Stanford

Ariam Mogos

Lecturer, d.school

Bio

BIO

Ariam Mogos leads emerging technology initiatives at Stanford's Hasso Plattner Institute of Design (d.school), where she helps students and educators work with emerging technologies like AI and blockchain, and shapes conversations around the tech's ethical implications on humans and nature. Her design work and research also investigates the ways that technology can foster playful learning experiences that bridge communities and cultures.

ACADEMIC APPOINTMENTS

- Lecturer, d.school

LINKS

- Emerging Tech in Education: https://dschool.stanford.edu/k12-lab-network/futures
- REP Magazine: https://repmag.org
- Creative Learning Agency: https://magikalmachines.com

Teaching

COURSES

2026-27

- View from the Future: Speaker Series with Industry Pioneers Designing the Future: DESIGN 235 (Win)

2025-26

- View from the Future: Speaker Series with Industry Pioneers Designing the Future: DESIGN 235 (Win)

2024-25

- View from the Future: Speaker Series with Industry Pioneers Designing the Future: DESIGN 235 (Spr)

2023-24

- Tinkering with Inequity in Emerging Tech: DESIGN 283Q (Win)
- View from the Future: Speaker Series with Industry Pioneers Designing the Future: DESIGN 235 (Spr)

Publications

PUBLICATIONS

- **Intercultural Computing Education: Toward Justice Across Difference** *ACM TRANSACTIONS ON COMPUTING EDUCATION*
  Arawjo, I., Mogos, A.

2021; 21 (4)

- **Exploring Intercultural Approaches to Resolving Sociocultural Tension in CS Classes** *SIGCSE '20: Proceedings of the 51st ACM Technical Symposium on Computer Science Education*
  Arawjo, I., Mogos, A.
  2020: 1414

- **Computing Education for Intercultural Learning: Lessons from the Nairobi Play Project** *The 22nd ACM Conference on Computer-Supported Cooperative Work and Social Computing*
  Arawjo, I., Mogos, A., Jackson, S. J., Parikh, T., Toyama, K.
  2019: 24

- **Rethinking Pedagogy: Exploring the Potential of Digital Technology in Achieving Quality Education**
  Alemán de la Garza, L., et al
  UNESCO MGIEP. India.
  2019 1-151