

# John Frens

Researcher. Designer. Engineer.

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Education	University of Washington <b>PhD in Human Centered Design &amp; Engineering</b> <b>MS in Human Centered Design &amp; Engineering</b>	Expected 2021 2018
	Carnegie Mellon University <b>BS in Computer Science &amp; Psychology</b> Minor in Human-Computer Interaction	2014
Industry	Google <b>UX Research Intern</b> Reconceptualized community-based documentation as a critical part of user experience for Google Cloud Platform customers. Designed a mixed-method study, developed and distributed surveys, conducted interviews with stakeholders, and performed a quantitative analysis of UX metrics on Stackoverflow.	2018
	Humm.ly <b>Lead Android Developer</b> Spearheaded the development and release of a wellness focused app, Humm.ly, on Android. Managed a team of engineers and external contractors. Learned and integrated key technologies including Kotlin, Fabric and Stripe.	2018
	Microsoft <b>Software Engineer</b> Developed Android Bridge for Windows and iOS Bridge for Windows. Rubbed shoulders with brilliant senior engineers. Learned fundamental engineering practices as well as Java, C++, Objective-C, Android, iOS, and Windows.	2014 – 2016
Academic	Prosocial Computing Lab, University of Washington <b>Research Assistant</b> Designed an experimental feedback system to improve answers on Brainly, a student Q&A website. Uncovered fundamental design challenges in Q&A using interviews and an experiment in crowdsourced feedback.	2016 – 2018
	Human Centered Data Science Lab, University of Washington <b>Research Assistant</b> Quantified mentorship in fanfiction communities using data science. Implemented the Measure of Textual Lexical Diversity (MTLD) in Python and performed a longitudinal statistical analysis in R on 61.5 billion words of fanfiction content.	2016 – 2018
Keywords	Programming Languages C/C++, Java, Kotlin, Objective-C, Python, R, HTML/CSS/JavaScript, SQL  Research Areas Community Documentation, Informal Learning, Social Quesiton and Answer, Distributed Mentoring, Peer Help, Peer Assessment, Feedback	

Teaching	University of Washington	
	<b>Teaching Assistant</b>	2018
	HCDE 419 Taught Human-Computer Interaction theory to HCDE undergrads. Lectured a 50 student, 2.5 hour class on informal online learning.	
	<b>Teaching Assistant</b>	2018
	HCDE 300 Taught fundamental Human Centered Design concepts to HCDE undergrads. Ran a weekly recitation session with 20 students.	
	<b>Teaching Assistant</b>	2017
	HCDE 310 Taught Python to HCDE undergrads. Imparted feedback and mentorship to 31 newbie software developers.	
Publications	<b>Frens, J.</b> , Walker, E., Hsieh, G. (2018). Supporting Answerers with Feedback in Social Q&A. In Proceedings of the Fifth (2018) ACM Conference on Learning@Scale.	
	<b>Frens, J.</b> , Davis, R., Lee, J., Zhang, D., Aragon, C. (2018). Reviews Matter: How Distributed Mentoring Predicts Lexical Diversity on Fanfiction.net. In Connected Learning Summit.	
	Davis, R., <b>Frens, J.</b> , Sharma, N., Aragon, C. Does Dunbar's Number Apply to Mentoring Communities? An Analysis of 177 Million Fanfiction Reviews. Under submission.	
	Giroto, V., Burleson, W., <b>Frens, J.</b> , Walker, E. Creativity Bottlenecks in Free and Open Source Software Communication Channels. Under submission.	
Presentations	Connected Learning Summit, Cambridge MA "Reviews Matter: How Distributed Mentoring Predicts Lexical Diversity in Fanfiction"	2018
	Learning@Scale Conference, London UK "Supporting Answerers with Feedback in Social Q&A"	2018
	InfoSocial Graduate Student Conference, Evanston IL "Supporting Answerers with Feedback in Social Q&A"	2018
	Human Centered Design & Engineering Preliminary Exam "A Criteria-Based Approach to Feedback in Social Q&A"	2017
Service	CSCL Conference Reviewer	2018
	HCDE Master's Application Reviewer	2018
	CHI Conference Reviewer	2017
	Carnegie Mellon Emergency Medical Service	2010 – 2014