educational Data Mining (EDM21)*. (Full paper – AR = 22%)
28. Alyuz, N., Aslan, S., **D'Mello, S. K.**, Nachman, L., & Esme, A. (2021). Annotating Student Engagement Across Grades 1-12: Associations with Demographics & Expressivity. *Proceedings of the 21st International Conference on Artificial Intelligence in Education (AIED 2021)*. Berlin: Springer. (Full paper – AR = 24%)
29. Hutt, S., Krasich, K., Brockmole, J., & **D'Mello, S. K.** (2021). Breaking out of the Lab: Mitigating Mind Wandering with Gaze-Based Attention-Aware Technology in Classrooms. *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems (CHI 2021)*. New York: ACM. (Long paper – AR = 26%)
30. Talkad Sukumar, P., Breideband, T., Martinez, G. J., Caruso, M., Rose, S., Steputis, C., **D'Mello, S.**, K., Mark, G., & Striegel, A. (2021). Designing an Interactive Visualization System for Monitoring Participant Compliance in a Large-Scale, Longitudinal Study. *Extended Abstracts of the 2021 CHI Conference on Human Factors in Computing Systems (CHI 2021)* (pp. 1-8). New York: ACM.
31. Jensen, E., Pugh, S., & **D'Mello, S. K.** (2021). A Deep Transfer Learning Approach to Automated Teacher Discourse Feedback. *Proceedings of the 11th Learning Analytics & Knowledge Conference (LAK 2021)*. New York: ACM. (Long paper – AR = 32%)
32. Jensen, E., Umada, T., Hunkins, N. C., Hutt, S., Huggins-Manley, A. C., & **D'Mello, S. K.** (2021). What You Do Predicts How You Do: Prospectively Modeling Student Quiz Performance Using Activity Features in an Online Learning Environment. *Proceedings of the 11th Learning Analytics & Knowledge Conference (LAK 2021)*. New York: ACM. (Long paper – AR = 32%)

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33. Lin, S., Faust, L., **D'Mello, S. K.**, Martinez, G., Chawla, N. (2020). MBead: Semi-supervised Multilabel Behaviour Anomaly Detection on Multivariate Temporal Sensory Data. *In Proceedings of the IEEE International Conference on Big Data (IEEE BigData 2020)* (Short paper).

34. Subburaj, S., Stewart, A., Rao, A., **D'Mello**, S. K. (2020). Multimodal, Multiparty Modeling of Collaborative Problem Solving Performance. *Proceedings of the 22nd ACM International Conference on Multimodal Interaction (ICMI 2020)*. (Long paper – AR = 29%).
35. Stewart, A., Amon, M. J., Duran, N., & **D'Mello**, S. K. (2020). Beyond Team Makeup: Diversity in Teams Predicts Valued Outcomes in Computer-Mediated Collaborations. *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems (CHI 2020)*. (Full paper – AR = 24%).
36. Jensen, E., Dale, M., Donnelly, P., Stone, C., Kelly, S., Godley, A., & **D'Mello**, S. K. (2020). Toward Automated Feedback on Teacher Discourse to Enhance Teacher Learning. *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems (CHI 2020)*. (Full paper – AR = 24%).
37. Vrzakova, H., Amon, M. J., Stewart, A., Duran, N., & **D'Mello**, S. K. (2020). Focused or Stuck Together: Multimodal Patterns Reveal Triads' Performance in Collaborative Problem Solving. *Proceedings of the International Conference on Learning Analytics & Knowledge (LAK 2020)*. (Full paper – AR = 31%).
38. Talkad Sukumar, P., Martinez, G. J., Grover, T., Mark, G., **D'Mello**, S., Chawla, N. V., Mattingly, S. M., & Striegel, A. D. (2020). Characterizing Exploratory Behaviors on a Personal Visualization Interface Using Interaction Logs. *Proceedings of the Eurographics and Eurovis (EGEV) Joint Conference: The Eurographics Association*. (Short paper)
39. Truong H, Bui N, Raghebi Z, Āeko M, Pham N, Nguyen P, Nguyen A, Kim T, Siegfried K, Stene E, Tvrđy T, Weinman L, Payne T, Burke D, Dinh T, **D'Mello**, S. K., Banaei-Kashani F, Wager T, Goldstein P, Vu T (2020). Painometry: Wearable system for automated, objective, and continuous quantification of pain. *Proceedings of the 19th ACM International Conference on Mobile Systems, Applications, and Services*.

2019

40. Eloy, L., Stewart, A., Amon, M., Reindhardt, C., Michaels, A., Sun, C., Shute, V., Duran, N., & **D'Mello**, S. K. Modeling Team-level Multimodal Dynamics during Multiparty Collaboration. *Proceedings of the 21st ACM International Conference on Multimodal Interaction (ICMI 2019)*. (Long paper – AR = 22%).
41. Hutt, S., Gardner, M., Duckworth, A., & **D'Mello**, S. K. (2019). Evaluating Fairness and Generalizability in Models Predicting On-Time Graduation from College Applications. *Proceedings of the 12th International Conference on Educational Data Mining (EDM 2019)*. *International Educational Data Mining Society*. (Full paper – AR = 22.5%).
42. Stone, C., Donnelly, P., Dale, M., Capello, S., Kelly, S., Godley, A., & **D'Mello**, S. K. (2019). Utterance-level Modeling of Indicators of Engaging Classroom Discourse. In C. Lynch, A. Merceron, M. Desmarais, & R. Nkambou (Eds.). *Proceedings of the 12th International Conference on Educational Data Mining (EDM 2019)*. *International Educational Data Mining Society*. (Short paper).
43. Jensen, E., Hutt, S., & **D'Mello**, S. K. (2019). Generalizability of Sensor-Free Affect Detection Models in a Longitudinal Dataset of Tens of Thousands of Students. *Proceedings of the 12th International Conference on Educational Data Mining (EDM 2019)*. *International Educational Data Mining Society*. (Short paper).
44. Mills, C., Bosch, N., Krasich, K., & **D'Mello**, S. K. (2019). Reducing Mind-Wandering during Vicarious Learning from an Intelligent Tutoring System. *Proceedings of the 20th International Conference on Artificial Intelligence in Education (AIED'19)*. Springer. (Full paper– AR = 25%).

45. **D'Mello, S. K., Stewart, A., Amon, M., Sun, C., Duran N., & Shute, V.** (2019). Towards Dynamic Intelligent Support for Collaborative Problem Solving. *Workshop on Approaches and Challenges in Team Tutoring at the 20th International Conference on Artificial Intelligence in Education (AIED'19)*.
46. Hutt, S., Grafsgaard, J., & **D'Mello, S. K.** (2019). Time to Scale: Generalizable Affect Detection for Tens of Thousands of Students across An Entire Schooyear. *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems (CHI 2019)*. New York: ACM. (Full paper– AR = 24%).
47. Vrzakova, H., Amon, M. J., Stewart, A., & **D'Mello, S. K.** (2019). Dynamics of Visual Attention in Multiparty Collaborative Problem Solving using Multidimensional Recurrence Quantification Analysis. *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems (CHI 2019)*. New York: ACM. (Full paper– AR = 24%).
48. Aslan, S., Alyuz, N., Tanriover, C., Mete, S. E., Okur, E., **D'Mello, S. K.**, et al. (2019). Investigating the Impact of a Real-time, Multimodal Student Engagement Analytics Technology in Authentic Classrooms. *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems (CHI 2019)*. . New York: ACM. (Full paper– AR = 24%).
49. Saha, K., Reddy, M. D., das Swain, V., Gregg, J. M., Grover, T., Lin, S., Martinez, G. J., Mattingly, S. M., Mirjafari, S., Mulukutla, R., Nies, K., Robles-Granda, P., Sirigiri, A., Whi Yoo, D., Audia, P., Campbell, A. T., Chawla, N., D'Mello, S. K., Dey, A. K., Jiang, K., Liu, Q., Mark, G., Moskal, E., Striegel, A., & De Choudhury, M. (2019). Imputing Missing Social Media Data Stream in Multisensor Studies of Human Behavior. In *Proceedings of the 8th International Conference on Affective Computing and Intelligent Interaction (ACII 2019)* (pp. 178-184). Washington DC: IEEE. (Full paper– AR = 21%).
50. Mattingly, S. M., Gregg, J., Audia, P., Bayraktaroglu, E., Campbell, A., Chawla, N., Swain, V. D., Choudhury, M. D., **D'Mello, S. K.**, Dey, A. K., Gao, G., Jagannath, K., Jiang, K., Lin, S., Liu8, Q., Mark, G., Martinez, G., Masaba, K., Mirjafari, S., Moskal, E., Mulukutla, R., Nies, K., Reddy, M., Robles, P., Saha, K., Sirigiri, A., & Striegel, A. (2019). The Tesseract Project: Experiences with Large-Scale, Longitudinal, In Situ, Multimodal Sensing of Information Workers. *Case Study at the ACM CHI Conference on Human Factors in Computing Systems (CHI 2019)*. New York: ACM.
51. Saha, K., Bayraktaroglu, A. E., Campbell, A. T., Chawla, N. V., Choudhury, M. D., **D'Mello, S. K.**, Dey, A. K., Gao, G., Gregg, J. M., Jagannath, K., Mark, G., Martinez, G. J., Mattingly, S. M., Moskal, E., Sirigiri, A., Striegel, A., & Yoo, D. W. (2019). Social Media as a Passive Sensor in Longitudinal Studies of Human Behavior and Wellbeing. *Case Study at the ACM CHI Conference on Human Factors in Computing Systems (CHI 2019)*. New York: ACM.
52. Stone, C., Quirk, A., Gardener, M., Hutt, S., Duckworth, A. L., & **D'Mello, S. K.** (2019). Language as Thought: Using Natural Language Processing to Model Noncognitive Traits that Predict College Success. *Proceedings of the 9th International Learning Analytics and Knowledge Conference (LAK'19)*. (pp. 320-329). New York: ACM (Full paper– AR = 32 %).

2018

53. Stewart, A., Keirn, Z., & **D'Mello, S. K.** (2018). Multimodal Modeling of Coordination and Coregulation Patterns in Speech Rate during Triadic Collaborative Problem Solving. *Proceedings of the 20th ACM International Conference on Multimodal Interaction (ACM ICMI'18)* (pp. 21-30). (Full paper– AR = 15.4% [for oral]).

54. Cook, C., Olney, A., Kelly, S., & **D'Mello**, S. K. (2018). An Open Vocabulary Approach for Detecting Authentic Questions in Classroom Discourse. *Proceedings of the 11th International Conference on Educational Data Mining (EDM 2018)* (pp. 116-126). International Educational Data Mining Society. (Full paper– AR = 16%).
55. Stewart, A., & **D'Mello**, S. K. (2018). Connecting the Dots Towards Collaborative AIED: Linking Group Makeup to Process to Learning. *Proceedings of the 19th International Conference on Artificial Intelligence in Education (AIED'18)*. (pp. 545-556). Springer. (Full paper– AR = 25%).
56. Krasich, K., Hutt, S., Mills, C., Spann, C., Brockmole, J., & **D'Mello**, S. K. (2018). "Mind" TS: Testing a brief mindfulness intervention with an intelligent tutoring system. *Proceedings of the 19th International Conference on Artificial Intelligence in Education (AIED'18)* (pp. 176-181). Springer. (Short paper).
57. Karumbaiah, S., Rahimi, S., Baker, R. S., Shute, V., & **D'Mello**, S. K. (2018). Is Student Frustration in Learning Games More Associated with Game Mechanics or Conceptual Understanding? *Proceedings of the 13th International Conference of the Learning Sciences (ICLS 2018)*. International Society of the Learning Sciences, Inc (Short paper).
58. Grafsgaard, J. F., Duran, N. D., Randall, A. K., Tao, C., & **D'Mello**, S. K. (2018). Generative Multimodal Models of Nonverbal Synchrony in Close Relationships In S. K. D'Mello, L. Yin, L. P. Morency & M. Valstar (Eds.), *Proceedings of the 13th IEEE Conference on Automatic Face and Gesture Recognition (FG'18)* (pp. 195-202). Washington, DC: IEEE.
59. Hutt, S., Gardener, M., Kamentz, D., Duckworth, A., & **D'Mello**, S. K. (2018). Prospectively Predicting 4-Year College Graduation from Student Applications. In S. B. Shum, R. Ferguson, A. Merceron & X. Ochoa (Eds.), *Proceedings of the 8th International Learning Analytics and Knowledge Conference (LAK'18)* (pp. 280-289). New York: ACM. (Full paper– AR = 30%).

2017

60. Hutt, S., Mills, C., Bosch, N., Krasich, K., Brockmole, J. R., & **D'Mello**, S. K. (2017). Out of the fr-"eye"-ing pan: Towards gaze-based models of attention during learning with technology in the classroom. In M., Bielikova, E. Herder, F. Cena, & M. Desmarais (Eds.). *Proceedings of the 25th ACM International Conference on User Modeling, Adaptation, and Personalization (UMAP 2017)* (pp. 94-103). ACM: New York. (Full paper– AR = 36.2%).
61. Stewart, A., Bosch, P., Chen, H., Donnelly, P. **D'Mello**, S. K. (2017). Face Forward: Detecting Mind Wandering from Video During Narrative Film Comprehension. In E. André, R. Baker, X., Hu, M. Rodrigo, & B. du Boulay (Eds). *Proceedings of the 18th International Conference on Artificial Intelligence in Education (AIED 2017)*. Springer: Verlag (pp. 359-370). (Full paper– AR = 30%).
62. **D'Mello**, S. K., Mills, C., Bixler, R., & Bosch, N. (2017). Zone out no more: Mitigating mind wandering during computerized reading. In X. Hu, T. Barnes, A. Hershkovitz, & L. Paquette (Eds.). *Proceedings of the 10th International Conference on Educational Data Mining (EDM 2017)*. (pp. 8-15). International Educational Data Mining Society. (Full paper – AR = 25%).
63. Stewart, A., Bosch, P., **D'Mello**, S. K. (2017). Generalizability of Face-Based Mind Wandering Detection Across Task Contexts. In X. Hu, T. Barnes, A. Hershkovitz, & L. Paquette (Eds.). *Proceedings of the 10th International Conference on Educational Data Mining (EDM 2017)*. (pp. 88-95). International Educational Data Mining Society. (Full paper – AR = 25%).

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65. Olney, A., Samei, B., Donnelly, P., & **D'Mello**, S. K. (2017). Assessing the Dialogic Properties of Classroom Discourse: Proportion Models for Imbalanced Classes. In X. Hu, T. Barnes, A. HersHKovitz, & L. Paquette (Eds.). *Proceedings of the 10th International Conference on Educational Data Mining (EDM 2017)*. (pp. 162-167). International Educational Data Mining Society. (Short paper – AR = 42%).
66. Olney, A., Hosman, E., Graesser, A., & **D'Mello**, S. K. (2017). Tracking Online Reading of College Students. In X. Hu, T. Barnes, A. HersHKovitz, & L. Paquette (Eds.). *Proceedings of the 10th International Conference on Educational Data Mining (EDM 2017)*. (pp. 406-407). International Educational Data Mining Society. (Poster paper).
67. Mills, C., Fridman, I., Soussou, W., Waghay, D., Olney, A. M., & **D'Mello**, S. K. (2017). Put Your Thinking Cap On: Detecting Cognitive Load using EEG during Learning. In I. Molenaar, X., Ochoa, & S. Dawson. (Eds.). *Proceedings of the 7th International Learning Analytics and Knowledge Conference (LAK'17)* (pp. 80-89). ACM: New York, NY. (Long paper– AR = 32%).
68. Donnelly, P. J., Blanchard, N., Olney, A. M., Kelly, S., Nystrand, M., & **D'Mello**, S. K. (2017). Words Matter: Automatic Detection of Questions in Classroom Discourse using Linguistics, Paralinguistics, and Context. In I. Molenaar, X., Ochoa, & S. Dawson (Eds.). *Proceedings of the 7th International Learning Analytics and Knowledge Conference (LAK'17)* (pp. 218-227). ACM: New York, NY. (Long paper– AR = 32%)
69. Khan, S., Suendermann-Oeft, D., Evanini, D., Williamson, D., Paris, S., Qian, Y., Huang, Y., Bosch, P., **D'Mello**, S. K., Loukina, A., & Davis, L., (2017). MAP: Multimodal Assessment Platform for Interactive Communication Competency. In S. Shehata & J. P-L. Tan, (Eds.) *Practitioner Track Proceedings of the 7th International Learning Analytics & Knowledge Conference (LAK17)*. Society for Learning Analytics Research (SoLAR).

2016

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71. Blanchard, N., Donnelly, P. J., Olney, A. M., Samei, B., Ward, B., Sun, X., Kelly, S., Nystrand, M., **D'Mello**, S. K. (2016). Identifying Teacher Questions using Automatic Speech Recognition in Live Classrooms. *Proceedings of the 17th Annual SIGdial Meeting on Discourse and Dialogue (SIGDIAL 2016)* (pp. 191-201). Association for Computational Linguistics.
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73. Donnelly, P. J., Blanchard, N., Samei, B., Olney, A. M., Sun, X., Ward, B., Kelly, S., Nystrand, M., & **D'Mello**, S. K. (2016). Automatic Teacher Modeling from Live Classroom Audio. In L. Aroyo,

S. K. D’Mello, J., Vassileva, & J. Blustein (Eds.) *Proceedings of the 24th ACM International Conference on User Modeling, Adaptation, and Personalization (UMAP 2016)* (pp. 45-53). New York: ACM. (Long paper– AR = 24%)

74. Stewart, A., Bosch, P., Chen, H., Donnelly, P. J., & **D’Mello**, S. K. (2016). Where’s Your Mind At? Video-Based Mind Wandering Detection During Film Viewing. In L. Aroyo, S. K. D’Mello, J., Vassileva, & J. Blustein (Eds.) *Proceedings of the 24th ACM International Conference on User Modeling, Adaptation, and Personalization (UMAP 2016)* (pp. 295-296). New York: ACM. (Extended abstract– AR = 41%)
75. Hutt, S., Mills, C., White, S., Donnelly, P. J., & **D’Mello**, S. K. (2016). The Eyes Have It: Gaze-based Detection of Mind Wandering during Learning with an Intelligent Tutoring System. In T. Barnes, M. Chi, & M. Feng (Eds.) *Proceedings of the 9th International Conference on Educational Data Mining (EDM 2016)* (pp. 86-93). International Educational Data Mining Society. (Exemplary full paper– AR = 15%)
76. Mills, C., Bixler, R., Wang, X., & **D’Mello**, S.K. (2016). Automatic gaze-based detection of mind wandering during film viewing. In T. Barnes, M. Chi, & M. Feng (Eds.) *Proceedings of the 9th International Conference on Educational Data Mining (EDM 2016)* (pp. 30-37). International Educational Data Mining Society. (Long paper– AR = 28%)
77. Blanchard, N., Donnelly, P. J., Olney, A. M., Samei, B., Ward, B., Sun, X., Kelly, S., Nystrand, M., & **D’Mello**, S. K. (2016). Semi-Automatic Detection of Teacher Questions from Human-Transcripts of Audio in Live Classrooms. In T. Barnes, M. Chi, & M. Feng (Eds.) *Proceedings of the 9th International Conference on Educational Data Mining (EDM 2016)* (pp. 288-291). International Educational Data Mining Society. (Short paper– AR = 52%)
78. Dillon, J., Bosch, N., Chetlur, M., Wanigasekara, N., Ambrose, G. A., Sengupta, B., & **D’Mello**, S. K. (2016). Student emotion, co-occurrence, and dropout in a MOOC context. In T. Barnes, M. Chi, & M. Feng (Eds.) *Proceedings of the 9th International Conference on Educational Data Mining (EDM 2016)* (pp. 353-357). International Educational Data Mining Society. (Short paper– AR = 52%)
79. Bosch, N., **D’Mello**, S. K., Baker, R. S., Ocumpaugh, J., Shute, V., Ventura, Wang, L., & Zhao, W. (2016). Detecting student emotions in computer-enabled classrooms. In *Proceedings of the 25th International Joint Conference on Artificial Intelligence (IJCAI 2016)* (pp. 4125-4129). Menlo Park, CA: AAAI Press. (Invited paper)
80. Allen, L., Mills, C., Jacovina, M., Crossley, S., **D’Mello**, S. K., & McNamara, D. (2016). Investigating Boredom and Engagement during Writing Using Multiple Sources of Information: The Essay, The Writer, and Keystrokes. In S. Dawson, H., Drachler, & C. Rosé (Eds.) *Proceedings of the 6th International Conference on Learning Analytics and Knowledge. (LAK 2016)* (pp. 114-123). ACM: New York, NY. (Long paper– AR = 31%)
81. Dillon, J., Ambrose, A. G., Wanigasekara, N., Chetlur, M., Dey, P., Sengupta, B., & **D’Mello**, S. K. (2016). Student Affect during Learning with a MOOC. In S. Dawson, H., Drachler, & C. Rosé (Eds.) *Proceedings of the 6th International Conference on Learning Analytics and Knowledge. (LAK 2016)* (pp. 528-529). ACM: New York, NY. (Poster paper).

2015

82. **D’Mello**, S. K., Olney, A. M, Blanchard, N., Sun, X., Ward, B., Samei, B., & Kelly, S. (2015). Multimodal Capture of Teacher-Student Interactions for Automated Dialogic Analysis in Live

Classrooms. *Proceedings of the 17th ACM International Conference on Multimodal Interaction (ICMI 2015) (Multimodal Learning Analytics Grand Challenge MLA'15)*. (pp. 557-566). ACM: New York, NY.

83. Bosch, N., Chen, H., Baker, R., Shute, V., & **D'Mello**, S. K. (2015). Accuracy vs. Availability Heuristic in Multimodal Affect Detection in the Wild. *Proceedings of the 17th ACM International Conference on Multimodal Interaction (ICMI 2015)* (pp. 557-566). ACM: New York, NY. (Long paper, poster presentation – AR = 29%)
84. Bixler, R., Garrison, L., & **D'Mello**, S. K. (2015). Automatically Detecting Mind Wandering During Reading Using Gaze and Physiology. *Proceedings of the 17th ACM International Conference on Multimodal Interaction (ICMI 2015)* (pp. 299-306). ACM: New York, NY (Long paper, poster presentation – AR = 29%)
85. Bixler, R., & **D'Mello**, S. K. (2015). Automatic Gaze-Based Detection of Mind Wandering with Metacognitive Awareness. In F. Ricci, K. Bontcheva, O. Conlan, & S. Lawless (Eds.), *Proceedings of the 23rd International Conference on User Modeling, Adaptation, and Personalization (UMAP 2015)* (pp. 31- 43). Springer-Verlag: Berlin Heidelberg. (Long paper – AR = 22%)
86. Mills, C., **D'Mello**, S.K. (2015). Toward a Real-time (Day) Dreamcatcher: Detecting Mind Wandering Episodes During Online Reading. In C. Romero, M. Pechenizkiy, J. Boticario, & O. Santos (Eds.), *Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015)* (pp. 69- 76). International Educational Data Mining Society. (Long paper – AR = 36%)
87. Blanchard, N., **D'Mello**, S.K., Olney, A M., & Nystrand, M. (2015). Automatic Classification of Question & Answer Discourse Segments from Teacher's Speech in Classrooms. In C. Romero, M. Pechenizkiy, J. Boticario, & O. Santos (Eds.), *Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015)* (pp. 282- 288). International Educational Data Mining Society. (Long paper – AR = 36%)
88. Kai, S., Paquette, L., Baker, R., Bosch, N., **D'Mello**, S.K., Ocumpaugh, J., Shute, V., & Ventura, M. (2015). Comparison of face-based and interaction-based affect detectors in physics playground. In C. Romero, M. Pechenizkiy, J. Boticario, & O. Santos (Eds.), *Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015)* (pp. 77- 84). International Educational Data Mining Society. (Long paper – AR = 36%)
89. Samei, B., Olney, A.M., Kelly, S., Nystrand, M., **D'Mello**, S.K., Blanchard, N., & Graesser, A. (2015). Modeling Classroom Discourse: Do Models that Predict Dialogic Instruction Properties Generalize across Populations? In C. Romero, M. Pechenizkiy, J. Boticario, & O. Santos (Eds.), *Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015)* (pp. 444- 447). International Educational Data Mining Society. (Short paper – AR = 37%)
90. Chen, Y., Bosch, N., & **D'Mello**, S.K. (2015). Video-Based Affect Detection in Noninteractive Learning Environments. In C. Romero, M. Pechenizkiy, J. Boticario, & O. Santos (Eds.), *Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015)* (pp. 440- 443). International Educational Data Mining Society. (Short paper – AR = 37%)
91. Goedecke, P. J., Dong, D., Shi, G., Feng, S., Risko, E., Olney, A., **D'Mello**, S. K., & Graesser, A. C. (2015). Breaking Off Engagement: Readers' Disengagement as a Function of Reader and Text Characteristics. In C. Romero, M. Pechenizkiy, J. Boticario, & O. Santos (Eds.), *Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015)* (pp. 448- 451). International Educational Data Mining Society. (Short paper – AR = 37%).

92. Bosch, N., **D'Mello**, S. K., Baker, R., Ocumpaugh, J., & Shute, V. (2015). Temporal Generalizability of Face-Based Affect Detection in Noisy Classroom Environments. In C. Conati, N. Heffernan, A. Mitrovic, & M. Felisa Verdejo (Eds.), *Proceedings of the 17th International Conference on Artificial Intelligence in Education (AIED 2015)* (pp. 44- 53). Springer-Verlag: Berlin Heidelberg. (Long paper – AR = 28%)
93. Mills, C., **D'Mello**, S. K., Bosch, N., & Olney, A. (2015). Mind Wandering during Learning with an Intelligent Tutoring System. In C. Conati, N. Heffernan, A. Mitrovic, & M. Felisa Verdejo (Eds.), *Proceedings of the 17th International Conference on Artificial Intelligence in Education (AIED 2015)* (pp. 267- 276). Springer-Verlag: Berlin Heidelberg. (Long paper – AR = 28%)
94. Blanchard, N., Brady, M., Olney, A., Glaus M., Sun, X., Nystrand, M., Samei, B., Kelly, S. & **D'Mello**, S. K. (2015). A Study of Automatic Speech Recognition in Noisy Classroom Environments for Automated Dialog Analysis. In C. Conati, N. Heffernan, A. Mitrovic, & M. Felisa Verdejo (Eds.), *Proceedings of the 17th International Conference on Artificial Intelligence in Education (AIED 2015)* (pp. 23- 33). Springer-Verlag: Berlin Heidelberg. (Long paper – AR = 28%)
95. Bosch, N., **D'Mello**, S., Baker, R., Ocumpaugh, J., Shute, V., Ventura, M., Wang, L., & Zhao, W. (2015). Automatic Detection of Learning-Centered Affective States in the Wild. *Proceedings of the 2015 International Conference on Intelligent User Interfaces (IUI 2015)* (pp. 379-388). New York, NY: ACM. (Long paper – AR = 15.6%)

2014

96. Byrd, C., McNeil, N., **D'Mello**, S. K., Cook, S. (2014). Gesturing May Not Always Make Learning Last. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society (Cogsci 2014)* (pp. 1982-1987). Cognitive Science Society: Austin, TX. (Poster paper)
97. Bixler, R., & **D'Mello**, S. (2014). Toward Fully Automated Person-Independent Detection of Mind Wandering. In V. Dimitrova, T. Kuflik, D. Chin, F. Ricci, P. Dolog & G.-J. Houben (Eds.), *Proceedings of the 22nd International Conference on User Modeling, Adaptation, and Personalization (UMAP 2015)* (pp. 37-48). Switzerland: Springer International Publishing. (Long paper – AR = 16%)
98. Bixler, R., Kopp, K., & **D'Mello**, S. K. (2014). Evaluation of a Personalized Method for Proactive Mind Wandering Reduction. In M. Kravcik, O.C. Santos, J.G. Boticario (Eds.) *Proceedings of the 4th International Workshop on Personalization Approaches in Learning Environments (PALE), held in conjunction with the 22nd International Conference on User Modeling, Adaptation, and Personalization (UMAP 2014)*, vol. 1181, (pp. 33-41). CEUR Workshop Proceedings. (Workshop paper)
99. Rodeghero, P., McMillan, C., McBurney, P., Bosch, N., & **D'Mello**, S. K. (2014). Improving Automated Source Code Summarization via an Eye-Tracking Study of Programmers. In *Proceedings of the 36th International Conference on Software Engineering (ICSE 2014)* (pp. 390-401), ACM: New York, NY. (Long paper – AR = 20%)
100. Samei, B., Olney, A., Kelly, S., Nystrand, M., **D'Mello**, S. K., Blanchard, N., Sun, X., Glaus, M., & Graesser, A. C. (2014). Domain Independent Assessment of Dialogic Properties of Classroom Discourse. In J. Stamper, Z. Pardos, M. Mavrikis, & B. M. McLaren, (Eds.) *Proceedings of the 7th International Conference on Educational Data Mining (EDM 2014)* (pp. 233-236). International Educational Data Mining Society. (Short paper – AR = 28.8%)

101. Mintz, L., Stefanescu, D., Feng, S., **D'Mello**, S. K., & Graesser, A. C. (2014). Automatic assessment of student reading comprehension from short summaries. In J. Stamper, Z. Pardos, M. Mavrikis, & B. M. McLaren, (Eds.) *Proceedings of the 7th International Conference on Educational Data Mining (EDM 2014)* (pp. 333-334). International Educational Data Mining Society. (Poster paper)
102. Kopp, K., Bixler, R., & **D'Mello**, S. K. (2014). Identifying Learning Conditions that Minimize Mind Wandering by Modeling Individual Attributes. In S. Trausan-Matu, K. E. Boyer, M. Crosby & K. Panourgia (Eds.), *Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS 2014)* (pp. 94-103). Switzerland: Springer International Publishing. (Long paper – AR = 17.5%)
103. Bosch, N., Chen, Y., & **D'Mello**, S. K. (2014). It's Written On Your Face: Detecting Affective States from Facial Expressions while Learning Computer Programming. In S. Trausan-Matu, K. Boyer, M. Crosby & K. Panourgia (Eds.), *Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS 2014)* (pp. 39-44). Switzerland: Springer International Publishing. (Short paper – AR = 30.8%)
104. Mills, C., Bosch, N., Graesser, A., & **D'Mello**, S. K. (2014). To Quit or Not to Quit: Predicting Future Behavioral Disengagement from Reading Patterns. In S. Trausan-Matu, K. Boyer, M. Crosby & K. Panourgia (Eds.), *Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS 2014)* (pp. 19-28). Switzerland: Springer International Publishing. (Long Paper – AR = 17.5%)
105. Blanchard, N., Bixler, R., Joyce, T. & **D'Mello**, S. K. (2014). Automated Physiological-Based Detection of Mind Wandering During Learning. In S. Trausan-Matu, K. Boyer, M. Crosby & K. Panourgia (Eds.), *Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS 2014)* (pp. 55-60). Switzerland: Springer International Publishing. (Short paper – AR = 30.8%)
106. Bosch, N., & **D'Mello**, S. K. (2014). It Takes Two: Momentary Co-occurrence of Affective States during Computerized Learning. In S. Trausan-Matu, K. Boyer, M. Crosby & K. Panourgia (Eds.), *Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS 2014)* (pp. 638-639). Switzerland: Springer International Publishing. (Poster paper)
107. Bosch, N., & **D'Mello**, S. K. (2014). Co-occurring Affective States in Automated Computer Programming Education. In E. Walker, C-K. Looi (Eds.). *Proceedings of the Workshop on AI-supported Education for Computer Science at the 12th International Conference on Intelligent Tutoring Systems (AIEDws 2014)*. (Workshop paper)
108. **D'Mello**, S. K. (2014). Emotional Rollercoasters: Day Differences in Affect Incidence during Learning. In W. Eberle & C. Boonthum-Denecke (Eds.) *Proceedings of 27th Florida Artificial Intelligence Research Society Conference (FLAIRS 2014)* (pp. 387-392). Menlo Park, CA: AAAI Press. (Long paper – AR = 48%).

2013

109. Hulovatyy, Y., **D'Mello**, S. K., Calvo, R. A. & Milenkovic, T. (2013). Network analysis improves interpretation of affective physiological data. In K. Yetongnon, A. Dipanda, & R. Chbeir (Eds.) *Proceedings of the 2nd International Workshop on Complex Networks and their Applications at the 9th International Conference on Signal-Image Technology and Internet-Based Systems (SITIS)* (pp. 470-477). IEEE Computer Society: Washington DC. (Long paper – AR = 42%).

110. AlZoubi, O., Fossati, D., **D'Mello**, S. K., & Calvo, R. (2013). Affect Detection and Classification from Non-Stationary Physiological Data. *Proceedings of the 12th International Conference on Machine Learning and Applications (ICMLA'13)* (pp. 240-245). IEEE: Washington, DC. (Poster paper)
111. Morgan, B., **D'Mello**, S. K., Abbott, R., Haass, H., Tamplin, A., & Radvansky, G. (2013). Performance-Based Adaptability Profiles in Multitasking. *Proceedings of the Human Factors and Ergonomics Society 2013 Annual Meeting* (pp. 843-847). SAGE: Thousand Oaks, CA. (Long paper)
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190. **D'Mello** S., Ramamurthy U., and Franklin S. (2005). Encoding and Retrieval Efficiency of Episodic Data in a Modified Sparse Distributed Memory System. *Proceedings of the 27th Annual Meeting of the Cognitive Science Society* (pp. 571-576). Stresa, Italy. (Long Paper)
191. Ventura, M., **D'Mello**, S., & Graesser, A. (2005). Modeling Mental Models. *Proceedings of the 27th Annual Meeting of the Cognitive Science Society* (pp. 2289-2294). Stresa, Italy. (Poster Paper)
192. McCauley, L., **D'Mello**, S., & Daily, S. (2005). Understanding Without Formality: augmenting speech recognition to understand informal verbal commands. *Proceedings of the 43rd Annual ACM Southeast Regional Conference* (pp. 42-47) ACM: New York, NY. (Long Paper)
193. **D'Mello**, S. K., McCauley L. T., & Markham J. (2005). A Mechanism for Human - Robot Interaction through Informal Voice Commands. *Proceedings of the IEEE International Workshop on Robot and Human Interactive Communication (RO-MAN)*: IEEE Press: Washington, DC. (Long Paper)

2004

194. Craig S., **D'Mello** S., Gholson B., Witherspoon A., Sullins J., and Graesser A, (2004). Emotions during learning: The first steps toward an affect sensitive intelligent tutoring system. *E-learn Association for the Advancement of Computing in Education*, Norfolk, VA. (Long Paper)
195. Ramamurthy U., **D'Mello** S., and Franklin S. (2004). Modified Sparse Distributed Memory as Transient Episodic Memory for Cognitive Software Agents. *IEEE International Conference on Systems, Man and Cybernetics - SMC2004*, Netherlands, October 10-13, 2004. (Long Paper)

Editorials, Commentary, & Reports

1. Demszky, D., Bush, J. B., **D'Mello**, S. K., Jacobs, J., Hau, I., Hill, H., Liu, J., Loeb, S., Maples, B., Pepler, K., Pokorny, R., Rascoff, M., Robinson, J., Yeager, D., & Wentworth, L. (2023). Empowering Educators via Language Technology.
2. Kelly, S., Guner, G., Hunkins, N., & **D'Mello**, S. K. English Teachers Receive Automated Feedback on Teacher Talk (2023). *The Forum* (Tri-state area School Study Council Newsletter)

3. **D’Mello, S. K.** (2021). How to Unleash the Power of Collaborative Learning, *Education Week* (blog post).
4. Kelly, S., & **D’Mello, S. K.** (2017). Using Questions That Position Students as Meaning-Makers, *Education Week* (blog post).
5. Calvo, R. A., Peters, D., & **D’Mello, S. K.** (2015). When technologies manipulate our emotions, *Communications of the ACM*, 58 (11), 41-42. (peer-reviewed commentary).
6. **D’Mello, S. K.**, Pantic, M., & Nijholt, A. (2015). Introduction to the “Best of ACII 2013” Special Issue. *IEEE Transactions on Affective Computing*, 6(2), 84-85. (editorial – not peer reviewed) (IF = 3.19). (editorial for special issue)

Book Chapters

2023

1. **D’Mello, S. K.**, & Graesser, A. C. (2023). Intelligent Tutoring Systems: How computers achieve learning gains that rival human tutors. In K. Muis and P. Schutz (Eds.). *Handbook of Educational Psychology, 4th edition* (pp. 603-629). Routledge/Taylor-Francis.

2022

2. **D’Mello, S. K.** & Jensen, E. (2022). Emotional Learning Analytics. *Handbook of Learning Analytics (2nd edition)* (pp. 120-129). Society for Learning Analytics Research.

2021

3. D’Mello, S. K. (2021). Improving Student Engagement in and with Digital Learning Technologies. In S. Vincent-Lancrin (Ed.), *OECD Digital Education Outlook 2021: Pushing the Frontiers with Artificial Intelligence, Blockchain and Robots* (pp. 79-95). OECD Publishing.

2020

4. Lewis, C. & D’Mello, S. K. (2020). Internet of Things. In C. LaPierre (Ed.). *DIAGRAM Center Report*. Benetech, Inc
5. **D’Mello, S. K.** (2020). Multimodal Analytics for Automated Assessment. In D. Yan, A. A. Rupp, & P. Foltz (Eds.). *Handbook of Automated Scoring: Theory into Practice*. Chapman & Hall/CRC.
6. D’Mello, S. K. (2020). Big Data in the Science of Learning. In S. E. E. Woo, L. E. Tay & R. W. Proctor (Eds.), *Big data in psychological research* (pp. 203-226). Washington, DC: APA Books.

2019

7. **D’Mello, S. K.** (2019). What do we think about when we learn? In K. Millis, J. Magliano, D. Long & K. Wiemer (Eds.), *Deep Comprehension: Multi-Disciplinary Approaches to Understanding, Enhancing, and Measuring Comprehension* (pp. 52-67). New York, NY: Routledge.
8. Lane, H. C., & **D’Mello, S. K.** (2019). Uses of Physiological Monitoring in Intelligent Learning Environments. In T. D. Parsons, D. Cockerham, & L. Lin (Eds.). *Mind, Brain and Technology: How People Learn in the Age of Emerging Technologies* (pp. 67-86). Springer International Publishing.

9. **D'Mello, S. K.** (2019). Gaze-based Attention-aware Cyberlearning Technologies. In T. D. Parsons, D. Cockerham, & L. Lin (Eds.). *Mind, Brain and Technology: How People Learn in the Age of Emerging Technologies* (pp. 87-106). Springer International Publishing.

2018

10. Gorman, J. C., **D'Mello, S. K.**, Stevens, R. H., & Burke, C. S. (2018). Characteristics and Mechanisms of Team Effectiveness in Dynamic Environments. In R. Sottolare, C. G. Arthur, X. Hu & A. M. Sinatra (Eds.), *Design Recommendations for Intelligent Tutoring Systems* (Vol. 6, pp. 161-168). Orlando, FL: US Army Research Lab.
11. **D'Mello, S. K.**, Bosch, N., & Chen, H. (2018). Multimodal-Multisensor Affect Detection. In S. Oviatt, P. Cohen & A. Krueger (Eds.). *The Handbook of Multimodal-Multisensor Interfaces* (pp. 167-202). ACM Books/Morgan Claypool: New York, NY.

2017

12. **D'Mello, S. K.** (2017). Emotional Learning Analytics. In C. Lang, G. Siemens, A. Wise, & D. Gašević (Eds.) *Handbook of Learning Analytics & Educational Data Mining*. Society for Learning Analytics Research.
13. Olney, A. M., Kelly, S., Samei, B., Donnelly, P., & **D'Mello, S. K.** (2017). Assessing Teacher Questions in Classrooms. In R. Sottolare, A. Graesser, X. Hu, & G. Goodwin (Eds.), *Design Recommendations for Intelligent Tutoring Systems: Assessment Methods* (Vol. 5, pp. 261-274). Orlando, FL: U.S. Army Research Laboratory.

2016

14. **D'Mello, S. K.** (2016). Automated mental state detection for mental healthcare. In D. Luxton (Ed.). *Artificial Intelligence in Behavioral and Mental Healthcare* (pp. 117-131). Elsevier/Academic Press: San Diego, CA.

2015

15. Olney, A., Risko, E. F., **D'Mello, S. K.**, & Graesser, A. C. (2015). Attention in Educational Contexts: The Role of the Learning Task in Guiding Attention. In J. Fawcett, E. F. Risko & A. KingStone (Eds.). *The Handbook of Attention* (pp. 623-642). MIT Press: Cambridge, MA.
16. Calvo, R. A., **D'Mello, S. K.**, Gratch, J., & Kappas, A. (2015). Introduction: A Guided Tour to the Handbook of Affective Computing. In Calvo, R. A., D'Mello, S. K., Gratch, J., & Kappas, A. (Eds.) *The Oxford Handbook of Affective Computing* (pp. 1-10). Oxford University Press: New York, NY.
17. **D'Mello, S. K.** & Graesser, A. C. (2015). Feeling, Thinking, and Computing with Affect-Aware Learning Technologies. In Calvo, R. A., D'Mello, S. K., Gratch, J., & Kappas, A. (Eds.) *The Oxford Handbook of Affective Computing* (pp. 419-434). Oxford University Press: New York, NY.
18. Kory, J., & **D'Mello, S. K.** (2015). Affect Elicitation for Affective Computing. In Calvo, R. A., D'Mello, S. K., Gratch, J., & Kappas, A. (Eds.) *The Oxford Handbook of Affective Computing* (pp. 371-383). Oxford University Press: New York, NY.

19. Hussain, M. S., **D'Mello**, S. K., & Calvo, R. A. (2015). Research and Development Tools in Affective Computing. In Calvo, R. A., D'Mello, S. K., Gratch, J., & Kappas, A. (Eds.) *The Oxford Handbook of Affective Computing* (pp. 349-358). Oxford University Press: New York, NY.

2014

20. Graesser, A. C., Millis, K., **D'Mello**, S. K., & Hu, X. (2014). Conversational Agents Can Help Humans Identify Flaws in the Science Reported in Digital Media. In D. Rapp & J. Braasch (Eds.) *Processing Inaccurate Information: Theoretical and Applied Perspectives from Cognitive Science and the Educational Sciences* (pp. 139-158). MIT Press: Cambridge, MA.
21. **D'Mello**, S. K., Blanchard, N., Baker, R., Ocumpaugh, J., & Brawner, K. (2014). I Feel Your Pain: A Selective Review of Affect-Sensitive Instructional Strategies. In R. Sottolare, A. Graesser, X. Hu, & B. Goldberg (Eds.). *Design Recommendations for Adaptive Intelligent Tutoring Systems: Volume 2 – Instructional Management* (pp. 35-48). U.S. Army Research Laboratory: Orlando, FL.
22. DeFalco, J., Baker, R., & **D'Mello**, S. K. (2014). Addressing Behavioral Disengagement in Online Learning. In R. Sottolare, A. Graesser, X. Hu, & B. Goldberg (Eds.). *Design Recommendations for Adaptive Intelligent Tutoring Systems: Volume 2 - Instructional Management* (pp. 49-56). U.S. Army Research Laboratory: Orlando, FL.
23. Graesser, A. C. & **D'Mello**, S. K. (2014). Emotions in Advanced Learning Technologies. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education:* (pp. 473-493). Routledge: New York, NY.
24. **D'Mello**, S. K. & Graesser, A. C. (2014). Confusion. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 289-310) : Routledge: New York, NY.

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25. **D'Mello**, S. K. (2013). Affective or Emotional Computing. In A. Runehov & L. Oviedo (Eds.). *Encyclopedia of Sciences and Religions* (pp. 29-32). Springer: Dordrecht.
26. **D'Mello**, S. K. & Graesser, A. C. (2013). Design of Dialog-Based Intelligent Tutoring Systems to Simulate Human-to-Human Tutoring. In A. Neustein & J. Markowitz (Eds.) *Where Humans Meet Machines: Innovative Solutions to Knotty Natural Language Problems* (pp. 233-269). Springer Verlag: Heidelberg/New York.
27. **D'Mello**, S. K., Strain, A. C., Olney, A., & Graesser, A. C. (2013). Affect, Meta-affect, and Affect Regulation during Complex Learning. In R. Azevedo and V. Alevan (Eds.), *International Handbook of Metacognition and Learning Technologies* (pp. 669-681). Springer: New York.

2012

28. Graesser, A. & **D'Mello**, S. K. (2012). Emotions during the learning of difficult material. In B. Ross (Ed.), *Psychology of Learning and Motivation* (Vol. 57) (pp. 183-226). Elsevier
29. **D'Mello**, S. K. (2012). Affect Trajectories during Complex Learning. In N. Seel et al. (Eds.) *Encyclopedia of the Sciences of Learning* (p. 792). New York:Springer.
30. **D'Mello**, S. K. & Graesser, A. C. (2012). Emotions during Learning with AutoTutor. In P. Durlach and A. Lesgold (Eds.), *Adaptive Technologies for Training and Education* (pp. 117-139). Cambridge, U.K.: Cambridge University Press.

31. **D'Mello, S. K. & Graesser, A. C.** (2012). Text-Based Affect Detection in Intelligent Tutors. In P. McCarthy, C. Boonthum-Denecke, & T. Lamkin (Eds.), *Cross-Disciplinary Advances in Applied Natural Language Processing: Issues and Approaches* (pp. 284-304). Hershey, PA: IGI Global.
32. Graesser, A. C., **D'Mello, S. K.**, Hu, X., Cai, Z., Olney, A., & Morgan, B. (2012). AutoTutor. In P. McCarthy and C. Boonthum-Denecke (Eds.), *Applied Natural Language Processing: Identification, Investigation, and Resolution* (pp. 169-187). Hershey, PA: IGI Global.
33. Jeuniaux, P. Olney, A. & **D'Mello, S. K.** (2012). Practical Programming for NLP. In P. McCarthy and C. Boonthum-Denecke (Eds.), *Applied Natural Language Processing: Identification, Investigation, and Resolution* (pp. 122-156). Hershey, PA: IGI Global.

2011

34. Graesser, A. C. & **D'Mello, S. K.** (2011). Theoretical Perspectives on Affect and Deep Learning. In R. Calvo and S. D'Mello (Eds.). *New Perspectives on Affect and Learning Technologies* (pp. 11-22). New York: Springer.
35. **D'Mello, S.**, Lehman, B. & Graesser, A. C., (2011). A Motivationally Supportive Affect-Sensitive AutoTutor. In R. Calvo and S. D'Mello (Eds.). *New Perspectives on Affect and Learning Technologies* (pp. 113-126). New York: Springer.
36. Calvo, R., and **D'Mello, S. K.** (2011). Introduction to Affect-Sensitive Learning Technologies. In R. A. Calvo and S. D'Mello (Eds.), *New Perspectives on Affect and Learning Technologies* (pp. 3-10). New York: Springer.
37. **D'Mello, S. K. & Calvo, R.** (2011). Significant Accomplishments, New Challenges, and New Perspectives. In R. A. Calvo and S. D'Mello (Eds.), *New Perspectives on Affect and Learning Technologies* (pp. 255-272). New York: Springer.
38. Graesser, A. C., **D'Mello, S.**, & Cade, W. (2011). Instruction Based on Tutoring. In R.E. Mayer and P.A. Alexander (Eds.), *Handbook of Research on Learning and Instruction* (pp. 408-426). New York: Routledge Press.
39. Mavrikis, M., **D'Mello, S. K.**, Porayska-Pomsta K., Cocea, M., and Graesser, A. C. (2011). Modeling Affect by Mining Students Interactions within Learning Environments. In Romero et al. (Eds.), *Handbook of Educational Data Mining* (pp. 231-244). Boca Raton, FL: CRC Press.

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40. Graesser, A. C., Lin, D., and **D'Mello, S. K.** (2010). Computer Learning Environments with Agents that Support Deep Comprehension and Collaborative Reasoning. In M.T. Banich and D. Caccamise (Eds.), *Generalization of Knowledge* (pp. 201-224). New York: Psychology Press.

2009

41. Graesser, A. C., **D'Mello, S. K.**, and Person, N., (2009). Meta-knowledge in Tutoring. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Metacognition in educational theory and practice* (pp. 361-382). New York: Routledge.

2008

42. Graesser, A. C., Rus., V., **D'Mello, S. K.**, and Jackson, G. T. (2008). AutoTutor: Learning through natural language dialogue that adapts to the cognitive and affective states of the learner. In D. H. Robinson & G. Schraw (Eds.), *Current perspectives on cognition, learning and instruction: Recent innovations in educational technology that facilitate student learning* (pp. 95–125). Information Age Publishing.
43. McCauley, L., **D'Mello, S. K.**, Kim, L., and Polkosky, M. (2008). MIKI: A Case Study of an Intelligent Kiosk and Its Usability. In N. Magnenat-Thalmann et al. (Eds.). *New Advances in Virtual Humans* (pp. 153-176). Berlin, Heidelberg: Springer-Verlag.
44. Person, N., **D'Mello, S. K.**, and Olney, A. (2008). Toward Socially Intelligent Interviewing Systems. In M. Schober & F. Conrad (Eds.), *Envisioning the Survey Interview of the Future* (pp. 195-204), New York: Wiley.

2007

45. Negatu, A., **D'Mello, S. K.**, and Franklin, S. (2007). Cognitively Inspired Anticipatory Adaptation and Associated Learning Mechanisms for Autonomous Agents. In Butz et al. (Eds.) *Anticipatory Behavior in Adaptive Learning Systems* (pp. 108-127), Berlin: Springer-Verlag.

Theses & Dissertations

1. **D'Mello, S. K.** (2009). *Affect Measurement by Man and Machine* (Doctoral Dissertation), Department of Computer Science, University of Memphis.
2. **D'Mello, S. K.** (2004). *A Study of Sparse Distributed Memory: Architecture, Computational Power, Applications, Modifications, and Extensions* (Master's Thesis), Department of Mathematical Sciences, University of Memphis.

Presentations

Peer-Reviewed Conference Presentations and Posters (Unpublished)

2023

1. Moulder, B. M., Romani, P. W., Berkowitz, L., & **D'Mello, S.** (2023, November). *Novel methods to prospectively predict the occurrence of severe behavior problems in youth*. Poster presented at the Colorado Association for Behavior Analysis Annual Convention, Denver, CO.
2. Romani, P. W., Moulder, B. M., Berkowitz, L., & **D'Mello, S.** (2023, November). *The Future: Multimodal assessment of communication using motion*. Invited presentation to the Cooper Conference, Aurora, CO.
3. Rahimi, S., Shute, V. & **D'Mello, S. K.** (2023, April). *Is it Better to Provide Embedded Learning Supports in Educational Games Before or After Attempting Game Levels?* [Symposium]. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

4. **D'Mello, S. K.** (2023, April). *Reconceptualizing the Role of Artificial Intelligence in Education: Insights from Institute for Student-AI Teaming (iSAT)*. Symposium talk at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

2022

5. **D'Mello, S. K.** (2022, July). *Modeling and Supporting Attentional Processes During Learning*. Paper presented at the annual meeting of the International Mind, Brain & Education Society (IMBES 2022), Montreal, CA.
6. **D'Mello, S. K.** (2022, July). *Challenges and Opportunities of Real-World Multimodal Affect Detection*. Paper presented at the annual meeting of the International Society for Research on Emotion, Los Angeles, CA.
7. **D'Mello, S. K., Mills, C., & Southwell, R.** (2022). *Sadness enhances constructive and integrative text comprehension: A behavioral and eye-tracking study*. Paper presented at the annual meeting of the International Society for Research on Emotion, Los Angeles, CA.
8. Huggins-Manley, A. C., Booth, B. M., & **D'Mello, S. K.** (2022, April). *Argument-based fairness in educational measurement, with an AI-enhanced assessment application*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.

2021

9. Southwell, R., D'Mello, S. K. (August 2021) *What does machine learning offer for learning and instruction: Potentials and ethical considerations*, European Association for Research on Learning and Instruction (EARLI 21) (virtual event).
10. **D'Mello, S. K., Jensen, E., Dale, M., Donnelly, P., Godley, A., & Kelly, S.** (2021, August). *Automatically Measuring Features of Teacher Discourse from Classroom Audio in English Language Arts*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction (EARLI 21) (virtual event).
11. **D'Mello, S. K.** (2021, June). *Improving engagement through adaptation, personalization, design, & the next frontier*. International conference organized by the OECD Centre for Educational Research and Innovation (CERI) (virtual event).

2020

12. **D'Mello, S. K.** (2020, December). *Towards Natural Social Interaction: Multiparty, Multimodal Machine Learning for Education*. Workshop on Advances and Opportunities: Machine Learning for Education at the Conference on Neural Information Processing Systems (NeurIPS 2020). (virtual event)
13. Villanueva, C. M., Ibonie, S., Jensen, E., Eloy, L., **D'Mello, S. K., & Gruber, J.** (2020, November). *Emotion differentiation in young adults at risk for bipolar mood disturbance during the first year of college*. Poster presented at the Special Interest Group (SIG) for Bipolar Disorder, Association for Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA. (virtual event)
14. Southwell, R., Mills, C., **D'Mello, S. K.** (2020, July). *Eye Movements During Reading Can Predict Deep Comprehension*. Paper presented at the Annual Meeting of the Society for Text and Discourse (virtual event).

15. D'Mello, S. K., Amon, M. J., & Mattingly S. (2020, June) *Health regularity as a measure of well-being and occupational outcomes; Modeling stress and mental health from wearable sensors*. Google Digital Health and Wellbeing Summit (virtual event)
16. **D'Mello**, S. K. & Godley, A. J. (2020, April). *Methodological Innovations for the Automated Analysis of Classroom Discourse* [Symposium]. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference Canceled)
17. **D'Mello**, S. K., Stone, C., Kelly, S. P., Dale, M. & Godley, A. J. (2020, April) *Automatically Measuring Features of Teacher Discourse From Classroom Audio* [Symposium]. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference Canceled)

2019

18. **D'Mello**, S. K. & Gregg, J. (2019, November). *What Eye Movements Reveal about Later Comprehension of Long, Connected Texts*. 49th Annual Meeting of the Society for Computers in Psychology. Montréal, Québec, Canada.
19. Stewart, A.E.B, **D'Mello**, S.K. (2019, September). *Towards Automated Real-Time Interventions to Improve Computer-Mediated Collaborative Problem Solving*. Paper presented at the Workshop on Mapping the "How" of Collaborative Action at the 22nd ACM Conference on Computer-Supported Cooperative Work and Social Computing (CSCW'19), Austin, TX.
20. Amon, M. J., Vrzakova, H., & **D'Mello**, S. K. (2019, July). *Advancing the Science of Distributed Cognition via Investigation of System-Level Dynamics*. Paper presented at the Annual Meeting of the Society for Philosophy and Psychology, San Diego, CA.
21. Kelly, S., Godley, A., Capello, S., Dale, M., Donnelly, P., & **D'Mello**, S. K. (2019, April). *Toward the Automated Measurement of Teacher Talk: Introducing a Comprehensive Framework for Teacher Discourse*. Paper presented at the annual meeting of the American Educational Research Association. Toronto, CA.

2018

22. Brockmole, J. R., Krasich, K., Hutt, S., & **D'Mello**, S. K. (2018, November). *Attention-aware cyberlearning to detect and combat wandering minds*. Paper presented at the Annual Meeting of the Psychonomic Society. New Orleans, LA.
23. Mills, C., Gregg, J., Bixler, R., **D'Mello**, S.K. (2018, November). *A real-time mind-wandering intervention during reading*. Presented at the 48th annual meeting of the Society for Computers in Psychology, New Orleans, LA.
24. Gregg, J. & **D'Mello**, S.K. (2018, November). *Predicting reading comprehension from eye movements*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
25. Brom, C., Stárková, T., **D'Mello**, S. K. (2018, August). *Multimedia Learning with Anthropomorphisms and Pleasant Colors: A Meta-analysis*. Paper presented at SIG2 EARLI Meeting - Comprehension of Text and Graphics. Freiburg, Germany
26. Faber, M., Rees, M.R., & **D'Mello**, S.K. (2018, July). *Mind wandering during conversations affects subjective but not objective outcomes*. Poster presented at the Annual Meeting of the Cognitive Science Society. Madison, WI, USA.

27. Rees, M.R., Faber, M., & **D'Mello**, S.K. (2018, July). *Keep Your Eye On the Goal! Power Predicts Negotiation Outcomes by Directing Attention*. Talk presented at the Annual Conference of the International Association for Conflict Management. Philadelphia, PA, USA.
28. Gregg, J. & **D'Mello**, S.K. (2018, July). *Predicting reading comprehension from eye gaze*. Poster presented at the 40th Annual Cognitive Science Society Meeting, Madison, WI.
29. Faber, M., & **D'Mello**, S.K. (2018, May) *What's on your wandering mind? The content of mind wandering during text- and film comprehension*. Poster presented at the International Meeting of the Psychonomic Society. Amsterdam, The Netherlands.

2017

30. Stothart, C., Bixler, R., Brockmole, J. R., & **D'Mello**, S. K (November, 2017). *Team Coordination in Visual Search With and Without Shared Eye Movements*. Poster presented at the 58th Annual Meeting of the Psychonomics Society. Vancouver, BC, Canada.
31. Krasich, K., McManus, R., Hutt, S., Faber, M., **D'Mello**, S. K., & Brockmole, J. R. (November, 2017). *Gaze-based indices of mind wandering during real-world scene processing*. Paper presented at the Annual Workshop on Object Perception, Attention, and Memory. Vancouver, BC, Canada.
32. Faber, M., & **D'Mello**, S. K. (May, 2017). *Driven to Distraction: How Stimuli Gives Rise to Mind Wandering*. Paper presented at the 29th Annual Convention of the Association for Psychological Science. Boston, MA.
33. **D'Mello**, S. K., Mills, C., Bosch, N., & Bixler, R. (May, 2017). *Closed-loop Detection and Mitigation of Mind Wandering during Learning from Text*. Poster presented at the 30th Florida Artificial Intelligence Research Society Conference (FLAIRS-23), Marco Island, Florida.
34. **D'Mello**, S. K., Galla, B., & Duckworth, A., (May, 2017). *Domain-specificity of performance measures of academic diligence*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
35. Faber, M., **D'Mello**, S.K., & G.A. Radvansky (April 2017) *Event structure over time predicts the occurrence of mind wandering*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

2016

36. Faber, M., **D'Mello**, S.K., & G.A. Radvansky (November, 2016) *Event structure over time predicts the occurrence of mind wandering*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
37. Faber, M., Mills, C., Kopp, K., & S.K. **D'Mello** (2016) *The Effect of Disfluency on Mind Wandering during Text Comprehension*. Poster presented at the annual meeting of the Cognitive Science Society, Philadelphia, PA.
38. Wilson, K., Mills, C., **D'Mello**, S.K., Smilek, D., & Risko, E.F. (June, 2016). *You are more seductive than you think: Videos of lecturers may capture attention and impair learning*. Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science. Ottawa, ON.
39. Faber, M., Mills, C., Kopp, K., & **D'Mello**, S. K. (May, 2016). *The Effect of Disfluency on Mind Wandering during Text Comprehension*. Poster presented at the 28th Annual Convention of the Association for Psychological Science. Chicago, IL.

40. Mills, C., Risko, E., Graesser, A.C., **D'Mello**, S. K (May, 2016). *Cognitive Coupling*. Poster presented at the 28th Annual Convention of the Association for Psychological Science. Chicago, IL.
41. Mills, C., Seli, P., Forrin, N., **D'Mello**, S.K., Smilek, D., & Risko, E.F. (June, 2016). *The effect of text difficulty on intentional and unintentional mind-wandering*. Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science. Ottawa, ON.
42. **D'Mello**, S.K., Bosch, N., Kai, S., Paquette, L., Baker, R., Ocumpaugh, J., Shute, V. (April, 2016). *Automatic objective measurement of student emotions in computer-enabled classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
43. O'Brien., J., Yeager, D.S., Galla, B., Duckworth, A.L., **D'Mello**, S.K. (April, 2016). *Understanding why between-school analyses of student-reported noncognitive factors are flawed*. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.

2015

44. **D'Mello**, S. K., Nystrand, M., Olney, A., & Kelly, S. (December, 2015). *Automating the Measurement and Assessment of Classroom Discourse*. Poster presented at the 2015 Institute of Education Sciences (IES) PI Meeting. Washington, DC.
45. Dillon, J., Ambrose, G. A., Aguiar, E., Wanigasekara, N., Sengupta, B., Chetkur, M., & **D'Mello**, S. K. (October, 2015). *Affective Learning Analytics: Description and Prediction on Student Emotion in MOOCs*. Paper presented at the Learning with MOOCS II conference. New York, NY.
46. Mills, C., Phillips, N., **D'Mello**, S. K., & Risko, E. (July, 2015). *Mind Wandering During Re-reading of Instructional Texts*. Paper presented at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.
47. Kopp K., & **D'Mello**, S. K. (July, 2015). *The Impact of Modality on Mind Wandering during Comprehension*. Poster presented at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.
48. Kopp K., Mills, C., & **D'Mello**, S. K. (July, 2015). *Mind Wandering during Film Comprehension: The Role of Prior Knowledge and Situational Interest*. Paper presented at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.
49. Kopp, K., Mills, C., & **D'Mello**, S. K. (2015, May). *Mind Wandering during Film Comprehension*. Poster presented at the 27th Annual Convention of the Association for Psychological Science. New York, NY.
50. Yu, A., Haeck, C., Galla, B., Duckworth, A., Lejuez, C., & **D'Mello**, S. K. (2015, May). *The Importance of Frustration Tolerance for Academic Performance*. Poster presented at the 27th Annual Convention of the Association for Psychological Science. New York, NY.
51. **D'Mello**, S. K., Mills, C., Graesser, A.C. (2015, April). *Perceptions of Value and Difficulty as Antecedents of Boredom and Mind Wandering*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association. Chicago, IL.
52. **D'Mello**, S.K., Bosch, P., Baker, R., Ocumpaugh, J., Shute, V., J., Ventura, M., Wang, L., Weinan, Z. (2015, April). *Facial Features for Automatic Detection of Student Affect With Newton's Playground in the Wild*. Paper presented at the 2015 Annual Meeting of the American Educational Research Association. Chicago, IL.

53. Fulmer, S. M., Stey, P. Mills, C. **D'Mello**, S.K. (2015, April). *Effects of Experimentally-Manipulated Text Difficulty and Text Value on Trajectories of Emotional Engagement*. Paper presented at the 2015 Annual Meeting of the American Educational Research Association. Chicago, IL.

2014

54. Brady, M., **D'Mello**, S. K., Blanchard, N., Olney, A., & Nystrand, M. (Oct, 2014). *Evaluating microphones and microphone placement for signal processing and automatic speech recognition of teacher-student dialog*, Poster presented at the 168th meeting of the Acoustical Society of America. Indianapolis, Indiana.
55. Mills, C., Risko, E., Graesser, A. C., & **D'Mello**, S. K. (Aug, 2014). *Decoupling as a Measure of Engagement during Reading*. Presented at the 24th annual meeting of the Society for Text and Discourse. Chicago, IL.
56. Kopp, K., Mills, C., Lehman, B., Graesser, A. C., & **D'Mello**, S. K. (Aug, 2014). *Influencing the Occurrence of Mind Wandering During Reading*. Poster presented at the 24th annual meeting of the Society for Text and Discourse. Chicago, IL.
57. **D'Mello**, S. K., & Graesser, A. C. (2014, April). *Automatic Monitoring of Emotions during Learning: From the Research Lab to the School Computer Lab*. Presented at the annual meeting of the American Educational Research Association, Philadelphia, USA.
58. **D'Mello**, S. K., Fulmer, S. & Mills, S. (2014, April). *Choice and Difficulty as Antecedents of Affect during Learning*. Presented at the annual meeting of the American Educational Research Association, Philadelphia, USA.
59. Fulmer, S. & **D'Mello**, S. K. (2014, April). *Antecedents and Consequents of Online Emotional, Behavioral, and Cognitive Engagement on Academic Reading*. Presented at the annual meeting of the American Educational Research Association, Philadelphia, USA.
60. Yeager, D., Henderson, M., Paunesku, D., Duckworth, A. **D'Mello**, S. K., Spitzer, B., & Walton, G., (2014, April). *A Purpose for Learning Increases Students' Persistence in STEM Learning*. Presented at the annual meeting of the American Educational Research Association, Philadelphia, USA.
61. Cullum, K. A., Yeager, D. S., Henderson, M. H., **D'Mello**, S. K., & Kopp, K. J. (2014, March). *Avenues to Motivate Persistence: The Role of the Purpose Mindset in Adolescent Cheating*. Poster accepted for presentation at the 2014 biennial meeting of the Society for Research on Adolescence, Austin, TX.

2013

62. Tran, C., Lehman, B., Dockterman, D., Juul, J., **D'Mello**, S., & Graesser, A. (2013, June). *Designing for productive failure*. Workshop at the Games, Learning, and Society 9.0 Conference. Madison, WI.
63. Plummer, B. D., Galla, B. M., **D'Mello**, S. K., Duckworth, A. L. (2013, May). *Development and validation of a modern persistence performance task*. Poster presented at the 25th annual convention of the Association for Psychological Science, Washington, DC.

2012

64. Graesser, A. & **D'Mello**, S. K., (2012, April). *A Mashup of AutoTutor and Emotion-Sensing Technologies*. Presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
65. Strain, A., **D'Mello**, S. K., & Graesser, A. (2012, April). *Cognitive Reappraisal to Alleviate Boredom During Learning*. Presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
66. Clinton, V., **D'Mello**, S. K., & van den Broek, P. (2012, April). *Predicting Interest While Reading With Wii Fit Balance Boards*. Presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
67. Graesser, A., Lehman, B., & **D'Mello**, S. K. (2012, April). *Text Relevance and Reading Goals Can Be Framed as Questions*. Presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
68. Clinton, V., **D'Mello**, S. K., & van den Broek, P. (2012, March). *Predicting interest using Wii Fit™ balance boards*. Presented at the 6th International Technology, Education, and Development Conference, Valencia, Spain.

2011

69. Dowell, N., **D'Mello**, S. K., Mills, C., & Graesser, A. C. (2011, July). *Topic Effects on Linguistic and Rubric-Based Writing Evaluation*. Poster presented at the annual meeting of the Society for Text and Discourse, Poitiers, France.
70. **D'Mello**, S. K. & Graesser, A. C. (2011, April). *A Synthesis of Research on Emotions during Complex Learning*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA, USA.
71. **D'Mello**, S. K. & Graesser, A. C. (2011, April). *Technologies to Monitor and Regulate Student Emotions during Learning*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA, USA.
72. Franceschetti, D. R., Gire, E., **D'Mello**, S. K., Rus, V., and Graesser, A. C. (2011, January). *Affect and Physics Learning: Recent Developments*. Presented at the winter meeting of the American Association of Physics Teachers, Jacksonville Florida, USA.

2010

73. **D'Mello**, S. K., & Graesser, A. (2010, July). *Textual Cues into Learners' Emotional States during Tutoring*. Presented at the annual meeting of the Society for Text and Discourse, Chicago, IL, USA.
74. **D'Mello**, S. K., Olney, A., & Person, N. (2010, July). *Collaborative Dialogue Patterns in Expert Tutor Lectures*. Presented at the annual meeting of the Society for Text and Discourse, Chicago, IL, USA.
75. Lehman, B. & **D'Mello**, S. K.. (2010, July). *Predicting Student Affect through Textual Features during Expert Tutoring Sessions*. Presented at the annual meeting of the Society for Text and Discourse, Chicago, IL, USA.

76. **D'Mello, S. K. & Graesser, A. C.** (2010, April). *Responding to Learner Affect with Supportive and Shakeup Dialogues*. Presented at the annual meeting of the American Educational Research Association, Denver, CO, USA.
77. Person, N. P., **D'Mello, S. K. & Lehman, B. A.** (2010, April). *Affect in Human Tutoring Sessions*. Presented at the annual meeting of the American Educational Research Association, Denver, CO, USA.

2009

78. **D'Mello, S. K., Dale, R. A., & Graesser, A. C.** (2009, July). *Disequilibrium in the Mind, Disharmony in the Body*. Presented at the 15th International Conference on Perception-Action, Minneapolis, MN, USA.
79. Graesser, A. C., **D'Mello, S. K., & Person, N. K.** (2009, April). *Meta-Cognition, Meta-Communication, and Meta-Affect in Tutoring*. Presented at the annual meeting of the American Educational Research Association, San Diego, CA, USA.
80. Price, K. Meisinger, E.B., **D'Mello, S.,** Traylor, T., & Daaga, M. (February, 2009). *Oral and silent reading fluency: Implications for assessment*. Poster presented at the annual meeting of the National Association of School Psychologists. Boston, MA, USA.

2008

81. **D'Mello, S. K. & Graesser, A. C.** (2008, July). *Methodologies to Monitor the Emotional Responses of People while they Interact with Art*. Presented at the annual meeting of the International Association for the Empirical Study of Literature and Media. Memphis, TN, USA.
82. **D'Mello, S. K., King, B., & Graesser, A. C.** (2008, July). *The Impact of Automatic Speech Recognition Errors on the Interaction between a Human Student and an Artificial Tutor*. Presented at the annual meeting of the Society for Text and Discourse, Memphis, TN, USA.
83. Person, N., Cade, W., & **D'Mello, S. K.** (2008, July). *Dialogue Modes and Moves in Expert Tutoring*. Presented at the annual meeting of the Society for Text and Discourse, Memphis, TN, USA.
84. Lehman, B. , **D'Mello, S. K.,** and Person, N. (2008, May). *Emotions during Expert Tutoring Sessions*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, USA.
85. **D'Mello, S. K.** and Graesser, A., C. (2008, March). *Monitoring Emotions while Students Learn with AutoTutor*. Presented at the annual meeting of the American Educational Research Association, New York, New York, USA.
86. **D'Mello, S. K.** King, B., Entezari, O., Chipman, P., & Graesser, A (2008, March). *The Impact of Automatic Speech Recognition Errors on Learning Gains with AutoTutor*. Presented at the annual meeting of the American Educational Research Association, New York, New York, USA.
87. Person, N. and **D'Mello, S. K.** (2008, March). *Intelligent Tutoring Systems. What Do We Do Next?* Symposium at annual meeting of the American Educational Research Association, New York, New York, USA.
88. Graesser, A. C., Millis, K., Chipman, P., Cai, Z., Wallace, P., Britt, A., Storey, J., Wiemer, K., Magliano, J., and **D'Mello, S.** (2008, June). *A Demonstration of ITSs That Promote Scientific Inquiry*

Skills: Critical Thinking Tutor and ARIES, Demo at the Ninth International Conference on Intelligent Tutoring Systems, Montreal, Canada.

2007

89. Graesser, A., C. and **D'Mello**, S. K. (2007, July). *Inferring Emotions in Tutorial Dialogue*, Presented at the annual meeting of the Society for Text and Discourse, Glasgow, Scotland.
90. **D'Mello**, S., Taylor, R., Tapp K., King, B., and Graesser, A. C. (2007, April). *Posture as a Predictor of Learners' Affective Engagement: Boredom and Flow*. Presented at the annual meeting of the American Educational Research Association, Chicago, USA.

2006

91. **D'Mello**, S., Craig S., McDaniel, B., & Graesser, A.C. (2006, July). *Predicting Learner's Affective States from a Dialogue with AutoTutor*. Poster presented at the annual meeting of the Society for Text and Discourse, Minneapolis, Minnesota, USA.
92. McDaniel, B., **D'Mello**, S., Jackson, T., & Graesser, A.C. (2006, May). *Estimating the Complexity of Automated Detection of Emotions From Facial Features*. Poster presented at the annual convention of the Association for Psychological Science (APS), New York, USA.

2005

93. Ramamurthy U., **D'Mello** S., and Franklin S. (2005, June) *Role of Consciousness in Episodic Memory Processes*. Poster presented at the annual meeting of the Association for the Scientific Study of Consciousness. Pasadena, CA, USA.
94. Ventura, M., **D'Mello**, S., Louwerse M., & Graesser, A. (2005, July). *Modeling Spatial Inferences*. Poster presented at the annual meeting of the Society for Text and Discourse, Amsterdam, Netherlands.

2003

95. Ramamurthy U., **D'Mello** S., and Franklin S. (2003, May) *Modeling Memory Systems with Global Workspace Theory*. Presented at the annual meeting of the Association for the Scientific Study of Consciousness. Memphis, TN, USA.

Invited Keynotes

1. **D'Mello**, S. K. (February 2023). *From Autonomy to Synergy: Envisioning Next Generation Human-AI Partnerships*. Workshop on AI4ED at the Annual Meeting of the Association for the Advancement of Artificial Intelligence (AAAI 23). Washington DC.
2. **D'Mello**, S. K. (August 2022). *Reimagining AI in Education: Perspectives from the Institute for Student-AI Teaming*. AWARE-AI NSF Research Traineeship (NRT), Rochester Institute of Technology (virtual event)
3. **D'Mello**, S. K. (June 2022). *How Machine Learning Supports Assessment and Learning in the NSF AI Institute for Student-AI teaming*. 3rd ATP EdTech and Computational Psychometrics Summit (virtual event).

4. **D'Mello, S. K.** (October 2021). *Getting Really Wild: Challenges and Opportunities of Real-World Multimodal Affect Detection*. 2nd Multimodal Sentiment Analysis Challenge and Workshop (MuSe 2021), held in conjunction with the ACM Multimedia 2021 (virtual event).
5. **D'Mello, S. K.** (October 2021). *What Eye Gaze Reveals About Mental States & Processes?* Workshop on on Eye Tracking for VR and AR at the 2021 International Conference on Computer Vision (ICCV 21). (virtual event).
6. **D'Mello, S. K.** (June, 2021). *From Modeling Individuals to Groups: It's a Multimodal Multiparty*. 2021 International Conference on Educational Data Mining (EDM 2021) (virtual event).
7. **D'Mello, S. K.** (June, 2021). *From Modeling Individuals to Groups: It's a Multimodal Multiparty*. Workshop on Multimodal Artificial Intelligence in Education at the 2021 Conference on Artificial Intelligence in Education (AIED 2021) (virtual event).
8. **D'Mello, S. K.** (April, 2021). *Enhancing Self-Regulation in Learning via Computational Methods*. Annual Retreat of the LEAD Graduate School & Research Network, University of Tübingen (virtual event).
9. **D'Mello, S. K.** (January, 2021). *Understanding Human Functioning & Enhancing Human Potential through Computational Methods*. Human Behavior Understanding Workshop (HBU 2021) at the Conference on Computer Vision and Pattern Recognition (CVPR 2021).
10. **D'Mello, S. K.** (December, 2020). *AI in ED: A brief history, where we are today, and the next frontier*. Keynote at Empowering Learners for the Age of AI (virtual event).
11. **D'Mello, S. K.** (August, 2019). *Machine-learned Computational models to Assess Ill-defined Constructs*. Keynote at the Game-Based Assessment Workshop, Minneapolis, MN.
12. **D'Mello, S. K.** (June, 2019). *The Necessity, Opportunity, and Promise of Multimodal Computational Analysis of Discourse*. Keynote at the Annual Meeting of the Society for Text & Discourse (ST&D, 2019) New York: NY.
13. **D'Mello, S. K.** (October, 2018). *Distributed Cognition in Multimodal Collaborative Environments*. Keynote at the Group Interaction Frontiers in Technology (GIFT 2018) workshop at the 20th ACM International Conference on Multimodal Interaction (ICMI 2018), Boulder, CO.
14. **D'Mello, S. K.** (October, 2018). *Distributed Cognition in Multimodal Collaborative Environments*. Keynote at the 2018 ACT NEXT Education Technology and Computational Psychometrics Symposium (ACT ETCPS'18), Iowa City, Iowa.
15. **D'Mello, S. K.** (June, 2018). *Distributed Cognition in Multimodal Collaborative Learning Environments*. Keynote at 14th International Conference on Intelligent Tutoring Systems (ITS 2018), Montreal, Canada.
16. **D'Mello, S. K.** (October, 2017). *Generation 3 Affect Detection: In the Wild and at Scale*. Keynote at 2nd International Workshop on Automatic Sentiment Analysis in the Wild (WASA 2017) held in conjunction with the 8th International Conference on Affective Computing & Intelligent Interaction (ACII 2017), San Antonio, TX.
17. **D'Mello, S. K.** (March, 2017). *Multimodal Classroom Analytics*. Keynote at the 7th International Learning Analytics and Knowledge Conference (LAK'17). Vancouver, Canada.

18. **D’Mello, S. K.** (November, 2016). *The Finer Points of Mental State Estimation (or how to make better mind reading machines)*. Keynote at the First International Conference on Wearable Technologies, Knowledge Development, and Learning (aWEAR’16). Stanford, CA.

Invited Talks (including invited panelist/discussant)

1. D’Mello, S. K. (November, 2023). *Remagining AI in Education at the NSF National AI Institute for Student-AI Teaming*, NSF Advisory Committee for Environmental Research & Education.
2. D’Mello, S. K. (October, 2023). *Institute for Student-AI Teaming (iSAT)*. Summit for AI Institutes Leadership, Atlanta, GA.
3. D’Mello, S. K. (September, 2023). *From Learning Optimization to Learner Flourishing: Reimagining AI in Education at the Institute for Student-AI Teaming (iSAT)*, Washington University St. Louis.
4. D’Mello, S. K. (August 2023). *Affect Detection from Wearables in the “Real” Wild: Fact, Fantasy, or Somewhere In-between?* Methods series of the International Society for Research on Emotion (virtual event)
5. D’Mello, S. K. (July, 2023). *Reimagining AI in Education*. Silicon Flatirons Startup Variety Show, CU Boulder.
6. Hirshfield, L. Booth, B., & D’Mello, S. K. (June, 23). *Advancing Human-Machine Interaction: Calibrating User Trust*, Toyota Research.
7. D’Mello, S. K. (May, 2023). *Emergence through Convergence: Leveraging the art of Team Science*. NSF (virtual event).
8. D’Mello, S. K. (May, 2023). *Emerging Scholar CIRCLS Mentoring Panel*. CIRCLS (virtual event).
9. D’Mello, S. K. (March, 2023). *Human-AI Teaming*. GRAILE Scientific Committee & Charter Meeting, Arlington, TX.
10. D’Mello, S. K. (December, 2022). *Ethics and Bias of AI for Learners: Perspectives from the Institute for Student-AI Teaming*. Panel on Ethics and Bias in AI for Learners, Southern Methodist University, Dallas, TX.
11. D’Mello, S. K. (December, 2022). *Developing Trust: Perspectives from the Institute for Student-AI Teaming (iSAT)*. Summit for AI Institutes Leadership, Pacific Grove, CA.
12. **D’Mello, S. K.**, Chang, M., Reitman, J, Southwell, R, & Foltz, P. (November, 2022). *Panel: Reimagining AI in Education: Perspectives from the Institute for Student-AI Teaming*. Empower Learners for the Age of AI (ELAI) (virtual event)
13. **D’Mello, S. K.** (November, 2022). *From Autonomy to Synergy: Envisioning Next Generation Human-AI Partnerships*. Distinguished Research Colloquium Series at the Department of Computer Science, University of Memphis, Memphis, TN.
14. **D’Mello, S. K.** (November, 2022). *From Autonomy to Synergy: Envisioning Next Generation Human-AI Partnerships*. National AI Institute for Adult Learning and Online Education (invited talk) (virtual event).
15. **D’Mello, S. K.** (November, 2022). *From Autonomy to Synergy: Envisioning Next Generation Human-AI Partnerships*. School of Psychology, Georgia Institute of Technology (invited talk) (virtual event).

16. **D'Mello, S. K.** (October 2022). *Building Super-Human Teams*, University of Colorado Boulder Ted-Style talks: Innovation for the Future of Humanity, Boulder, CO.
17. **D'Mello, S. K.** (August 2022). *Reimagining AI in Education: Perspectives from the Institute for Student-AI Teaming*, Impact Labs: Impact Summit (invited talk), New York: NY.
18. **D'Mello, S. K.** (June 2022). US. Department of Education Office of Educational Technology Listening Session on AI and the Future of Learning (invited panelist)
19. **D'Mello, S. K.** (June 2022). *AIED - Education Advisory Council for Intel Research Education Innovation & Transformation Team* (invited panelist)
20. **D'Mello, S. K.** (June 2022). *Harnessing the power of collaborating learning*, Trine Online Faculty Professional Development. (invited discussant)
21. **D'Mello, S. K.** (2022, May) *From Autonomy to Synergy: Toward AI that Works "with" rather than "for" Humans*. Invited symposium at the Annual Meeting of the Association for Psychological Sciences, Chicago, IL.
22. **D'Mello, S. K.** (May, 2022). *The Future of Teamwork: Insights from the COVID Era*. Coloradan Conversation on the Future of Work.
23. **D'Mello, S. K.** (March, 2021) *Assessing Health and Wellbeing from Wearables in the Real World: How, How Well, and What Next?* Annual Conference of the Society for Affective Science (SAS).
24. **D'Mello, S. K.** (January, 2022). *Beyond the Click-Stream: Multimodal Learning Analytics as a New AIED Frontier*. National Institute of Education (NIE), Nanyang Technological University (virtual event)
25. **D'Mello, S. K.** (January, 2022). *Improving Student Engagement in and with Digital Learning Technologies*. Conference on student/employee/community engagement at Chung-Ang University in Seoul, Korea (virtual event)
26. **D'Mello, S. K.** (February, 2022). *National AI Institute for Student-AI Teaming*. Thirty Sixth Conference of the Association for the Advancement of Artificial Intelligence (AAAI-22).
27. **D'Mello, S. K.** (November, 2021). *Understanding Human Functioning & Enhancing Human Potential through Computational Methods*. Partnering in Education Research (PIER) Fellowship at Harvard University (virtual event)
28. **D'Mello, S. K.** (September, 2021). *A few useful things to know about engagement*. Expert connection session at the Center for Integrative Research in Computing and Learning Sciences (CIRCLS '21) Convening. (virtual event)
29. **D'Mello, S. K. & Philip, T.** (September, 2021). *National AI Institute for Student-AI Teaming*. Panelist at the Center for Integrative Research in Computing and Learning Sciences (CIRCLS '21) Convening. (virtual event)
30. **D'Mello, S. K.** (August 2021). *National AI Institute for Student-AI Teaming*. Workshop on AI-based Multimodal Analytics for Understanding Human Learning in Real-world Educational Contexts (AIMA4EDU) at the 30th International Joint Conference on Artificial Intelligence (IJCAI-21). (virtual event)
31. **D'Mello, S. K. & Kelly, S.** (August 2021). *Analytic and computational approaches to uncover teacher practices that foster positive identity and equity in engagement and learning for middle school mathematics students*. Bill & Melinda Gates Foundation Funder Briefing. (virtual event)

32. **D'Mello, S. K.** (April, 2021). *Understanding Human Functioning & Enhancing Human Potential through Computational Methods*. Computer Science Department. Texas State University (virtual event)
33. **D'Mello, S. K.** (March, 2021). *The NSF National Institute for Student AI Teaming: Opportunities & Challenges for AI in ED*. Annual Meeting of the Oak Ridge Associated Universities Council of Sponsoring Institutions (virtual event).
34. **D'Mello, S. K.** (February, 2021). *AI in ED: Where we are and the next frontier*. Bill & Melinda Gates Foundation (virtual event).
35. **D'Mello, S. K.** (February, 2021). *NSF National AI Institute for Student AI Teaming*. B2C2 Data Initiative Seminar. Arizona State University (virtual event).
36. **D'Mello, S. K.** (January, 2021). *Understanding Human Functioning & Enhancing Human Potential through Computational Methods*. Digital Learning Lab. University of California Irvine (virtual event).
37. **D'Mello** (December, 2020). *Between boredom and Bewilderment: Coordinating feeling and thinking to optimize learning*, Hong Kong Shue Yan University.
38. **D'Mello** (October, 2020). Panelist for *Improving Online Education Through Technology, Research, and Data*, NSF Convergence Accelerator Conference.
39. **D'Mello, S. K.** (October, 2020). *NSF National AI Institute for Student AI Teaming*. Goergen Institute for Data Science Talk. University of Rochester (virtual event).
40. **D'Mello, S. K.** (October, 2020). *Understanding Human Functioning & Enhancing Human Potential through Computational Methods*. Institute of Data Engineering and Science (IDEaS) Seminar Series. Georgia Institute of Technology (virtual event).
41. **D'Mello, S. K.** (August, 2020). Panelist for *Ethics in L@S* fireside chat at ACM Learning at Scale conference (virtual event).
42. **D'Mello, S. K.** (June, 2020). Panelist for *AI & The Future of Learning Expert Panel*. Digital Promise (virtual event)
43. **D'Mello, S. K.** (March, 2020). Panelist for *NAEP Process Data Technical Working Group*, Institute of Education Sciences (virtual event).
44. **D'Mello, S. K.** (October, 2019). *The Necessity, Opportunity, and Promise of Multimodal Computational Analysis of Discourse*. Department of Psychology, University of Southern California, CA.
45. **D'Mello, S. K.** (October, 2019). *The Teacher Talk Project: Enhancing Teacher Practice by Providing Automated Feedback on Classroom Discourse*. Funder Briefing at the Bill & Melinda Gates Foundation, Seattle, WA.
46. **D'Mello, S. K.** (October, 2019). *Beyond Cognition: How Emotional AI can Enhance Engagement and Learning*. Invited panelist for Vision & Voices event titled Emotionally Intelligent Robots: More Human than Human?, University of Southern California, CA.
47. **D'Mello, S. K.** (April, 2019). Invited discussant for the *Show ... and Tell? Using Behavioral Observation to Study Affective Processes in Educational Settings* symposium at the annual meeting of the American Educational Research Association, Toronto, CA.

48. **D'Mello, S. K.** (December, 2018). *Time to scale: Generalizable affect detection for tens of thousands of students across an entire school year.* Conference on the Role of Emotions in Technology-Rich Learning Environments in the STEM Field, Montreal, Canada.
49. **D'Mello, S. K.** (November, 2018). *Mind wandering during reading and comprehension.* Department of Psychology, Colorado State University, Fort Collins, CO.
50. **D'Mello, S. K.** (September, 2018). *Big Data in the Science of Learning & Teaching.* PIER Speaker Series. Carnegie Mellon University, Pittsburgh, PA.
51. **D'Mello, S. K.** (May, 2018). *Big Data in the Science of Learning.* 6th Purdue Symposium on Psychological Sciences: Big Data for Psychological Sciences, Purdue University, West Lafayette, IN.
52. **D'Mello, S. K.** (November, 2017). *Distributed Cognition and Emotion in Small Group Interactions.* Institute for Intelligent Systems, University of Memphis, Memphis, TN.
53. **D'Mello, S.K., Stothart, C., Bixler, R., & Brockmole, J.** (June, 2017). *Gaze-coordinated Visual Search in Teams.* Team Expert Workshop organized by Army Research Lab, Iowa State University, Ames, IA.
54. **D'Mello, S. K.** (April, 2017). *Between Boredom and Bewilderment: Coordinating Feeling and Thinking to Optimize Learning.* Affective Computing pre-conference at the annual meeting of the Society of Affective Science, Boston, MA.
55. **D'Mello, S. K.** (March 2017). *Thoughts, Thought Triggers, & Thought Trains during Comprehension.* Department of Psychological Sciences, Purdue University, West Lafayette, IN.
56. **D'Mello, S. K.** (October, 2016). Panelist on *How are process data being used in the broader fields of learning and education?* 2016 NAEP Innovations Symposium: The Use of Process Data, Washington, DC.
57. **D'Mello, S. K.** (October, 2016). *New advances in non-cognitive measures: Behavior and Beyond.* Fall Meeting of the Mindset Scholars Network (MSN), Raikes Foundation, Seattle, WA.
58. **D'Mello, S. K.** (October, 2016). *What do teachers do? Automatic teacher modeling in live classrooms.* Fall Meeting of the Mindset Scholars Network (MSN), Raikes Foundation, Seattle, WA.
59. **D'Mello, S. K.** (July, 2016). *Between Boredom and Bewilderment: Coordinating Feeling and Thinking to Optimize Learning.* Center for Online Innovation in Learning at Penn State University, University Park, PA.
60. **D'Mello, S. K.** (January, 2016). *Giving Eyesight to the Blind: Attentional Computing and Attention-Aware Learning.* School of Social and Behavioral Sciences at Arizona State University, Glendale, AZ.
61. **D'Mello, S. K.** (December, 2015). *Expert tutoring, mind wandering, and classroom discourse: Three lightning talks.* Positive Psychology Center at the University of Pennsylvania, Philadelphia, PA.
62. **D'Mello, S. K.** (December, 2015). *Giving Eyesight to the Blind: Attentional Computing and Attention-Aware Learning.* Invited talk at Educational Testing Services (ETS), Princeton, NJ.
63. **D'Mello, S. K.** (November, 2015). *What new forms of interaction are possible because of technology?* Panelist at the Computing Community Consortium Visioning Workshop on Computer-Aided Personalized Education, Washington, DC.

64. Mills, C., & **D'Mello**, S. K. (October, 15). *Attentional Computing to Enhance Human Performance*. Invited speaker at the University of Waterloo workshop on Engaging the Wandering Mind: Exploring the cognitive, neural and applied consequences of boredom. Waterloo, Canada.
65. **D'Mello**, S. K. (October, 2015). *Affect- and Attention-Aware Learning*. Invited speaker at the LINK Research Lab, University of Texas, TX.
66. **D'Mello**, S. K. (October, 2014), *Affect- and Attention-Aware Cyberlearning*. Invited speaker at the Frontier Lecture Series, College of Education and Human Development, Texas A&M, College Station, TX.
67. **D'Mello**, S. K. (October, 2014), *Affect- and Attention-Aware Cyberlearning*. Invited speaker at the Computer Science Colloquium, Worcester Polytechnic Institute, Worcester, MA.
68. **D'Mello**, S. K. (June, 2014), *A Design Pattern for Engagement*. Invited speaker at the Analytics for Learning Workshop on Measuring Noncognitive Constructs Using Data from Digital Environments, Menlo Park, CA.
69. **D'Mello**, S. K. (June, 2014). *Affect-Aware Cyberlearning*. Invited speaker at the 2014 NSF Cyberlearning Summit, Madison, WI.
70. **D'Mello**, S. K. (June, 2014). *Affect-Aware Learning at Scale*. Invited panelist at the 2014 Intelligent Tutoring Systems Conference, Honolulu, HI.
71. **D'Mello**, S. K. (April, 2014). *Between Boredom and Bewilderment: Feeling and Thinking with Affect-Aware Learning Technologies*. Reasoning Mind, Houston TX.
72. **D'Mello**, S. K. (April, 2014). *The Finer Points of Automatic Affective and Cognitive State Detection*. Vision Group, SRI International, Princeton, NJ.
73. **D'Mello**, S. K. (April, 2014). *Epistemic Emotions: Their Role in Self-Regulated Learning and Learning Outcomes*. Invited Discussant at the annual meeting of the American Educational Research Association, Philadelphia, USA.
74. **D'Mello**, S. K. (October, 2013). *Finding Fascination in Boredom*. Learning Analytics Seminar Series, Teachers College, Columbia University, New York, NY.
75. **D'Mello**, S. K. (July, 2013). *Affect, Engagement, and Grit*. Army Research Lab Advisory Board. University of Memphis, Memphis, TN.
76. **D'Mello**, S. K. (July, 2013). *Between Boredom and Bewilderment: Feeling and Thinking with Affect-Aware Learning Technologies*. SRI International, Palo Alto, CA.
77. **D'Mello**, S. K. (July, 2013). *Affect and Engagement during Learning*. Learning Analytics Summer Institute, Stanford University, Palo Alto, CA.
78. **D'Mello**, S. K. (May, 2013). *Affect in Social Multimedia: Content and Impact Analysis*. Invited panelist for DARPA workshop on Social Multimedia, Washington, DC.
79. **D'Mello**, S. K. (October, 2012). *Automated Measurement of Engagement: Multiple Components at Multiple Timescales Warrant Multiple Measures at Multiple Levels*. Convention on "Engagement and Academic Tenacity: Making the Invisible Salient and Actionable," organized by the Bill & Melinda Gates Foundation, Cambridge, MA.
80. **D'Mello**, S. K. (April, 2012). *Emotive Computing and Mindreading*. College of Computing and Digital Media at DePaul University, Chicago, IL.

81. **D'Mello, S. K.** (March, 2012). *Emotive Computing and Mindreading*. Cognitive and Information Sciences Group at University of California, Merced, Merced, CA.
82. **D'Mello, S. K.** (February, 2012). *Between Boredom and Bewilderment*. Positive Psychology Center at the University of Pennsylvania, Philadelphia, PA.
83. **D'Mello, S. K.** (July, 2011). *Emotional Learning: Hitting the Sweet Spot between Boredom and Bewilderment*. Department of Social Science and Policy Studies at Worcester Polytechnic Institute, Worcester, MA.
84. **D'Mello, S. K.** (May, 2010). *Emotion Detection and Emotionally-Sensitive Computer Tutoring*. Invited talk for the special track on Intelligent Tutoring Systems at the 23rd Florida Artificial Intelligence Research Society Conference, Daytona, FL.
85. **D'Mello, S. K.** (March, 2010). *Emotion Detection by Machines*. Department of Computer Science and Engineering. University of Notre Dame, Notre Dame, IN.
86. **D'Mello, S. K.** (February, 2010). *Emotions during Learning*. Department of Psychology. University of Notre Dame, Notre Dame, IN.
87. **D'Mello, S. K.** (October, 2009). *The Dynamics of Emotional Expression*. Cognition, Action, & Perception Group at University of Cincinnati, Cincinnati, OH.
88. **D'Mello, S. K.** (May, 2009). *Monitoring Emotions during Effortful Learning Activities*. Human-Computer Interaction Institute at Carnegie Mellon University, Pittsburgh, PA.
89. **Graesser, A. C. & D'Mello, S. K.** (March 2009). *Cognition and Affect during Learning and Tutorial Dialogue*. Presented at U.S. Army Research Institute Workshop on Adaptive Training Technologies, Charleston, S.C.

Professional Activities & Professional Service

Editorial/Executive Boards

- Acting Associate Editor-in-Chief, *IEEE Transaction on Learning Technologies* (2017 to 2018)
- Associate Editor, *Discourse Processes* (2020-present)
- Academic Editor, *PloS ONE* (2018 to 2020)
- Associate Editor, *IEEE Transaction on Learning Technologies* (2014 to 2019)
- Associate Editor, *International Journal of Artificial Intelligence in Education* (2017 to 2019)
- Associate Editor, *IEEE Access* (2015 to 2017)
- Associate Editor: *IEEE Transaction on Affective Computing* (2012 to 2016)
- Editorial Board, *Affective Science* (2021 to 2022)
- Editorial Board, *User-Modeling and User-Adapted Interaction* (2016 to 2021)
- Editorial Board, *Discourse Processes* (2016 to 2018)
- Editorial Board, *International Journal of Artificial Intelligence in Education* (2015 to 2017)
- Editorial Board: *Journal of Educational Psychology* (2011 to 2013)
- Advisory Board, *Global Research Alliance for AI in Learning and Education* (GRAILE) (2022-present)
- Steering Committee, *International Conference on Multimodal Interaction* (ICMI) (2019-2022)

- Executive Committee, *Association for the Advancement of Affective Computing (AAAC)* (2018-2022)
- Board of Directors, *International Educational Data Mining Society* (2014 - 2020)
- Executive Board, *International Artificial Intelligence in Education Society* (2013 – 2019)

Conference Leadership

- **General co-chair** for the *20th ACM International Conference on Multimodal Interaction (ICMI 2018)* in Boulder, CO, October 16 to 20, 2018
- **Program co-chair** for the *13th IEEE International Conference on Automatic Face and Gesture Recognition (FG 2018)* in Xi'an China, May 15-19, 2018.
- **Program co-chair** for the *24th ACM Conference on User Modeling, Adaptation and Personalization (ACM UMAP 2016)* in Halifax, Nova Scotia from July 13 to 16, 2016.
- **Program co-chair for the 5th Biannual International Conference on Affective Computing and Intelligent Interaction (ACII 2013)** in Geneva, Switzerland from September 2-5, 2013.
- **Program co-chair** for the *6th International Conference on Educational Data Mining (EDM 2013)* in Memphis TN from July 6-9 2013.
- **General chair and program co-chair** for the *4th International Conference on Affective Computing and Intelligent Interaction (ACII 2011)* in Memphis TN from October 9-12 2011.
- **Organizing committee** for 1st Conference on Artificial General Intelligence (AGI-08) in Memphis, TN from March 1 to 3 2008.

Memberships in Professional Organizations

Current

- Association for Computing Machinery (ACM)
- Society for Affective Science (SAS)
- Association for Psychological Science (APS)
- International Artificial Intelligence in Education Society (IJAIED)
- International Educational Data Mining Society (IEDMS)
- Society for Text and Discourse (ST&D)
- Association for the Advancement of Affective Computing (AAAC)

Past

- American Educational Research Association (AERA)
- Psychonomic Society
- Cognitive Science Society (CogSci)
- IEEE Computer Society
- American Psychological Association (APA)

Grant Panelist/Reviewer

- Institute of Education Sciences (IES Panelist 2017, 2018, 2019, 2020, 2021)
- National Science Foundation (NSF Panelist 2011, 2012, 2013a, 2013b, 2015; 2016; 2017; 2018a; 2018b; 2019a; 2019b; 2020a; 2020b; 2021a)
- National Aeronautics and Space Administration (NASA Panelist 2021)
- National Science Foundation (External reviewer, 2015, 2016a; 2016b; 2019)
- Academy of Finland, 2016 (External reviewer)
- Army Research Lab, 2014 (External reviewer)
- European Coordinated Research, 2013 (External reviewer)

- Research Grants Council (Hong Kong, 2019, 2020) (External reviewer)
- Office of Education Research (OER) (Singapore) (External reviewer)

Ad-Hoc Reviewer for Journals

- ACM Computing Surveys
- ACM Transactions on Computer-Human Interaction
- ACM Transactions on Interactive Intelligent Systems
- Affective Science
- Applied Cognitive Psychology
- Assessment
- Attention, Perception, & Psychophysics
- Behavior Research Methods
- Brain Inspired Cognitive Architectures
- Canadian Journal of Experimental Psychology
- Cognition and Emotion
- Cognitive Science
- Communications of the ACM
- Computational Intelligence
- Computers & Education
- Computers in Human Behavior
- Contemporary Educational Psychology
- Discourse Processes
- Educational Psychology Review
- Educational Psychologist
- Educational Technology Research & Development
- Emotion Review
- Foundations and Trends in Human Computer Interaction
- IEEE Access
- IEEE Internet Computing
- IEEE Signal Processing Magazine
- IEEE Transactions on Affective Computing
- IEEE Transactions on Learning Technologies
- IEEE Transactions on Systems, Man, and Cybernetics
- Image and Vision Computing
- Instructional Science
- International Journal of Artificial Intelligence in Education
- International Journal of Human-Computer Studies
- International Journal of Learning Technology
- International Journal of Machine Consciousness
- Journal of Artificial General Intelligence
- Journal of Educational Data Mining
- Journal of Educational Psychology
- Journal of Experimental Psychology: Applied
- Journal of Experimental Psychology: General
- Journal of Experimental Psychology: Learning, Memory, and Cognition
- Journal of Experimental Psychology: Human Perception and Performance
- Journal of Multimodal User Interfaces

- Journal of the Learning Sciences
- Knowledge and Information Systems (KAIS)
- Learning and Individual Differences
- Learning and Instruction
- New Ideas in Psychology
- Pattern Recognition Letters
- Philippine Journal of Science
- Proceedings of the IEEE
- Psychonomic Bulletin & Review
- Quarterly Journal of Experimental Psychology
- Research and Practice in Technology Enhanced Learning
- The Internet and Higher Education
- Topics in Cognitive Science
- User Modeling and User-Adapted Interaction

Papers Communicated, Workshops, and Symposia Organized

- **Doctoral Consortium Co-Chair** at the 7th *International Conference on Affective Computing and Intelligent Interaction (ACII 2017)*
- **Doctoral Consortium Co-Chair** at the 9th *International Educational Data Mining Conference (EDM)-2016*
- **Co-organizer** for the Computational Models for Learning Systems and Educational Assessment Workshop (CMLA 2016) at the 29th IEEE Conference on Computer Vision and Pattern Recognition (CVPR 2016) in Las Vegas, Nevada
- **Young researchers track co-chair** for the 16th *International Conference on Artificial Intelligence in Education (AIED 2013)* in Memphis TN from July 9-13 2013.
- **Co-edited special issue** on “Best of ACII 2013” (with Maja Pantic and Anton Nijholt) for *IEEE Transactions on Affective Computing*.
- **Co-organizer** for the “Affective Computing” special track at the 24th and 25th (with Rafael Calvo) and 27th (with Gerald Knapp) *Florida Artificial Intelligence Research Society Conference series*.
- **Co-organizer** (with Nick Duran and Rick Dale) for the “Cognition and AI: Capturing Cognitive Plausibility and Informing Psychological Processes” special track at the 23rd *Florida Artificial Intelligence Research Society Conference (FLAIRS-23)*, Daytona Beach, Florida.
- **Communicated** two submissions from FLAIRS special track (see above) to *Journal of Experimental and Theoretical Artificial Intelligence*.
- **Co-organizer** (with Art Graesser) for the “Affect-Sensitive Learning Technologies” symposium at the 2010 *annual meeting of the American Educational Research Association*, Denver, CO, USA.
- **Co-organizer** (with Natalie Person) for the “Intelligent Tutoring Systems: What Do We Do Next?” symposium at the 2008 *annual meeting of the American Educational Research Association*, New York, NY, USA.
- **Local organizer** for the 1st *Conference on Artificial General Intelligence (AGI-08)*, March 1-3, 2008 at the University of Memphis, Memphis, TN.
- **Co-organizer** for a workshop on “Emotional and Cognitive Issues in ITS ” held at the 9th *International Conference on Intelligent Tutoring Systems*, June 23, 2008, Montreal, Canada.
- **Co-organizer** for a workshop on “Modeling and Scaffolding Affective Experiences to Impact Learning” held at the 13th *International Conference on Artificial Intelligence in Education (AIED 2007)*, July 9th, 2007, Los Angeles, CA.

Area Chair, Track Chair, Senior Program Committee, and Program Committee⁵

- *International Learning Analytics and Knowledge (LAK) Conference*– 2019, 2020 (Senior Program Committee)
- *International Conference on Intelligent User Interfaces (IUI)* – 2016, 2017, 2018, 2019, 2020 (Program Committee)
- *The Audio/Visual Emotion Challenge and Workshop (AVEC 2017; 2018; 2019)* (Program Committee)
- *International Conference on Affective Computing and Intelligent Interaction (ACII)* – 2015; 2017; 2021 (Senior Program Committee).
- *Cyberlearning 2017: What's Next? Making Connections to Shape the Future* (Program Committee)
- *International Conference on User Modeling, Adaptation, and Personalization (UMAP)* – 2014; 2015; 2017; 2018; 2019 (Program Committee); 2020 (Senior Program Committee).
- *International Educational Data Mining Conference (EDM)*- 2011, 2012, 2014, 2015, 2016 (Program Committee); 2017, 2019, 2020 (Senior Program Committee)
- *IEEE International Conference on Face and Gesture (FG)* - 2013, 2015, 2019 (Program Committee), 2017 (Area Chair)
- *International Conference on Multimodal Interaction (ICMI)* - 2012, 2014, 2015, (Program Committee), 2016, 2017, 2019, 2020 (Area Chair)
- *International Conference on Intelligent Virtual Agents (IVA)*, 2012 (Program Committee); 2016 (Area Chair)
- *Learning with MOOCS 2016* (Program Committee)
- *International Conference on Intelligent Tutoring Systems (ITS)*- 2010, 2012, 2014, 2016, 2018 (Program Committee)
- *AAAI Conference on Artificial Intelligence (AAAI)* – 2016 (Program Committee)
- *International Conference on Artificial Intelligence in Education (AIED)* - 2011, 2013, 2015 (Senior Program Committee), 2020, 2021 (Senior Program Committee)
- *Annual Conference of the Cognitive Science Society (CogSci)* - 2011, 2012, 2013 (Senior Program Committee); 2015, 2017 (Program Committee)
- *ACM Conference on Learning at Scale (L@S)* - 2015 (Program Committee)
- *Workshop on Caring Assessments at ITS 2018.*
- *Emotion Recognition In The Wild Challenge and Workshop Challenge at ICMI 2014* (Program Committee)
- *International Workshop on Context Based Affect Recognition CBAR at ACII 2013 and FG 2015* (Program Committee)
- *Affective Agents Workshop at Intelligent Virtual Agents, 2014* (Program Committee)
- *Emotional and Social Signals Track at ACM Multimedia, 2014* (Program Committee)
- *Annual meeting of the Society for Text and Discourse* - 2014 (Program Committee)
- *Special Session on Recognition of Affect Signals from Physiological Data for Social Robots - OASIS 2014 within the International Conference on Physiological Computing Systems - PhyCS 2014* (Program Committee)
- *International Workshop on Emotion Representations and Modelling for Human-Computer Interaction Systems at ICMI 2013, 2014* (Program Committee)

⁵ Area Chairs and Members of the Senior Program Committee coordinate reviews by inviting reviewers, facilitating discussion Among reviewers, and writing meta-reviews. Members of the Program Committee primarily write reviews.

- International Workshop on Emotion Synthesis, Representation, and Analysis in Continuous spaces (*EmoSPACE* 2011 and 2013) (Program Committee)
- 5th International Workshop on Affective Interaction in Natural Environments (*AFFINE*) at ACII 2013: Interacting with Affective Artefacts in the Wild (Program Committee)
- Workshop on Intelligent Support for Learning in Groups at the 11th International Conference on Intelligent Tutoring Systems, 2012 (Program Committee)
- Trends in Natural Language Processing special track at the International Conference of the Florida Artificial Intelligence Society, 2006, 2007, 2008, 2009, 2010 (Program Committee)
- Closing the Affective Loop in Intelligent Learning Environments workshop at the International Conference on Artificial Intelligence in Education, 2009 (Program Committee)

Reviewer for Conferences, Workshops, Book Proposals, & Other

- International Society for Research on Emotion (ISRE), 2022
- Book proposal reviewer for Cambridge, 2020
- Computer-Supported Collaborative Learning (CSCL), 2019
- Reviewer for IBM Watson A.I. Xprize, 2017, 2018, 2019
- Book proposal review for Oxford, 2017
- Book proposal review for Elsevier, 2017
- ACM CHI Conference on Human Factors in Computing Systems (ACM CHI), 2017, 2018, 2019, 2021
- Annual meeting of the Cognitive Science Society, 2007, 2008, 2017
- 29th ACM User Interface Software and Technology Symposium, 2016 (UIST 2016)
- Book proposal reviewer for Springer, 2016
- International Conference on Multimodal Interaction, ICMI 2013, 2014
- 2nd International Workshop on Empathic Computing, 2011
- CHI Works in Progress, 2009
- International Conference on Intelligent Tutoring Systems, 2008, 2010
- International Conference on Artificial Intelligence in Education, 2007, 2009.
- Annual meeting of the American Educational Research Association, 2008, 2010.
- Annual meeting of the Society for Text and Discourse, 2006; 2008.
- Annual meeting of the International Society for Empirical Study of Literature and Media, 2008
- Book Proposal Reviewer for John Wiley and Sons, Inc.

Teaching & Mentorship

Courses Taught

- **Introduction to the Computer Science PhD Program (Fall 20; Fall 21; Fall 22; Fall 23)**, Computer Science, University of Colorado Boulder. [Graduate]
- **Computer Science Colloquium (Fall 20; Spring 20; Spring 21; Fall 21; Spring 22; Fall 22; Spring 23; Fall 23)**, Computer Science, University of Colorado Boulder. [Graduate]
- **Computer Science PhD Career Development (Fall 20; Fall 21; Fall 22; Fall 23)**, Computer Science, University of Colorado Boulder. [Graduate]
- **Introduction to Artificial Intelligence (Fall 19)**, Computer Science, University of Colorado Boulder. [Undergraduate – 106 students]

- **Practicum in Cognitive Science (Spring 19; Spring 20; Spring 21; Spring 23)**, University of Colorado Boulder. [Graduate]
- **Topics in Cognitive Science (Spring 19; Spring 20; Spring 21; Spring 22; Spring 23)**, University of Colorado Boulder. [Graduate]
- **Mind Reading Machines (Spring 18)** (CSCI 7000/4830), Computer Science Department, University of Colorado Boulder. [Graduate/Undergraduate – 12 students]
- **Human-Computer Interaction (Fall 12; Fall 13; Fall 14; Fall 16)** (CSE 40424/60424 PSY 40676/60676). Cross listed in Computer Science and Psychology Departments, University of Notre Dame. [Undergraduate/Graduate –approximately 30 students]
- **Artificial Intelligence (Spring 12; Spring 13; Spring 14; Spring 15; Spring 17)** (CSE 40171/60171 PSY 40675/60675). Cross listed in Computer Science and Psychology Departments, University of Notre Dame. [Undergraduate/Graduate - approximately 30 students]
- **Cognitive Science Seminar on Emotion, Cognition, and Computing (Spring 11)** (COMP 7/8514, PSYC 7/8514, PHIL7/8514). Cross listed in the Computer Science, Psychology, and Philosophy Departments (Co-taught with Stan Franklin), University of Memphis. [Graduate]
- **CS2: Data Structures (Summer 08)** (COMP 2150). Computer Science Department, University of Memphis. [Undergraduate]
- **Psychological Statistics (Spring 08)** (PSYC 3001) Psychology Department, University of Memphis. [Graduate]
- **Seminar in Experimental Psychology (Fall 07)** (PSYC 7503/8503) Psychology Department, University of Memphis. [Graduate]

Theses/Dissertations Supervised

- Robert Bixler (Computer Science at Notre Dame, 2012-2021) - ABD
- Stephen Hutt, PhD, Computer Science 2020, University of Colorado Boulder
- Angela Stewart, PhD, Computer Science 2020, University of Colorado Boulder
- Nigel Bosch, PhD, Computer Science 2016, University of Notre Dame
- Caitlin Mills, PhD (2016), MA (2014), Psychology, University of Notre Dame
- Amber Strain, PhD, Psychology 2014, University of Memphis (co-advised with Graesser)
- Brent Morgan PhD, Psychology 2014, University of Memphis (co-advised with Graesser)

Current Postdocs and Students

Postdoctoral Researchers

- Rosy Southwell (Cognitive Science at CUB, 2018-present)
- Brandon Booth (Computer Science at CUB, 2020-present)
- Robert Moulder (Cognitive Science at CUB, 2021-present)
- Jason Reitman (Cognitive Science at CUB, 2022-present)
- Thomas Breideband (Cognitive Science at CUB, 2022-present)
- Chelsea Chandler (Cognitive Science at CUB, 2023-present)
- Mark Abdelshiheed (Computer Science at CUB, 2023-present)

PhD Students

- Megan Caruso (Computer Science at CUB, 2020-present)
- Dorothea French (Computer Science at CUB, 2023-present) – co-advisor
- Kelechi Ezema (Computer Science at CUB, 2023-present)

MS Students

- Medha Sharma

Undergraduate Students

- Julianna Harris

Former Postdocs and Students

Former Postdocs & Research Associates

- Kristopher Kopp (2013-2015)
- Patrick Donnelly (2015-2017)
- Myrthe Faber (2015-2017)
- Joseph Grafsgaard (2016-2018)
- Catherine Spann (2017-2018)
- Mary Amon (2018-2019)
- Julie Gregg (2017-2019)
- Zachary Keirn (2018-2019)
- Margo Gardner (2017-2019)
- Hana Vrzakova (2018-2020)
- Kaitlin Bainbridge (2019-2021)
- Candace Peacock (2021-2022)
- Guojing Zhou (2020-2022)

Former MS Students

- Cathlyn Stone
- Connor Cook
- Tetsumichi Umada
- Arjun Rao
- Shree Krishna Subburaj
- Tuhina Tripathi
- Richard Gentry

Former Undergraduate Students

- **CU Boulder:** David Blair, Xuefei Sun, Connor Sinjem, Caroline Reinhardt, Erin Clark , Cooper Steputis, Jessica Woodhead, Amanda Michaels, Sierra Rose, Anissa Becerra; Lola Flanagan.
- **Notre Dame:** Eric Roth, Matthew Hunter, Jonathan Cobian, Cecily Swinford, Casey Hall, Jon Savakus, Tera Joyce, Yuxuan (Ethan) Chen , Melissa Rogers, Michael Bau, Catherine Carothers, Thomas Behrens, Timothy Pusateri, Luke Garrison, Abigail Walsh, Rosalyn Tan, Xinyi (Cindy) Wang, Huili Chen, Grace Hills, Disha Waghray, Jianjan (Ivy) Wang, Mae Raeb, Eugene Choi, Kendyll Kraus, Jessica Hardey, Jacob Beiter, Samantha Scaglione
- **University of Memphis:** Kelly Davidson, Rosaire Daigle, Rebekah Combs, Evie Johnson, Kimberly Vogt, Lydia Perkins, David Hays, Melissa Gross, Allyson Dobbins, Karl Fike, Claire Williams

Former Research Coordinators & Professional Research Assistants

- Jennifer Neale
- Jacqueline Kory
- Shelby White
- Hadassah Muthoka
- Amanda Michaels
- Caroline O'Reilly
- Erin Vines
- Quinton Beck-White

Former High School Research Assistant

- Gustavo Van Overberghe
- Connor Sullivan
- Taylor Kovacs
- Connor Malley

Masters and Dissertation Committees

CU Boulder

- Kieran Smith (PhD Proposal 2023)
- Camden Elliott-Williams (PhD Proposal 2022)
- Latifa Al-Naimi (Major Area Paper 2021)
- David Kim (MS, 2021)
- Cynthia M. Villanueva (MS, 2021)
- Chelsea Brown (MS, 2020)
- Marianne Reddan (PhD, 2019)
- David Quigley (PhD, 2018)

Psychology at Notre Dame

- Kathryn Ralph (MA, 2017)
- Joseph Pauszek (MA, 2017)
- Caroline Byrd (PhD, 2017)
- Kristina Krasich (MA, 2016)
- Kyle Pettijohn (PhD, 2016)
- Alexis Chambers (PhD, 2015)
- Pedro Szybel (MA, 2015)
- Gregory Davis (PhD, 2014)
- Kyle Pettijohn (MA., 2014)
- Alexis Thompson (PhD, 2014)
- Caroline Byrd (MA., 2014)
- Won Jae Shin (PhD, 2014)
- Jared Miller (PhD, 2013)
- Sara Fulmer (PhD, 2013)
- Meg Trucano (PhD, 2013)
- Susan Gunderson (PhD, 2013)

Computer Science at Notre Dame

- Saurabh Nagrecha (PhD, 2017)
- Yuriy Hulotavyy (PhD, 2016)
- Reid Johnson (PhD, 2015)
- Everaldo Aguiar (PhD, 2015)
- Amanda Sgroi (PhD, 2015)
- Joseph Thompson (PhD, 2014)
- Dirk Van Bruggen (PhD, 2014)
- Benjamin Bockstege (M.S., 2014)
- Mehrdad Aliasgari (PhD, 2013)
- Vipin Vijayan (M.S., 2012)

Psychology at Other Institutions

- Steven Dang (CMU, 2022)
- Karen Chen (CMU, 2020)
- Kathy Weaver (PhD, 2014, University of Maryland, Baltimore)
- Susan Wilson (PhD, 2012, Northern Illinois University)

Reader for Undergraduate Theses

- Norah Hass (Psychology senior thesis)

Departmental & University Service

Departmental Service

- Senior AI Faculty Search Committee (Institute of Cognitive Science, 2022)
- Primary Unit Evaluation Committee (Computer Science)
- Faculty Teaching Circles (Computer Science Department, Spring 2022)
- COVID Safety Director for the Red Zone at the Center for Innovation and Creativity (2020-2021)
- Organizer for the Institute of Cognitive Science Colloquium Series (2018-2020)
- Graduate Studies Committee (2017-2020)
- Director of Cognition, Brain, and Behavior Program (2016-2017), University of Notre Dame
- Computer Science Graduate Admissions Committee (2013, 2014, 2015), Notre Dame
- Psychology Grants Development Committee (2014, 2015), Notre Dame
- Psychology Computer/Tech Support Committee (2013, 2014), Notre Dame
- Computer Science Undergraduate Student Advising (2013, 2014, 2015, 2016, 2017), Notre Dame

University Service

- Host advisor for the Europe-Colorado Mobility Program (2022/2023)
- LSPAC Committee Leeds (2023)
- CUB AB Nexus Research Advisory Group (2022-present)
- CU Boulder Limited Submissions Reviewer (2022)
- Director, National AI Institute for Student-AI Teaming (2020-present), University of Colorado Boulder
- Committee to Redesign the Computer Applications Program (2014), Notre Dame

- Mentor for the Building Bridges Program (2013, 2014, 2015, 2016, 2017), Notre Dame