Mohammad Khalil

Ph.D. Dr. techn.

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Personal Details

Date of Birth
May.1986

Nationality
Jordanian

Residency
Norway

Research Interests

Learning Analytics, Massive Open Online Courses (MOOCs), Big Data, Visualizations, Learning Technologies, Technology Enhanced Learning, Educational Technology, Privacy & Ethics.

Education

Ph.D. (with Distinction), Engineering Sciences - Computer Science, *Graz University of Technology, Graz, Austria.*
Sept. 2014 - May. 2017
Supervisor: Associate Professor. Martin Ebner
Research Topics:
★ Learning Analytics
★ Massive Open Online Courses

M.Sc, Information Security, *Princess Sumaya University for Technology, Amman, Jordan.*
2011 - 2013
GPA: 87 out of 100.
Thesis: A Hybrid Approach for Appraising E-Business Reliability Using Forensic and Social Network Analysis

B.Sc, Computer Science, *Princess Sumaya University for Technology, Amman, Jordan.*
2005- 2009
Top 10 graduates of 2009 batch
Project: Electronic Magazine Using Interactive Technologies

Employment

[Academia] **Senior Researcher, *University of Bergen, Norway.***
September.2018 - Present
● Center for the Science of Learning and Technology (SLATE)

[Academia] **PostDoctoral, *Delft University of Technology, Netherlands.***
March.2017 - August.2018

- Leiden, Delft, Erasmus Center for Education and Learning (LDE CEL)
- Erasmus Rotterdam, Delft University of Technology, and Leiden University alliance research projects.

[Academia] **Research Assistant,** *Graz University of Technology, Austria.*

Sep.2014 - March.2017

- Research activities
- Master students co-supervision.
- Teaching Assistant.
- Lecturing

[Industrial] **System Analyst,** *Eskadenia Software, Jordan.*

2009-2011

- Systems architecture analysis and reporting
- Working closely with data analysts
- Testing products in control

Languages

English
B2 Level

Arabic
Native Speaker

Publications

A) Peer-Reviewed Journals

1. Kalz, M., **Khalil, M.**, & Ebner, M. (2017). Editorial for the special issue on advancing research on open education. *Journal of Computing in Higher Education,* pp. 1-19. DOI: 10.1007/s12528-017-9143-3
2. **Khalil, M.** & Ebner, M. (2017). "Clustering Patterns of Engagement in Massive Open Online Courses (MOOCs): The Use of Learning Analytics to Reveal Student Categories". *Journal of Computing in Higher Education,* pp. 1-19. DOI: 10.1007/s12528-016-9126-9
3. **Khalil, M.**, Ebner, M. (2017). "Driving Student Motivation in MOOCs through a Conceptual Activity-Motivation Framework". *Journal for Development of Higher Education Institutions* (ZFHE), 12(1), pp.101-122.
4. Lackner, E., **Khalil, M.** & Ebner, M. (2016). "How to foster forum discussions within MOOCs. A case study". *International Journal of Academic Research in Education,* 2(2). DOI: 10.17985/ijare.31432
5. **Khalil, M.** & Ebner, M. (2016). "De-Identification in Learning Analytics". *Journal of Learning Analytics, 3 (1)*, pp. 129-138.
6. Lackner, E., Ebner, M., & **Khalil, M.** (2015). "MOOCs as granular systems: design patterns to foster participant activity". *eLearning Papers, 42*, pp. 28-37.
7. **Khalil, M.**, Brunner, H., & Ebner, M. (2015). "Evaluation Grid for xMOOCs". *International Journal of Emerging Technologies in Learning (iJET), 10(4),* pp. 40-45.

B) Peer-Reviewed Conferences

8. **Khalil, M.**, Prinsloo, P., and Slade, S. (2018). The unbearable lightness of consent: Mapping MOOC providers' response to consent. In *Proceedings of the Learning @ Scale Conference (L@S)*, London, 26-28 June 2018. ACM.
9. Prinsloo, P., Slade, S., and **Khalil M.** (2018). Stuck in the middle? Making sense of the impact of micro, meso and macro institutional, structural and organisational factors on implementing learning analytics. In *Proceedings of the 27Th EDEN Annual Conference*, pp. 326-334, Genova, Italy, 17–20 June

2018.

10. Ebner, M., **Khalil, M.**, Gütl, C., Aschemann, B., Frei, W., and Röthler, D. (in press). How Inverse Blended Learning can Turn Up Learning with MOOCs?. In *Proceedings of the international conference Mooc Maker 2017*, Guatemala.

11. Khalil, M., Ebner, M., & Admiraal, W. (2017). How can Gamification Improve MOOC Student Engagement?. In *Proceedings of the 11th European Conference on Games Based Learning: ECGBL 2017*, Graz, Austria, (pp. 819-828).

12. Reischer M., **Khalil M.**, Ebner M. (2017). "Does Gamification in MOOC Discussion Forums Work?". In: Delgado Kloos C., Jermann P., Pérez-Sanagustín M., Seaton D., White S. (eds) Digital Education: Out to the World and Back to the Campus. EMOOCs 2017. *Lecture Notes in Computer Science*, vol 10254. Springer, Cham, pp. 95-101. doi: 10.1007/978-3-319-59044-8_1

13. **Khalil, M.** & Ebner, M. (2016). "When Learning Analytics Meets MOOCs - a Review on iMooX Case Studies". In Proceedings of the 16th International Conference on Innovations for Community Services (I4CS), 2016. Vienna, Austria, pp. 3-19. DOI: 10.1007/978-3-319-49466-1_1. (**Invited Talk**)

14. Ebner, M., Schön, S.. & **Khalil, M.** (2016). "Maker-MOOC – How to Foster STEM Education with an Open Online Course on Creative Digital Development and Construction with Children". *In Proceedings of 2016 International Conference on Interactive Collaborative Learning (ICL 2016)*, Belfast, United Kingdom, (pp. 1233-1240).

13. **Khalil, M.** & Ebner, M. (2016). "Learning Analytics in MOOCs: Can Data Improve Students Retention and Learning?". *In Proceedings of the World Conference on Educational Media and Technology, EdMedia 2016*. Vancouver, Canada, 28-30 June, 2016 (pp. 569-576). Association for the Advancement of Computing in Education (AACE).

14. **Khalil, M.**, Taraghi, B., & Ebner, M. (2016). "Engaging Learning Analytics in MOOCs: the good, the bad, and the ugly". *In Proceedings of the International Conference on Education and New Developments (END 2016),* Ljubljana, Slovenia, pp. 3-7.

15. **Khalil, M.** & Ebner, M. (2016). "What is Learning Analytics about? A Survey of Different Methods Used in 2013-2015". In *Proceedings of Smart Learning Conference, Dubai, UAE, 7-9 March, 2016 (pp. 294-304)*. Dubai: HBMSU Publishing House.

16. Ebner, M., Gailer, C., **Khalil, M.**, Kopp, M., Lackner, E., & Raunig, M. (2016). "Potential of EPUB3 for Digital Textbooks in Higher Education". In *Proceedings of Smart Learning Conference, Dubai, UAE, 7-9 March, 2016 (pp. 324-336)*. Dubai: HBMSU Publishing House.

17. **Khalil, M.**, Kastl, C., & Ebner, M. (2016). "Portraying MOOCs Learners: a Clustering Experience Using Learning Analytics". *In Khalil, M., Ebner, M., Kopp, M., Lorenz, A. & Kalz, M. (Eds)., Proceedings of the European Stakeholder Summit on experiences and best practices in and around MOOCs (EMOOCS 2016)*, Graz, Austria, pp.265-278. (**Outstanding Paper & Video Award**).

18. **Khalil, M.**, & Ebner, M. (2015). "A STEM MOOC for School Children–What Does Learning Analytics Tell us?". *In Proceedings of 2015 International Conference on Interactive Collaborative Learning (ICL 2015)*, Florence, Italy, pp. 1217-1221. IEEE.

19. **Khalil, M.**, & Ebner, M. (2015). "Learning Analytics: Principles and Constraints". In S. Carliner, C. Fulford, & N. Ostashewski (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications,* Canada, pp. 1789-1799. (**Outstanding Paper Award**).

C) Peer-Reviewed Book Chapters

20. **Khalil, M.** & Ebner, M. (2018). Can Learning Analytics Find Success in Didactical Measurements? Results from a MOOC Case Study. In: Ifenthaler D. (eds) Digital Workplace Learning. Springer, Cham, pp. 211-225. doi: 10.1007/978-3-319-46215-8_12

21. Ebner, M., **Khalil, M.**, Wachtler, J. (2017) Chancen und Grenzen von Learning Analytics: Projektergebnisse bzgl. der automatischen Datenerhebung. In: Dr. Internet –Forschungsbericht zum Projekt, Zimmermann, C. (Hrsg.), Verlag Mayer, S. 88-99 (15) Chancen und Grenzen von Learning Analytics: Projektergebnisse bzgl. der automatischen Datenerhebung.

22. Leitner, P., **Khalil, M.** & Ebner, M. (2017). "Learning Analytics in Higher Education - A literature Review". *Learning analytics: Fundaments, applications, and trends: A view of the current state of the art* . Springer International Publishing.

23. **Khalil, M.**, & Ebner, M. (2016). "What Massive Open Online Course (MOOC) Stakeholders Can Learn from Learning Analytics?". *In Spector, M., Lockee, B., Childress, M. (Eds.), Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy*, Springer International Publishing. (pp. 1-30). http://dx.doi.org/10.1007/978-3-319-17727-4_3-1

D) Peer-Reviewed Workshops

24. **Khalil, M**. (2017). "Why Undergraduates Enroll in MOOCs?". In *Rayyan, S., Pérez-Sanagustín, M., Delgado Kloos, C., Sandland, J. (Eds.), Proceedings of the EMOOCs 2017 HybridEd Workshop*, Madrid, Spain.

25. Wachtler, J., **Khalil, M.**, Taraghi, B. & Ebner, M. (2016). "On Using Learning Analytics to Track Activity of Interactive MOOC Videos". *In M. Giannakos, D.G. Sampson, L. Kidzinski, A. Pardo (Eds.), Proceedings of the LAK 2016 Workshop on Smart Environments and Analytics in Video-Based Learning (pp.8–17) Edinburgh, Scotland: CEURS-WS.*

E) Non Peer-Reviewed Articles

1. Lackner, E., Ebner, M. & **Khalil, M.** (2015). "Design a MOOC - Think Granular!: Why do students drop-out of MOOCs? What can be done to improve MOOC completion rates?". Class Central. Article is available online at: *https://www.class-central.com/report/design-mooc-think-granular/*

Honors and Awards

Scholarships

★ Full Doctoral scholarship provided by the AVEMPACE III project, Erasmus Mundus, Action II (**60,000 €**).
   ○ Period: 32 Months.
   ○ Extension: 2 Months.

Awards

★ Best Research Paper Award at the European Distance and E-Learning Network Conference, June 2018, Genova, Italy

★ Doctoral Degree with Distinction/honor (mit Auszeichnung bestanden).

★ Outstanding Paper and Video Award at the European Stakeholder Summit on experiences and best practices in and around MOOCs, EMOOCs 2016. Graz, Austria.

★ Outstanding Paper Award at the 2015 World Conference on Educational Media and Technology, EdMedia 2015. Montreal, Canada.

Presentations & Talks

- Invited speaker at the Center for Education and Learning 10th Innovation Room, (13 October 2017), Delft, Netherlands.
- Invited panelist at Edraak Regional Conference on Educational Technology in MENA region, 13th August, 2017, Amman, Jordan.
- Invited speaker at the Center for Education and Learning 9th Innovation Room, (9 June, 2017), Rotterdam, Netherlands.
- Presented "Does Gamification in MOOC Discussion Forums Work?" at the European Stakeholder Summit on experiences and best practices in and around MOOCs, EMOOCs 2017. (22 May, 2017). Madrid, Spain.
- Presented "Why Undergraduates Enroll in MOOCs?" at the European Stakeholder Summit on experiences and best practices in and around MOOCs, EMOOCs 2017. (23 May, 2017). Madrid, Spain.
- Invited Keynote speaker at the 16th International Conference on Innovations for Community Services (I4CS), (June 29, 2016), Vienna, Austria.
- Presented "Engaging Learning Analytics in MOOCs: the good, the bad, and the ugly" at the International Conference on Education and New Developments, (June 12, 2016)., Ljubljana, Slovenia.
- Presented "What is Learning Analytics about? A Survey of Different Methods Used in 2013-2015" at the 8th e-Learning Excellence Conference, Innovation Arabia, (March 07, 2016). Dubai, UAE.
- Presented "Potential of EPUB3 for Digital Textbooks in Higher Education" at the 8th e-Learning Excellence Conference, Innovation Arabia, (March 08, 2016). Dubai, UAE.
- Moderated Flipped MOOC Panel and presented "Portraying MOOCs Learners: a Clustering Experience Using Learning Analytics" at the European Stakeholder Summit on experiences and best practices in and around MOOCs, EMOOCs 2016. (23 Feb, 2016). Graz, Austria.
- Presented "A STEM MOOC for School Children—What Does Learning Analytics Tell us?" at the International Conference on Interactive Collaborative Learning (ICL 2015), (21 September, 2015). Florence, Italy.
- Presented "De-Identification in Learning Analytics" at Ethics and Privacy in Learning Analytics workshop held at the 5th Learning Analytics and Knowledge, LAK 15, (16 March, 2015). Poughkeepsie, NY, USA.

Professional Activities

Editor

- Associate Editor, International Journal of Emerging Technologies in Learning (iJET), 2017-present
- Guest Editor in a Special Issue on Advancing Research on Open Education, Journal of Computing in Higher Education (JCHE), Springer. Marco Kalz, Martin Ebner & **Mohammad Khalil**.
- Proceedings of the EUROPEAN STAKEHOLDERS SUMMIT on experiences and best practices in and around MOOCs (EMOOCS 2016). **Mohammad Khalil**, Martin Ebner, Michael Kopp, Anja Lorenz & Marco Kalz.

Event Organization

- Sixth European MOOCS Stakeholders Summit 2018 (EMOOCs 2018), Delft, Netherlands. April, 23rd, 2018.
- The 10th Center for Education and Learning Innovation Room. Delft, Netherlands. October, 13, 2017.
- Fourth European MOOCS Stakeholders Summit 2016 (EMOOCs 2016), Graz, Austria. February 22-24, 2016.

Program Committee

- International Conference on Teaching, Assessment, and Learning for Engineering. Wollongong, Australia. December, 2018.
- The Open Education Global Conference 2018, Delft, Netherlands. April 24-26, 2018.
- The international MOOC Maker Conference, Antigua Guatemala. November 16-17, 2017..
- User Modelling, Adaptation and Personalization (UMAP '17), Bratislava, Slovakia. July 9-12, 2017.
- Wearable Technologies, Knowledge Development, and Learning (aWEAR'16), California, United States. November 14-15, 2016.
- Fourth European MOOCS Stakeholders Summit (EMOOCs 2016), Graz, Austria. February 22-24, 2016.
- Third European MOOCS Stakeholders Summit (EMOOCs 2015), 18-20 May, 2015, Belgium.
- 23rd European Conference on Information Systems (ECIS 2015), Münster, Germany. 26-29 May, 2015.

Reviewer

- The International Review of Research in Open and Distributed Learning.
- International Journal of Emerging Technologies in Learning (iJET).
- Journal of Research in Innovative Teaching & Learning, Markus Ebner & Martin Ebner (Eds).
- Digital Workplace Learning- Bridging Formal and Informal Learning with Digital Technologies book, Dirk Ifenthaler (Eds). Springer.
- Journal of Computing in Higher Education, 2016. Kalz, M., Ebner, M., Khalil, M. (Eds).
- Handbook of Learning Analytics and Educational Data Mining 2016. George Siemens and Charles Lang (Eds).
- Special Issue on Learning Analytics in Higher Education in Journal for Development of Higher Education Institutions (ZFHE), 2016-2017. Wolfgang Greller and Ulrich Hoppe (Eds).
- Special Issue on Smart Environments and Analytics on Video-Based Learning in Smart Learning Environments Journal, 2016, Springer.
- IEEE Transactions on Learning Technologies, 2016. Brusilovsky, P. (Eds).
- Handbook of Research on Digital Tools for Seamless Learning 2016. Martin Ebner & Süleyman Nihat Şad (Eds). IGI Global.

Teaching

- Learning Analytics and Massive Open Online Courses to BSc and teacher trainee diploma students, 2016.
- Lecture on Big Data and Learning Analytics. In course: Social Aspects of Information Technology online course, 2016.
- Lecture on iOS Human Interface Guidelines for designing iOS Apps for master and bachelor students, 2016.
- Moderating Preconference (EMOOCs 2016) MOOC, and Lecturing about clustering MOOC participants, 2016.

Supervision and Student Advisor

- Master thesis: Gamification Elements in Online Courses-A Potential Analysis.
- Master thesis: Using gamification in MOOC discussion forums

- Master project: Anonymization of Learning Analytics Data.

Session Chair

- Fourth European MOOCS Stakeholders Summit 2016, Dropout and Retention in MOOCs session, 23 Feb, 2016.
- Fourth European MOOCS Stakeholders Summit 2016, MOOCs Evaluations session, 24 Feb, 2016.

Technical Skills

Statistics

Descriptive Statistics (R)

Computer Science

Logs Analysis and Exploratory Analysis (R)
Visualizations (ggplot2, plotly, shinyR, Edraw)
DataBase Queries (SQL, Postgres)
Text Analysis (R)
Machine Learning (Basic Level, R)