

Curriculum Vitae

**NIA M. DOWELL**

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School of Education  
University of California, Irvine  
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<http://niadowell.com>

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**PROFESSIONAL EXPERIENCE**

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2019 – present	Assistant Professor School of Education University of California, Irvine
2017 – 2019	Postdoctoral Research Investigator/ Fellow School of Information and Digital Innovation Greenhouse University of Michigan Advised by Timothy McKay & Christopher Brooks

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**EDUCATION**

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Ph.D. in Cognitive Psychology with Cognitive Science Certificate  
The University of Memphis & Institute for Intelligent Systems  
Advised by Arthur Graesser  
*Dissertation: A Computational Linguistic Analysis of Learners' Discourse in Computer-Mediated Group Learning Environments*

B.A. in Psychology  
The University of Memphis  
Honors in Psychology

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**HONORS/AWARDS**

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2019	Best Paper Award on Conference Theme, "Education for All" at the 20th International Conference on Artificial Intelligence in Education
2016	Experimental Psychology Program Director's Award
2014 – 2015	National Science Foundation Travel Award
2014	Invited Studentship: Oxford University, Center for Educational Assessment

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2014	Winner of the Hermann Textual Analysis Award
2012 – 2017	University of Memphis Graduate Fellowship Recipient
2011	National Science Foundation Travel Award
2011 – 2016	Institute for Intelligent Systems Travel Award
2011 – 2015	Institute for Intelligent Systems Graduate Assistantship

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## TEXT ANALYSIS CONSULTING

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2015 – 2016	Learning Innovation and Networked Knowledge Research Lab
2015	FedEx
2015- 2017	Texas Teacher Quality
2014	Columbia University

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## PATENTS APPLICATIONS

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2019	Dowell, N. M. & Nixon, M. T. (May, 9, 2019). <i>Computational linguistic analysis of learners' discourse in computer-mediated group learning environments</i> . Application Number: 16/048804. United States of America. Patent pending.
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## JOURNAL PUBLICATIONS (h-index 15)

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- Dowell, N. M.**, Lin, Y., & Godfrey, A., & Brooks, C. (in press). Exploring the relationship between emergent sociocognitive roles, collaborative problem- solving skills and outcomes: A Group Communication Analysis. *Journal of Learning Analytics*, xx-xx.
- Dowell, N. M.**, Nixon, T., & Graesser, A. C. (2018). Group communication analysis: A computational linguistics approach for detecting socio cognitive roles in multi-party interactions. *Behavior Research Methods*, 51(3),1007– 1041. doi:10.3758/s13428-018-1102-z
- Joksimović, S., **Dowell, N. M.**, Gašević, D., Mirriahi, N., Dawson, S., & Graesser, A. C. (2018). Linguistic characteristics of reflective states in video annotations under different instructional conditions. *Computers in Human Behavior*, 96, 211– 222. doi: 10.1016/j.chb.2018.03.003
- Joksimović, S., **Dowell, N. M.**, Poquet, O., Kovanović, V., Gašević, D., Dawson, S., & Graesser, A. C. (2018). Exploring development of social capital in a CMOOC through language and discourse. *The Internet and Higher Education*, 36, 54 – 64. doi: 10.1016/j.iheduc.2017.09.004
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- Joksimović, S., Poquet, O., Kovanović, V., **Dowell, N. M.**, Mills, C., Gašević, D., Dawson, S., Graesser, A., & Brooks, C. (2017). How do we model learning at scale? A systematic review of research on MOOCs. *Review of Educational Research*, 88(1), 43 – 86. doi: 10.3102/0034654317740335
- Windsor, L. C., **Dowell, N. M.**, Windsor, A., Kaltner, J., & Graesser, A. C. (2017). Leader language and survival strategies in the Arab Spring. *International Interactions*, 44(2), 321 – 336. doi: 10.1080/03050629.2017.1345737
- Dowell, N. M.**, Graesser, A. C., & Cai, Z. (2016). Language and discourse analysis with Coh-Metrix: Applications from educational material to learning environments at scale. *Journal of Learning Analytics*, 3(3), 72 – 95. doi: 10.18608/jla.2016.33.5
- Rubin, D. C., Deffler, S. A., Ogle, C. M., **Dowell, N. M.**, & Graesser, A. C. (2016). Participant, rater, and computer measures of coherence in posttraumatic stress disorder. *Journal of Abnormal Psychology*, 125(1), 11-25.
- Dowell, N. M.**, & Graesser, A. C. (2015). Modeling learners' cognitive, affective, and social processes through language and discourse. *Journal of Learning Analytics*, 1(3), 183-186.
- Dowell, N. M.**, Windsor, L., & Graesser, A. (2015). Computational linguistics analysis of leaders during crises in authoritarian regimes. *Dynamics of Asymmetrical Conflict*, 8(3), 1-12. doi: 10.1080/17467586.2015.1038286
- Windsor, L., **Dowell, N. M.**, & Graesser, A. (2014) The language of autocrats: Leaders' language in natural crises. *Risk, Hazards & Crisis in Public Policy*, 5(4), 446-467. doi: 10.1002/rhc3.12068
- D'Mello, S. K., **Dowell, N. M.**, & Graesser, A. C. (2013). Unimodal and multimodal human perception of naturalistic non-basic affective states during human-computer interactions. *IEEE Transactions on Affective Computing*, 4(4), 452-465. doi:10.1109/T-AFFC.2013.19
- Dowell, N. M.**, & Berman, J. (2013). Therapist nonverbal behavior and perceptions of empathy, therapeutic alliance, and treatment credibility. *Journal of Psychotherapy Integration* 23(2), 158-165. doi: 10.1037/a0031421
- D'Mello, S. K., **Dowell, N. M.**, & Graesser, A. C. (2011). Does it really matter whether students' contributions are spoken versus typed in an intelligent tutoring system with natural language? *Journal of Experimental Psychology: Applied*, 17(1), 1-17. doi:10.1037/a0022674
- Graesser, A. C., **Dowell, N.**, & Moldovan, C. (2011). A computer's understanding of literature. *Scientific Studies of Literature*, 1(1), 24-33. doi:10.1075/ssol.1.1.03gra
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## BOOK CHAPTERS

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- Hu, X., **Dowell, N. M.**, Zhiqiang, C., Graesser, A. C., Shi, G., Cockcroft, J., & Shorter, P. (2018). Constructing Individual Conversation Characteristics Curves (ICCC) for Interactive Intelligent Tutoring Environments (IITE). In R. Sottilare, A. Graesser, X. Hu, & A. Sinatra (Eds.), *Design recommendations for intelligent tutoring systems* (Team Learning and Task work, Vol. 6, pp. 133–144). Orlando, FL: Army Research Laboratory.
- Graesser, A. C., **Dowell, N. M.**, Hampton, A., Lippert, A., Li, H., & Shaffer, D. W. (2018). Building intelligent conversational tutors and mentors for team collaborative problem solving: Guidance from the 2015 program for international student assessment. In J. Johnston, R. Sottilare, A. Sinatra, & S. Burke (Eds.), *Building intelligent tutoring*
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*systems for teams: What matters (Research on Managing Groups and Teams)* (pp. 173–211). England, U.K.: Emerald.

Graesser, A. C., **Dowell, N. M.**, & Clewley, D. (2017). Assessing collaborative problem solving through conversational agents. In A. Von Davier, M. Zhu, & P. C. Kyllonen (Eds.), *Innovative assessment of collaboration* (pp. 65–80). Springer. Princeton, NJ.

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## **PUBLISHED CONFERENCE PROCEEDINGS (REVIEWED)**

[\* denotes student first author]

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- Brooks, C., Davis, D., **Dowell, N. M.**, Gardner, J., Necamp, T., Poquet, O., Kizilcec, R., & Williams, J. (2019). Diving in to educational experiments: Process, evaluation, and reasoning in support of learning (DEEPER Support of Learning). In D. Azcona & R. Chung (Eds.), *Proceedings of the 9th International Conference for Learning Analytics & Knowledge* (pp. xx–xx). Temple, AZ: ACM.
- \*Choi, H., **Dowell, N. M.**, Brooks, C., & Teasley, S. D. (2019). Social comparison in MOOCs: Perceived SES, opinion, and message formality. In D. Azcona & R. Chung (Eds.), *Proceedings of the 9th International Conference for Learning Analytics & Knowledge* (pp. 160–169). Temple, AZ: ACM.
- Dowell, N.** (2019). Preparing for the future: Group communication analysis as a tool to facilitate adaptive support during digitally-mediated team interactions. In *Proceedings of the 3rd International Conference on AI + Adaptive Education*, xx–xx. Beijing, China: ACM.
- Dowell, N. M.**, Lin, Y., Godfrey, A., & Brooks, C. (2019). Promoting inclusivity through time-dynamic discourse analysis in digitally-mediated collaborative learning. In B. McLaren & R. Luckin (Eds.), *Proceedings of the 20th International Conference on Artificial Intelligence in Education* (pp. 207–219). Chicago, IL: ACM. **[Best Paper Award]**
- \*Lin, Y., **Dowell, N. M.**, Godfrey, A., Cho, H., & Brooks, C. (2019). Modeling gender differences in intra- and interpersonal dynamics during collaborative interactions. In D. Azcona & R. Chung (Eds.), *Proceedings of the 9th International Conference for Learning Analytics & Knowledge* (pp. 431–435). Temple, AZ.
- \*Yan, W., **Dowell, N. M.**, Holman, C., Welsh, S., Cho, H., & Brooks, C. (2018). Exploring learner engagement patterns in Teach-Outs: Using topic, sentiment and on-topic-ness to reflect on pedagogy. In D. Azcona & R. Chung (Eds.), *Proceedings of the 9th International Conference for Learning Analytics & Knowledge* (pp. xx–xx). Temple, AZ: ACM.
- \*Choi, H., **Dowell, N. M.**, & Brooks, C. (2018). Social comparison theory as applied to MOOC student writing: Constructs for opinion and ability. In J. Kay & R. Luckin (Eds.), *Proceedings of the 13th International Conference for the Learning Sciences* (pp. xx–xx). London, England: ACM.
- Dowell, N. M.**, Poquet, O., & Brooks, C. (2018). Applying group communication analysis to educational discourse interactions at scale. In J. Kay & R. Luckin (Eds.), *Proceedings of the 13th International Conference on the Learning Sciences* (pp. 1815–1822). London, England. **[Crossover Paper]**
- \*Hu, J., **Dowell, N. M.**, & Brooks, C., & Yan, W. (2018). Temporal changes in affiliation and emotion in MOOC discussion forum discourse. In C. P. Rose, R. Martínez-Maldonado, & H. U. Hoppe (Eds.), *Proceedings of 19th International Conference on Artificial Intelligence in Education* (pp. 145–149). London, England: Springer-Verlag.
- \*Long, Z., Gao, H., **Dowell, N. M.**, Yanf, L. & Hu, X., (2018). Impact of rejection sensitivity on socio-cognitive conflict learning in intelligent tutoring system environments. In A.
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- Sinatra, & J. DeFalco (Eds.), *Proceedings of the Assessment and Intervention during Team Tutoring Workshop* (pp. 17–27). London, England: Springer-Verlag.
- Poquet, O., **Dowell, N. M.**, Brooks, C., & Dawson, S. (2018). Are MOOC forums changing? In A. Pardo, K. Bartimote-Aufflick, B. Fuz, & G. Lynch (Eds.), *Proceedings of the 8th International Conference on Learning Analytics and Knowledge* (pp. 340–349). New York, NY, USA: ACM.
- Cai, Z., Eagen, B., **Dowell, N. M.**, Pennebaker, J. W., & Graesser, A. C. (2017). Epistemic network analysis and topic modeling for chat data from collaborative learning environment. In X. Hu, T. Barnes, A. Hershkovitz, & L. Paquette (Ed.), *Proceeding of the 10th International Conference on Educational Data Mining* (pp. 104–111). Wuhan, China: International Educational Data Mining Society.
- Dowell, N. M.**, Brooks, C., Kovanović, V., Joksimović, S., & Gašević, D. (2017). The changing patterns of MOOC discourse. In C. Urrea, J. Reich, & C. Thille (Eds.), *Proceedings of the Fourth (2017) ACM Conference on Learning @ Scale*. Cambridge, M.A.: ACM
- Poquet, O., Dawson, S., & **Dowell, N. M.** (2017). How effective is your facilitation? Group level analytics of MOOC forums. In A. Wise, P. Winnie, & Lynch (Ed.), *Proceedings of the 7th International Conference on Learning Analytics and Knowledge* (pp. 238–248). New York, NY, USA: ACM.
- Nixon, T., & **Dowell, N. M.** (2016). Coh-Metrix in the cloud: lessons from implementing a web-scale text analytics platform. In R. Ferguson, M. Sharkey, & N. Mirriahi (Eds.), *Practitioner Track Proceedings of the 6th International Learning Analytics & Knowledge Conference (LAK16)* (pp. 45–46). New York, NY, USA: ACM.
- Dowell, N. M.**, Skrypnik, O., Joksimović, S., Graesser, A. C., Dawson, S., Gašević, S., Hennis, T., de Vries, P., & Kovanović, V. (2015). Modeling learners' social centrality and performance through language and discourse. In C. Romero & M. Pechenizkiy (Eds.), *Proceedings of the 8th International Conference on Educational Data Mining* (pp. 250-257). International Educational Data Mining Society. [Best paper nominee]
- Joksimović, S., **Dowell, N. M.**, Oleksandra, S., Kovanović, V., Gašević, D., Dawson, S., & Graesser, A. C. (2015). How do you connect? Analysis of social capital accumulation in connectivist MOOCs. In J. Baron, & G. Lynch (Eds.), *Proceedings of the 5th International Conference on Learning Analytics and Knowledge* (pp. 64-68). New York: ACM.
- Cade, W. L., **Dowell, N. M.**, Tausczik, Y. R., Pennebaker, J. W., & Graesser, A. C. (2014). Modeling students socioaffective responses to group interactions in a collaborative online chat environment. In J. Stamper, Z. Pardos, M. Mavrikis, B. M. McLaren (Eds.), *Proceedings of the 7th International Conference on Educational Data Mining* (pp. 399-400). Worcester, MA: International Educational Data Mining Society.
- Dowell, N. M.**, Cade, W. L., Tausczik, Y. R., Pennebaker, J. W., & Graesser, A. C. (2014). What works: Creating adaptive and intelligent systems for collaborative learning support. In S. Trausan-Matu, K. E., Boyer, M. Crosby, & K. Panourgia (Eds.), *Proceedings of the 12th International Conference on Intelligent Tutoring Systems* (pp. 124 - 133). Berlin: Springer.
- Duan, Y., **Dowell, N. M.**, Graesser, A. C., & Li, H. (2014). Linguistic style and social historical context: An automated linguistic analysis of Mao Zedong's speeches. In W. Eberle & C. Boonthum-Denecke (Eds.) *Proceedings of 27th Florida Artificial Intelligence Research Society Conference* (pp. 43-46). Menlo Park, CA: AAAI Press.
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- Dowell, N. M., D’Mello, S. K., Mills, C., & Graesser, A. C. (2011).** Does topic matter? Topic influences on linguistic and rubric-based evaluation of writing. In G. Biswas, S. Bull, J. Kay, & A. Mitrovic (Eds.), *Proceedings of 15th International Conference on Artificial Intelligence in Education* (pp. 450–452). Berlin, Germany: Springer-Verlag.
- D’Mello, S. K., **Dowell, N. M., & Graesser, A. C. (2009).** Cohesion relationships in tutorial dialogue as predictors of affective states. In V. Dimitrova, R. Mizoguchi, B. Du Boulay, & A. C. Graesser (Eds.), *Artificial Intelligence in Education: Building Learning Systems that Care: From Knowledge Representation to Affective Modeling* (pp. 9-16). Amsterdam, Netherlands: IOS Press.
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## INVITED PRESENTATIONS

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- Dowell, N. M. (2020, July).** *TBD*. Invited talk presented at University of Luxembourg, Luxembourg City, Luxembourg.
- Dowell, N. M. (2020, July).** *Creating scalable models of collaborative interaction dynamics and outcomes*. Invited talk presented at Educational Data Science Conference. Stanford University, Stanford, California.
- Dowell, N. M. (2018, October).** *Group Communication Analysis: Applications for online learning environments*. Invited talk presented at Monash University, Melbourne, Australia.
- Dowell, N. M. (2018, October).** *Many faces of social identity: Detecting emergent roles in online interactions with group communication analysis*. Invited talk presented at University of Southern Australia, Adelaide, Australia.
- Dowell, N. M. (2018, August).** *Detecting emergent roles in online interactions with group communication analysis*. Invited talk presented at Educational Testing Service, Princeton, New Jersey.
- Dowell, N. M. (2018, May).** *Detecting emergent roles in online interactions with group communication analysis*. Invited talk presented at the International Conference on Mathematics and Statistics. FedEx Institute of Technology, University of Memphis.
- Dowell, N. M. (2018, January).** *Group communication analysis: A computational linguistics approach for detecting sociocognitive roles in multi-party interactions*. Invited talk presented at the Learning Innovation and Networked Knowledge Research Lab, Arlington, Texas.
- Dowell, N. M. (2017, October).** *Group communication analysis: A computational linguistics approach for detecting sociocognitive roles in multi-party interactions*. Invited talk presented at the Cognitive Science Seminar, University of Memphis, Memphis, TN.
- Poquet, O., & **Dowell, N. M. (2017, June).** *Statistical analysis of interdependent observations in learning environments: Exponential random graph modelling (ERGM)*. Invited Tutorial presented at Learning Analytics Summer Institutes (LASI 2014), Ann Arbor, MI.
- Dowell, N. M. (2016, October).** *Group communication analysis: A computational-linguistic framework for exploring conversational roles in online multi-party communication*. Invited talk presented at the University of Michigan, Ann Arbor, MI.
- Dowell, N. M., (2016, March).** *Modeling discourse and social dynamics of successful collaborative interactions*. Invited talk presented at the University of Southern Australia, Adelaide, Australia.
- Dowell, N. M. (2016, April).** *Computational discourse science: Applications for emerging learning environments*. Invited talk presented at the University of Michigan, Ann Arbor,

MI.

- Dowell, N. M.** (2015, July). *Computational discourse science with Coh-Matrix*. Invited workshop presented at the Learning Innovation and Networked Knowledge Research Lab, Arlington, Texas.
- Dowell, N. M., Cai, Z., & Graesser, A. C.** (2014, July). *Analyzing language and discourse with Coh-Matrix*. Invited Workshop presented at 2nd Learning Analytics Summer Institutes (LASI 2014), Cambridge, MA.
- Dowell, N. M.** (2014, October). *What language reveals about you: Modeling learners' cognitive and social dynamics using Coh-Matrix*. Invited talk presented at the University of Oxford, Oxford, England.
- Dowell, N. M.** (2014, October). *Modeling discourse and social dynamics in authoritarian regimes*. Invited talk presented for University of Lancaster, Lancaster, England.
- Dowell, N. M.** (2011, May). *Language and political crisis*. Invited talk presented for Federal Bureau of Investigation, Memphis, TN.
- Dowell, N. M.** (2010, June). *Language and discourse in education*. Invited talk presented for Pearson Education, Memphis, TN.
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## CONFERENCE PRESENTATIONS

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- Lin, Y., & **Dowell, N. M.** (2020, April). *Does size matter? modeling student interactions in online collaborative discussions*. Paper presented at the Annual meeting of American Education Research Association, San Francisco, CA.
- Lin, Y. & **Dowell, N. M.** (2020, April). *Gendered patterns in online collaborative discourse overtime*. Presented at AERA Satellite Conference on Educational Data Science, Stanford, CA.
- Lin, Y., & **Dowell, N. M.** (2019, July). *Does gender really matter?: Exploring differences in emerging discourse styles during digitally- mediated collaborative interactions*. Paper presented at the Society for Text and Discourse, New York, NY.
- Dowell, N. M.** (2018, November). *Modeling sociocognitive identity in online interactions: A group communication analysis approach*. Paper presented at the 59th annual meeting for Psychonomic Society, New Orleans, US.
- Dowell, N. M., Brooks, C., & Poquet, O.** (2018, November). *Digital traces of identity in online discourse: Detecting socio-cognitive roles with Group Communication Analysis*. Paper presented at the 48th annual meeting of the Society for Computers in Psychology, New Orleans, US.
- Mills, C., Smith, G. K., **Dowell, N. M.,** Ghattan, S., & Christoff, K. (2018, November). *How do the contents of a wandering mind unfold over time? An automated computational linguistic approach*. Paper presented at the 59th Annual Meeting for Psychonomic Society, New Orleans, US.
- Dowell, N. M. & Brooks, C.** (2018, July). *Many faces of social identity: Detecting emergent roles in online interactions with group communication analysis*. Paper presented at the Society for Text and Discourse, Brighton, UK.
- Mills, C. & **Dowell, N. M.** (2018, July). *Using automated measures of cohesion to assess the wandering mind: a think-aloud study*. Paper presented at the Society for Text and Discourse, Brighton, UK.

- Poquet, O., **Dowell, N. M.**, Brooks, C., Dawson, S. (2017, November). *Changing patterns of MOOC in-course communication*. Presented at the Second Australian Social Network Analysis Conference (ASNAC 2017).
- Dowell, N. M.**, Nixon, T., Cai, Z., & Graesser, A. C. (2016, November). *Group communication analysis: A computational-linguistic framework for exploring conversational roles in online multi-party communication*. Paper presented at the 46th annual meeting of the Society for Computers in Psychology, Boston, MA.
- Dowell, N. M.**, & Graesser, A. C. (2015, April). *50 years of text complexity: A Coh-Matrix assessment of changes in first-grade texts over time*. Paper presented at the American Educational Research Association Conference. Chicago, Illinois.
- Dowell, N. M.**, Windsor, L., Germany, M., Iacobelli, F., & Graesser, A. C. (2015, July). *The partisan divide: A computational linguistic analysis of bias in the senate*. Paper presented at the Society for Text and Discourse, Minneapolis, MN.
- Cai, Z., **Dowell, N. M.**, Li, H., & Graesser, A. C. (2015, November). *Age of acquisition: How do you remember what words you learned at age one?* Paper presented at the 45th annual meeting of the Society for Computers in Psychology, Chicago, IL.
- Windsor, L., **Dowell, N. M.**, & Graesser, A. C. (2015, April) *Leaders' language in the Arab Spring: Using text analysis to explain variation in political outcomes*. Arab Spring in Global Context, Iowa City, Iowa.
- Windsor, L., **Dowell, N. M.**, & Graesser, A. C. (2014, November) *Socio-Political and linguistic cohesion*. Midwest International Studies Association, St. Louis, MO.  
**[Winner of the Hermann Textual Analysis Award]**
- Dowell, N. M.**, Windsor, L., Wang, J., Mintz, L., Myers, J. Beaver, D., Hu, X., & Graesser, A. C. (2013, May). *The evolution of revolution: Temporal dynamics of social cohesion and casualties during the Syrian Revolution*. Poster presented at Institute for Intelligent Systems Student Research Fair, Memphis, TN.
- Duan, Y., **Dowell, N. M.**, Myers, J., Li, H., & Graesser, A. C. (2013, May). *Leadership is influenced by social context: Relationships between the cohesion of Mao Zedong's speeches and the social-historical context of China*. Poster presented at Institute for Intelligent Systems Student Research Fair, Memphis, TN.
- Myers, J., **Dowell, N. M.**, Mintz, L., & Graesser, A. C. (2013, May). *Analysis of linguistic features of U.S. political discourse: Presidential corpus*. Poster presented at Institute for Intelligent Systems Student Research Fair, Memphis, TN
- Windsor, L., **Dowell, N. M.**, Li, H., Myers, J., & Graesser, A. C. (2013, April). *The language of autocrats: Leadership through natural disasters*. Paper presented at the 71<sup>st</sup> Annual Midwest Political Science Association Conference, Chicago, IL.
- Dowell, N. M.**, Germany, M., Myers, J., & Graesser, A. C. (2012, June). *Enduring leaders and their persuasive strategies*. Paper presented at the Society for Text and Discourse, Old Montréal, Canada.
- Deffler, S. A., Ogle, C. M., **Dowell, N. M.**, Graesser, A. C., & Rubin, D. C. (2012, July). *Life narratives of adults with and without PTSD: Preliminary findings*. Paper presented at the Emory Cognition Project Symposium on Mental Time Travel, Atlanta, GA.
- Deffler, S. A., Ogle, C. M., **Dowell, N. M.**, Graesser, A. C., & Rubin, D. C. (2011, July). *Measures of coherence in life narratives of adults with and without PTSD*. Paper presented at the Emory Cognition Project Symposium on Mental Time Travel, Atlanta, GA.
- Dowell, N. M.**, Duan, Y., Cai, Z., Hu, X., Louwerse, M., & Graesser, A. C. (2011, July). *A linguistic analysis of Fidel Castro's speeches before and after crisis*. Paper presented at the Society for Text and Discourse, Poitiers, France.
- Dowell, N. M.**, D'Mello, S. K., Mills, C. S., & Graesser, A. C. (2011, July). *Topic effects on linguistic and rubric-based writing evaluation*. Paper presented at the Society for Text



and Discourse, Poitiers, France.

Hancock, J., Beaver, D., Pennebaker, J., Graesser, A. C., **Dowell, N. M.**, Keshtar, F., & Liu, X. (2011, September). *Discourse and social dynamics in the Arab Spring*. Paper presented at the Second Annual Minerva Conference, Washington, DC.

**Dowell, N. M.**, Liu, H., Cai, Z., Hu, X., Louwerson, M., & Graesser, A. C. (2010, July). *Linguistic and discourse variation in Chairman Mao Zedong's speeches*. Paper presented at the Society for Text and Discourse, Chicago, IL.

Graesser, A. C., Cai, Z., & **Dowell, N. M.** (2010, January). *The computational foundations of language arts*. Paper presented at the 23<sup>rd</sup> International Society for the Empirical Study of Literature, Utrecht, Netherlands.

**Dowell, N. M.**, & Berman, J. (2009, July). *The effect of therapist nonverbal behaviors on client perceptions*. Poster presented at the National Conference for Undergraduate Research, Lacrosse, WI.

## PROFESSIONAL ORGANIZATIONS

2014 – present	American Educational Research Association
2014 – present	Society for Learning Analytics Research
2013 – present	Association for Psychological Science (APS)
2012 – present	International Artificial Intelligence in Education Society (AIED)
2012 – present	International Educational Data Mining Society (EDM)
2012 – present	The American Psychological Association (APA)
2012 – present	Federation of Associations in Behavioral & Brain Sciences (FABBS)
2010 – present	Society for Text and Discourse

## PROFESSIONAL SERVICE & TRAINING

2020	Editor of Special Issue on Collaborative Analytics for the <i>Journal of Learning Analytics</i>
2019 – 2022	Advisory Board Member for <a href="#">The Learning Agency's</a> Feedback Annotation Project
2018 – present	Advisory Board Member <a href="#">Centre for Change and Complexity in Learning</a>
2015 – present	Reviewer: <i>Computers in Human Behavior</i> , <i>Computers &amp; Education</i> , <i>Journal of Learning Analytics</i> , <i>Journal of Educational Data Mining</i> , <i>Discourse Processes</i>
2017	Guest Editor, <i>International Journal of Artificial Intelligence in Education</i>
2016	Research Consultant, School of Information, University of Michigan
2016	Poster and Demonstrations Co-Chair, International Conference on Learning Analytics and Knowledge

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2015	BBC Educational Discourse Workshop: University of Michigan, Ann Arbor
2015	Text Analysis: Conflict Records Research Center (CRRC)
2015	Data Expert at BBC Deep Multimodal Data Jam
2014	Program Committee Co-Chair: ITS 2014; 12 <sup>th</sup> <i>International Conference on Intelligent Tutoring Systems</i>
2013	Advanced Training Institute Workshop on Nonlinear & Dynamic Systems Modeling in Psychological Science

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