

---

## Trisha B. Thomas, Ph.D.

AI & UX Researcher | Learning Scientist | Cognitive Neuroscientist

### PROFILE

UX researcher with a background in cognitive neuroscience and AI-enhanced educational technology, specializing in human-computer interaction, user-centered design, and multilingual learning environments. Experienced in designing and running user studies across diverse populations, including children and multilingual users. Skilled in mixed-methods research, behavioral data analysis (Python, R), and applying neurocognitive tools (EEG, fNIRS) to study engagement, usability, and learning. Proven success in interdisciplinary, cross-cultural collaborations that inform inclusive and equitable product design. Actively contributes to international initiatives supporting minority and heritage languages, such as the COST Action PLURILINGMEDIA.

### EMPLOYMENT HISTORY

---

|                                   |                       |
|-----------------------------------|-----------------------|
| <b>UX Researcher – Contractor</b> | <b>2025 – Present</b> |
|-----------------------------------|-----------------------|

*Ipsos*

- Supporting UX research initiatives as a contract researcher, focusing on study design, participant engagement, and delivering actionable insights.

|                                                                                     |                    |
|-------------------------------------------------------------------------------------|--------------------|
| <b>Harvard University Graduate School of Education &amp; University of Michigan</b> | <b>2023 – 2025</b> |
|-------------------------------------------------------------------------------------|--------------------|

*Postdoctoral Research Fellow (Oct 2023 – Aug 2025); Visiting Scholar (Aug 2025 – Present), Learning Media Lab*

- Conducted research on child-AI interaction across both institutions, following the relocation of the lab from UM to Harvard
- Analyzed behavioral and fNIRS data to investigate how children perceive and interact with AI-enabled educational tools, using Python and R for statistical analysis and data visualization
- Led user experience studies with multilingual child participants, providing data-driven recommendations for optimizing AI-enabled learning interventions

|                                         |                    |
|-----------------------------------------|--------------------|
| <b>University of California, Irvine</b> | <b>2021 – 2022</b> |
|-----------------------------------------|--------------------|

*Visiting Scholar, Digital Learning Lab*

- Collaborated on the "Converse to Learn" project, combining automatic speech recognition and intent classification to study children's science learning from interactive educational programs
- Collected data from over 200 elementary school students, conducting assessments of bilingual language development

|                                                        |                    |
|--------------------------------------------------------|--------------------|
| <b>Basque Center on Cognition, Brain, and Language</b> | <b>2019 – 2023</b> |
|--------------------------------------------------------|--------------------|

*Graduate Research Assistant*

- Designed and conducted EEG experiments on bilingual language processing, focusing on the effects of accented speech on cognitive processing
- Published research findings in peer-reviewed journals and presented at international conferences

### EDUCATION

---

|                                        |             |
|----------------------------------------|-------------|
| <b>Ph.D. in Cognitive Neuroscience</b> | <b>2023</b> |
|----------------------------------------|-------------|

*BCBL & University of the Basque Country, Spain. Cum Laude & International Mention*

Dissertation: "Exploring the Effects of Accent on Cognitive Processes: Behavioral and Electrophysiological Insights."

|                                                       |             |
|-------------------------------------------------------|-------------|
| <b>Master's in Cognitive Neuroscience of Language</b> | <b>2018</b> |
|-------------------------------------------------------|-------------|

*University of the Basque Country, Spain.*

Thesis: "Does Accented Speech Affect Attention and Information Retention?"

|                                                                                         |             |
|-----------------------------------------------------------------------------------------|-------------|
| <b>Bachelor of Arts in Cognitive Science, Concentration: Language &amp; Linguistics</b> | <b>2015</b> |
|-----------------------------------------------------------------------------------------|-------------|

*Indiana University-Bloomington, USA. Departmental Honors*

Thesis: "Phonotactic Repairs and the Mental Lexicon of Second Language Learners."

### SKILLS

---

Programming, Analysis, & Visualization: Python, R, MATLAB, SPSS, MNE Python, Excel

Research Methods: Usability testing, user interviews, survey design, mixed-methods analysis, remote studies, EEG/ERP, fNIRS, frequency band analysis

Tools: Figma, Gorilla, Qualtrics, PRAAT, Audacity, Goldwave, Git, Psychopy, LLMs (e.g., ChatGPT/OpenAI)

Languages: English (Native), Spanish (Advanced), Mandarin (A2-B1)