Curriculum Vitae
Nikita Khalid

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EDUCATION

The Graduate Center, City University of New York
June 2025
Ph.D., Educational Psychology
MPhil., Educational Psychology (Conferral on 02/01/24)
(GPA: 4.0)

The Graduate Center, City University of New York
Summer 2021
M.S., Quantitative Methods in the Social Sciences
(GPA: 4.0)

Baruch College, City University of New York
May 2018
B.A., Psychology and Global Mediation
(GPA: 3.7)

RESEARCH PROFILE & AREAS OF EXPERTISE

I am a Research Scientist & Mixed Methods Researcher with 8+ years of experience designing and conducting applied quantitative and qualitative research across educational technology, behavioral health, suicide prevention and postvention, public health, and digital interventions. I hold a PhD in Educational Psychology and an MS in Quantitative Methods for the Social Sciences. My research interests center on human interaction with technology, the efficacy of digital learning environments, and the intersection of artificial intelligence, children's cognitive development, and creativity.

My professional experience spans organizations including Scratch Foundation, Ascend Learning, and Kognito. My methodological expertise includes generative and evaluative research, human-subjects research, measurement development and validation, psychometrics, usability studies, experimental and quasi-experimental designs, longitudinal research, and large-scale behavioral data analysis. I have published in multiple peer-reviewed scholarly journals and presented at over 20 national conferences on digital technology in education and professional development. Throughout my career, I have focused on translating complex research findings into actionable insights that inform program effectiveness, product development, and evidence-based practice.

PROFESSIONAL EXPERIENCE

Senior Manager of Research at Scratch Foundation ***New York, NY***
Global nonprofit, creative platform and online community *Feb 2024 - April 2026*

- Led cross-functional research programs on learner engagement, platform experience, and learning outcomes across a global creative learning platform, translating strategic questions into research agendas, study designs, measurement strategies, and actionable recommendations for Product, Data Science, and senior leadership
- Identified and prioritized evidence gaps related to engagement and participation across user populations, including lower engagement among girls and users in lower-engagement countries, and translated findings into product and community recommendations centered on collaboration, peer support, mentorship, discovery, and access to reduce participation barriers
- Designed mixed-methods research including interviews, focus groups, participatory design, playtesting, surveys, social network analysis, user persona generation, longitudinal measurement, behavioral telemetry, and large-scale platform data
- Developed and validated user-centered measurement scales and frameworks to assess changes in user attitudes, learning and socialization behaviors, and experiences over time

- Oversaw the Scratch Research Repository and external research access process, including proposal screening, data-use requirements, data-sharing agreements, and coordination with international researchers seeking access to 1B+ data points
- Communicated complex findings through executive readouts, reports, presentations, public-facing research, and external research deliverables for product teams, senior leadership, external partners, and international research audiences

Research Scientist at Ascend Learning & Kognito Solutions, LLC. ***New York, NY***
Simulation and educational technology company *Jan 2018 – Jan 2024*

- Led applied research and evaluation for simulation-based interventions across suicide prevention and postvention, substance-use prevention, education, and public-health settings, translating evidence about learner outcomes into product and programming decisions
- Designed and evaluated technology-based suicide prevention and postvention interventions using pre/post behavioral and attitudinal measures to assess changes in knowledge, confidence, identification, approach, referral, and help-seeking-related outcomes
- Designed and executed large-scale, quasi-experimental, human-subjects studies integrating embedded surveys with simulated learning experiences to evaluate intervention effectiveness and participant outcomes
- Conducted national and population-specific studies examining identification of mental-health concerns, approach and referral behaviors, suicide-prevention gatekeeper skills, and behavioral-health outcomes among educators, students, military populations, and healthcare professionals
- Developed, validated, and refined measurement scales assessing mental-health and substance-use identification, communication, decision-making, and referral behaviors
- Conducted literature reviews and evidence synthesis to inform study design, measurement selection, theoretical frameworks, intervention evaluation, grant development, and research dissemination
- Applied statistical analyses to identify and evaluate changes in participant outcomes following intervention exposure, and generate defensible evidence of intervention impact
- Created and maintained a centralized, company-wide research repository serving as the primary source for publications, whitepapers, research findings, study documentation, grant applications, survey instruments, and research examples, increasing access to and dissemination of organizational research knowledge
- Partnered with Product Design, Engineering, Sales, Marketing, Client Success and senior leadership to translate research insights into intervention improvements, client-facing deliverables, whitepapers, and reports
- Authored peer-reviewed publications and research reports demonstrating intervention impact across suicide prevention and postvention, substance use prevention, behavioral health, education, and military populations
- Presented research findings to internal leaders, external academic and research partners, clients, and professional audiences at national conferences to inform program, product, policy, and practice decisions
- Managed researchers and statistical analysts and trained colleagues in research methods, quality standards, and effective communication of evidence

TECHNICAL & ANALYTICAL SKILLS

- **Programming & Analysis:** R, MAXQDA, NVivo, Atlas.ti, AI-assisted qualitative and behavioral data analysis
- **Product & Behavioral Analytics:** large-scale platform data, engagement analysis, user segmentation and persona development, cross-source data synthesis, behavioral telemetry
- **Measurement & Experimentation:** Metric development, learning-impact measurement, construct operationalization, scale development and validation, construct validity, reliability testing, experimental and quasi-experimental design
- **Data & Visualization:** Power BI, Preset, data visualization with R, analysis-ready dataset development
- **Research Methods:** Surveys, mixed methods, longitudinal studies, usability/concept testing, qualitative analysis
- **Learning & Pedagogical Frameworks:** Experience with recognized evidence standards (e.g., ESSA tiers, What Works Clearinghouse) and learning science/ behavioral frameworks (e.g., SDT, Social Cognitive Theory, constructivism, growth mindset, theory of change)
- **Collaboration & Project Tools:** Experience with Google Workspace, Microsoft 365, Confluence, JIRA, Smartsheet

TEACHING EXPERIENCE

Baruch College, CUNY (Fall 2019; Fall 2020; Fall 2021; Fall 2022; Fall 2023)
Teaching Assistant

- Introduction to Psychology (PSY1001)

AWARDS AND HONORS

The Graduate Center, CUNY, News Article, The Psychology Behind Kids Who Code

The Graduate Center, CUNY, Dean University Fellowship (2019-2020)

Baruch College, CUNY, Travel Grant (April 2018)

Baruch College, CUNY, Macaulay Honors Scholarship (2014-2018)

PROFESSIONAL SERVICE

InspiraBag ***Queens, NY***
Co-founder *May 2017*

- Created a community-driven not-for-profit organization working with NYC artists, business owners, and students to provide educational amenities such as backpacks to children and young adults in impoverished rural areas
- Managed strategic collaboration efforts for community expansion, financial expenditures, website analytics, and social media reach

MANUSCRIPTS & PUBLICATIONS

Albright, G., Fazel, M., Khalid, N., Hilty, D., McMillan, J., Shockley, K. & Joshi, S. (2022). High School Educator Training by Simulation to Address Emotional and Behavioral Concerns in School Settings: A Randomized Study. *Journal of Technology in Behavioral Science*.

Albright, G., Khalid, N., Ferguson, T. (Revise and resubmit). Transforming Student Athletes into Mental Health Gatekeepers Through Virtual Role-Play. *Journal of Athlete Development and Experience*.

Albright, G., Khalid, N., Shockley, K., Hughes, K., Robinson, K. & Pace-Danley, B. (2021). The Effectiveness of an Innovative Role-Play Simulation in Teaching Individuals to Manage Conversations about Substance Use: Pilot Study Results and Relevance During COVID-19 and Beyond. *JMIR: Formative Research.*

Khalid N. (2025). Creative Coding Communities: Exploring The Relationship Between Scratch Use And Child Well-Being. [Doctoral dissertation, City University of New York, The Graduate Center]. CUNY Academic Works. https://academicworks.cuny.edu/gc_etds/6219/

Khalid, N., Zapparrata, N., Loughlin, K. & Albright, G. (2022). Postvention as prevention: coping with loss at school. *International Journal of Environmental Research and Public Health, 19(18)*, 11795.

Khalid, N., Zapparrata, N. & Phillips, B.C. (2023). Theoretical underpinnings of technology-based interactive instruction. Teaching and Learning in Nursing. https://doi.org/10.1016/teln.2023.10.004.

Phillips, B.C., Johnson, J., Khalid, N., Zapparrata, N., and Albright, G. (2023). Benefits of an Online Interactive Educational Program over Traditional Textbooks, *Nurse Educator.*

Quinn, J. F., Khalid, N. & Albright, G. (2023). Validity of a medical professional-patient communication scale. *Frontiers in Communication, 8:1271649.*

Sullivan, A., Albright, G. & Khalid, N. (2021). Impact of a Virtual Role-Play Simulation in Teaching Motivational Interviewing Communication Strategies to Occupational Therapy Students for Readiness in Conducting Screening and Brief Interventions. *The Journal of Higher Education Theory and Practice.*

BOOK CHAPTERS PUBLISHED

Albright G. & Khalid N. (2020). Swimming Upstream: Preventing Adverse Childhood Experiences in Preparing Students for PK12. *Games and Simulations in Teacher Education, Advances in Game-Based Learning.* Springer Nature.

Khalid N. (2020). Preparing Educators to Address Trauma Using Virtual Role-play Simulation. *Games and Simulations in Teacher Education, Advances in Game-Based Learning.* Springer Nature.

Khalid N. & Albright G. (2020). Trauma-informed practices for K12 schools. *Games and Simulations in Teacher Education, Advances in Game-Based Learning.* Springer Nature.

CONFERENCE PRESENTATIONS

Khalid, N., Gagnon, T. & Forest A. (2025, October). *The Scratch Community and Scratch Projects: How We Can Use AI for Serendipity and the Surprise of Discovery* [Conference Session]. Connected Learning Summit. (Virtual).

Khalid, N. & Gagnon, T. (2025, October). *Designing for Well-Being and Engagement: How Scratch Research Informs Equitable Platform Innovation* [Conference Session]. Connected Learning Summit. (Virtual).

Khalid, N. (2025, July). *Creative Coding Communities: Exploring The Relationship Between Scratch Use And Child Well-Being*. [Conference Session]. Scratch Conference 2025: Imagination in Action. (Virtual).

Khalid, N. (2025, June). *Creative Coding Communities: Exploring The Relationship Between Scratch Use And Child Well-Being.* [Conference Session]. Games for Change Festival. New York, NY, United States.

Khalid, N. (2024, November). *Scratching the Surface of How Educational Technology Can Improve Child Well-Being.* [Poster Session]. Joint Conference on Serious Games 2024. Brooklyn, NY, United States.

Janelli M. & Khalid, N. (2024, July). *Scratching the Surface of How Educational Technology Can Improve Child Well-Being.* [Conference Session]. Scratch Conference 2024: Create Your Own Adventure. (Virtual).

Preston M., Jacobstein, S., Gilutz, S., Corlin, P., Khalid, N., & Collins, G. (2024, June). *How to Build Digital Play for Well-being*. [Conference Session]. Games for Change Festival. New York, NY, United States.

Khalid N., Lykins J., Albright G. (2023, June). *Virtual Simulations Improve the Safety of Academic Environments*. [Conference Session]. National Association of Student Personnel Administrators Region II Conference. New York, NY, United States.

Albright G., Jacobson G., Khalid N., Zapparrata N., Lowe K. Lin, Y. (2023, April). *What's your question? An introduction to conducting research.* [Pre-conference session]. ATI Nurse Educator Summit. San Antonio, TX, United States

Phillips, B.C., Johnson, J., Khalid, N., Zapparrata, N., & Albright, G. (2023, April). *Traditional Textbooks Obsolete? A Retrospective Study.* [Conference Session]. Wisconsin League of Nursing. Green Bay, WI, United States (Virtual).

Khalid N, Albright G, Wieland K. (2023, January). *Building skills to reduce alcohol misuse of residential students*. [Conference Session]. National Association of Student Personnel Administrators Alcohol, Other Drug, and Violence Prevention Strategies Conference. Kansas City, MO, United States.

Khalid N, Albright G, Bornheimer D. (2022, October). *Using Virtual Humans to Teach Faculty and Staff to Identify and Respond to Mental Health Concerns in Students*. [Conference Session]. Association of Schools Advancing Health Professions. Long Beach, CA, United States.

Khalid N, Zapparrata N, Albright G. (2022, October). *Black Early Childhood Educators Impacting Social Emotional Learning.* [Conference Session]. Advancing School Mental Health. Baltimore, MD, United States (Virtual).

Albright G, Khalid N, Rodriguez, J. (2022, October).*Creating a School Climate to Support Social, Emotional and Mental Health* [Conference Session]. Advancing School Mental Health. Baltimore, MD, United States (Virtual).

Khalid N, Zapparrata N, Albright G. (2022, October). *Fostering Safe Spaces in Campus Communities via Sexual Misconduct Prevention Training Using Innovative Virtual Role Plays*. [Conference Session]. 2022 Conference on Instruction and Technology.

Albright, G, Khalid, N, & Weathersby, D.A. (2022, March). *Virtual Role-Play Conversations: Teaching Faculty and Students Gatekeeper Skills During COVID-19* [Conference Session]. National Association of Student Personnel Administrators Annual Conference, Baltimore, MD, United States (Virtual).

Khalid N, & Albright G. (2021). *Virtual Human Simulations Train Healthcare Providers in Screening and Brief Intervention to Help Address the Increased Need for Substance Use, Mental Health Care and Suicide Prevention Due to Covid-19* [Conference Session]. American Association of Suicidology, Lake Buena Vista, FL (Virtual).

Khalid N, Albright G & Myers K. (2021). *A Role-Play Simulation for Coping with Loss at School* [Conference Session]. American Association of Suicidology, Lake Buena Vista, FL (Virtual).

Albright, G, Khalid N, Kettlewell K. (2021). *Teaching Students Resiliency, Self-Empowerment and Gatekeeper Skills During COVID-19* [Conference Session]. American Association of Suicidology, Lake Buena Vista, FL (Virtual).

Khalid N, Zapparrata N, Albright, G. (2021). *Student Social-Emotional Success Strengthened by Black Early Childhood Educators Through the Use of a Virtual Role-Play Professional Development Simulation* [Conference Session]. American Association of Suicidology, Lake Buena Vista, FL (Virtual).

Khalid N, Albright G & Wren R. (2021, January). *Virtual Role-Play Conversations: Students Promoting Safe Academic Environments Through Sexual Misconduct Prevention* [Conference Session]. National Association of Student Personnel Administrators Mental Health Strategies, Virtual.

Albright G, Khalid N & Kettlewell K. (2021, January). *Virtual Role-Play Conversations: Teaching Students Resiliency, Self-Empowerment and Gatekeeper Skills During COVID-19* [Conference Session]. National Association of Student Personnel Administrators Mental Health Strategies, Virtual.

Khalid N & Albright G. (2020, October). *Resilient Together: A Role-Play Simulation for Coping with Loss at School* [Conference Session]. Advancing School Mental Health, Virtual.

Albright G & Khalid N. (2019, March). *Engaging High School Teachers in Connecting Students to Mental Health Care Using Online Role-Play with Emotionally Responsive Virtual Students* [Conference Session]. The 32rd Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL.

Khalid N. (2018, April). *Transforming Student Athletes into Effective Gatekeepers Through Virtual Role-Play* [Conference Session]. The SUNY Undergraduate Research Conference, Oneonta, NY.