

MARK WARSCHAUER
 School of Education
 3200 Education
 Irvine, CA 92697-5500, USA
 tel: (949) 824-2526
 markw@uci.edu
<http://education.uci.edu/markw>

Employment History

2007-date Professor, Department/School of Education and Department of Informatics, University of California, Irvine

2003-2007 Associate Professor, Department of Education and Department of Informatics, University of California, Irvine

2001-2003 Assistant Professor, Department of Education and Department of Information & Computer Science, University of California, Irvine

1998-2001 Director of Educational Technology, Integrated English Language Program, America-Mideast Educational & Training Services/US Agency for International Development, Cairo, Egypt

1994-1998 Faculty Researcher, College of Language, Linguistics, and Literature, University of Hawai'i at Manoa

1992-1994 Fulbright Scholar, Dept. of Educ., Charles University, Prague, Czech Republic and University of West Bohemia, Plzen, Czech Republic

1991-1992 Curriculum Consultant, Moscow Linguistic University, Russia

1990 Teacher, University of California Berkeley, English Language Program

1983-1991 ESL Teacher, Oakland Evening Adult School, Oakland, California

1990 ESL Teacher, San Francisco City College

1984 ESL Teacher, Oakland Chinese Community Council, Oakland, California

1979-1981 Spanish Bilingual Math & ESL Teacher, Newcomer High School, San Francisco

1977-1979 Teacher Aide, Everett Middle School and Frick Elementary School, San Francisco

Education	Institution	Major (Degree)
1994-1997	University of Hawai'i at Manoa	Second Language Acquisition (Ph.D.)
1989-1991	San Francisco State University	English (Teaching English as a Second Language) (M.A.)
1978-1979	San Francisco State University	Secondary Education (Lifetime California single subject credential in mathematics, social studies, Spanish, and

1971-1975 Univ. of Calif. at Santa Cruz English)
Psychology (B.A.)

Current Grants and Contracts

- 2019-2024, Principal Investigator, US Department of Education, Education Innovation and Research, Improving Pedagogy to Accelerate Computational Thinking, (\$4,000,000)
- 2019-2022: Principal Investigator, National Science Foundation, Collaborative Network of grades 3-5 Educators for Computational Thinking for English Learners (\$1,000,000)
- 2019-2021: Principal Investigator, National Science Foundation, Using Conversational Agents to Foster Preschool Children's Learning and Engagement from Interactive Science Videos (\$300,000)
- 2019-2024: Co-Principal Investigator, Institute for Education Studies, WRITE (Writing Research to Improve Teaching and Evaluation) National Center; PI: Carol Olson, UC Irvine (\$5,000,000)
- 2018-2021: Senior Personnel, Mellon Foundation, Next Generation Undergraduate Success Measurement Project; PI: Richard Arum (\$1,115,000)
- 2017-2020: Co-Principal Investigator, National Science Foundation, CONECTAR: Collaborative Network of Educators for *Computational Thinking for All* Research; PI: Debra Richardson, UC Irvine (\$300,000)
- 2016-2020: Co-Principal Investigator, National Science Foundation, CS10K: *CSIC@OC*— Building a Local Area Network of Computer Science Teachers (\$997,651); PI: Debra Richardson, UC Irvine
- 2015-2020: Principal Investigator, National Science Foundation, Investigating Virtual Learning Environments (\$2,500,000)
- 2015-2019: Principal Investigator, Institute for Education Sciences, Digital Scaffolding for English Language Arts (\$3,500,000)
- 2015-2019: Principal Investigator, DIGICOM and Palm Springs Unified School District, Digital Storytelling in the Classroom (\$105,000)

Previous Grants

- 2016-2018: Principal Investigator, National Center for Research Resources and the National Center for Advancing Translational Sciences, National Institutes of Health, Telepresence Robots for Virtual Academic Inclusion and Improved Well-being, Health, and Social Outcomes for Homebound Pediatric Patients (\$25,000)
- 2015-2017: Principal Investigator, National Science Foundation, Online Collaborative Problem Solving in Remedial College Mathematics (\$300,000)
- 2015-2017: Co-Principal Investigator, Carnegie Corporation, Advancing the Use of Digital Museum Assets and Tools in K-12 Classrooms (Total grant: \$500,000; UCI Subcontract: \$380,048); PI: Stephanie Norby, Smithsonian Center for Learning and Digital Access
- 2015-2017: Co-Principal Investigator: National Science Foundation: Formative Assessment in Mathematics: Current Status and Guidelines for Future Developments (Total grant, 2010-

2017; \$3,028,084; UCI Subcontract: \$64,351.04); PI: Jamal Abedi, UC Davis

2015-2016: Principal Investigator, Spencer Foundation, From Keystrokes to Achievement Scores: The Main, Mediating, and Moderating Effects of Computer Use on Writing (\$49,882)

2013-2017: Principal Investigator, Children’s Hospital of Orange County, Hyundai Cancer Center Research, Interactive Mobile Robots in the Classroom (\$25,000)

2014-2016: Principal Investigator, Google Research Award, The Learning Analytics of Cloud-Based Writing (\$69,442)

2012-2016: Co-Principal Investigator, National Science Foundation, Multitasking as a Collaborative System (\$500,000; UCI School of Education portion: \$227,399); PI: Gloria Mark, UCI Department of Informatics

2012-2015: Principal Investigator, National Science Foundation, Documenting Instructional Practices in STEM Lecture Courses (\$300,000)

2013-2015: Principal Investigator, Google Research Award, Learning Analytics of Cloud-Based Writing (\$59,313)

2013-2014: Principal Investigator, Gates Foundation/MOOC Research Initiative, Peer Assessment and Academic Achievement in a Gateway MOOC (\$25,000)

2013-2014: Principal Investigator, UCI Distance Learning Center, Online Learning Processes and Outcomes (\$24,000)

2013: Principal Investigator, California Institute for Telecommunications and Information Technology, Mobile Language Learning (\$26,000)

2011-2012: Principal Investigator, Spencer Foundation, Improving Reading with Digital Scaffolding (\$40,000)

2011-2012: Principal Investigator, Google Research Award, Cloud-Based Writing in K-12 Schools (\$75,000)

2011-2012: Principal Investigator, Haynes Foundation, Improving Reading with Digital Scaffolding (\$120,055)

2010-2012: Principal Investigator, National Science Foundation, Interactive Science and Technology Instruction for English Learners (\$200,000)

2010: Principal Investigator, Haynes Foundation, Technology, Writing, and Academic Achievement (\$62,571)

2009-2010: Principal Investigator, Google Research Award, Netbooks and Open Tools in K-12 Education (\$19,281)

2008-2010: Principal Investigator, UC MEXUS, One Laptop per Mexican Child? Technology Access and Digital Literacy for the New Generation (\$15,000)

2008-2011: Principal Investigator, Episcopal Church in the Diocese of Los Angeles, Learning for the 21st Century (\$221,740)

2008-2009: Principal Investigator, University of Cambridge, Technology and English Language Teaching (\$106,321)

2006-2008: Co-Principal Investigator, Mott Foundation, Technology, Out-of-School Learning, and Human Development (\$420,000)

2006: Co-Principal Investigator, Council on Research, Computing, and Library Resources, A Multi-Disciplinary Approach to Computer Games: Understanding the State of the Art in Academic Computer Game Research (\$4,609)

2002-2005: Co-Principal Investigator, National Science Foundation, Engineering Thinking: Interactive Visualization of Numerical Models (\$410,000)

2003: Principal Investigator, Council on Research, Computing, and Library Resources Faculty Research Grant for study on Laptops and Literacy (\$2000)

2002: Principal Investigator, Council on Research, Computing, and Library Resources Faculty Research Grant for study on Distance Learning in Underserved Communities (\$1,972)

2001-2002: Principal Investigator, UC ACCORD Grant on Educational Technology in Underserved Communities, 2001-2002 (\$50,000)

2001-2002: Principal Investigator, UC Nexus Grant on Education Technology in Underserved Communities, 2001-2002 (\$55,000)

2001-2002: Principal Investigator, UCI School University Partnership Grant on Distance Learning in Underserved Communities (\$40,000)

2001: Principal Investigator, UC Nexus Grant on Educational Technology in Underserved Communities, 2001 (\$36,000)

Awards

Member, National Academy of Education, 2020

Fellow, American Educational Research Association, 2014

Recipient, Educational Testing Service and TOEFL Policy Council 1998 Language Acquisition and Instruction International Award for outstanding individual contribution in the area of technology and language learning (for authorship of *E-Mail for English Teaching: Bringing the Internet and Computer Learning Networks to the Language Classroom*, TESOL Publications, 1995)

Research Fellow, US Department of Education, Office of Postsecondary Education, Center for International Education, University of Hawai'i National Foreign Language Resource Center 1994-1998

Research Fellow, US Department of Education, Office of Postsecondary Education ESL/Bilingual Education Graduate Fellowship, 1995-1997

Fulbright Scholar, Charles University, Prague, Czech Republic, 1993-94

Fulbright Scholar, University of West Bohemia, Plzen, Czech Republic, 1992-93

Publications

Citations=34,624 H-Index=77 (Google Scholar Citations)

Note: Student Co-Authors are Underlined

Authored and Co-Authored Books

Finocchio, S., Najmanovich, D., & Warschauer, M. (2016). *Los diversos mundos en el mundo de la escuela* [Diverse worlds in the world of schooling.] Buenos Aires: Gedisa.

Hirata, K. & Warschauer, M. (2014). *Japan: The paradox of harmony*. New Haven, CT: *Yale University Press*.

- Chinese edition (in press). 日本：和谐的悖论. Hong Kong: Hainan Publishing House.

Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with technology*. New York: Teachers College Press.

Warschauer, M. (2006). *Laptops and literacy: Learning in the wireless classroom*. New York: Teachers College Press

Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide*. Cambridge, MA: MIT Press.

- Portuguese version (2006). *Tecnologia e inclusão social: a exclusão digital em debate*. São Paulo: Editora Senac Sao Pãulo

Warschauer, M, Shetzer, H. & Meloni, C. (2000). *Internet for English Teaching*. Alexandria, VA: TESOL Publications.

- Japanese version: (2001). *Internet jidai-no eigo-kyouiku: sekai-no site-to sono jissen-rei* (Trans., K. Asao, S. Ozeki, H. Koizumi, & C. Furuya). Tokyo: Pearson Education.

Warschauer, M. (1999). *Electronic literacies: Language, culture, and power in online education*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Warschauer, M. (1995). *E-mail for English teaching: Bringing the Internet and computer learning networks into the language classroom*. Alexandria, VA: TESOL Publications.

- Japanese version: (1997). *Eigo kyoiku no tame no e-mail* (Trans., M. Watanabe). Tokyo: Yohan.
- Chinese version: (1998). *Yong dian zi you jian jiao xue ying wen* (Trans., C. Chang). Taipei: Bookman.

Edited and Co-Edited Books

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge: Cambridge University Press Applied Linguistics Series.

Warschauer, M. (Ed.) (1996) *Telecollaboration in foreign language learning*. Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

Warschauer, M. (Ed.) (1995). *Virtual connections: Online activities and projects for networking language learners*. Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center

Journal Editorships

Warschauer, M. (2014-), Inaugural Editor in Chief, *AERA Open* [Selected by the Association of American Publishers in 2019 as Best New Journal in the Social Sciences]

Warschauer, M. (1996-2003, 2011-2014). Founding Editor, *Language Learning & Technology* journal.

Warschauer, M. (2008). Technology and literacy. Special issue of *Pedagogies*.

Refereed Policy Reports

Warschauer, M., & Liaw, M.-L. (2010). *Emerging technologies in adult literacy and language education*. Washington: National Institute for Literacy.

Articles in Refereed Journals

Nguyen, H., Wu, L., Fischer, C., Washington, G., & Warschauer, M. (2020) Increasing success in college: Examining the impact of a project-based introductory engineering course. *Journal of Engineering Education*.

Lee, H., Warschauer, W., Lee, J. H. (2020). Toward the Establishment of a Data-Driven Learning Model: Role of Learner Factors in Corpus-Based Second Language Vocabulary Learning. *The Modern Language Journal*. doi.org/10.1111/modl.12634

Lee, H., Chung, H. Q., Zhang, Y., Abedi, J., & Warschauer, M. (2020). The Effectiveness and Features of Formative Assessment in US K-12 Education: A Systematic Review. *Applied Measurement in Education*, 33(2), 124-140.

Baker, R., Xu, D., Park, L., Yu, R., Li, Q., Cung, B., Fischer, C., Rodriguez, M., Warschauer, M., & Smyth, P. (2020). The benefits and caveats of using clickstream data to understand student self-regulatory behaviors: opening the black box of learning processes. *International Journal of Educational Technology in Higher Education*, 17, 1-24.

Fischer, C., Pardos, Z. A., Baker, R. S., Williams, J. J., Smyth, P., Yu, R., Slater, S., Baker, R., & Warschauer, M. (2020). Mining big data in education: Affordances and challenges. *Review of Research in Education*, 44(1), 130-160.

Li, Q., Baker, R., & Warschauer, M. (2020). Using clickstream data to measure, understand, and support self-regulated learning in online courses. *The Internet and Higher Education*, 100727.

Fischer, C., Xu, D., Rodriguez, F., Denaro, K., & Warschauer, M. (2020). Effects of course modality in summer session: Enrollment patterns and student performance in face-to-face and online classes. *The Internet and Higher Education*, 45, 1-9.

Fischer, C., Zhou, N., Rodriguez, F., Warschauer, M., & King, S. (2019). Improving college student success in organic chemistry: Impact of an online preparatory course. *Journal of Chemical Education*, 96(5), 857-864.

Tate, T., & Warschauer, M. (2019). Keypresses and mouse clicks: Analysis of the first national computer-based writing assessment. *Technology, Knowledge, and Learning*, 24(4), 523-543. doi: 10.1007/s10758-019-09412-x

- Collins, P., Tate, T., Warschauer, M. (2019). Technology as a lever for adolescent writing, *Policy Insights from the Behavioral and Brain Sciences*, (1)8. DOI: 10.1177/2372732219836440
- Cung, B., Xu, D., Eichhorn, S., Warschauer, M. (2019). Getting academically underprepared students ready through college developmental education: Does the course delivery format matter? *American Journal of Distance Education*. doi: 10.1080/08923647.2019.1582404
- Xu, D., Glick, D., Rodriguez, F., Cung, B., Li, Q., & Warschauer, M. (2019). Does blended instruction enhance English language learning in developing countries? Evidence from Mexico. *British Journal of Educational Technology*.
- Lee, H., Warschauer, M., & Lee, J. H. (2019). The effects of corpus use on second language vocabulary learning: A multilevel meta-analysis. *Applied Linguistics*, 40(5), 721-753
- Lee, H., & Warschauer, M. , & Lee, J. H. (2019). Advancing CALL research via data mining techniques: Unearthing hidden groups of learners in a corpus-based L2 vocabulary learning experiment. *ReCALL* 31(2), 135-149. doi:10.1017/S0958344018000162
- Tate, T. P., Collins, P., Xu, Y., Yau, J. C., Krishnan, J., Prado, Y., Farkas, G., & Warschauer, M. (2019). Visual-syntactic text format: Improving adolescent literacy. *Scientific Studies of Reading*, 23(4), 287–304. <https://doi.org/10.1080/10888438.2018.1561700>
- Tate, T., Warschauer, M., & Kim, Y.-S. G. (2019). Learning to compose digitally: The effect of prior computer use and keyboard activity on NAEP writing. *Reading & Writing*, 32, 2059-2082
- Xu, Y., Xu, D., Simpkins, S., & Warschauer, M. (2019). Does it matter which parent is absent?: Labor migration, parenting, and adolescent development in China. *Journal of Child and Family Studies*. 28(6), 1635-1649. <https://doi.org/10.1007/s10826-019-01382-z>
- Warschauer, M., Yim, S., Lee, H., & Zheng, B. (2019). Recent contributions of data mining to language learning research. *Annual Review of Applied Linguistics*. doi:10.1080/08923647.2019.1582404
- Zhou, N., Fischer, C., Rodriguez, F., Warschauer, M., & King, S. (2019). Exploring how enrolling in an online organic chemistry preparation course relates to students' self-efficacy. *Journal of Computing in Higher Education*, 1-24.
- Jacob, S. R., & Warschauer, M. (2018). Computational thinking and literacy. *Journal of Computer Science Integration*, 1 (1), 1-19.
- Jacob, S., Nguyen, H., Tofel-Grehl, C., Richardson, D., & Warschauer, M. (2018). Teaching computational thinking to English learners. *NYS Tesol Journal*, 5(2), 12-24.
- Jiang, S., Schenke, K., Eccles, J. S., Xu, D., & Warschauer, M. (2018). Cross-national comparison of gender differences in the enrollment in and completion of science, technology, engineering, and mathematics Massive Open Online Courses. *PLOS ONE*, 13(9).
- Park, Y., Xu, Y., Collins, P., Farkas, G., & Warschauer, M., (2018). Scaffolding learning of language structures with visual-syntactic text formatting. *British Journal of Educational Technology*. DOI: 10.1111/bjet.12689

- Tate, T. & Warschauer, M. (2018). Going Beyond “That Was Fun”: Measuring Writing Motivation, *Journal of Writing Analytics*, 2, 257-279.
- Zheng, B., & Warschauer, M. (2018). Language development and epistemic engagement among upper elementary students in synchronous computer-mediated communication. *Journal of Educational Computing*. <https://doi.org/10.1177/0735633118794059>
- Rodriguez F, Rivas M.J., Matsumura L.H., Warschauer M., Sato B. K. (2018). How do students study in STEM courses? Findings from a light-touch intervention and its relevance for underrepresented students. *PLoS ONE* 13(7): e0200767. <https://doi.org/10.1371/journal.pone.0200767>
- Rodriguez, F., Kataoka, S., Rivas, J., Kadandale, P., Nili, A., & Warschauer, M. (2018). Do spacing and self-testing predict learning outcomes? *Active Learning in Higher Education*. <https://doi.org/10.1177/1469787418774185>
- Yim, S., Zheng, B., & Warschauer, M. (2018). Feedback and revision patterns in cloud-based writing environment: Variation across feedback source and task type. *Writing and Pedagogy*, 9(3), 487-524.
- Zinger, D., Naranjo, A., Amador, I., Gilbertson, N., & Warschauer, M. (2017). A Design-Based Research Approach to Improving Professional Development and Teacher Knowledge: The Case of the Smithsonian Learning Lab. *Contemporary Issues in Technology and Teacher Education*, 17(3), 388-410.
- Yim, S., & Warschauer, M. (2017). Web-based collaborative writing in second language (L2) contexts: Methodological insights from text mining. *Language, Learning, and Technology*, 21(1), 146-165.
- Warschauer, M. (2017). The pitfalls and potential of multimodal composing. *Language Writing*, 38, 86-87.
- Zheng, B. & Warschauer, M. (2017) Epilogue: Second language writing in the age of computer-mediated communication. *Journal of Second Language Writing*, 36, 61-67.
- Lee, H., Warschauer, M., & Lee, J. H. (2017). The effects of concordance-based electronic glosses on L2 vocabulary learning. *Language Learning & Technology*, 21(2), 32-51.
- Zinger, D., Naranjo, A., Gilbertson, N., & Warschauer, M. (2017). A design-based research approach to improving professional development and teacher knowledge: The case of the Smithsonian Learning Lab. *Contemporary Issues in Technology and Teacher Education*, 17(3). Retrieved from <http://www.citejournal.org/>
- Casasola, T. S., Schenke, K., Nguyen, T., Warschauer, M. (2017). Can flipping the classroom work? Evidence from undergraduate chemistry. *The International Journal of Teaching and Learning in Undergraduate Education* 29(3), 421-435.
- He, W., Holton, A., Farkas, G. A., Warschauer, M. (2016). The effects of flipped instruction on out-of-class study time, exam performance, and student perceptions. *Learning and Instruction*, 45, 61-71.
- Schuck, S., Emmerson, N., Ziv, H., Collins, P., Arasto, S., Warschauer, M., Crinella, F., & Lakes, K. D. (2016). Designing an iPad app to monitor and improve classroom behavior for children with ADHD: iSelfControl feasibility and pilot studies. *PLOS One*.

- Park, Y. & Warschauer, M. (2016). Syntactic enhancement and second language literacy: An experimental study. *Language Learning & Technology*, 20(3), 180-199.
- Tate, T., Warschauer, M., & Abedi, J. (2016). The effects of prior computer use on computer-based writing: The 2011 NAEP Writing Assessment, *Computers & Education*, 101, 115-131. doi:10.1016/j.compedu.2016.06.001
- Tate, T., Warschauer, M., & Abedi, J. (2016). Data on NAEP 2011 Writing Assessment Prior Computer Use, *Data in Brief*, doi:10.1016/j.dib.2016.07.002
- Reich, S. M., Yau, L. C., & Warschauer, M. (2016). Tablet-based eBooks for young children: What does the research say?. *Journal of Developmental & Behavioral Pediatrics*, 37(7), 585-591.
- Zheng, B., Warschauer, M., Lin, C.-H., & Chang, C. (2016). Learning in one-to-one laptop environments: A meta-analysis and research synthesis. *Review of Educational Research*. doi: 10.3102/0034654316628645
- Reimer, L., Schenke, K., Nguyen, T., O'Dowd, D. K., Domina, T., & M. Warschauer (2016). Evaluating promising practices in STEM lecture courses. *The Russell Sage Foundation Journal of the Social Sciences*, Special Issue on Higher Education Effectiveness, 2, 212-213.
- Newhart, V., Warschauer, M., & Sender, L. (2016). Virtual inclusion via telepresence robots in the classroom: An exploratory case study. *The International Journal of Technologies in Learning*, 23(4), 8-25.
- Lin, C.-H., Warschauer, M., & Blake, R. (2016). Language learning through social networks: Perceptions and reality. *Language Learning & Technology*, 20(1), 124-147.
- Yim, S., Warschauer, M., & Zheng, B. (2016). Google Docs in the classroom: A district-wide case study. *Teachers College Record*, 118(9).
- Lawrence, J. F., Niiya, M., & Warschauer, M. (2015). Narrative writing in digital formats: Interpreting the impact of audience. *Psychology of Language and Communication*, 19(3), 201-221.
- Lin, C.-H., & Warschauer, M. (2015). Online foreign-language education: What are the proficiency outcomes? *Modern Language Journal*. Volume 99, Issue 2, pages 394–397.
- Warschauer, M., & Newhart, V. (2015). Broadening our concepts of universal access. *Universal Access in the Information Society*. published online. doi: 10.1007/s10209-015-0417-0
- He, W., Gajski, D., & Farkas, G. (2015). Implementing flexible hybrid instruction in an electrical engineering course: The best of both worlds? *Computers & Education* 81, 59-68. doi:10.1016/j.compedu.2014.09.005.
- Sato, B., He, W., Warschauer, M., & P. Kandale. (2015). The grass isn't always greener: Perceptions of and performance on open note exams. *CBE—Life Sciences Education*, 14(2). doi: 10.1187/cbe.14-08-0121. Available <http://www.lifescied.org/content/14/2/ar111.long>
- Warschauer, M. & Tate, T. (2015). Going one-to-one, 2.0. *Educational Leadership*, 72 (8), 60-65.
- Zheng, B. & Warschauer, M. (2015). Participation, interaction, and academic achievement in an online discussion environment. *Computers & Education*, 84, 78-89.

doi:10.1016/j.compedu.2015.01.008. Available
<http://www.sciencedirect.com/science/article/pii/S0360131515000330> .

Zheng, B., Lawrence, J., Warschauer, M., & Lin, C.-H. (2014). Middle school students' writing and feedback in a cloud-based classroom environment. *Technology, Knowledge and Learning*. doi: 10.1007/s10758-014-9239-z. Available
<http://link.springer.com/article/10.1007%2Fs10758-014-9239-z> .

Zheng, B., Niiya, M., & Warschauer, M. (2015). Wikis and collaborative writing in higher education. *Technology, Pedagogy and Education*, published online. doi: 10.1080/1475939X.2014.948041. Available:
<http://www.tandfonline.com/doi/full/10.1080/1475939X.2014.948041>

Jiang, S., Williams, A. E., Warschauer, M. He, W., & O'Dowd, D. (2014). Influence of incentives on performance in a pre-college biology MOOC. *The International Review of Research in Open and Distance Learning*, 15(5). Available
<http://www.irrodl.org/index.php/irrodl/article/view/1858/3068>

Warschauer, M., & Niiya, M. (2014). Medios digitales e inclusión social [Digital media and social inclusion]. *Revista Peruana de Investigación Educativa* 6, 9-32 [Peruvian Journal of Educational Research].

Yim, S., Zheng, B., Warschauer, M., & Lawrence, J. F. (2014). Cloud-Based Collaborative Writing and the Common Core Standards. *Journal of Adolescent and Adult Literacy* 58(3), 243-254. doi: 10.1002/jaal.345.

Zheng, B., Arada, K., & Warschauer, M. (2014). One-to-one laptops in K-12 classrooms: Voices of students. *Pedagogies: An International Journal* 9(4), 279-299.

Sato, B. K., Kadandale, P., He, W., & Warschauer, M. (2014) Practice makes pretty good: Assessment of primary literature reading abilities across multiple large enrollment biology laboratory courses. *CBE-Life Sciences Education* 13(4), 677-686.

Zheng, B., Warschauer, M., Hwang, J.K., & Collins, P. (2014). Laptop use, interactive science software, and science learning among at-risk students. *Journal of Science Education and Technology* 23(4), 591-603. doi:10.1007/s10956-014-9489-5.

Warschauer, M., Zheng, B., Niiya, M., Cotten, S., & Farkas, G. (2014). Balancing the one-to-one equation: Equity and access in three laptop programs. *Equity & Excellence in Education* 47(1), 46-62).

Warschauer, M., & Miller, E.B. (2014). Young children and e-reading: Research to date and questions for the future. *Learning, Media and Technology* 39(3), 283-205

Collins, P., Hwang, J. K., Zheng, B., & Warschauer, M. (2013). Writing with laptops: A quasi-experimental study. *Writing & Pedagogy* 5(2), 203-230.

Warschauer, M., Zheng, B., & Park, Y. (2013). New ways of connecting reading and writing. *TESOL Quarterly* 47(4), 825-830.

Zheng, B., Warschauer, M., & Farkas, G. (2013). Digital writing and diversity: The effects of school laptop programs on literacy processes and outcomes. *Journal of Educational Computing Research*, 48(3), 267-299.

- Warschauer, M. & Park, Y. (2012). Re-envisioning reading in English as a foreign language. *JACET Kanto Journal*, 8, 5-13.
- Rama, P., Black, R., Van Es, E., Warschauer, M. (2012). Affordances for second language learning in World of Warcraft. *ReCALL*, 24(3), 322-338.
- Peppler, K., & Warschauer, M. (2012). Uncovering literacies, Disrupting stereotypes: Examining the (dis)abilities of a child learning to computer program and read. *International Journal of Learning and Media* 3(3), 15-41.
- Warschauer, M. (2012). The digital divide and social inclusion. *America's Quarterly*, 6(2), 130-135.
- Warschauer, M., Cotten, S. R., & Ames, M. G. (2011). One Laptop per Child Birmingham: Case study of a radical reform. *International Journal of Learning and Media*, 3(2), 61-76
- Warschauer, M., Park, Y., & Walker, R. (2011). *Transforming digital reading with visual-syntactic text formatting*. *JALT CALL Journal* 7(3), 255-270.
- Warschauer, M. (2011). A literacy approach to the digital divide. *Cadernos de Letras*, 28, 5-18.
- Lin, C.-H., & Warschauer, M. (2011). Integrative versus instrumental orientation among online language learners. *Linguagens e Diálogos*, 2(1), 58-86.
- Warschauer, M., & Liaw, M.-L. (2011). Emerging technologies for autonomous language learning. *Studies in Self-Access Learning*, 2(3), 107-118.
- Warschauer, M., & Ames, M. (2010). Can One Laptop per Child save the world's poor? *Journal of International Affairs*, 64(1), 33-51.
- Warschauer, M., Arada, K., & Zheng, B. (2010). Laptops and Inspired Writing. *Journal of Adolescent and Adult Literacy*, 54(3), 221-223.
- Peppler, K., Warschauer, M., & Diazgranados, A. (2010). Game critics: Exploring the role of critique in game-design-literacies. *E-Learning and Digital Media* 7(1), 35-48.
- Ren, Y., Warschauer, M., Lind, S., & Jennewine, L. (2009). Technology and English language teaching in Brazil. *Letras e Letras* 25(2), 235-254.
- Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. *Review of Research in Education*, 34(1), 179-225.
- Warschauer, M. (2010). New tools for teaching writing. *Language Learning & Technology* 14(1), 3-8.
- Grimes, D., & Warschauer, M. (2010). Utility in a fallible tool: A multi-site case study of automated writing evaluation. *Journal of Technology, Language, and Assessment* 8(6), 1-43.
- Warschauer, M. (2010). Learning to write in the laptop classroom. *Writing & Pedagogy* 1(1), 101-112.
- Suhr, K., Hernandez, D., Grimes, D., & Warschauer, M. (2010). Laptops and fourth grade literacy: Assisting the jump over the fourth grade slump. *Journal of Technology, Learning, & Assessment*, 9(5), 1-45.
- Hansen, L., Collins, P., & Warschauer, M. (2009). Reading management programs: A review of

- the research. *Journal of Literacy and Technology*, 10(3), 55-80.
- Grimes, D., & Warschauer, M. (2008). Learning with laptops: A multi-method case study. *Journal of Educational Computing Research* 38(3), 305-332.
- Warschauer, M. (2008). Laptops and literacy: A multi-site case study. *Pedagogies* 3(1), 52-67.
- Warschauer, M., & Grimes, D. (2008). Automated essay scoring in the classroom. *Pedagogies* 3(1), 22-36.
- Warschauer, M. (2008). Comment 4 (Language, power, and the Internet). A response to Martin Schell). *World Englishes* 27(1), 137-138.
- Warschauer, M., & Grimes, D. (2007). Audience, authorship, and artifact: The emergent semiotics of Web 2.0. *Annual Review of Applied Linguistics* 27, 1-23.
- Warschauer, M. (2007). A teacher's place in the digital divide. *Yearbook of the National Society for the Study of Education* 106(2), 147-166.
- Warschauer, M. (2007). The paradoxical future of digital learning. *Learning Inquiry* 1(1), 41-49.
- Warschauer, M. (2007). Information literacy in the laptop classroom. *Teachers College Record* 109(11), 2511-2540.
- Grimes, D., Warschauer, M., Hutchinson, T., & Kuester, F. (2006). Civil engineering education in a visualization environment: Experiences with VizClass. *Journal of Engineering Education*, 95(3), 249-254.
- Brown, D., & Warschauer, M. (2006). From the university to the elementary classroom: Students' experiences in learning to integrate technology in instruction. *Journal of Technology and Teacher Education*, 14(3), 599-621.
- Warschauer, M. & Ware, P. (2006). Automated writing evaluation: Defining the classroom research agenda. *Language Teaching Research*, 10(2), 157-180
- Warschauer, M. (2005/2006). Going one-to-one. *Educational Leadership*, 63(4), 34-38.
- Ware, P. & Warschauer, M. (2005). Hybrid literacy texts and practices in technology-intensive environments. *International Journal of Educational Research*, 43, 432-445.
- Grimes, D., Warschauer, M., Hutchinson, T., & Kuester, F. (2005). Computer graphics instruction in VizClass. *ACM Journal of Educational Resources in Computing* 5(4), 1-12.
- Warschauer, M., Grant, D., Del Real, G., & Rousseau, M. (2004) Promoting academic literacy with technology: Successful laptop programs in K-12 Schools. *System*, 32(4), 525-537
- Warschauer, M., Knobel, M., & Stone, L. (2004). Technology and equity in schooling: Deconstructing the digital divide. *Educational Policy*, 18(4), 562-588.
- Warschauer, M. (2004). The rhetoric and reality of aid: Promoting educational technology in Egypt. *Globalisation, Societies, and Education* (2)3, 377-390.
- Fang, X, & Warschauer, M. (2004). Technology and curricular reform in China: A case study. *TESOL Quarterly* 38(2), 301-323.
- Kern, R., Ware, P., & Warschauer, M. (2004). Crossing frontiers: New directions in online

- pedagogy and research. *Annual Review of Applied Linguistics* (24), 243-260.
- Matsuda, P., Canagarajah, A. S., Harklau, L., Hyland, K., & Warschauer, M. (2003). Changing currents in second language writing research. *Journal of Second Language Writing*, 12(2), 159-179.
- Warschauer, M. (2003). Allures and illusions of modernity: Technology and educational reform in Egypt. *Educational Policy Analysis Archives* 11(38).
- Warschauer, M. (2003, August). Demystifying the digital divide. *Scientific American*, 289(2), 42-47
- Warschauer, M. (2003). Dissecting the “digital divide”: A case study in Egypt. *The Information Society* 19(4), 297-304.
- Warschauer, M. (2003). Social capital and access. *Universal Access in the Information Society*, 2(4), 315-330.
- Warschauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly* 36(3), 453-475.
- Warschauer, M. (2002). Networking into academic discourse. *Journal of English for Academic Purposes*, 45-58.
- Warschauer, M. (2002). Reconceptualizing the digital divide. *First Monday* 7(7).
- Warschauer, M., El Said, G. R., & Zohry A. (2002). Language choice online: Globalization and Identity in Egypt. *Journal of Computer-Mediated Communication* 7(4).
- Warschauer, M. (2001). Singapore’s dilemma: Control vs. autonomy in IT-led development. *The Information Society*, 17(4), 305-311.
- Warschauer, M. (2001). Millennialism and media: Language, literacy, and technology in the 21st century. *AILA Review* 14, 49-59.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34, 511-535.
- Warschauer, M. (2000). Does the Internet bring freedom? *Information technology, education and society*, 1(2), 93-101
- Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. *English Teachers’ Journal*, 53, 61-67. [later published as a book chapter, see below]
- Warschauer, M. (2000). Technology and school reform: A view from both sides of the track. *Educational Policy Analysis Archives*, 8(4).
- Warschauer, M., & Cook, J. (1999). Service learning and technology in TESOL. *Prospect*, 14(3), 32-39.
- Warschauer, M. (1998). Researching technology in TESOL: Determinist, instrumental, and critical approaches. *TESOL Quarterly*, 32(4), 757-761.
- Warschauer, M. (1998). Technology and indigenous language revitalization: Analyzing the experience of Hawai’i. *Canadian Modern Language Review*, 55(1), 140-161.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview.

Language Teaching, 31, 57-71.

- Warschauer, M. (1998). Online learning in sociocultural context. *Anthropology & Education Quarterly* 29(1), 68-88. [later published as a book chapter, see below]
- Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *Modern Language Journal*, 81, 470-481. [An earlier version appeared as Research Note #17, University of Hawai'i, Second Language Teaching and Curriculum Center.]
- Warschauer, M. & Whittaker, F. (1997). The Internet for English teaching: Guidelines for teachers. *TESL Reporter* 31(1), 27-33. [To appear also as a chapter in *Methodology in TESOL: An anthology of current issues and practice*, Cambridge University Press, in press.]
- Warschauer, M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*, 13(2), 7-26.
- Warschauer, M., Turbee, L., & Roberts, B. (1996). Computer learning networks and student empowerment. *SYSTEM*, 24(1), 1-14. [An earlier version appeared as Research Note #10, University of Hawai'i, Second Language Teaching and Curriculum Center.]
- Warschauer, M. & Donaghy, K. (1997). Leoki: A powerful voice of Hawaiian language revitalization. *Computer Assisted Language Learning* 10(4), 349-362.
- Voskova, M. & Warschauer, M. (1995) CALL in Prague. *CAELL Journal* 6(1), 16-18.

Chapters in Books

- Glick, D., Cohen, A., Festinger, E., Xu, D., Li, Q., & Warschauer, M. (2019). Predicting success, preventing failure. In D. Ifenthaler, D.-K. Mah, & J. Y.-K. Yau, *Utilizing learning analytics to support study success* (pp. 249-273). Cham, Switzerland: Springer.
- King, S., Zhou, N., Fischer, C., Rodriguez, F., & Warschauer, M. (2019). Enhancing student learning and retention in organic chemistry: Benefits of an online organic chemistry preparatory course. In S. Kradtap Hartwell & T. Gupta (Eds.), *From General to Organic Chemistry: Courses and Curricula to Enhance Student Retention* (pp. 119-128). Washington, DC: American Chemical Association.
- Zinger, D., Krishnan, J., Warschauer, M. (2019). Bridging student digital divides by bridging teacher digital divides. In A. Normore, & A. I. Lahera (Eds.) *Crossing the bridges of the digital divide: A walk with global leaders*. Charlotte, NC: Information Age Publishing.
- Jacob, S., & Warschauer, M. (in press). Engaging multilingual identities in computer science instruction. In M. R. Freiermuth & N. Zarrinabadi, (Eds.), *Technology and language learner psychology*. New York: Bloomsbury.
- Yim, S., & Warschauer, M. (in press). Students initiating feedback: Potential of social media. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing*, Second Edition. Cambridge. UK: Cambridge University Press.
- Tate, T., & Warschauer, M. (2018). Digital divides and social inclusion. In K. Mills, A. Stornaiuolo, A. Smith, & J. Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 63-75): Routledge.

- Warschauer, M., & Xu, Y. (2018). Technology and equity in Education 71. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second Handbook of Information Technology in Primary and Secondary Education* (pp. 1063-1079). Cham, Switzerland: Springer.
- Zheng, B., Yim, S., & Warschauer, M. (2018). Social media in the writing classroom and beyond. In J. L. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-6). Hoboken, NJ: John Wiley & Sons Inc.
- Tate, T., & Warschauer, M. (2017). The digital divide in language and literacy education. In S. May (Ed.), *Encyclopedia of Language and Education*, Vol. 9, Language, Education and Technology, S. Thorne (Ed.) [doi:10.1007/978-3-319-02328-1_5-1](https://doi.org/10.1007/978-3-319-02328-1_5-1)
- Warschauer, M., Niiya, M. (2017). Digital divide and inclusion. In Michael Levine-Clark, & John McDonald (Eds), *The Encyclopedia of Library and Information Sciences* (pp. 1279-1285), Fourth Edition. Routledge.
- Zinger, D., Tate, T., & Warschauer, M. (2017). Learning and teaching with digital media: Technological pedagogy and classroom practice. In J. Clandinin & J. Husu (Eds.), *The SAGE handbook of research on teacher education* (577-593). London, UK: Sage.
- Niiya, M., & Warschauer, M. (2017). Digital divide. In R. S. Rycroft (Ed.), *The American middle class: An economic encyclopedia of progress and poverty*. Santa Barbara, CA: ABC-CLIO, LLC.
- Kern, R., Ware, P., & Warschauer M. Computer-mediated communication and language learning (2017). In G. S. Hall (Ed.), *Routledge Handbook of English Language Teaching* (pp. 542-555). New York: Routledge.
- Kern, R., Ware, P., & Warschauer, M. (2017). Network-based language teaching. In N. V. Deusen-Scholl & N. H. Hornberger (Ed.), *Encyclopedia of language and education, 4th Ed., Vol. 4: Second and foreign language education*. New York: Springer. [Revised and updated of earlier entry from 2009.]
- Tate, T. & Warschauer, M. (2017). Computer access in the home. In K. Peppler (Ed.), *The SAGE encyclopedia of out-of-school learning* (Vol. 2, pp. 120-121). Thousand Oaks,, CA: SAGE Publications Ltd. doi: 10.4135/9781483385198.n54
- Tate, T. & Warschauer, M. (2017). One-to-one device initiatives. In K. Peppler (Ed.), *The SAGE encyclopedia of out-of-school learning* (Vol. 2, pp. 539-540). Thousand Oaks,, CA: SAGE Publications Ltd. doi: 10.4135/9781483385198.n208
- Yim, S., Saito-Stehberger, D., & Warschauer, M. (2017). The long view. In J. I. Lontas (Ed.), *TESOL encyclopedia of English language teaching*. Hoboken, NJ: Wiley.
- Zheng, B., Yim, S., & Warschauer, M. (2017). Social media in the writing classroom and beyond. In J. I. Lontas (Ed.), *TESOL encyclopedia of English language teaching*. Hoboken, NJ: Wiley.
- Yim, S., & Warschauer, M. (2016). CALL and Electronic Media. In K. Hyland & P. Shaw (Eds.), *Routledge Handbook of English for Academic Purposes* (pp. 592-607). London: Routledge.
- Ames, M. G., Warschauer, M., & Cotten, S. R. (2016). How One Laptop per Child taught Birmingham a “costly lesson.” In M. A. Gottfried & G. Q. Conchas (Eds.), *When school*

- policies backfire, and what we can learn* (pp. 133-155). Cambridge, MA: Harvard Education Press.
- Park, Y., & Warschauer, M. (2016). Reading instruction in a technology age. In B. X. Chen, & R. Helms-Park (Eds.), *Learning to read in a second language: Psycholinguistic and cognitive perspectives*, Routledge.
- Warschauer, M. (2016). Addressing the social envelope: Education and the digital divide. In C. Greenhow & J. Sonnevand (Eds.), *Education and Social Media* (pp. 29-48). Cambridge, MA: MIT Press.
- Ware, P., Kern, R., & Warschauer, M. (2016). The development of digital literacies. In R.M. Manchón & P. K. Matsuda (Eds.), *Handbook of Second and Foreign Language Writing* (pp. 307-322). New York: de Gruyter Mouton.
- Warschauer, M. (2015). From computers and the Web to mobile devices & e-texts: The tradition to digital reading continues. In R. Spiro, M. DeSchryver, M. S Hagerman, P. Morsink, & P. Thompson (Eds.), *Reading at a crossroads? Disjunctures and continuities in conceptions* (pp. 65-73). New York: Routledge.
- Yim, S., Niiya, M., & Warschauer, M. (2015). E-inclusion in education: Lessons from five countries. In K. Andreeason (Ed.), *Digital divides: The new challenges and opportunities of e-Inclusion* (pp. 181-202). Boca Raton, FL: CRC Press, Taylor & Francis.
- Niiya, M., Warschauer, M., & Zheng, B. (2013). Emerging literacies in digital media and L2 secondary writing. In L. C. Oliveria & T. Silva (Eds.), *L2 writing in secondary classroom: Student experiences, academic issues, and teacher education* (pp. 104-116). New York: Routledge.
- Warschauer, M. (2013). Language and the digital divide. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*, (pp. 4787-4792). Hoboken, NJ: Wiley Blackwell.
- Ware, P. & Warschauer, M. (2013). Qualitative research in information and communication technologies. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*, (pp. 4787-4792). Hoboken, NJ: Wiley Blackwell.
- Lawrence, J. F., Warschauer, M., Zheng, B., & Mullins, D. (2013). Research in digital literacy: Tools to support learning across the disciplines. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.) *Adolescent literacy in the era of the common core: From research into practice* (pp. 117-129). Cambridge, MA: Harvard Education Press.
- Yim, S., & Warschauer, M. (2013). Technology and second language writing: A framework-based synthesis of research. In Pytash. K & Ferdig. R (Eds.), *Exploring technology for writing and writing instruction* (pp. 298-312). Hershey, PA: IGI Global.
- Park, Y., & Warschauer, M. (2013). Building awareness of language structures with visual-syntactic text formatting. In Pytash. K & Ferdig. R (Eds.), *Exploring Technology for writing and writing instruction* (pp. 21-36). Hershey, PA: IGI Global.
- Tran, C., Warschauer, M. & Conley, A. (2013). Tapping the motivational potential of mobile handhelds: Defining the research agenda. In Trentin, G. & Repetto, M. (Eds.), *Using network and mobile technology to bridge formal and informal learning* (pp. 1-30) Oxford, UK: Chandos Publishing.

- Thomas, M., Reinders, H., & Warschauer, M. (2013). Contemporary computer-assisted language learning: The role of digital media and incremental change. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer-assisted language learning*. London & New York: Continuum.
- Park, Y., Zheng, B., Lawrence, J., & Warschauer, M. (2013). Technology-enhanced reading environments. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer-assisted language learning*. London & New York: Continuum.
- Ware, P., Liaw, M.-L., & Warschauer, M. (2012). The use of digital media in teaching English as an international language. In L. Alsagoff, S. L. McKay, G. Hu, & W. A. Renandya (Eds.), *Principles and Practices for Teaching English as an International Language* (pp. 67-84). New York: Routledge.
- Warschauer, M., Lind, S., & Ren, Y. (2011). Technology and English teaching: An international survey. In JACET ICT Special Committee (Ed.), *Information communication technology practice & research 2010* (pp. 7-21). Tokyo: JACET-ICT Committee.
- Warschauer, M. (2011). Foreword. In Thomas, M. (Ed.), *Digital education: Opportunities for social collaboration* (pp. xi-xii). New York: Palgrave Macmillan.
- Kibrick, M., Van es, E., & Warschauer, M. (2010). Designing professional development for 21st century learning. In C. Maddux (Ed.), *Research highlights in technology and teacher education* (pp. 159-166). Chesapeake, VA: Society for Information Technology and Teacher Education.
- Warschauer, M. (2010). Foreword. In P. Arora, *Dot Com mantra: Social computing in the Central Himalayas* (pp. ix-x). Farnham, UK: Ashgate Publishing.
- Warschauer, M., Black, R. W., & Chou, Y.-L. (2010). In A. Kirkpatrick (Ed.), *The Routledge Handbook of World Englishes* (pp. 490-505). New York: Routledge.
- Matuchniak, T., & Warschauer, M. (2010). Equity in technology access and opportunities. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education*, Volume 8 (pp. 95-101). Oxford: Elsevier.
- Warschauer, M. (2010). Digital divide. In Bates, M. J. & Maack, M. N. (Eds.), *Encyclopedia of library and information sciences*, Vol. 2, Third Edition (pp. 1551-1556). New York: CRC Press.
- Warschauer, M. (2010). Digital literacy studies: Progress and prospects. In M. Baynham & M. Prinsloo (Eds.), *The future of literacy studies* (pp. 123-140). Houndmills, Basingstoke, UK: Palgrave Macmillan.
- Warschauer, M. (2009). Foreword. In R. Goodfellow & M.-N. Lamy (Eds.), *Learning cultures in online education*. London: Continuum.
- Warschauer, M. (2009). Technology and educational reform: A tale of two schools. In A. Gazit (Ed.), *Innovations in Education* (pp. E109-E123). Raanana, Israel: Open University of Israel.
- Warschauer, M. (2009). Foreword. In M. Thomas (Ed.), *Handbook of research on Web 2.0 and second language learning* (pp. xix-xx). Hershey, PA: IGI Global.
- Kern, R., Ware, P., & Warschauer, M. (2008). Network-based language teaching. In N. V.

- Deusen-Scholl & N. H. Hornberger (Ed.), *Encyclopedia of language and education, 2nd Ed., Vol. 4: Second and foreign language education* (pp. 281-292). New York: Springer.
- Warschauer, M. (2008). Whither the digital divide? In D. L. Kleinman, K. A. Cloud-Hansen, C. Matta, & J. Handelsman (Eds.), *Controversies in science and technology: From chromosomes to the cosmos*. New Rochelle, NY: Liebert.
- Warschauer, M., & Ware, M. (2008). Learning, change, and power: Competing discourses of technology and literacy. In J. Coiro, M., Knobel, C. Lankshear, & D. J. Leu (Eds.) *Handbook of research on new literacies*. New York: Lawrence Erlbaum Associates.
- Warschauer, M. (2007). Technology and writing. In C. Davison & J. Cummins (Eds.), *The International Handbook of English Language Teaching* (pp. 907-912). Norwell, MA: Springer.
- Ware, P., & Warschauer, M. (2006). Electronic feedback and second language writing. In K. Hyland and F. Hyland (Eds.) *Feedback and second language writing* (pp. 105-122). Cambridge: Cambridge University Press.
- Warschauer, M. (2006). Literacy and technology: Bridging the divide. In D. Gibbs and K.-L. Krauss (Eds.), *Cyberlines 2: Languages and cultures of the Internet* (pp. 163-174). Albert Park, Australia: James Nicholas.
- Warschauer, M. (2006). Foreword. In E. Arnó Macià, A. Soler Cervera, & C. Rueda Ramos (Eds.), *Information technology in languages for specific purposes*. (pp. xiii-xvi). New York: Springer.
- Warschauer, M. (2006). Networking the Nile: Technology and professional development in Egypt. In J. Inman & B. Hewett (Eds), *Technology and English studies: Innovative professional paths* (pp. 163-172). Mahwah, N.J.: Lawrence Erlbaum.
- Warschauer, M. (2005). Sociocultural perspectives on CALL. In J. Egbert and G. M. Petrie (Eds.) *CALL Research Perspectives* (pp. 41-51). Mahwah, NJ: Lawrence Erlbaum.
- Warschauer, M. (2004). Of digital divides and social multipliers: Combining language and technology for human development. *Information and communication technologies in the teaching and learning of foreign languages: State of the art, needs and perspectives* (pp. 46-52). Moscow: UNESCO Institute for Information Technologies in Education.
- Warschauer, M. (2004). Technological change and the future of CALL. In S. Fotos & C. Brown (Eds.), *New Perspectives on CALL for Second and Foreign Language Classrooms* (pp. 15-25). Mahwah, NJ: Lawrence Erlbaum Associates.
- Warschauer, M., and De Florio-Hansen, I. (2003). Multilingualism, identity, and the Internet. In A. Hu and I. De Florio-Hansen (Eds), *Multiple identity and multilingualism* (pp. 155-179). Tübingen: Stauffenburg.
- Warschauer, M. (2002). Languages.com: The Internet and linguistic pluralism. In I. Snyder (Ed.), *Silicon literacies* (pp. 62-74). London: Routledge.
- Warschauer, M. (2001). Online learning in sociocultural context. In C. Paechter, R. Edwards, R. Edwards, P. Twining (Eds.), *Learning, space and identity* (pp. 121-141). London: Sage Publications. [reprint of journal article in *Anthropology & Education Quarterly*].

- Shetzer, H., & Warschauer, M. (2001). English through Web page creation. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 429-455). Ann Arbor, MI: University of Michigan Press.
- Warschauer, M. (2001). On-line communication. In D. Nunan & R. Carter (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 207-212). Cambridge: Cambridge University Press.
- Warschauer, M. (2000). Language, identity, and the Internet. In B. Kolko, L. Nakamura, & G. Rodman (Eds.), *Race in cyberspace* (pp. 151-170). New York: Routledge.
- Warschauer, M. (2000). Online learning in second language classrooms: An ethnographic study. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 41-58). Cambridge: Cambridge University Press.
- Kern, R., & Warschauer, M. (2000). Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 1-19). Cambridge: Cambridge University Press.
- Shetzer, H., & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 171-185). Cambridge: Cambridge University Press.
- Warschauer, M., & Meskill, C. (2000). Technology and second language teaching and learning. In J. W. Rosenthal (Ed.), *Handbook of undergraduate second language education: English as a second language, bilingual, and foreign language instruction for a multilingual world* (pp. 303-318). Mahwah, NJ: Erlbaum.
- Warschauer, M. (1998). Interaction, negotiation, and computer-mediated learning. In V. Darleguy, A. Ding, & M. Svensson (Eds.), *Educational technology in language learning: Theoretical considerations and practical* (pp. 125-136). Lyon, France: National Institute of Applied Sciences.
- Warschauer, M. (1997). A sociocultural approach to literacy and its significance for CALL. In K. Murphy-Judy & R. Sanders (Eds.), *NEXUS: The convergence of language teaching and research using technology* (pp. 88-97). Durham, North Carolina: Computer Assisted Language Instruction Consortium.
- Warschauer, M. & Lepeintre, S. (1997). Freire's dream or Foucault's nightmare?: Teacher-student relations on an international computer network. In R. Debski, J. Gassin, & M. Smith (Ed.), *Language learning through social computing* (pp. 67-89). Canberra, Australia: Applied Linguistics Association of Australia.
- Warschauer, M. (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3-20). Tokyo, Japan: Logos International.
- Warschauer, M. (1996). Motivational aspects of using computers for writing and communication. In Warschauer, M. (Ed.), *Telecollaboration in Foreign Language Learning* (pp. 29-46). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.
- Warschauer, M. (1996). It's great to be bilingual. In G. M. Jacobs and B. R. Sundara Rajan (Eds.), *Stories for Language Teachers* (p. 7-8). Singapore: Regional Language Centre.

- Warschauer, M. (1996). Insults for pennies. In G. M. Jacobs and B. R. Sundara Rajan (Eds.), *Stories for Language Teachers* (p. 56). Singapore: Regional Language Centre.
- Warschauer, M. (1995). International student e-mail discussion lists. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners*. (pp. 168-169). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

Refereed Conference Proceedings

- Xu, Y., & Warschauer, M. (2020). "Elinor is talking to me on the screen!" Integrating conversational agents into children's television programming. In *CHI Conference on Human Factors in Computing Systems Extended Abstracts*. April 25-30, 2020, Honolulu, HI. ACM.
- Xu, Y., & Warschauer, M. (2020). What Are You Talking To?: Understanding Children's Perceptions of Conversational Agents. In *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*. April 25-30, 2020, Honolulu, HI. ACM.
- Xu, Y., & Warschauer, M. (2019). Young children's reading and learning with conversational agents. In *CHI Conference on Human Factors in Computing Systems Extended Abstracts*. May 4-9, 2019, Glasgow, Scotland, UK. ACM. <https://doi.org/10.1145/3290607.3299035>
- Rodriguez, F., Yu, R., Park, J., Rivas, M. J., Warschauer, M., & Sato, B. K. (2019, March). Utilizing Learning Analytics to Map Students' Self-Reported Study Strategies to Click Behaviors in STEM Courses. In *Proceedings of the 9th international conference on learning analytics & knowledge* (pp. 456-460).
- Xu, Y., & Warschauer, M. (in press) Young children's reading and learning with conversational agents. In *Proceedings of CHI Conference on Human Factors in Computing Systems Extended Abstracts (CHI'19 Extended Abstracts)*, Glasgow, Scotland, UK. ACM. <https://doi.org/10.1145/3290607.3299035>
- Park, J., Yu, R., Rodriguez, F., Baker, R., Smyth, P., & Warschauer, M. (in press). Understanding student procrastination via mixture models. In *Proceedings of the 11th International Conference on Educational Data Mining*. Buffalo, New York. [Recipient of Best Paper Award.]
- Yu, R., Jiang, D., & Warschauer, M. (2018). Representing and predicting student navigational pathways in online college courses. In *Proceedings of the Fifth Annual ACM Conference on Learning at Scale (L@S '18)*. London, United Kingdom: ACM. <https://doi.org/10.1145/3231644.3231702>
- Zhou, N. Richardson, D., & Warschauer, M. (2018) Promoting high school teachers' self-efficacy and the understanding of equity issues in CS classrooms. In *Proceedings of the 2018 IEEE STCBP Conference on Research on Equity and Sustained Participation in Engineering, Computing, and Technology*. Baltimore, MD, USA.
- Park, J., Denaro, K., Rodriguez, R., Smyth, P., & Warschauer, M. (2017). Detecting changes in student behavior from clickstream data. In *Proceedings of the Seventh International Learning Analytics & Knowledge Conference (LAK '17)*. ACM, New York, NY, USA, 21-30. DOI: <https://doi.org/10.1145/3027385.3027430>. [Nominated for Best Paper Award].

- Yim, S., Wang, D., Olson, J., Vu, V., & Warschauer, M. (2017). Synchronous collaborative writing in the classroom: Undergraduates' collaboration practices and their impact on writing style, quality, and quantity. *Proceedings of the 20th ACM Conference on Computer-Supported Cooperative Work and Social Computing*, pp. 468-479.
- Niiya, M., Reich, S. M., Wang, Y., Mark, G., Warschauer, M. (2015). Strictly by the Facebook: Unobtrusive method for differentiating users., *Proceedings of the 18th ACM Conference Companion on Computer Supported Work & Social Computing* (pp. 159-162). doi: 10.1145/2685553.2698996. Available <http://dl.acm.org/citation.cfm?doid=2685553.2698996>.
- Wang, Y., Niiya, M., Mark, G., Reich, S., & Warschauer, M. (2015). Coming of age (digitally): An ecological view of social media use among college students. *Proceedings of the 18th ACM Conference on Computer-Supported Cooperative Work and Social Computing*, (pp. 571-582). doi: 10.1145/2675133.2675271. Available <http://dl.acm.org/citation.cfm?doid=2675133.2675271>.
- Jiang, S., Williams, A., Schenke, K., Warschauer, M., & O'Dowd, D. (2014). Predicting MOOC performance with week 1 behavior. *Proceedings of the 7th International Conference Educational Data Mining, London*. Available <http://www.educationaldatamining.org/EDM2014>.
- Jiang, S., Fitzhugh, S., & Warschauer, M. (2014). Social positioning and performance in MOOCs. *Proceedings of GEDM 2014: Workshop on Graph-based Educational Data Mining, London*. Available http://ceur-ws.org/Vol-1183/gedm_paper08.pdf.
- Tran, C., Chen, J., Warschauer, M., Conley, A., & Dede, C. (2012). Applying motivation theories to the design of educational technology. *Proceedings of the Games+Learning+Society 8.0 Conference, Madison, WI*.
- Zheng, B., Warschauer, M. & Farkas, G. (2011, March). Improving fourth grade writing through technology-enhanced instruction. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4501-4508). Chesapeake, VA: AACE.
- Cervantes, R., Warschauer, M., Nardi, B., & Sambasivan, N. (2011). *Infrastructures for low-cost laptop use in Mexican schools*. *Proceedings from 29th International Conference on Human Factors in Computing Systems. CHI 2011*. ACM.
- Warschauer, M. (2010). New paradigms in technology-mediated learning. In *New paradigms in foreign language education Proceedings of the annual conference of the Korean Association of Foreign Language Education* (pp 28-33). Seoul: Korean Association of Foreign Language Educators.
- Warschauer, M. (2002). Language teaching in the information technology society. In L. Mak et al. (Eds.), *Technology in Language Education: Meeting the Challenges of Research and Practice, Proceedings of the Technology in Language Education Conference, June 2001, Hong Kong and Nanjing*. Hong Kong: Language Centre, Hong Kong University of Science and Technology.
- Warschauer, M. (2002) The Internet and language diversity. In *Proceedings of the Conference on Language Variation and Language Policy*. Dutch Language Union: Amsterdam.
- Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. In *Proceedings of*

the IATEFL CALL Conference [CD]. Kent: UK.

- Warschauer, M. (2000). Millennialism and media: Language, literacy, and technology in the 21st century, *Selected papers from AILA '99* (pp. 74-83). Tokyo: Waseda University Press.
- Warschauer, M. (1998). CALL vs. electronic literacy: Reconceiving technology in the language classroom. In *Proceedings of the Centre for Information on Language Teaching and Research Information Technology Research Forum*. London: Centre for Information on Language Teaching and Research.
- Warschauer, M. (1998). From the workplace to the classroom: Innovation, reform, and resistance in the communication age. In *Education for the communication age: Proceedings of the First LEVERAGE Conference on Broadband Communications in Education and Training*. London: Centre for Information on Language Teaching and Research.
- Warschauer, M. (1998). Technology and literacy: Making the connections. In *Literacy for Change Conference Proceedings*. Honolulu, HI: Center for Second Language Research.
- Warschauer, M. (1997). Internet for English teaching: What, why, and how. In J. E. Katchen and Y. Leung (Eds.), *The proceedings of the Fifth International Symposium on English Teaching* (pp. 223-231). Taipei: Crane Publishing. (Another version of the article appeared in *Dong-Eui International Journal*, 2, 1996, p. 24-40).
- Warschauer, M. (1996). Sociocultural learning theory and computer-mediated communication. In F. L. Borchardt, C. L. Bradin, E. Johnson, and L. Rhodes (Eds.), *Proceedings of the Computer Assisted Language Instruction Consortium 1996 Annual Symposium "Distance Learning"* (p. 265-269). Durham, North Carolina: Duke University.

Research Reports

- Warschauer, M., Collins, P., Farkas, G., Tate, T., Krishnan, J., Yau, J., Xu, Y., & Prado, Y. (2017). Report to Garden Grove Unified School District on US Department of Education Award R305A150429, Project 84.305A Digital Scaffolding for English Language Arts.
- Warschauer, M., Tate, T., Niiya, M., Yim, S., & Park, Y. (2014). Supporting digital literacy in educational contexts: Emerging pedagogies and technologies. Report to the International Baccalaureate Program. <http://www.digitallearninglab.org/wp-content/uploads/2015/02/IBdigitalLiteracy12152014-2.pdf>
- Warschauer, M., Zheng, B., & Farkas, G. (2010). Final report on Saugus Union School District's SWATTEC program. Available at <http://community.saugususd.org/jklein/files/-1/1879/UCI-SUSD-final-report-2010.pdf>
- Warschauer, M., & Grimes, D. (2005). First year evaluation report: Fullerton School District laptop program. Available at <http://fsd.k12.ca.us/menus/1to1/evaluation/FSD-laptop-year1-eval.pdf>
- Knobel, M., Stone, L., & Warschauer, M. (2002). *Technology and academic preparation: A comparative study*. Department of Education, University of California, Irvine.
- Warschauer, M. & Starr, C. (2001) *Educational technology in underserved communities*. Department of Education, University of California, Irvine.
- Warschauer, M. (1995). Heterotopias, panopticons, and Internet discourse. *University of*

Hawai'i Working Papers in ESL, 14(1), 91-121.

Chou, C. & Warschauer, M. (1995). *Internet basics for language professionals*. (Research Note #12). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center. (A second edition was authored by C. Chou, Z. Syed, & M. Warschauer)

Non-Refereed Articles

Warschauer, M. (2016). Leading the way for open access research. *Language Learning & Technology*, 20(2), 155-158

Warschauer, M. (2006, January). Language, technology, and development. *Guardian Weekly*.

Warschauer, M. (1996, February) Online vignettes [Online essay]. *The Adjunct Advocate* . Available: <http://www.sai.com/adjunct/bksfeat.html>.

Warschauer, M. (1995). New e-mail lists link EFL and ESL students. *TESOL Matters* 4(6), 1.

Book Reviews

Warschauer, M. (2010). Been there, done that: What's new about new technologies? A review of *A better pencil: Readers, writers, and the digital Revolution* by Dennis Baron. *Linguistics & Education*, 21(2), 121-122

Warschauer, M. (2002). A review of *Language and the Internet* by David Crystal. *Education, Communication, and Information*, 2(2).

Warschauer, M. (1998). A review of *The information age: Economy, society, and culture* by Manuel Castells. *Computers and Composition*, 15(2), 265-267.

Warschauer, M. (1998). A review of *Intelligent language tutors: Theory shaping technology* edited by V. M. Holland, J. D. Kaplan, and M. R. Sams. *Studies in Second Language Acquisition*, 20(3).

Warschauer, M. (1998). A review of *Teaching by principles: An interactive approach to language pedagogy* by H. Douglas Brown. *SLTCC Newsletter*, 8(2), 11.

Warschauer, M. (1996). A review of *Brave new schools: Challenging cultural illiteracy through global learning networks* by Jim Cummins and Dennis Sayers. *TESOL Quarterly* 30, 363-365.

Presentations

Plenary and Keynote Addresses

Warschauer, M. (2015, April). Technologies in the classroom. Strategies for success. Invited plenary address to the California City School Superintendents Conference, San Diego.

Warschauer, M. & Miller, E. (2015, April). Young children and e-reading. Research to date and questions for the future. Invited plenary address at the Pediatric Academic Societies Annual Meeting, San Diego.

Warschauer, M. (2014, September). Technology in higher education. Findings from a two-year study. Plenary address. Technology Enhanced Curricula in Higher Education, 2014 TECH-Ed Conference. Pullman, WA.

- Warschauer, M. (2012, October). Writing to learn and learning to write. Keynote plenary address to the GLoCALL 2012 International Conference, Beijing, China.
- Warschauer, M. (2011, June). Re-imagining reading in digital learning environments. Plenary address to the JALTCALL annual conference, Kurume, Japan.
- Warschauer, M. (2011, June). Re-envisioning reading in English as a foreign language. Keynote plenary address to the JACET Kanto conference, Tokyo, Japan.
- Warschauer, M. (2010, September). New paradigms in technology-mediated learning. Keynote plenary address, Korean Association of Foreign Language Education Annual Conference, Seoul.
- Warschauer, M. (2010, May). One Laptop per Child: Design and implementation. Keynote presentation, Rebele Conference on Designing for Free Expression: Values in Communication Technologies, Stanford University.
- Warschauer M. (2009, November). The future ain't what it used to be: Digital media and second language writing. Keynote plenary address presented at the Symposium on Second Language Writing, Tempe, AZ.
- Warschauer M. (2009, September). Teaching for global literacy. Keynote plenary address at the Japan Association of College English Teachers Annual Conference, Hokkaido, Japan Association of Language.
- Warschauer M. (2009, June). Technologies for teaching the word and the world. Keynote plenary address at the Japan Association for Language Teaching Computer Assisted Language Learning conference, Tokyo.
- Warschauer M. (2005, July). Change, power, and learning: Competing discourses of technology and literacy. Keynote plenary address, World Congress of Applied Linguistics, Madison, WI.
- Warschauer M. (2003, May). Of digital divides and social multipliers: A global perspective on language, technology, and development. Keynote plenary address, WorldCALL Conference, Banff, Canada.
- Warschauer M. (2002, July). Computer-assisted language learning: Past, present, and future, keynote plenary address, Computer-Assisted Systems for Teaching & Learning Japanese Annual Conference, San Diego, California.
- Warschauer M. (2001, November). The future of English teaching, keynote plenary address, TESOL Italy Annual Convention, Rome.
- Warschauer M. (2001, July). Globalization and language education, keynote plenary address, Yázi Internexus Biennial Language Teaching Seminar, São Paulo, Brazil.
- Warschauer M. (2001, June). Language teaching in the information technology society, keynote plenary address, Technology in Language Education Conference, Hong Kong/Nanjing.
- Warschauer M. (2001, March). Language teaching in the information technology society, keynote plenary address, Digital Stream Conference, Monterey, California.
- Warschauer M. (2000, May). The Internet and language diversity, special invited address, Conference on Language Variation and Language Policy, Ghent, Belgium
- Warschauer M. (2000, July). ICT and employability: Critical connections, keynote plenary

address, Center for Information on Language Teaching and Research Conference on Teaching Modern Languages in Universities in the 21st Century, Nottingham, UK

Warschauer M. (2000). The death of cyberspace and the rebirth of CALL, keynote plenary address at the IATEFL CALL Conference, Barcelona.

Warschauer M. (1999, August). Millennialism and media: Language, literacy, and technology in the 21st century, keynote plenary address, World Congress of Applied Linguistics, Tokyo.

Warschauer M. (1999, February). Methods and media of interaction: A sociocognitive perspective, keynote plenary address, Annual Conference of the University Teachers of the English Language in Israel, Haifa.

Warschauer M. (1999, April). The new electronic literacies: Preparing your students for the 21st century, keynote plenary address at the British Council Conference on Information Technology in K-12 Education, Hong Kong.

Warschauer M. (1999, July). New media, new literacies: Challenges for the next century, keynote plenary address given to the English Teachers Association of Israel Annual Conference.

Warschauer M. (1998, January). From the workplace to the classroom: innovation, reform, and resistance in the communication age, keynote plenary address at the First LEVERAGE Conference on Broadband Communications in Education, University of Cambridge.

Warschauer M. (1998, January). CALL vs. electronic literacy: reconceiving technology in the language classroom," keynote plenary address at the Centre for Information on Language Teaching and Research Annual Research Forum, University of Cambridge.

Warschauer M. (1996, November). Internet for English teaching: What, why, and how, special invited address, English Teachers Association of Taiwan, Taipei.

Invited Colloquia

Warschauer, M. (2009, May). Online Englishes: Whose language? Whose voice? Whose knowledge?," invited paper to a colloquium of the Language for Specific Purposes Special Interest Group, American Educational Research Association, San Diego, May 2009.

Warschauer, M. (2003, April). Literacy and technology: A global perspective, invited paper in a special colloquium on New perspectives on literacy as the Internet and other ICT enter our world: The voices of a new generation of scholars at the American Education Research Association Annual Conference, Chicago.

Warschauer, M. (2002, April). New technologies and second language writing, invited colloquium on Second language writing, American Association for Applied Linguistics, Salt Lake City.

Warschauer, M. (2000, May). Linguistic diversity on the Internet, invited paper at a special colloquium of the conference on Linguistic Variation and Language Policy, Ghent, Belgium.

Warschauer, M. (1999, March). Needs analysis in CALL: A case study in Egypt, invited academic session on technology in education, Teachers of English to Speakers of Other Languages, New York.

Warschauer, M. (1998, March). Electronic literacies: Bridging the gap, invited academic session,

Teachers of English to Speakers of Other Languages, Seattle, Washington.

Warschauer, M. (1999, March). CALL research: Investigating network-based language teaching, invited academic session, Teachers of English to Speakers of Other Languages 1997 Annual Convention, Orlando, Florida.

Warschauer, M. (1999, March). Computer-mediated communication and language minority students: A sociocultural perspective, invited colloquium on sociocultural theory, American Association for Applied Linguistics Annual Meeting.

Warschauer, M. (1999, March). Computers and the second language learner: Innovation and impact, invited academic session, Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago.

Conference Presentations

Prado, Y., Jacob, J., Warschauer, M. (2020, April) Teaching Computational Thinking to Exceptional Learners: Lessons from Two Diverse Classrooms using Scratch. Paper accepted for presentation at American Educational Research Association Annual Meeting, San Francisco, CA.

Xu, Y., Hoang, T., Sun, B., & Warschauer, M. (April 2020). What Are You Talking To?: Understanding Children's Perceptions towards Conversational Agents. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Xu, Y., Lee, H., Bautista S., & Warschauer, M. (April 2020). Examining the Effect of a Conversational Agent as a Reading Partner. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Jacob, S., & Warschauer, M. (December, 2018). Leveraging multilingual identities in computer science instruction. David E. Eskey Award presentation at the California Teachers of English to Speakers of Other Languages, Anaheim, CA.

Xu, Y., & Warschauer, M. (October 2019). Conversational Agents as Educational Video Co-viewers for Young Children. Paper presented at the 2019 Connected Learning Summit, Irvine, CA.

Collins, P., Tate, T., Krishnan, J., Xu, Y., Prado, Y., Yau, J., Farkas, G., & Warschauer, M. (2018). Digital scaffolding to support middle school classrooms. Paper presented at the PLIN Conference, Louvain la Neuve, Belgium

Collins, P., Warschauer, M., Farkas, G., Tate, T., Krishnan, J., Yau, J., Xu, Y., & Prado, Y. (July, 2018). Digital scaffolding to support adolescent literacy. Paper presented at the annual meeting for the Society for the Scientific Study of Reading, Brighton, UK.

Krishnan, J., Prado, Y., Warschauer, M., & Collins, P. (June, 2018). Intentional instruction: Teachers' purposeful use of technology for English language arts. Paper presented at the annual meeting for the International Society for Technology in Education, Chicago, IL.

Collins, P., Tate, T., Krishnan, J., Xu, Y., Prado, Y., Yau, J., Farkas, G., & Warschauer, M. (May, 2018). Digital scaffolding for English language arts. Paper presented at the annual meeting for the Linguistic Society of Belgium, Université catholique de Louvain, Belgium.

- Krishnan, J., Tate, T., Yau, J., Prado, Y., Collins, P., Farkas, G., & Warschauer, M. (May, 2018). A study of digital scaffolding for English language arts. Paper presented at the Digital Learning in the Humanities and Beyond: A UC Irvine-Tel Aviv University Symposium, Irvine, CA.
- Krishnan, J., Prado, Y., Warschauer, M., & Collins, P. (May, 2018). From assistance to agency: A study of digital scaffolding in the classroom. Paper presented at the Digital Learning in the Humanities and Beyond: A UC Irvine-Tel Aviv University Symposium, Irvine, CA.
- Krishnan, J., Prado, Y., Warschauer, M., & Collins, P. (April, 2018) From assistance to agency: A study of digital scaffolding in the classroom. Paper presented at the annual meeting for the American Education Research Association, New York, NY.
- Krishnan, J., Tate, T., Yau, J., Prado, Y., Collins, P., Farkas, G., & Warschauer, M. (2018, January). Digital scaffolding for English language arts. Paper presented at the Institute of Education Science's Principal Investigator's Meeting, Washington, D.C.
- Jacob, S., & Warschauer, M. (2018, May). A three-dimensional framework for exploring the relationship between computational thinking and literacy. Poster presented at the Digital Learning in the Humanities and Beyond Symposium, Irvine, CA.
- Jacob, S., & Warschauer, M. (2018, April). Computational thinking and literacy. Poster presented at the Center for Language, Interaction, and Culture, Los Angeles, CA.
- Warschauer, M., & Vu, V. (2017, October). Bridging languages, cultures, generations, and communities through digital stories. Paper presented at the Bilingual Matters Workshop, Riverside, CA.
- Warschauer, M. (2017, October). UC Irvine's Digital Learning Lab. Ignite talk presented at the Digital Media and Learning Annual Conference, Irvine, CA.
- Zinger, D., Amador, A., Gilbertson, N., & Warschauer, M. (2017, April). A design based research approach to improving professional development of the Smithsonian Learning Lab. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Gilbertson, N., Zinger, D., & Warschauer, M. (2017, April). Promoting historical thinking: Lessons from teachers' use of the Smithsonian Learning Lab. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Zhou, N., Vu, V., Xu, Y., Green, T., Vogel, D., (2017, April). Enhancing teachers' self-efficacy in integrating digital storytelling in the classroom. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Tate, T. & Warschauer, M. (2017, April). Deleters and indenters—What's in a keystroke? Analysis of the 2011 NAEP computer-based writing assessment. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Xu, Y., Xu, D. & Warschauer, M. (2017, April). Parental absence, parenting, and adolescent development. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Xu, D., Glick, D., Warschauer, M., Rodriguez, F., Li, Q., & Cung, B. (2016, August). Maximizing learning outcomes through blended learning: what research shows.

Paper presented at the 2016 Association of Binational Centers of Latin America Conference, Houston, Texas.

- Lee, H., & Warschauer, M. (2016, May). The effects of corpora use on vocabulary learning: A multilevel meta-analysis. Poster presented at the Education Data Sciences Symposium: Fostering Literacy with Text and Data Mining, Irvine, CA.
- Zheng, B., Yim, S., & Warschauer, M. (April, 2016). Collaborative writing patterns in a cloud-based environment. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- Zheng, B., Yim, S., Warschauer, M., & Lawrence, J. F. (November, 2014). Cloud-based Collaborative Writing and the Common Core Standards. Paper presented at the Literacy Research Association, Florida.
- Lee, H., & Warschauer, M. (2015, May). The effects of concordance sentences as electronic glossary information. Poster presented at the Educational Data Sciences Symposium: Text and Data Mining for Interactive Online Learning, Irvine, CA.
- Reimer, L. C., Niili, A., Nguyen, T. C., Domina, T., Warschauer, M. (2015, April). Problem-solving pedagogies: Enhancing undergraduate STEM outcomes for underrepresented students. Paper presented at the American Educational Research Association Annual Meeting, Chicago.
- Jiang, S., Liu, Y., Warschauer, M. (2015, April). English language learners in Massive Open Online Courses. Poster presented at the American Educational Research Association Annual Meeting, Chicago.
- Cung, B., & Warschauer, M. (2014, December). Learning in online and pre-calculus courses. Paper presented at the Russell Sage Foundation Conference on Higher Education, New York.
- Domina, T., Warschauer, M., & Reimer L. (2014, December). Evaluating promising practices in STEM lecture courses. Paper presented at the Russell Sage Foundation Conference on Higher Education, New York.
- Reimer, L. C., Domina, T., Warschauer, M., Schenke, K., & Nguyen, T. C. (2014, October). Clickers in the wild: A campus-wide study of student response systems and their impact. Paper presented at the Transforming Institutions: 21st Century Undergraduate STEM Education Conference, Indianapolis, IN.
- Hwang, J. K., Collins, P., Zheng, B., & Warschauer, M. (2014, April). Exploring the writing patterns of elementary school students as a function of their English proficiency. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia.
- Park, Y., & Warschauer, M. (2014, April). Building up knowledge of language structures in adolescent literacy development. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia.
- Warschauer, M. (2014, April). From LLT to AERA Open: What can open access journals accomplish? Paper presented at the American Educational Research Association Annual Meeting, Philadelphia.
- Zheng, B., Warschauer, M., Mullins, D. & Ziergiebel, A, (2013, December). Research and practice in digital literacy. Paper presented at the Literacy Research Association Annual

Conference, Dallas, Texas.

Zheng, B. & Warschauer, M. (2013, December). Developing students' sense of audience and authorship in an online discussion environment. Paper presented at the Literacy Research Association Annual Conference, Dallas, Texas.

Warschauer, M., Jiang, S., Williams, A., Cung, B., Domina, T., Smyth, P., & O'Dowd, D. (2013, December). Peer assessment and academic achievement in a gateway MOOC. Paper Presented at the MOOC Research Conference, Arlington, Texas.

Park, Y., Collins, P., Warschauer, M., & Oak, M. (2013, July). The effect of syntactic scaffolding on adolescent literacy development. Paper presented at the Society for the Scientific Study of Reading Annual Meeting, Hong Kong.

Warschauer, M., & Zheng, B. (2013, May). Collaborative writing in the cloud. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.

Zheng, B., Warschauer, M. (2013, April). Teaching and learning in one-to-one laptop environments: A research synthesis. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.

Warschauer, M., & Zheng, B. (2013, April). One-to-one laptop program and science literacy development among linguistically diverse students. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.

Warschauer, M. (2012, October). Digital scaffolding for reading. Paper presented at GLoCALL International Conference, Beijing.

Warschauer, M. (2012, October). Pursuing graduate study in CALL (and related fields). Presentation at GLoCALL International Conference, Beijing.

Zheng, B., Warschauer, M. (2012, June). Writing and equity in a one-to-one laptop environment. Paper presented at the International Society for Technology in Education, San Diego, California.

Warschauer, M., Zheng, B. (2012, April). Social media use and academic identity in a diverse K-12 district. Paper presented at the 2012 American Educational Research Association Annual Meeting. Vancouver, British Columbia, Canada.

Zheng, B., Warschauer, M. (2012, April). Blogging to learn: Participation and literacy among linguistically diverse fifth-grade students. Paper presented at the 2012 American Educational Research Association Annual Meeting. Vancouver, British Columbia, Canada.

Zheng, B., Warschauer, M. (2012, April). Literacy and laptops: Effects of a one-to-one program. Poster presented at the 2012 American Educational Research Association Annual Meeting. Vancouver, British Columbia, Canada.

Hwang, J.K., Collins, P., Warschauer, M., Farkas, G., & Zheng, B. (2012, July). *Exploring the writing patterns of elementary school students as a function of their proficiency in English*. Poster presented at the 19th annual meeting of the Society for the Scientific Study of Reading, Montreal, Quebec, Canada.

Zheng, B., Warschauer, M. (2011). New literacy development in a classroom blogging

- community. Paper presented at the 2011 Literacy Research Association Annual Conference, Jacksonville, Florida.
- Warschauer, M. (2010, May). Netbooks and open source software in one-to-one programs. Paper presented at American Educational Research Association Annual Conference, Denver.
- Pepper, K., & Warschauer, M. (2010, May). Lessons from Brandy: Creative media production by a child with cognitive (dis)abilities. Paper presented at American Educational Research Association Annual Conference, Denver.
- Warschauer, M. (2010, March). New tools for teaching the word and the world. Paper presented at the Teachers of English to Speakers of English Annual Convention, Boston.
- Kibrick, M., van Es, E., & Warschauer, M. (2010, March). Designing professional development for 21st century learning. Paper presented at the Society for Information Technology & Teacher Education Annual Conference, San Diego.
- Warschauer, M. (2010, Feb). What we have learned from school laptop programs. Paper presented at the Digital Media and Learning Conference, San Diego.
- Peppler, K., & Warschauer, M. (2009, March). Developing a culture of critical game design in a second-grade classroom. Paper presented at American Educational Research Association Annual Conference, San Diego.
- Grimes, D., & Warschauer, M. (2008, March). Middle school use of automated writing evaluation. Paper presented at American Educational Research Association Annual Conference, New York.
- O'Cadiz, P, Hall, V., & Warschauer, M. (2008, March). Immigrant youth in transitional spaces: Culture, identity, and affiliation in a community learning center. Paper presented at American Educational Research Association Annual Conference, New York.
- Warschauer, M. (2006, April). Laptops and literacy. Paper presented at the American Educational Research Association Annual Conference, San Francisco.
- Grimes, D., & Warschauer, M. (2006, April). Automated essay scoring in the classroom. Paper presented at the American Educational Research Association Annual Conference, San Francisco.
- Brown, D., & Warschauer, M. (2006, March). Transforming teacher education institutions into 21st century learning environments. Paper presented at the Society for Information Technology & Teacher Education International Conference to be held in Orlando, Florida.
- Brown, D., & Warschauer, M. (2004, April). From the university to the elementary classroom: Students' experiences in learning to integrate technology in instruction. Paper presented at the American Educational Research Association Annual Conference, Montreal.
- Warschauer, M. (2003, April). Technology and equity: A comparative study. Paper presented at the American Educational Research Association Annual Conference, Chicago.
- Warschauer, M. (2003, April). The rhetoric and reality of aid: A critical look at shared responsibility. Paper presented at the American Educational Research Association Annual Conference, Chicago.
- Warschauer, M., & Hirata, K. (2001, February). Falling through the net: Technology and

- inequality in the developing world, International Studies Association, Chicago.
- Warschauer, M., Zohry, A., & Refaat, G. (2000, March). Language and literacy online: A study of Egyptian Internet users, American Association for Applied Linguistics Annual Meeting, Vancouver.
- Warschauer, M., & Soliman, M. (2000, March). Putting the interactive in interactive videoconferencing, Teachers of English to Speakers of Other Languages 2000 Annual Convention, Vancouver.
- Warschauer, M., Meloni, C., & Shetzer, H. (2000, March). Technology and literacy in the 21st century (colloquium), Teachers of English to Speakers of Other Languages 2000 Annual Convention, Vancouver.
- Warschauer, M., Ramzy, H., & Effat, R. (1999, October). Technology and educational reform: Prospects and challenges (colloquium), Egyptesol 1999 Annual Convention, Cairo, Egypt.
- Warschauer, M. (1998, September). Technology, cultural communication, and education: Analyzing the experience of Native Hawaiians, Arab-U.S. Association for Communication Educators Third Annual Conference, Cairo, Egypt.
- Warschauer, M. (1998, March). Publishing in scholarly journals, American Association for Applied Linguistics Annual Meeting.
- Warschauer, M. (1997, November). Critical literacy in the age of information, New Literacy Conference, Honolulu.
- Warschauer, M. (1997, June). Networking into academic discourse communities, Computers & Writing Conference 1997, Honolulu.
- Warschauer, M. (1997, February). Internet for English or English for the Internet?: Reconceptualizing CALL, Hawai'i Teachers of English to Speakers of Other Languages, Honolulu.
- Warschauer, M., & Godwin-Jones, R. (1996, November). Electronic publishing on the World Wide Web for students and teachers, American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Philadelphia.
- Warschauer, M. (1996, July). Research on network-based language learning, Symposium on New Technologies and Less Commonly Taught Languages, Honolulu.
- Warschauer, M. (1996, May). Sociocultural learning theory and computer-mediated communication, Computer Assisted Language Instruction Consortium 1996 Annual Symposium, Albuquerque, New Mexico.
- Warschauer, M. (1996, March). Multimedia language teaching (colloquium), Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago.
- Warschauer, M. (1996, March). TESOL activities based on the World Wide Web (colloquium), Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago.
- Warschauer, M. (1996, March). Explicit vs. implicit language learning: A connectionist model, American Association for Applied Linguistics Annual Meeting, Chicago.
- Warschauer, M. (1995, November). Twenty-five activities for networking language learners, American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting,

Anaheim.

- Warschauer, M., & Hiple, D. (1995, November). Participatory teacher education via interactive television and email, American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Anaheim.
- Warschauer, M. (1995, October). Applications of technology to language teaching (panel discussion), Hawaiian Association of Language Teachers, Honolulu.
- Warschauer, M., & Kern, R. (1995, July). Conducting research on computer-mediated communication for language teaching, Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, Honolulu.
- Warschauer, M. (1995, July). The motivational aspects of using computers for writing and communication, Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, Honolulu.
- Warschauer, M. (1995, May). Using the Internet in language instruction: Uses today, hopes for tomorrow, (panel discussion via the Internet), International Association of Learning Labs Biannual Conference, Notre Dame, Indiana.
- Robb, T., Warschauer, M., Holliday, L., Turbee, L., & County, P. (1995, March). Launch your class into cyberspace with Student Lists, Teachers of English to Speakers of Other Languages Annual Convention, Long Beach, California.
- Warschauer, M., & Hiple, D. (1995, March). Participatory teacher education via interactive television and Email, Teachers of English to Speakers of Other Languages Annual Convention, Long Beach, California.
- Warschauer, M. (1995, February). Email for English teaching, Hawai'i Conference of Teachers of English and ESL Caucus Annual Roundtable, Honolulu.
- Warschauer, M. (1994, May). Cooperate, collaborate, communicate, Association of Teachers of English of the Czech Republic Biannual Convention, Liberec, Czech Republic.
- Warschauer, M. (1994, March). Rhyme, rhythm & rap: New techniques for teaching pronunciation, Teachers of English to Speakers of Other Languages Annual Convention, Baltimore.
- Warschauer, M. (1993, October). Concordancing in the Classroom, Association of Teachers of English of the Czech Republic Regional Conference, Prague.
- Warschauer, M. (1993, March). An interactive approach toward teaching American Studies, International Conference of Central and Eastern European English teachers, Potsdam University, Germany.

Invited Lectures

- Warschauer, M. (2017, July). Technology and English Learners: Amplifying or Reducing Inequality. Invited Presentation to National Academy of Sciences Panel on Supporting English Learners in STEM Subjects.
- Warschauer, M. (2016, October). Technology in the classroom: Strategies for success. Invited presentation to the Toshiba Education Advisory Council, Irvine, CA.

- Warschauer, M. (2014, February). Technology in higher education. Invited briefing to the National Academy of Sciences Committee on Science, Engineering, and Public Policy, Irvine, CA.
- Warschauer, M. (2011, June). Publishing and presenting on CALL. Invited address at Kanda University of International Studies, Chiba, Japan.
- Warschauer, M. (2011, May). Digital media in the English classroom. Invited address at Tokai University, Kanagawa, Japan.
- Warschauer, M. (2011, January). Internet and English teaching. Invited address at Kanda University of International Studies, Chiba, Japan.
- Warschauer, M. (2011, January). Digital media and the future of learning. Invited address at Kanda University of International Studies, Chiba, Japan.
- Warschauer, M. (2010, November). Laptops and learning: Boon or boondoggle. Invited presentation at the Open University of Japan.
- Warschauer, M. (2010, May). Netbooks and open tools in education. Invited presentation in the School of Education Colloquium Series, Stanford University.
- Warschauer, M. (2009, Nov.) New tools for teaching the word and the world. Invited presentation in the Applied Linguistics Series, University of California, Santa Barbara.
- Warschauer, M. (2009, April). Web 2.0 for language learning: Audience, authorship, and artifact. Invited presentation at the Language Resource Center, Cornell University.
- Warschauer, M. (2008, November). Audience, authorship, and artifact: The emerging semiotics of Web 2.0. Invited presentation at Arizona State University.
- Warschauer, M. (2007, Feb.) Learning, change, and power: Competing frames of technology and literacy. Invited presentation at Berkeley Language Center, UC Berkeley.
- Warschauer, M. (2007, March) Laptops and literacy: Can one-to-one computing programs transform how children learn?. Invited presentation at the Center for Research on Information Technology & Organizations, UCI.
- Warschauer, M. (2007, Feb). Laptops and literacy. Invited presentation at the Langsom Library Colloquium Series, UCI.
- Warschauer, M. (2007, May). Perspectives on interdisciplinary research. Invited presentation at the Graduate Student Forum on Interdisciplinary Research, Calit2, UCI.
- Warschauer, M. (2007, Aug). Laptops and literacy. Invited presentation at the Summer Undergraduate Research Fellows in Information Technology (SURF-IT) Seminar, Calit2, UCI.
- Warschauer, M. (2004, Nov). A critical look at information literacy: Lessons from the Maine laptop program, Center for Research on Information Technology and Organizations, University of California, Irvine
- Warschauer, M. (2004, April). Laptops and literacy in K-12 schools: Can one-to-one computing level the playing field? Ada Byron Research Center, UCI.
- Warschauer, M. (2001, July). Language, technology, and education, Beijing Normal Capital

- University, Beijing, China.
- Warschauer, M. (2001, April). Dissecting the digital divide, Center for Research on Information Technology and Organizations, UCI
- Warschauer, M. (2000, December). Networked learning for the network society, Tel Aviv University, Israel.
- Warschauer, M. (2000, March). The Internet and social access: Dissecting the digital divide, UCLA, Los Angeles.
- Warschauer, M. (1999, Dec). From authenticity to agency: Language learning in the 21st century, Haifa University, Israel.
- Warschauer, M. (1999, Aug). Computers and collaborative learning, Regional English Language Centre, Singapore.
- Warschauer, M. (1999, April). The Internet, english, and the knowledge economy: Are you ready for the 21st century?, Suzhou University, China.
- Warschauer, M. (1998, Sept). New media, new literacies: Language teaching in the age of information, United States Information Service, Amman, Jordan.
- Warschauer, M. & Ortega, L. (1997, Feb). Apprenticing into academic discourse, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- Warschauer, M. (1997, Jan). Language, literacy, and computers: Evolving views, evolving practices, Queensland University of Technology, Brisbane, Australia
- Warschauer, M. (1996, Nov). Language Learning and the Internet: Theory, Research, and Classroom Applications, University of Michigan, Ann Arbor
- Warschauer, M. & Schmit, R. (1996, March). Rule or rote?: connectionist simulations of language learning, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- Warschauer, M. (1996, Feb). Vygotsky, Bakhtin, and Freinet: Perspectives on computer-mediated collaborative learning, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- Warschauer, M. (1995, Nov). Text, talk & tasks: Computer-mediated environments for collaborative language learning, Stanford University, Stanford, California.
- Warschauer, M. (1995, Nov). Internet for English teaching, Brigham Young University of Hawai'i.
- Warschauer, M., Davis, K. & Schmidt, R. (1995, Sept). Writing for publication, Hawaiian Association of Teachers of English as a Second Language Annual Retreat, Honolulu.
- Warschauer, M. (1995, Feb). Using Email and electronic communication for English teaching," Teacher Institute Day, Hawaiian Education and Language Program, University of Hawai'i at Manoa.
- Warschauer, M., & Fresh, E. (1995, Feb). Electronic communication for language teaching: Connecting learners across the classroom and across the globe, College of Languages, Linguistics and Literature, University of Hawai'i, Honolulu.
- Warschauer, M. (1994, Nov). Computer networking as a tool for empowering language learners,

University of Hawai'i Department of ESL Colloquium Series, Honolulu.

Warschauer, M. (1994, Sept). Computer-mediated communication for foreign and second language teaching, Hawaiian Association of Teachers of English as a Second Language Annual Retreat.

Warschauer, M. (1991, Nov). Teaching drama through song, Moscow Linguistic University, Moscow, Russia.d

Courses Taught at UCI

Dissertation Proposal Writing

Educational Measurement and Field Research

Foundations of Digital Learning

Literacy and Technology

Qualitative Research Methods

Studies of Diversity and Inequality in Education

Teaching English Internationally

Technology and Literacy

Technology and Social Development

Theories and Methods of Instruction for English Language Development

Theories and Research on First- and Second-Language Acquisition in School Contexts

Second Language Learning

21st Century Literacies

Academic Service

Editorial Service

Editor, Palgrave Macmillan, Digital Education and Learning book series (2016-date)

Editor, Bloomsbury Academic, Advances in Digital Language Learning and Teaching book series (2011-date)

Editor, *AERA Open* (2014-date)

Associate Editor, *The Social Sciences Collection* (2016)

Editor, *Language Learning & Technology* (1996-2003, 2011-2014)

Editorial Board:

Journal of Second Language Writing (2009-2012)

L2 Journal (2009-date)

Language Learning Journal (1999-date)

Language Learning & Technology (2003-2011)

Language@Internet (2007-date)

Journal of Computer Mediated Communication (2004-2012)

Writing and Pedagogy (2008-date)

Outside Reviewer:

American Association for Applied Linguistics, Language and Technology Strand (conference paper proposals reviewed, August 2007)

American Educational Research Association, Division C - Learning & Instruction, Section 7 - Technology Research (conference paper proposals reviewed, August 2007)

American Educational Research Journal (2003-date)

Applied Linguistics (1996-date)

British Association of Applied Linguistics (2008)

Cambridge University Press (1996-date)

Canada Council for the Arts (2009-date)

Canadian Modern Language Review (2000-date)

Diaspora, Indigenous, and Minority Education: International Journal (2007-date)

Economics of Education (2010)

Educational Evaluation and Policy Analysis (2004-date)

Educational Policy (2003-date)

Electronic Markets (2007)

English for Specific Purposes (2009)

European Societies (2008)

IEEE Technology and Society (2004-date)

IEEE Transactions on Learning Technologies (2010-date)

International Journal of Communication (2009-date)

Journal of Computer-Mediated Communication (2001-date)

Journal of Engineering Education (2007)

Language Learning & Technology (2007)

Language Teaching Research (2010-date)

Mind, Culture, and Activity (2000-date)

MIT Press (2005)

Modern Language Journal (1996-date)

National Institute of Education, Singapore (2009)

New Media and Society (2009)

Pedagogies (2007-date)
Review of Research in Education (2009-date)
Routledge (2000-date)
Russell Sage Foundation (2002)
Social Forces (2006-date)
Social Science Computer Review (2002-date)
Sociology of Education (2003-date)
Teachers College Press (book manuscripts reviewed, 2007 and 2008)
Teaching and Teacher Education (journal article reviewed, September 2007)
TESOL Quarterly (1997-date)
TESOL Standards Committee (2008)
The Information Society (2005-date)
TOEFL Committee of Examiners (2006)
University of Michigan Press (2009)

Professional Service (Most Recent)

Program Committee, National Science Foundation, EHR Core Research Panel, 2017
Reviewer, National Science Foundation, Cyberlearning Panel, 2018
Reviewer, National Science Foundation, EHR Core Research Panel, 2017
Reviewer, National Science Foundation, Cyberlearning Panel, 2017

Departmental and School Service (at UCI)

Search Committee Member, 2018
Search Committee Chair, 2017
Admissions Committee, PhD in Education (2017-2018)
Chair, Associate Professor Search Committee (2017-2018)
Interim Dean, School of Education (2015-2016)
Associate Dean, School of Education (2012-2015)
Director, Ph.D. in Education Program (2006-2010, 2011-2013)
Director, Ph.D. in Education Admissions Committee (2006-2010, 2011-2012)
Faculty Chair, Department of Education (2006-2010)
Reviewer, Summer Undergraduate Research Fellowship (2009)
Reviewer, Upper Division Writing Contest (2009)
Associate Director for Research, Ada Byron Research Center for Diversity in Computing &

Information Technology, School of Information & Computer Science (2003-date)
Vice Chair, Department of Education (2002-2004)
Chair of Faculty Recruitment Committee, Department of Education (2002-2004)
Chair of Doctoral Planning Committee, Department of Education (2003-2006)

Campus-Wide and UC Service

Faculty Advisory Board, UCI Data Sciences Initiative (2015-2018)
Advisory Committee, Educational Technology Initiative (2016-2019)
Faculty Advisory Group, Research Cyber Infrastructure Center (2016-2018)
Reviewer, UC President's Postdoctoral Fellowship Selection Committee (2011-2019)
Director, Teaching and Learning Research Center (2016-date)
Representative Assembly of the Academic Senate (2006-2010)
Committee on Committees, UC Irvine (2003-2004)
Information Technology and Telecommunications Policy Committee, UC systemwide (2001-2002)
Council on Research, Computing, & Library Resources, UC Irvine (2001-2002)

Community Service

Member, Governing Board, Advanced Learning Academy, District-Dependent Charter School, Santa Ana
Member, Down Syndrome Foundation of Orange County Learning Committee Advisory Board
Member, Irvine Unified School District Technology and Learning Committee
Judge, AppJam+ Mobile App Development Contest for Orange County Middle School Students

Academic Supervision

Doctoral Dissertation Committees Chaired

Hansol Lee, University of California Irvine, (UCI Ph.D. in Education Program). Exploring corpus use in second language vocabulary learning: Toward the Establishment of a data-driven learning model. [Currently Assistant Professor of English at Korean Military Academy.]
Bianca Cung, University of California Irvine, (UCI Ph.D. in Education Program). Personality and scheduling in online courses. Currently [Statistical Supervisor for the U.S. Census Bureau.]
Suhang Jiang, University of California Irvine, (UCI Ph.D. in Education Program). Cultural values and cross-national differences in educational choices and performance (2018). [Currently Software Developer.]
Tamara Tate, University of California Irvine, (UCI Ph.D. in Education Program). Prior computer use, keystroke activity, and writing achievement: A three-part analysis of the 2011 National Assessment of Educational Progress writing assessment of 8th grade students (2018).

[Currently Postdoctoral Researcher at UCI.]

- Veronica Newhart, University of California Irvine, (UCI Ph.D. in Education Program). *Are They Present?: Homebound Children with Chronic Illness in Our Schools and the Use of Telepresence Robots to Reach Them* (2018). [Currently Postdoctoral Fellow at UCI.]
- Soobin Yim, University of California Irvine, (UCI Ph.D. in Education Program). *Digital literacy in academic settings: Synchronous collaborative writing among linguistically diverse students* (2017). [Currently Research Specialist at UCI at UCI.]
- Viet Vu, University of California, Irvine, (UCI Ph.D. in Education Program). *Documenting instructional practices in STEM lecture courses* (2017). [Currently Lecturer at UCI.]
- Lynn Reimer, University of California, Irvine, (UCI Ph.D. in Education Program). *The STEM lecture hall: A study of effective instructional practices for diverse learners* (2017). [Currently Director of Education Programs at UC Merced Extension.]
- Youngmin Park, University of California, Irvine, (UCI Ph.D. in Education Program). *Technology-enhanced L2 reading: The effects of hierarchical phrase segmentation* (2015). [Currently Lecturer at Busan National University.]
- Paul Rama, University of California, Irvine, (UCI Ph.D. in Education Program). *L2 Spanish learning via World of Warcraft* (2014). [Currently Assistant Professor at Brigham Young University-Hawaii.]
- Binbin Zheng, University of California, Irvine (UCI Ph.D. in Education Program). *Social Media and Classroom Writing: Participation, Interaction, and Collaboration* (2013). [Currently Assistant Professor at Michigan State University]
- Chin-Hsi Lin, University of California, Irvine (UCI Ph.D. in Education Program). *Language learning through social networks: perceptions and reality* (2013). [Currently Associate Professor at University of Hong Kong]
- Lauren Shea, University of California, Irvine (UCI Ph.D. in Education Program; co-chair with Judith Sandholtz). *Talking to Learn: A Mixed-Methods Study of a Professional Development Program for Teachers of English Language Learners* (2012). [Currently Adjunct Professorial Lecturer, American University.]
- Melanie Wade, University of California, Irvine (UCI/UCLA Ed.D. Program). *Laptops and the Gender Gap: An Investigation of a High School Core Curriculum Program* (2010).
- Susan Leonard-Giesen, University of California, Irvine (UCI/UCLA Ed.D. Program). *Family Daily Routine: Case Study on Literacy Intervention for Preschool Children with Down Syndrome* (2009)
- Doug Grimes, University of California, Irvine (Ph.D. in Information & Computer Sciences). *Middle School Use of Automated Writing Evaluation: A Multi-Method Case Study* (2008)
- Akemi Morioka, University of California, Irvine (UCI/UCLA Ed.D. Program). *Teaching Japanese with Content-Based Instruction* (2007)
- Michele Rousseau, University of California, Irvine (Ph.D. in Information & Computer Sciences). *Ubiquitous Computing, Equity and K-12 Schools: Can One-to-One Laptop Programs Level the Playing Field?* (2007; co-chair with Debra Richardson)

Richard Weiss, University of California, Irvine (UCI/UCLA Ed.D. Program). *Avenues to Access of Future Science Teachers: An Interview Study* (2007)

Lisa Hall, University of California, Irvine (UCI/UCLA Ed.D. Program). *Inspiration, Implementation, and Impact: Examining Teacher Professional Development in Successful School Districts* (2007)

Kelly King, University of California, Irvine (UCI/UCLA Ed.D. Program). *Journeys to Academic Literacy: Case Studies of Armenian English Learners in Southern California*. (2006)

Jorge Velastagui, University of California, Irvine (UCI/UCLA Ed.D. Program). *Handheld Computer Use in Diverse Classrooms* (2005)

Tam Do, University of California, Irvine (UCI/UCLA Ed.D. Program). *The Adaptation of Vietnamese International Students to California Community Colleges* (2005)

Carol Hansen, University of California, Irvine (UCI/UCLA Ed.D. Program). *Early-Career Middle School Teachers of Low-Income Urban Students: Coping With School Reform* (2005)

Dina Brown, University of California, Irvine (UCI/UCLA Ed.D. Program). *From the University to the Elementary Classroom: Students' Experiences in Learning to Integrate Technology in Instruction* (2004)

Jodie Wales, University of California, Irvine (UCI/UCLA Ed.D. Program). *Internet-Based Advanced Placement and Honors Courses: A Case Study in an Urban High School District* (2003)

Doctoral Dissertation Committee, Primary UCI Reader (joint CSU/UCI Ed.D. Program)

LaWanna Shelton, University of California, Irvine (CSU/UCI Ed.D. Program)

Vanita Chandrasekhar, University of California, Irvine (CSU/UCI Ed.D. Program)

Kurt Suhr, University of California, Irvine (CSU/UCI Ed.D. Program)

Tin Tran, University of California, Irvine (CSU/UCI Ed.D. Program)

Michael Bloemsa, University of California, Irvine (CSU/UCI Ed.D. Program)

Karen Brzoska, University of California, Irvine (CSU/UCI Ed.D. Program)

Javier Hernandez, University of California, Irvine (CSU/UCI Ed.D. Program)

Ray Chavez, University of California, Irvine (CSU/UCI Ed.D. Program)

Amit Schitai, University of California, Irvine (CSU/UCI Ed.D. Program)

Doctoral Dissertation Committee Member:

Maryse Mijalski, University of Southern California, PhD. (May 2014).

Adel Rajab, University of California, Irvine (UCI/UCLA Ed.D. Program)

Sharyn Sigler, University of California, Irvine (CSU/UCI Ed.D. Program)

Cathy Patterson, University of California, Irvine (CSU/UCI Ed.D. Program)

Advancement to Candidacy Committee Member:

Natascha Chtena, UCLA, (PhD in Information Studies). (September 2016).

Nicole Pierski, University of California, Irvine (Ph.D. in Sociology). (June 2014)

Matt Rafalow, University of California, Irvine (Ph.D. in Sociology). Augmented Schooling: Learning Technology Across Three Cultures (March 2013).

Dale Ganley, University of California, Irvine (Ph.D. in Management): The Global Digital Divide: An Inter-Generational Country Level Analysis (November 2004)

Doctoral Dissertation Examination:

Monica Benigna Behrned, University of South Africa, June 2012. Mediating second language assignment writing through online resources: Sociocultural influences on design and use.

Shanon Johnson, University of Queensland, July 2007: Context, change and communications technology in classroom pedagogy: Indonesian language teachers implementing email in senior secondary teaching

Leila Kajee, University of KwaZulu-Natal, South Africa, March 2006: Language, literacy, and the construction of identity in online environments

Wendy Sutherland, Monash University, Australia, May 2004: The right to own: An investigation of the relationship between plagiarism, the Internet and International students' academic writing

Ruth Kivela, Monash University, Australia, May 2000: Computer-mediated communication and English teaching in Hong Kong

Masters Thesis Examination:

Xu Fang, Department of English, School of Foreign Languages, Suzhou University, China, April 1999: Computer assisted collaborative language learning: Theory and practice [chair of examination committee]

Xu Yuejin, Department of English, School of Foreign Languages, Suzhou University, China, April 1999: Integrating word processing into EFL writing: A preliminary study [chair of examination committee]

Undergraduate Honors Research:

Hall, Cassandra, Summer Undergraduate Research Program Fellow, University of California, Irvine: 21st century literacies: Use of collaborative environments for inclusive education (2016).

Ho, Pauline, Summer Undergraduate Research Program Fellow, University of California, Irvine: Investigating teaching practices in writing 39a classrooms: An examination for English language learners (2016).

Gonzalez, Stephanie, Summer Undergraduate Research Program Fellow, University of California, Irvine: Academic and social impacts of a semester vs. a quarter system, (2016).

Park Hye Jung and Kermani, Parshan Khosravi, University Research Opportunities Program Fellows, University of California, Irvine: Progress in practice: The magnitude of influence of the Socratic method in the STEM curriculum (2015).

Macias, Meghan, Ho, Pauline, & Lomeli, Ana G., University Research Opportunities Program Fellows, University of California, Irvine: Three unique approaches to Introductory Biology:

A comparison of the attitudes and academic outcomes of underrepresented groups (2015).
Held, Devin, Summer Undergraduate Research Fellowship, University of California, Irvine:
Designing a technology use monitor and awareness app for college students (2014).
Casasola, Timothy, University Research Opportunities Program Fellow, University of California,
Irvine: Documenting instructional practices in STEM lecture courses: The effect of flipped
classroom instruction on students' attitudes and achievement (2014).
Eunjae Kim, University Research Opportunities Program Fellow, University of California,
Irvine: Language and literacy practices in a technology intensive environment (2009)
Alex Taubman, Summer Undergraduate Research Fellow in Information Technology:
Videogames and learning (2009)
Taylor Mar, Summer Undergraduate Research Fellow in Information Technology: Videogames
and learning (2009)
Connie Tran, Summer Undergraduate Research Fellow in Information Technology, University of
California, Irvine: Increasing girls' access to advanced technology use (2007)
Aysha Cohen, Summer Undergraduate Research Program, University of California, Irvine: The
role of supportive peer relations in promising afterschool programs (2007)
Bryan Ventura, Social Science Undergraduate Honors Research Program, University of
California, Irvine: A comparison of laptop learning programs among ethnically and culturally
diverse students (2003-2004)

Visiting Scholars Supervised

Kyu Yon Lim, Ewha Womans University (2018-2019)
Jingjing Lian, Beijing University (2018-2019)
Fan Zou, Sichuan Normal University (2018-2019)
Dongqing Wang, South China Normal University (2017-2018)
Ina Blau, Open University of Israel (2016)
Martha Bigelow, University of Minnesota (2016)
Daniel Glick, Edusoft (2015-2016)
Ying Xu, South China Normal University (2015-2016)
ChengXia Guo, Shanghai Ocean University (2014-2015)
Khitam Shraim, Palestinian Ministry of Education (2014)
Li Zhang, Shanghai Jiaotong University (2014)
Yue Sheng, Shanghai University of Engineering Science (2014)
Shanshan Liu, Beijing Foreign Studies University (2013-2014)
Eliseo Reategui, Fulbright Scholar, Federal University of Rio Grande do Sul (2013)
Xiaohong Wang, People's Bank of China Zhengzhou Training Institute (2009-2010)
Wilson Leffa, Catholic University of Pelotas, Brazil (2009-2010)

Kylie Pepler, UC President's Postdoctoral Fellow (2007)

Birna Arnbjornsdottir, University of Iceland (2003)

Andreas Lund, Oslo University, Norway (2003)

Izaura Carelli, Catholic University of São Paulo, Brazil (2002)

Xu Fang, School of Foreign Languages, Suzhou University, China (2002-2003)

Foreign Languages

Spanish: Read, write and speak at an advanced level (study in Guatemala and the U.S., formerly a Spanish bilingual high school teacher)

French: Read, write and speak at an intermediate level (four years of study at high school and university)

Mandarin: Speaking ability at a beginning level (two and one-half years of college and university study)

Italian: Read, write and speak at a beginning level (two semesters of university study, travel in Italy)

Portuguese: Read, write, and speak at a beginning level (two semesters of university study, travel in Portugal and Brazil)

Russian, Czech, Hawaiian, Arabic, Hebrew: Limited knowledge from prior study