



Ibrahim Oluwajoba Adisa

Postdoctoral Scholar, Education

Bio

BIO

Ibrahim ('Joba) Adisa is a Human-Centered AI (HAI) Postdoctoral Fellow at Stanford's Graduate School of Education, collaborating with Dr. Victor Lee on advancing research to promote AI literacy in K-12 education. His research lies at the intersection of learning sciences, computing education, data science, and AI literacy. He focuses on developing tools and curricula resources that enhance data literacy and promote creativity, computational thinking, and collaborative problem-solving with AI in K-12 education. His research is often conducted through co-designs and partnerships in formal and informal learning environments. He uses qualitative and statistical machine learning methods to model learners' interactions in these environments.

'Joba completed his undergraduate studies at the Federal University of Technology Minna with an emphasis on cognitive science, physics, and mathematics. He earned a master's in educational technology from the University of Ibadan and obtained his doctorate in Learning Sciences from Clemson University, where he supported several NSF-funded projects in STEM, data science, and AI education. Before graduate school, he worked as a Digital Learning Specialist at Tek Experts, a global digital tech talent corporation. His diverse academic background underpins his innovative approach to educational research and instructional design. 'Joba has received numerous awards and honors throughout his academic career, including the Outstanding Graduate Researcher Award and fellowships from MTN Foundation, Caroline Odunola Foundation, Clemson University, and Stanford PRISM Baker. His publications span various high-impact journals and conferences, contributing to the fields of AI literacy, data science and computing education.

HONORS AND AWARDS

- PRISM Baker Fellowship, Stanford University (2024)
- Graduate Student Award of Excellence in Research, Clemson University (2024)
- RC Edward Graduate Fellowship, Clemson University (2020-2022)
- Best Poster Paper, International Conference on Quantitative Ethnography (2021)
- Caroline Odunola Memorial Fellowship, Caroline Odunola Foundation (2019)
- MTN Foundation Scholar, MTN Foundation (2012-2015)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Member, Association for Computing Machinery's Special Interest Group on Computer Science Education (SIGCSE) (2024 - present)
- Member, ACM Special Interest Group on Computer-Human Interaction (SIGCHI) (2023 - present)
- Member, International Society of the Learning Sciences (ISLS) (2022 - present)
- Member, American Educational Research Association (AERA) (2022 - present)

- Member, International Society for Quantitative Ethnography (ISQE) (2021 - present)

PROFESSIONAL EDUCATION

- Ph.D., Clemson University , Learning Sciences (2024)
- M.Ed., University of Ibadan , Educational Technology (2018)
- B.Tech., Federal University of Technology Minna , Physics Education (2015)

STANFORD ADVISORS

- Victor Lee, Postdoctoral Faculty Sponsor

LINKS

- LinkedIn: <https://www.linkedin.com/in/oluwajobaa>
- GitHub: <https://github.com/Oluwajobs/>
- Google Scholar: <https://scholar.google.com/citations?user=sXcR8t0AAAAJ&hl=en>
- CV: https://docs.google.com/document/d/e/2PACX-1vQOZsMP7g6bBiNckK_3lZuZdb71y_3ShVfeSDF3p6-AHMy7_cuAZyyRBmhf9p0Et5Fjvi-BphcKkK64/pub

Research & Scholarship

RESEARCH INTERESTS

- Collaborative Learning
- Data Sciences
- Professional Development
- Science Education
- Technology and Education

PROJECTS

- CRAFT - Stanford University

LAB AFFILIATIONS

- Victor Lee, DISTAL LAB (9/1/2024)

Publications

PUBLICATIONS

- **"It can not only just predict your future; it can also change it": a case of two children examining algorithmic bias in machine learning** *JOURNAL OF THE LEARNING SCIENCES*
Adisa, I., Bailey, C., Arastoopour Irgens, G.
2026
- **Middle school students' perspectives on adopting generative AI in K-12 education** *JOURNAL OF EDUCATIONAL RESEARCH*
Adisa, I., Adefisayo, A.
2025
- **Engaging elementary students in data science practices** *INFORMATION AND LEARNING SCIENCES*
Adisa, I., Herro, D., Abimbade, O., Irgens, G.
2024; 125 (7/8): 513-544
- **Bop or Flop?: Integrating Music and Data Science in an Elementary Classroom** *JOURNAL OF EXPERIMENTAL EDUCATION*
Irgens, G., Herro, D., Fisher, A., Adisa, I., Abimbade, O.

2024; 92 (2): 262-286

- **SPOT: A Game-Based Application for Fostering Critical Machine Learning Literacy Among Children**
Adisa, I., Thompson, I., Famaye, T., Sistla, D., Bailey, C., Mulholland, K., Fecher, A., Lancaster, C., Irgens, G., ACM ASSOC COMPUTING MACHINERY.2023: 507-511
- **Characterizing children's conceptual knowledge and computational practices in a critical machine learning educational program** *International Journal of Child-Computer Interaction*
Irgens, G., Quesada, H. V., Adisa, I. O., Bailey, C.
2022
- **Examining the absorptive capacity of an elementary school to expand data science curriculum development through a research-practice partnership** *INFORMATION AND LEARNING SCIENCES*
Herro, D., Akhigbe, J., Adisa, I., Clark, V., Morris, A.
2025; 126 (7/8): 513-536
- **Opening the 'Can of Worms': A Comparative Case Study of Two ELA Teachers' Formation of AI Literacy Instruction** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
Mah, C., Adisa, I., Walker, H.
2025; 69 (3)
- **Teaching high school students about generative AI: Cases of teacher lesson design** *JOURNAL OF EDUCATIONAL RESEARCH*
Delaney, V., Adisa, I., Mah, C., Lee, V. R.
2025
- **Teachers Co-Designing and Enacting Elementary Data Science Curriculum through Connected Learning** *Journal of Statistics and Data Science Education*
Herro, D., Adisa, I. O., Abimbade, O.
2025: 1-27
- **Shifting roles and slow research: children's roles in participatory co-design of critical machine learning activities and technologies** *BEHAVIOUR & INFORMATION TECHNOLOGY*
Famaye, T., Irgens, G., Adisa, I.
2024
- **"What Makes ChatGPT Dangerous is Also What Makes It Special": High-School Student Perspectives on the Integration or Ban of Artificial Intelligence in Educational Contexts** *INTERNATIONAL JOURNAL OF TECHNOLOGY IN EDUCATION*
Famaye, T., Bailey, C., Adisa, I., Irgens, G.
2024; 7 (2): 174-199
- **Closing the Interpretive Loop with BERT, Our Neural Topic Modeling Friend**
Irgens, G., Adisa, I.
edited by Kim, Y. J., Swiecki, Z.
SPRINGER INTERNATIONAL PUBLISHING AG.2024: 104-118
- **Supporting Theory Building in Design-Based Research through Large Scale Data-Based Models** *17th International Conference on Educational Data Mining*
Irgens, G., Adisa, I. O., Sistla, D., Famaye, T., Bailey, C., Behboudi, A., Adefisayo, A. O.
2024: 296-303
- **To Ban or Embrace: Students' Perceptions Towards Adopting Advanced AI Chatbots in Schools** *International Conference on Quantitative Ethnography 23*
Tolulope, F., Adisa, I. O., Irgens, G.
2023: 140-154
- **Developing Machine Learning Agency Among Youth: Investigating Youth Critical Use, Examination, and Production of Machine Learning Applications**
Adisa, I. O., ACM
ASSOC COMPUTING MACHINERY.2023: 781-784
- **Connect: A Tool for Collaborative Interview Data Analysis** *ISLS Annual Meeting 2023*

Vega, H., Irgens, G., Famaye, T., Adisa, I., Lancaster, C.

2023: 2033-2034

- **The Design of a Critical Machine Learning Program for Young Learners** *ISLS Annual Meeting 2023*

Tolulope, F., Cinamon, B., Adisa, I., Irgens, G.

2023: 1174-1177

- **Designing with and for Youth: A Participatory Design Research Approach for Critical Machine Learning Education** *EDUCATIONAL TECHNOLOGY & SOCIETY*

Irgens, G., Adisa, I., Bailey, C., Quesada, H.

2022; 25 (4): 126-141

- **Exploring Elementary Teachers' Perceptions of Data Science and Curriculum Design through Professional Development** *Journal of Technology and Teacher Education*

Herro, D., Madison, M., Irgens, G., Hirsch, S., Abimbade, O., Adisa, O.

2022; 30: 493-525

- **Cognitive, Affective, and Politicized Trust in a Community Youth Program: A Participatory Design Research Project**

Bailey, C., Adisa, I., Vega, H., Irgens, G.

edited by Gardner-McCune, C., Grady, S., Jimenez, Y., Ryoo, J., Santo, R., Payton, J.

IEEE.2021: 269-270

PRESENTATIONS

- Discovering Data Science: Elementary Students' Experiences and Perspectives - 2024 annual meeting of the American Educational Research Association (April 11, 2024 - April 14, 2024)
- Cognitive, Affective, and Politicized Trust in a Community Youth Program: A Participatory Design Research Project - 2021 Conference on Research in Equitable and Sustained Participation in Engineering, Computing, and Technology (RESPECT) (May 23, 2021 - May 27, 2021)