

Zach Mineroff

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EDUCATION

Carnegie Mellon University, School of Computer Science Pittsburgh, PA
Masters of Educational Technology and Applied Learning Science (METALS) August 2018

- Highlighted Courses: Learning Analytics & Educational Data Science, E-Learning Design, Crowd Computing, Applied Machine Learning, Design of Educational Games, Personalized Online Learning

University of Michigan, Weinberg Institute for Cognitive Science Ann Arbor, MI
B.S. in Cognitive Science with a focus on Computation and Cognition April 2015

- Highlighted Courses: Data Structures and Algorithms, Intro to Artificial Intelligence, Numerical Methods, Intro to Computational Linguistics, Psychology of Language, Mathematical Psychology

PROJECTS

Foundational Program for Struggling Readers, Sponsored by Houghton Mifflin Harcourt Pittsburgh, PA
Team Lead January 2018 - Present

- Collaborating with product managers to develop the next iteration of System 44 (a reading intervention)
- Coordinating a team of 5 graduate students' efforts to research, design, and implement ways to improve learning outcomes and engagement for struggling readers in K-12 schools
- Communicating with teachers, school administrators, and account executives to schedule interviews, user tests, and classroom observations

Educational Game for Electrical Circuit Analysis Pittsburgh, PA
Game Designer March 2018 - Present

- Prototyping a 2-player competitive board game designed to teach strategies for solving electrical circuit problems to students in intro-level physics classes
- Running playtests to identify effective methods of integrating instructional goals with game mechanics

E-Learning Module for Crowdworkers Pittsburgh, PA
Learning Engineer October 2017 - February 2018

- Conducted cognitive task analysis on 14 experienced workers from Amazon Mechanical Turk to identify strategies they use to earn money efficiently
- Developed an e-learning module based on learning science principles for novice workers to improve their hourly wages and validated its effectiveness through summative assessments

Two Week Intervention for 6th Grade Statistics Pittsburgh, PA
Instructional Designer October - December 2017

- Established a set of educational goals based on a detailed task analysis of the knowledge, skills, and dispositions required to master Common Core standards in statistics
- Developed two weeks of assessments and instruction aligned with the educational goals based on literature review of pedagogical research
- Proposed a research program to test implementation fidelity and educational impact of the intervention

PROFESSIONAL EXPERIENCE

Massachusetts Institute of Technology, Department of Brain and Cognitive Sciences Cambridge, MA
Lab Manager June 2015 - July 2017

- Oversaw general laboratory procedures including scheduling participants for experiments, facilitating collaborations with researchers from other organizations, and maintaining subject databases
- Created and maintained the laboratory website to provide public access to our materials and key findings, leading to more collaborations with researchers who first heard about the lab through its online presence

COMPUTER SKILLS

Programming/Scripting: MATLAB, R, Python, HTML, CSS, JavaScript, PHP

Technologies/Environment: Weka, LightSide, CTAT, MySQL, FileMaker, Git, Adobe Illustrator, Adobe Premiere Pro