

ERIC G. POITRAS, PhD – BIOGRAPHICAL SKETCH
Assistant Professor of Instructional Design and Educational Technology

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A. Professional Preparation

B.A. in Psychology	Université de Moncton	2008
M.A. in Educational Psychology	McGill University	2010
Ph.D. in Educational Psychology	McGill University	2013

B. Appointments

Postdoctoral Fellow at the Learning Environments Across Disciplines Research Partnership of the Social Sciences and Humanities Research Council of Canada	McGill University	2013-2014
Assistant Professor of Instructional Design and Educational Technology	University of Utah	2014-Present
Acting Director of the Centre for Advancement of Technology in Education	University of Utah	2017-Present

C. Five Related Publications (of 145) [Recent pubs available at: www.assistattheu.com]

i. Most closely related publications

- Lee, L., Lajoie, S., **Poitras, E.**, Nkangu, M., & Doleck, T. (2016). Co-regulation and Knowledge Construction in an Online Synchronous Problem Based Learning Setting. *Education and Information Technologies*. [[Online First](#)]. DOI: 10.1007/s10639-016-9509-6.
- Lajoie, S., Lee, L., **Poitras, E.**, Bassiri, M., Cruz-Panesso, I., Kazemitabar, M., Hmelo-Silver, C., Wiseman, J., Chan, L., Lu, J. (2015). The role of regulation in medical student learning in small groups: Regulating oneself and others' learning and emotions. *Computers and Human Behavior*, 52, 601-616. [[link](#)]
- **Poitras, E.**, Lajoie, S. P., Jarrell, A., Doleck, T., & Naismith, L. (2016). Intelligent Tutoring Systems in the Medical Domain: Fostering Self-Regulatory Skills in Problem-Solving. In R. K. Atkinson (Ed.), *Intelligent Tutoring Systems Structure, Applications, and Challenges*. Nova Science Publishers Series: Education in a Competitive and Globalizing World. [[link](#)]
- Lajoie, S. P., & **Poitras, E.** (2014). Macro and micro strategies for metacognition and socially shared regulation in the medical tutoring domain. In Sottolare, R., Graesser, A., Hu, X., & Goldberg, B. (Eds.), *Design Recommendations for Adaptive Intelligent Tutoring Systems: Adaptive Instructional Management (Volume 2)*. Orlando, FL: U.S. Army Research Laboratory. ISBN: 978-0-9893923-3-4 [[link](#)]
- Jang, E., Lajoie, S., Wagner, M., Xu, Z., **Poitras, E.**, Naismith, L. (2017). Person-Oriented Approaches to Profiling Learners in Technology-Rich Learning Environments for Ecological Learner Modeling. *Journal of Educational Computing Research*, 55(4), 552-597. [[link](#)]

ii. Other significant publications

- Lajoie, S. P., **Poitras, E.** (2017). Crossing disciplinary boundaries to improve technology rich learning environments. *Teachers College Record*, 119(3), 1-30. [[link](#)]
- Lajoie, S. P., **Poitras, E.**, Doleck, T., Jarrell, A. (2015). Modeling Metacognitive Activities in Medical Problem-Solving with BioWorld. In Peña-Ayala (Ed.), *Metacognition: Fundamentals, Applications, and Trends*. Springer Series: Intelligent Systems Reference Library. [[link](#)]

- Lajoie, S., Naismith, L., **Poitras, E.**, Hong, Y., Panesso-Cruz, I., Ranelluci, J., & Wiseman, J. (2013). Technology rich tools to support self-regulated learning and performance in medicine. In R. Azevedo & V. Alevan (Eds.), *International handbook of metacognition and learning technologies*. Amsterdam: The Netherlands: Springer. [[link](#)]
- Lajoie, S., Hmelo-Silver, C., Wiseman, J., Chan, L., Lu, J., Khurana, C., Cruz-Panesso, I., **Poitras, E.**, Kazemitabar, M. (2014). Using online digital tools and video to support international problem-based learning. *The Interdisciplinary Journal of Problem-Based Learning*, 8(2). DOI: 10.7771/1541-5015.1412 [[link](#)]
- **Poitras, E.**, Lajoie, S. P., Doleck, T., & Jarrell, A. (2016). Subgroup discovery with user interaction data: An empirically guided approach to improving intelligent tutoring systems. *Educational Technology & Society*, 19(2), 204-214. DOI: 10.1007/s11423-015-9420-7 [[link](#)]

D. Synergistic Activities

- ***Learning Environments Across Disciplines Research Partnership*** (Social Sciences and Humanities Research Council of Canada). As a past member of the steering committee and co-investigator, I have led several project on developing and evaluating adaptive instructional systems and technologies and disseminating findings in collaboration with researchers, industry partners, and subject matter experts across a network that spans 19 universities and 6 countries. See leadspartnership.ca
- ***Building Coherence in STEM Learning Opportunities for Pre-Service Elementary Teachers Across Disciplinary Boundaries*** (NSF IUSE-Exploration & Desig: Institut & Comm Transfer). As a faculty member of this initiative, I revise and coordinate curricular development for technological integration in the pre-service teacher program as part of an interdisciplinary team of subject matter and pedagogy experts.
- ***The Teacher Professional Development Portal: Training Teachers to Use Instructional Technologies in the Classroom*** (Lawrence T. Dee and Janet T. Dee Foundation). PI on College-wide content management system platform to host SCORM eLearning Modules developed through the instructional design program for teacher professional learning and educational data mining.
- ***Using Simulated Learners to Evaluate Adaptive Web-Based Learning Environments*** (University of Utah Research Foundation Seed Grant). PI on research program modeling pre-service teachers information-seeking behaviors with an intelligent web browser using simulated learner experiments. See Poitras, E. G., Fazeli, N. (2017). *Simulating preservice teachers' information-seeking behaviors while learning with an intelligent web browser*. Paper presented at the 2017 Society for Information Technology and Teacher Educational annual conference. Austin, TX.
- ***Centre for the Advancement of Technology in Education***. Lead a department-wide effort to disseminate information regarding software and hardware installation, usage, and access to promote technological integration. Apply for funding from foundations in support of the Ed Tech Leaders Scholarship program and organize workshops on computational thinking for teacher pre-service program. See cate.utah.edu.