



## Ibrahim Oluwajoba Adisa

Postdoctoral Scholar, Education

### Bio

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#### BIO

Ibrahim ('Joba) Adisa is a Postdoctoral Fellow at Stanford Institute for Human-Centered AI and works with Dr. Victor Lee on the CRAFT AI project at the Graduate School of Education. His research lies at the intersection of learning sciences, computing education, data science, and AI literacy. He focuses on creating pedagogical tools and resources that enhance data literacy and promote creativity, computational thinking, and collaborative problem-solving with AI in K-12 education. His research is most often done through co-designs and partnerships in both formal and informal learning environments. He utilizes both qualitative and statistical machine learning methods to model and analyze learners' interactions with people, content, and digital tools 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. He 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, and Clemson University. His publications span various high-impact journals and conferences, contributing to the fields of AI literacy, data science and computing education.

#### HONORS AND AWARDS

- 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

- Doctor of Philosophy, Clemson University (2024)
- Bachelor of Technology, Federal University Of Technology (2015)
- Master of Education, University Of Ibadan (2018)
- 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](https://docs.google.com/document/d/e/2PACX-1vQOZsMP7g6bBiNckK_3lZuZdb71y_3ShVfeSDF3p6-AHMy7_cuAZyyRBmhf9p0Et5Fjvi-BphcKkK64/pub)

## Research & Scholarship

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### RESEARCH INTERESTS

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

### PROJECTS

- CRAFT AI - Stanford University

### LAB AFFILIATIONS

- Victor Lee, DISTAL LAB (8/12/2024)

## Publications

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### PUBLICATIONS

- **"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
- **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
- **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
- **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
- **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
- **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
- **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., 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)