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Employment History

2007-date Professor, School of Education and Departments of Informatics, Language Science, and Psychological Science, 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

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

1990 Teacher, University of California, Berkeley, English Language Program

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

<u>Education</u>	<u>Institution</u>	<u>Major (Degree)</u>
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

2023-2027: Principal Investigator, National Science Foundation, Deepening Computational Thinking for English Learners by Integrating Community-Based Environmental Literacy (\$2,000,000)

2023-2026: Co-Principal Investigator, National Science Foundation, Incorporating Generative Artificial Intelligence into Engineering Writing Courses (\$400,000); PI: Tamara Tate, UC Irvine

2023-2026: Co-Principal Investigator and PI of UCI Subaward, National Science Foundation, Building A Teacher-AI Collaborative System for Personalized Instruction and Assessment of Comprehension Skills (\$850,000; UCI Subaward: \$156,843); PI: Ying Xu, University of Michigan

2021-2026: Principal Investigator, National Science Foundation, Developing Conversational Videos to Support Children's STEM Learning and Engagement (\$3,000,000)

202-2023: Subrecipient PI, National Science Foundation, Computing Innovation Fellows 2021 Project (\$265,352)

2019-2024: Principal Investigator, US Department of Education, Education Innovation and Research, Improving Pedagogy to Accelerate Computational Thinking (\$4,000,000)

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)

Previous Grants

2019-2023: Principal Investigator, National Science Foundation, Collaborative Network of grades 3-5 Educators for Computational Thinking for English Learners (\$1,060,000; includes a \$60,000 Research Experiences for Undergraduates [REU] supplement)

2023: Principal Investigator, Spencer Foundation, Pens and Pixels: Generative AI in Education (\$50,000)

2021-2022: Co-Principal Investigator, Schmidt Futures, Automatic Question-Answer Generation for Narrative Comprehension Skills Learning and Assessment (\$50,000); PI: Ying Xu, UC Irvine

2020-2021: Principal Investigator, AERA Research Conference on Computer Science for Multilingual Learners, American Educational Research Association (\$50,000)

2019-2022: Principal Investigator, National Science Foundation, Using Conversational Agents to Foster Preschool Children's Learning and Engagement from Interactive Science Videos (\$300,000)

2018-2021: Senior Personnel, Mellon Foundation, Next Generation Undergraduate Success Measurement Project (\$1,115,000); PI: Richard Arum

2017-2020: Co-Principal Investigator, National Science Foundation, CONECTAR: Collaborative Network of Educators for *Computational Thinking for All* Research; PI: Debra Richardson, UC Irvine (\$316,000; includes a \$16,000 Research Experiences for Undergraduates [REU] supplement)

2016-2020: Co-Principal Investigator, National Science Foundation, CS10K: *CSIC@OC*—Building a Local Area Network of Computer Science Teachers (\$1,013,651; includes a \$16,000 Research Experiences for Undergraduates [REU] supplement); 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)

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

Fellow, UC Irvine Center for the Neurobiology of Learning and Memory, 2023

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, 1993-1994

Fulbright Scholar, University of West Bohemia, Plzen, Czech Republic, 1992-1993

Publications

Citations=52,523 H-Index=100 (Google Scholar Citations)

Note: Student Co-Authors are Underlined

Authored and Co-Authored Books

- AB9** Prado, Y., & Warschauer, M. (in press). *Voices on the margins: Inclusive education at the intersection of language, literacy, and technology*. MIT Press.
- AB8** 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.
- AB7** Hirata, K., & Warschauer, M. (2014). *Japan: The paradox of harmony*. New Haven, CT: Yale University Press.
- AB6** Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with*

technology. New York: Teachers College Press.

- AB5** Warschauer, M. (2006). *Laptops and literacy: Learning in the wireless classroom*. New York: Teachers College Press.
- AB4** 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 Paulo.
- AB3** 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.
- AB2** Warschauer, M. (1999). *Electronic literacies: Language, culture, and power in online education*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- AB1** 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

- EB3** Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge: Cambridge University Press Applied Linguistics Series.
- EB2** Warschauer, M. (Ed.). (1996). *Telecollaboration in foreign language learning*. Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.
- EB1** 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

- JE4** Warschauer, M., & Xu, Y. (2022-2024). Guest Editors. Artificial Intelligence for Language Learning. Special issue of *Language Learning & Technology* journal. https://www.lltjournal.org/collection/col_10125_108158/
- JE3** Warschauer, M. (2014-2022). Inaugural Editor in Chief, *AERA Open* [Selected by the Association of American Publishers in 2019 as Best New Journal in the Social Sciences].
- JE2** Warschauer, M. (1996-2003, 2011-2014). Founding Editor, *Language Learning & Technology* journal.

JE1 Warschauer, M. (2008). Guest Editor. Technology and Literacy. Special issue of *Pedagogies*.

Journal Articles

- J164** Yang, D., Ge, Y., Sun, Y., Collins, P., Jaeggi, S., Xu, Y., Shea, Z. M., & Warschauer, M. (2024). Self-regulation and comprehension in shared reading: The moderating effects of verbal interactions and E-book discussion prompts. *Child Development, 00*, 1–16. <https://doi.org/10.1111/cdev.14128>
- J163** Tate, T. P., Steiss, J., Bailey, D., Graham, S., Moon, Y., Ritchie, D., Tseng, W., & Warschauer, M. (2024). Can AI provide useful holistic essay scoring? *Computers and Education: Artificial Intelligence, 7*, 100255. <https://doi.org/10.1016/j.caeai.2024.100255>
- J162** Baek, C., Aguilar, S. J., & Warschauer, M. (2024). Exploring teachers' self-efficacy and willingness to provide accommodations in teaching students with autism: An intervention study. *Teaching and Teacher Education, 140*, 104488. <https://doi.org/10.1016/j.tate.2024.104488>
- J161** Warschauer, M., & Xu, Y. (2024). Artificial intelligence for language learning: Entering a new era. *Language Learning & Technology, 28*(2), 1-4. <https://doi.org/10125/73569>
- J160** Tate, T. P., Kim, Y.-S. G., Collins, P., Warschauer, M., & Olson, C. B. (2024). Linguistic features of secondary school writing: Can natural language processing shine a light on differences by sex, English language status, or higher scoring essays? *Written Communication, 41*(3), 485–512. <https://doi.org/10.1177/07410883241242093>
- J159** Steiss, J., Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., Warschauer, M., & Olson, C. B. (2024). Comparing the quality of human and ChatGPT feedback of students' writing. *Learning and Instruction, 91*, 101894. <https://doi.org/10.1016/j.learninstruc.2024.101894>
- J158** Baek, C., Aguilar, S. J., & Warschauer, M. (2024). Exploring teachers' self-efficacy and willingness to provide accommodations in teaching students with autism: An intervention study. *Teaching and Teacher Education, 140*, 104488. <https://doi.org/10.1016/j.tate.2024.104488>
- J157** Fütterer, T., Fischer, C., Alekseeva, A., Chen, X., Tate, T., Warschauer, M., & Gerjets, P. (2023). ChatGPT in education: Global reactions to AI innovations. *Scientific Reports, 13*, 15310. <https://doi.org/10.1038/s41598-023-42227-6>
- J156** Warschauer, M., Tseng, W., Yim, S., Webster, T., Jacob, S., Du, Q., & Tate, T. (2023). The affordances and contradictions of AI-generated text for writers of English as a second or foreign language. *Journal of Second Language Writing, 62*, 101071. <https://doi.org/10.1016/j.jslw.2023.101071>
- J155** Jacob, S. R., & Warschauer, M. (2023). Asset-based approaches to multilingual students' computer science identity development. *Journal of Computer Science Integration, 6*(1): 4, 1–15. <https://doi.org/10.26716/jcsi.2023.9.21.41>

- J154** Garcia, L., Parker, M., & Warschauer, M. (2023). Coding attitudes of fourth-grade Latinx students during distance learning. *Computer Science Education*.
<https://doi.org/10.1080/08993408.2023.2237366>
- J153** Tseng, W., & Warschauer, M. (2023). AI-writing tools in education: If you can't beat them, join them. *Journal of China Computer-Assisted Language Learning*.
<https://doi.org/10.1515/jccall-2023-0008>
- J152** Xiao, F., Zhao, P., Sha, H., Yang, D., & Warschauer, M. (2023). Conversational agents in language learning. *Journal of China Computer-Assisted Language Learning*.
<https://doi.org/10.1515/jccall-2022-0032>
- J151** Scott, D., Zou, A., Jacob, S. R., Richardson, D., & Warschauer, M. (2023). Comparing boys' and girls' attitudes toward computer science. *Journal of Computer Science Integration*, 6(1), 1-17. <https://doi.org/10.26716/jcsi.2023.2.22.37>
- J150** Yang, D., Xia, C., Collins, P., & Warschauer, M. (2022). The role of bilingual discussion prompts in shared E-book reading. *Computers & Education*, 190, 104622.
<https://doi.org/10.1016/j.compedu.2022.104622>
- J149** Fischer, C., Baker, R., Li, Q., Orona, G. A., & Warschauer, M. (2022). Increasing success in higher education: The relationships of online course taking with college completion and time-to-degree. *Educational Evaluation and Policy Analysis*, 44(3), 355–379. <https://doi.org/10.3102/01623737211055768>
- J148** Fischer, C., McPartlan, P., Orona, G., Yu, R., Xu, D., & Warschauer, M. (2022). Salient syllabi: Examining design characteristics of science online courses in higher education. *PLOS ONE*, 17(11). <https://doi.org/10.1371/journal.pone.0276839>
- J147** Tate, T., & Warschauer, M. (2022). Access, digital writing, and achievement: The data in two diverse school districts. *Journal of Writing Assessment*, 15(1).
<https://doi.org/10.5070/W4jwa.189>
- J146** Jacob, S. R., Montoya, J., Nguyen, H., Richardson, D., & Warschauer, M. (2022). Examining the what, why, and how of multilingual student identity development in computer science. *ACM Transactions on Computing Education (TOCE)*.
<https://doi.org/10.1145/3500918>
- J145** Jacob, S. R., Montoya, J., & Warschauer, M. (2022). Exploring the intersectional development of computer science identities in young Latinas. *Teachers College Record*, 124(5), 166-185.
- J144** Li, Q., Xu, D., Baker, R., Holton, A., & Warschauer, M. (2022). Can student-facing analytics improve online students' effort and success by affecting how they explain the cause of past performance? *Computers & Education*, 185, 104517.
- J143** Tate, T., McPartlan, P., Baker, R., Aubele, J., & Warschauer, M. (2022). "I just didn't feel like a student anymore:" Student responses to emergency distance learning. *Peabody Journal of Education*. Advance online publication.
<https://doi.org/10.1080/0161956X.2022.2088176>

- J142** Tate, T., & Warschauer, M. (2022). Equity in online learning. *Educational Psychologist*, 57(3), 192-206. <https://doi.org/10.1080/00461520.2022.2062597>
- J141** Xu, Y., Aubele, J., Vigil, V., Bustamante, A. S., Kim, Y. S., & Warschauer, M. (2022). Dialogue with a conversational agent promotes children's story comprehension via enhancing engagement. *Child Development*, 93(2), e149-e167.
- J140** Xu, Y., Vigil, V., Bustamante, A., & Warschauer, M. (2022). Contingent interaction with a television character promotes children's science learning and engagement. *Journal of Applied Developmental Psychology*, 81.
- J139** Fischer, C., Baker, R., Li, Q., Orona, G. A., & Warschauer, M. (2021). Increasing success in higher education: The relationships of online course taking with college completion and time-to-degree. *Educational Evaluation and Policy Analysis*, 01623737211055768. Advance online publication.
- J138** Nguyen, H., Lim, K. Y., Wu, L. L., Fischer, C., & Warschauer, M. (2021). "We're looking good": Social exchange and regulation temporality in collaborative design. *Learning and Instruction*, 74, 101443. <https://doi.org/10.1016/j.learninstruc.2021.101443>
- J137** Prado, Y., Jacob, S., & Warschauer, M. (2021). Teaching computational thinking to exceptional children: Lessons from two inclusive classrooms. *Computer Science Education*, 1-25. <https://doi.org/10.1080/08993408.2021.1914459>
- J136** Rodriguez, F., Fischer, C., Zhou, N., Warschauer, M., & Sewall, J. (2021). Student spacing and self-testing strategies and their associations with learning in an upper division microbiology course. *SN Social Sciences*, 38. <https://doi.org/10.1007/s43545-020-00013-5>
- J135** Rutherford, T., Karamarkovich, S., Xu, D., Tate, T., Sato, B., Baker, R., & Warschauer, M. (2021). Profiles of instructor responses to emergency distance learning. *Online Learning*, 25(1). <https://doi.org/10.24059/olj.v25i1.2472>
- J134** Wu, L. L., Fischer, C., Rodriguez, F., Washington, G. N., & Warschauer, M. (2021). Project-based engineering learning in college: Associations with self-efficacy, effort regulation, interest, skills, and performance. *SN Social Sciences*, 1(12), 1-20.
- J133** Baker, R., Xu, D., Park, J., 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.
- J132** 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.

- J131** 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.
- J130** Zhou, N., Nguyen, H., Fischer, C., Richardson, D., & Warschauer, M. (2020). High school teachers' self-efficacy in teaching computer science. *ACM Transactions on Computing Education*. <https://doi.org/10.1145/3410631>
- J129** Lee, H., Warschauer, M., & 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*. <https://doi.org/10.1111/modl.12634>
- J128** 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.
- J127** 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*.
- J126** Xu, Y., Wang, D., Collins, P., Lee, H., & Warschauer, M. (2020). Same benefits, different communication patterns: Comparing children's reading with a conversational agent vs. a human partner. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2020.104059>
- J125** Xu, Y., & Warschauer, M. (2020). A content analysis of voice-based apps on the market for early literacy development. In Proceedings of the 19th ACM International Conference on Interaction Design and Children (IDC '20). Association for Computing Machinery, New York, NY, USA. <https://doi.org/10.1145/3392063.3394418> Best Paper Award Honorable Mention.
- J124** Xu, Y., & Warschauer, M. (2020). Exploring young children's engagement in joint reading with a conversational agent. In Proceedings of the 19th ACM International Conference on Interaction Design and Children (IDC '20). Association for Computing Machinery, New York, NY, USA. <https://doi.org/10.1145/3392063.3394417>
- J123** 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.
- J122** 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*.
- J121** 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>

- J120** 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.
- J119** Vu, V., Warschauer, M., & Yim, S. (2019). Digital storytelling: A district initiative for academic literacy improvement. *Journal of Adolescent & Adult Literacy*, 63(3), 257-267. <https://doi.org/10.1002/jaal.962>
- J118** 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. <https://doi.org/10.1007/s10758-019-09412-x>
- J117** 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.
- J116** 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>
- J115** 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. <https://doi.org/10.1017/S0958344018000162>
- J114** 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.
- J113** Warschauer, M., Yim, S., Lee, H., & Zheng, B. (2019). Recent contributions of data mining to language learning research. *Annual Review of Applied Linguistics*. <https://doi.org/10.1080/08923647.2019.1582404>
- J112** Collins, P., Tate, T., & Warschauer, M. (2019). Technology as a lever for adolescent writing. *Policy Insights from the Behavioral and Brain Sciences*, 6(2). <https://doi.org/10.1177/2372732219836440>
- J111** 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*. <https://doi.org/10.1080/08923647.2019.1582404>
- J110** 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.
- J109** 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.

- J108** Jacob, S. R., & Warschauer, M. (2018). Computational thinking and literacy. *Journal of Computer Science Integration*, 1(1), 1-19.
- J107** 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).
- J106** 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*. <https://doi.org/10.1111/bjet.12689>
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Data Sets

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- DS5** Xu, Y., & Warschauer, M. (2021). *Conversational agents for dialogic reading* [Data set]. <https://doi.org/10.7280/D10Q3P>
- DS4** Warschauer, M., Reimer, L., Denaro, K., Orona, G., Schenke, K., Nguyen, T., Niili, A., Xu, D., Solanki, S., & Tate, T. (2021). *Evaluating promising practices in undergraduate STEM lecture courses* [Data set]. Dryad. <https://doi.org/10.7280/D11M5Q>
- DS3** Warschauer, M., Collins, P., & Farkas, G. (PIs). (2021). *Digital scaffolding for English language arts, United States, 2016-2017* (ICPSR37625-v1) [Data set]. Inter-university Consortium for Political and Social Research. [Tate, T., data lead and prepared public data set] <http://doi.org/10.3886/ICPSR37625.v1>

- DS2** Fischer, C., Xu, D., Rodriguez, F., Denaro, K., & Warschauer, M. (2020). Data on online and face-to-face course enrollments in a public research university during summer terms. *Data in Brief*, 29, 1–10.
- DS1** Tate, T., Warschauer, M., & Abedi, J. (2016). Data on NAEP 2011 writing assessment prior computer use. *Data in Brief*, 8, 978–989. <https://doi.org/10.1016/j.dib.2016.07.002>

Research Reports

- RR9** Jacob, S. R., Bailey, A., Bers, M. U., Burke, Q., Denner, J., Franklin, D., Garcia, L., Gomez-Zwiep, S., Hoadley, C., Hopkins, M., Howard, K., Howard, N., Israel, M., Kafai, Y. B., Lee, O., Montoya, J., Parker, M., Pozos, R., Proctor, C.,... Warschauer, M. (2021). *Computer science for multilingual students: Report of the AERA Educational Research Conference*. <http://elementarycomputingforall.org/uploads/1/2/8/5/128546415/csm.pdf>
- RR8** 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*.
- RR7** 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). <https://web.archive.org/web/20180827050909/http://www.digitalllearninglab.org/wp-content/uploads/2015/02/IBdigitalLiteracy12152014-2.pdf>
- RR6** Warschauer, M., Zheng, B., & Farkas, G. (2010). *Final report on Saugus Union School District's SWATTEC program*.
- RR5** Warschauer, M., & Grimes, D. (2005). *First year evaluation report: Fullerton School District laptop program*. <https://education.uci.edu/uploads/7/2/7/6/72769947/fsd-laptop-year1-eval.pdf>
- RR4** Knobel, M., Stone, L., & Warschauer, M. (2002). *Technology and academic preparation: A comparative study*. Department of Education, University of California, Irvine.
- RR3** Warschauer, M., & Starr, C. (2001). *Educational technology in underserved communities*. Department of Education, University of California, Irvine.
- RR2** Warschauer, M. (1995). Heterotopias, panopticons, and Internet discourse. *University of Hawai'i Working Papers in ESL*, 14(1), 91-121.
- RR1** 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

- NR6** Fischer, C., Baker, R., Li, Q., Orona, G., & Warschauer, M. (2021, November 22). Access to online college courses can speed students' degree completion. Retrieved from <https://www.brookings.edu/>
- NR5** Warschauer, M., & Xu, D. (2020, March 30). 5 ways to overcome online achievement gaps. *University Business*.
- NR4** Warschauer, M. (2016). Leading the way for open access research. *Language Learning & Technology*, 20(2), 155-158.
- NR3** Warschauer, M. (2006, January). Language, technology, and development. *Guardian Weekly*.
- NR2** Warschauer, M. (1996, February). Online vignettes [Online essay]. *The Adjunct Advocate*.
- NR1** Warschauer, M. (1995). New email lists link EFL and ESL students. *TESOL Matters*, 4(6), 1.

Book Reviews

- BR6** 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.
- BR5** Warschauer, M. (2002). A review of *Language and the Internet* by David Crystal. *Education, Communication, and Information*, 2(2).
- BR4** Warschauer, M. (1998). A review of *The information age: Economy, society, and culture* by Manuel Castells. *Computers and Composition*, 15(2), 265-267.
- BR3** 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).
- BR2** Warschauer, M. (1998). A review of *Teaching by principles: An interactive approach to language pedagogy* by H. Douglas Brown. *SLTCC Newsletter*, 8(2), 11.
- BR1** 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

- PK37** Warschauer, M. (2024, April). AI in global education: Grabbing the bull by the horns. Keynote address to the Education with Gen AI Showcase, NYU Shanghai.
- PK36** Warschauer, M. (2023, October). Preparing our students with AI literacy. Keynote address to the CEIBAL National Conference on AI in Education, Montevideo, Uruguay.

- PK35** Warschauer, M. (2023, October). Promoting AI Literacy. Keynote address to the Regional Learning Innovation AI Summit, California State University, Channel Islands.
- PK34** Warschauer, M. (2023, October). From print to digital to AI: Preparing our students for the new literacy era. Keynote address at the Empower Learning for the Age of AI Global Conference. [Online]
- PK33** Warschauer, M. (2023, September). Generative AI in higher education. Keynote address at the Biennial Pepperdine University Faculty Summit.
- PK32** Warschauer, M. (2023, June). TechnologyAI ChatGPT. Keynote address to DIVERSITY CON Business Convention, sponsored by the Small Business Diversity Network. Irvine, CA, United States.
- PK31** Warschauer, M. (2022, October). Conversational agents as dialogic partners: A new domain for children's learning. Keynote plenary address at the Fourth International Conference of the Department of English Language and Literature, Helwan University.
- PK30** Warschauer, M. (2022, May). New digital tools for promoting social reading. Keynote plenary address at the 6th International Symposium on English Language Teaching and Communication, Centre for English Language Communication, National University of Singapore.
- PK29** Warschauer, M. (2021, October). Conversational agents and language development: A new frontier in children's learning. Keynote plenary address at the 2021 International Conference on CALL, Nanjing.
- PK28** Warschauer, M. (2015, April). Technologies in the classroom. Strategies for success. Invited plenary address at the California City School Superintendents Conference, San Diego, CA, United States.
- PK27** 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, CA, United States.
- PK26** Warschauer, M. (2014, September). Technology in higher education. Findings from a two-year study. Plenary address at the Technology Enhanced Curricula in Higher Education, 2014 TECH-Ed Conference, Pullman, WA, United States.
- PK25** Warschauer, M. (2012, October). Writing to learn and learning to write. Keynote plenary address at the GLoCALL 2012 International Conference, Beijing, China.
- PK24** Warschauer, M. (2011, June). Re-imagining reading in digital learning environments. Plenary address at the JALTCALL Annual Conference, Kurume, Japan.
- PK23** Warschauer, M. (2011, June). Re-envisioning reading in English as a foreign language. Keynote plenary address at the JACET Kanto Conference, Tokyo, Japan.
- PK22** Warschauer, M. (2010, September). New paradigms in technology-mediated learning. Keynote plenary address at the Korean Association of Foreign Language Education Annual Conference, Seoul.
- PK21** Warschauer, M. (2010, May). One Laptop per Child: Design and implementation.

Keynote presentation at the Rebele Conference on Designing for Free Expression: Values in Communication Technologies, Stanford University.

- PK20** Warschauer, M. (2009, November). The future ain't what it used to be: Digital media and second language writing. Keynote plenary address at the Symposium on Second Language Writing, Tempe, AZ, United States.
- PK19** 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.
- PK18** 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.
- PK17** Warschauer, M. (2005, July). Change, power, and learning: Competing discourses of technology and literacy. Keynote plenary address at the World Congress of Applied Linguistics, Madison, WI, United States.
- PK16** Warschauer, M. (2003, May). Of digital divides and social multipliers: A global perspective on language, technology, and development. Keynote plenary address at the WorldCALL Conference, Banff, Canada.
- PK15** Warschauer, M. (2002, July). Computer-assisted language learning: Past, present, and future. Keynote plenary address at the Computer-Assisted Systems for Teaching & Learning Japanese Annual Conference, San Diego, CA, United States.
- PK14** Warschauer, M. (2001, November). The future of English teaching, keynote plenary address at the TESOL Italy Annual Convention, Rome.
- PK13** Warschauer, M. (2001, July). Globalization and language education. Keynote plenary address at the Yázigi Internexus Biennial Language Teaching Seminar, São Paulo, Brazil.
- PK12** Warschauer, M. (2001, June). Language teaching in the information technology society. Keynote plenary address at the Technology in Language Education Conference, Hong Kong/Nanjing.
- PK11** Warschauer, M. (2001, March). Language teaching in the information technology society. Keynote plenary address at the Digital Stream Conference, Monterey, CA, United States.
- PK10** Warschauer, M. (2000, July). ICT and employability: Critical connections. Keynote plenary address at the Center for Information on Language Teaching and Research Conference on Teaching Modern Languages in Universities in the 21st Century, Nottingham, UK.
- PK9** Warschauer, M. (2000, May). The Internet and language diversity. Special invited address at the Conference on Language Variation and Language Policy, Ghent, Belgium.
- PK8** Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. Keynote plenary address at the IATEFL CALL Conference, Barcelona.

- PK7** Warschauer, M. (1999, August). Millennialism and media: Language, literacy, and technology in the 21st century. Keynote plenary address at the World Congress of Applied Linguistics, Tokyo.
- PK6** Warschauer, M. (1999, July). New media, new literacies: Challenges for the next century. Keynote plenary address at the the English Teachers Association of Israel Annual Conference.
- PK5** 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.
- PK4** Warschauer, M. (1999, February). Methods and media of interaction: A sociocognitive perspective. Keynote plenary address at the Annual Conference of the University Teachers of the English Language in Israel, Haifa.
- PK3** 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.
- PK2** 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.
- PK1** Warschauer, M. (1996, November). Internet for English teaching: What, why, and how. Special invited address to the English Teachers Association of Taiwan, Taipei.

Invited Colloquia

- IC9** 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.
- IC8** 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, American Educational Research Association Annual Conference, Chicago.
- IC7** Warschauer, M. (2002, April). New technologies and second language writing. Invited colloquium on second language writing, American Association for Applied Linguistics, Salt Lake City.
- IC6** 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.
- IC5** 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.
- IC4** 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.

- IC3** 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.
- IC2** 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.
- IC1** Warschauer, M. (1998, March). Electronic literacies: Bridging the gap. Invited academic session, Teachers of English to Speakers of Other Languages, Seattle, Washington.

Conference Presentations

- P113** Jacob, S. R., Montoya, J. L., Prado, Y., Baek, C., & Warschauer, M. (2024, April). *Universal Design for Learning and computational thinking for multilingual students* [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
- P112** Warschauer, M., & Ritchie, D. (2024, March). *Promoting AI literacy*. Presentation at the AI K12 Deeper Learning Summit, Anaheim, CA, United States.
- P111** Warschauer, M., Ritchie, D., Daviss, M., Zavala, G., & Gonzalez, I. (2024, March). *Promoting AI literacy: A university-school partnership*. Presentation at the 2024 California Charter School Conference, Long Beach, CA, United States.
- P110** Xu, Y., He, K., Vigil, V., Ojeda-Ramirez, S., Liu, X., Levine, J., Cervera, K., & Warschauer, M. (2023, June). “*Rosita reads with my family*”: *Developing a bilingual conversational agent to support parent-child shared reading*. Proceedings of the 22nd ACM International Conference on Interaction Design and Children (IDC '23), Association for Computing Machinery, Chicago, IL, United States.
- P109** He, K., Xu, Y., Vigil, V., Ojeda-Ramirez, S., Cervera, K., & Warschauer, M. (2023, April). *Developing a bilingual dialogic ebook with conversational agent for Hispanic families* [Paper session]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- P108** Jacob, S. R., & Warschauer, M. (2023, April). *Culturally responsive approaches to multilingual students’ computer science identity development* [Presidential session]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- P107** Jacob, S. R., Baek, C., & Warschauer, M. (2023, April). *Computational literacy, language, and culture* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- P106** Tsan, J., Eatinger, D., Ojeda-Ramirez, S., Saito-Stehberger, D., Jacob, S. R., Warschauer, M., & Franklin, D. (2023, April). *Investigating students’ identity in their open-ended “About Me” programming projects* [Paper presentation]. American Educational

Research Association Annual Meeting, Chicago, IL, United States.

- P105** Jacob, S., Baek, C., & Warschauer, M. (2023, March). *Examining coding and literacy instruction for bilingual students* [Individual paper]. American Association of Applied Linguistics (AAAL), Portland, OR, United States.
- P104** Jacob, S., Montoya, J., Nguyen, H., Richardson, D., & Warschauer, M. (2023, March). *Examining the what, why, and how of multilingual student identity development in computer science* [Selected ACM TOCE paper]. ACM SIGCSE Technical Symposium on Computer Science Education, Toronto, Canada.
- P103** Jacob, S., Parker, M., & Warschauer, M. (2022, April). *Leveraging multilingual students' resources to develop their computational literacies* [Symposium paper]. American Educational Research Conference, San Diego, CA, United States.
- P102** Montoya, J., Jacob, S., & Warschauer, M. (2021, April). *To what extent are elementary teachers using Universal Design for Learning strategies to teach computational thinking? Do these strategies improve computational thinking scores?* [Roundtable session]. American Educational Research Conference, Virtual.
- P101** Rodriguez, F., Lee, H. R., Fischer, C., Rutherford, T., & Warschauer, M. (2020, September). *Can learning analytics help us understand differences in behaviors and achievement among diverse learners? Results from an online chemistry course* [Poster presentation]. 2020 AERA Satellite Conference on Educational Data Science, Palo Alto, CA.
- P100** Warschauer, M., & Xu, Y. (2020, September). *Can conversational agents support children's learning?* Conference on Educational Data Science, Stanford, CA (Virtual conference).
- P99** Fischer, C., Nguyen, H., Feng, Y., Fiorini, S., Kalender, Y., Schunn, C., Vincent-Ruz, P., Whitcomb, K., Witherspoon, E., & Warschauer, M. (2020, April). *Advanced Placement course credit and undergraduate student success in STEM gateway courses* [Paper presentation]. American Educational Research Association, San Francisco, CA.
- P98** Prado, Y., Jacob, J., & Warschauer, M. (2020, April). *Teaching computational thinking to exceptional learners: Lessons from two diverse classrooms using Scratch* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA.
- P97** Jacob, S., Garcia, L., Montoya, J., Nguyen, H., Prado, Y., Stehberger, D., Barquin, B., Marsland, B., Fischer, C., Richardson, D., & Warschauer, M. (2020, April). *CONNECTAR: Collaborative network of Grade 3-5 educators for computational thinking for English learners* [Roundtable]. Presidential Session at the 2020 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- P96** Xu, Y., Hoang, T., Sun, B., & Warschauer, M. (2020, April). *What are you talking to? Understanding children's perceptions towards conversational agents* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA.

- P95** Xu, Y., Lee, H., Bautista S., & Warschauer, M. (2020, April). *Examining the effect of a conversational agent as a reading partner* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA.
- P94** Xu, Y., & Warschauer, M. (2019, October). *Conversational agents as educational video co-viewers for young children*. Paper presented at the 2019 Connected Learning Summit, Irvine, CA.
- P93** Fischer, C., Nguyen, H., & Warschauer, M. (2019, June). *Advanced Placement course credit and student success in STEM gateway courses*. Invited presentation at the Sloan Equity and Inclusion in STEM Introductory Courses Meeting, Ann Arbor, MI.
- P92** Fischer, C., Baker, R., Li, Q., Orona, G., & Warschauer, M. (2019, April). *Does online course-taking increase distal student success? Examining impacts on college graduation rates and time-to-degree* [Roundtable]. Annual Meeting of the American Educational Research Association, Toronto, Canada.
- P91** Jacob, S., & Warschauer, M. (2018, December). *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.
- P90** Fischer, C., Baker, R., Li, Q., Rodriguez, F., Xu, D., & Warschauer, M. (2018, October). *Online learning in higher education: Examining short-term and distal outcomes*. Poster presented at the 2018 CRESST Conference, Los Angeles, CA.
- P89** Collins, P., Warschauer, M., Farkas, G., Tate, T., Krishnan, J., Yau, J., Xu, Y., & Prado, Y. (2018, July). *Digital scaffolding to support adolescent literacy*. Paper presented at the annual meeting for the Society for the Scientific Study of Reading, Brighton, UK.
- P88** Krishnan, J., Prado, Y., Warschauer, M., & Collins, P. (2018, June). *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.
- P87** Ahumada-Newhart, V., Warschauer, M., Jones, M., & Eccles, J. (2018, May). *Telepresence robots improve social connectedness for homebound pediatric patients*. Proceedings of Pathways to Cures: Translational Research Science Symposium, UC Irvine Campus and Medical Center, Irvine, CA.
<https://doi.org/10.13140/RG.2.2.32042.47040>
- P86** Collins, P., Tate, T., Krishnan, J., Xu, Y., Prado, Y., Yau, J., Farkas, G., & Warschauer, M. (2018, May). *Digital scaffolding for English language arts*. Paper presented at the annual meeting for the Linguistic Society of Belgium, Université catholique de Louvain, Belgium.
- P85** Krishnan, J., Tate, T., Yau, J., Prado, Y., Collins, P., Farkas, G., & Warschauer, M. (2018, May). *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.
- P84** Krishnan, J., Prado, Y., Warschauer, M., & Collins, P. (2018, May). *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.

- P83** 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.
- P82** Jacob, S., & Warschauer, M. (2018, April). *Computational thinking and literacy.* Poster presented at the Center for Language, Interaction, and Culture, Los Angeles, CA.
- P81** Krishnan, J., Prado, Y., Warschauer, M., & Collins, P. (2018, April). *From assistance to agency: A study of digital scaffolding in the classroom.* Paper presented at the annual meeting for the American Educational Research Association, New York, NY.
- P80** 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.
- P79** 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.
- P78** Warschauer, M., & Vu, V. (2017, October). *Bridging languages, cultures, generations, and communities through digital stories.* Paper presented at the Bilingual Matters Workshop, Riverside, CA.
- P77** Warschauer, M. (2017, October). *UC Irvine's Digital Learning Lab.* Ignite talk presented at the Digital Media and Learning Annual Conference, Irvine, CA.
- P76** 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.
- P75** 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.
- P74** Zhou, N., Vu, V., Xu, Y., Vogel, D., Green, T., & Warschauer, M. (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.
- P73** 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.
- P72** 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.

- P71** 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.
- P70** 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.
- P69** Zheng, B., Yim, S., & Warschauer, M. (2016, April). *Collaborative writing patterns in a cloud-based environment*. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- P68** 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.
- P67** 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.
- P66** 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.
- P65** 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.
- P64** 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.
- P63** Zheng, B., Yim, S., Warschauer, M., & Lawrence, J. F. (2014, November). *Cloud-based collaborative writing and the Common Core Standards*. Paper presented at the Literacy Research Association, Florida.
- P62** 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.
- P61** 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.
- P60** 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.
- P59** 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.
- P58** 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.
- P57** 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.
- P56** 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.
- P55** 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.
- P54** Warschauer, M., & Zheng, B. (2013, May). *Collaborative writing in the cloud*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- P53** 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.
- P52** 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.
- P51** Warschauer, M. (2012, October). *Digital scaffolding for reading*. Paper presented at GLoCALL International Conference, Beijing.
- P50** Warschauer, M. (2012, October). *Pursuing graduate study in CALL (and related fields)*. Presentation at GLoCALL International Conference, Beijing.
- P49** 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.
- P48** 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.

- P47** 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.
- P46** 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.
- P45** 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.
- P44** 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.
- P43** Warschauer, M. (2010, May). *Netbooks and open source software in one-to-one programs*. Paper presented at the American Educational Research Association Annual Conference, Denver.
- P42** Pepper, K., & Warschauer, M. (2010, May). *Lessons from Brandy: Creative media production by a child with cognitive (dis)abilities*. Paper presented at the American Educational Research Association Annual Conference, Denver.
- P41** 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.
- P40** 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.
- P39** Warschauer, M. (2010, February). *What we have learned from school laptop programs*. Paper presented at the Digital Media and Learning Conference, San Diego.
- P38** Peppler, K., & Warschauer, M. (2009, March). *Developing a culture of critical game design in a second-grade classroom*. Paper presented at the American Educational Research Association Annual Conference, San Diego.
- P37** Grimes, D., & Warschauer, M. (2008, March). *Middle school use of automated writing evaluation*. Paper presented at the American Educational Research Association Annual Conference, New York.
- P36** 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 the American Educational Research Association Annual Conference, New York.
- P35** Warschauer, M. (2006, April). *Laptops and literacy*. Paper presented at the American Educational Research Association Annual Conference, San Francisco.
- P34** Grimes, D., & Warschauer, M. (2006, April). *Automated essay scoring in the classroom*. Paper presented at the American Educational Research Association Annual Conference,

San Francisco.

- P33** 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, Orlando, Florida.
- P32** 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.
- P31** Warschauer, M. (2003, April). *Technology and equity: A comparative study*. Paper presented at the American Educational Research Association Annual Conference, Chicago.
- P30** 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.
- P29** Warschauer, M., & Hirata, K. (2001, February). Falling through the net: Technology and inequality in the developing world, International Studies Association, Chicago.
- P28** 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.
- P27** Warschauer, M., & Soliman, M. (2000, March). Putting the interactive in interactive videoconferencing, Teachers of English to Speakers of Other Languages 2000 Annual Convention, Vancouver.
- P26** 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.
- P25** Warschauer, M., Ramzy, H., & Effat, R. (1999, October). Technology and educational reform: Prospects and challenges (colloquium), Egyptesol 1999 Annual Convention, Cairo, Egypt.
- P24** 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.
- P23** Warschauer, M. (1998, March). Publishing in scholarly journals, American Association for Applied Linguistics Annual Meeting.
- P22** Warschauer, M. (1997, November). Critical literacy in the age of information, New Literacy Conference, Honolulu.
- P21** Warschauer, M. (1997, June). Networking into academic discourse communities, Computers & Writing Conference 1997, Honolulu.
- P20** 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.

- P19** 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.
- P18** Warschauer, M. (1996, July). Research on network-based language learning, Symposium on New Technologies and Less Commonly Taught Languages, Honolulu.
- P17** Warschauer, M. (1996, May). Sociocultural learning theory and computer-mediated communication, Computer Assisted Language Instruction Consortium 1996 Annual Symposium, Albuquerque, New Mexico.
- P16** Warschauer, M. (1996, March). Multimedia language teaching (colloquium), Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago.
- P15** 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.
- P14** Warschauer, M. (1996, March). Explicit vs. implicit language learning: A connectionist model, American Association for Applied Linguistics Annual Meeting, Chicago.
- P13** Warschauer, M. (1995, November). Twenty-five activities for networking language learners, American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Anaheim.
- P12** 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.
- P11** Warschauer, M. (1995, October). Applications of technology to language teaching (panel discussion), Hawaiian Association of Language Teachers, Honolulu.
- P10** 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.
- P9** 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.
- P8** 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.
- P7** 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.
- P6** 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.

- P5** Warschauer, M. (1995, February). Email for English teaching, Hawai'i Conference of Teachers of English and ESL Caucus Annual Roundtable, Honolulu.
- P4** Warschauer, M. (1994, May). Cooperate, collaborate, communicate, Association of Teachers of English of the Czech Republic Biannual Convention, Liberec, Czech Republic.
- P3** Warschauer, M. (1994, March). Rhyme, rhythm & rap: New techniques for teaching pronunciation, Teachers of English to Speakers of Other Languages Annual Convention, Baltimore.
- P2** Warschauer, M. (1993, October). Concordancing in the Classroom, Association of Teachers of English of the Czech Republic Regional Conference, Prague.
- P1** 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

- L50** Warschauer, M. (2024, May). PapyrusAI: Improving writing and AI literacy with a personalized coach. Invited presentation in the Digital Discoveries series, University of California, Irvine.
- L49** Warschauer, M. (2024, May). Improving undergraduate instruction with an AI-based writing coach. Invited presentation at the School of Education, University of California, Irvine.
- L48** Warschauer, M. (2023, October). Building bridges: Using AI tools to access learning. Invited presentation to the Orange County Department of Education speaker series on AI and Education: Navigating the Minefields.
- L47** Warschauer, M. (2023, August), Promoting AI literacy. Invited presentation to the Los Angeles County Office of Education AI Symposium.
- L46** Warschauer, M. (2023, June). Generative AI in education. Invited presentation to the UCI Writing Project Summer Institute Reunion.
- L45** Warschauer, M. (2023, May). Using ChatGPT to facilitate learning and instruction. Invited lecture, Regional English Language Office, U.S. Embassy, Kyiv.
- L44** Warschauer, M. (2023, April). ChatGPT in education and writing instruction. Invited lecture, CSforCA Higher Education Working Group.
- L43** Warschauer, M. (2023, March). ChatGPT in community college. Invited lecture, California Outcomes Assessment Coordinators Hub.
- L42** Warschauer, M. (2023, February). How to teach writing in the age of AI. Invited lecture, Ewha Womans University, Seoul, Republic of Korea.
- L41** Warschauer, M. (2023, January). ChatGPT and the future of writing instruction. Webinar

sponsored by the WRITE Center and the National Writing Project.

- L40** Warschauer, M. (2017, July). Technology and English learners: Amplifying or reducing inequality. Invited presentation to the National Academy of Sciences Panel on Supporting English Learners in STEM Subjects.
- L39** Warschauer, M. (2016, October). Technology in the classroom: Strategies for success. Invited presentation to the Toshiba Education Advisory Council, Irvine, CA.
- L38** 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.
- L37** Warschauer, M. (2011, June). Publishing and presenting on CALL. Invited address at Kanda University of International Studies, Chiba, Japan.
- L36** Warschauer, M. (2011, May). Digital media in the English classroom. Invited address at Tokai University, Kanagawa, Japan.
- L35** Warschauer, M. (2011, January). Internet and English teaching. Invited address at Kanda University of International Studies, Chiba, Japan.
- L34** Warschauer, M. (2011, January). Digital media and the future of learning. Invited address at Kanda University of International Studies, Chiba, Japan.
- L33** Warschauer, M. (2010, November). Laptops and learning: Boon or boondoggle. Invited presentation at the Open University of Japan.
- L32** Warschauer, M. (2010, May). Netbooks and open tools in education. Invited presentation in the School of Education Colloquium Series, Stanford University.
- L31** Warschauer, M. (2009, November). New tools for teaching the word and the world. Invited presentation in the Applied Linguistics Series, University of California, Santa Barbara.
- L30** Warschauer, M. (2009, April). Web 2.0 for language learning: Audience, authorship, and artifact. Invited presentation at the Language Resource Center, Cornell University.
- L29** Warschauer, M. (2008, November). Audience, authorship, and artifact: The emerging semiotics of Web 2.0. Invited presentation at Arizona State University.
- L28** Warschauer, M. (2007, August). Laptops and literacy. Invited presentation at the Summer Undergraduate Research Fellows in Information Technology (SURF-IT) Seminar, Calit2, UCI.
- L27** Warschauer, M. (2007, May). Perspectives on interdisciplinary research. Invited presentation at the Graduate Student Forum on Interdisciplinary Research, Calit2, UCI.
- L26** 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.
- L25** Warschauer, M. (2007, February). Learning, change, and power: Competing frames of

- technology and literacy. Invited presentation at Berkeley Language Center, UC Berkeley.
- L24** Warschauer, M. (2007, February). Laptops and literacy. Invited presentation at the Langsom Library Colloquium Series, UCI.
- L23** Warschauer, M. (2004, November). A critical look at information literacy: Lessons from the Maine laptop program, Center for Research on Information Technology and Organizations, University of California, Irvine.
- L22** 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.
- L21** Warschauer, M. (2001, July). Language, technology, and education, Beijing Normal Capital University, Beijing, China.
- L20** Warschauer, M. (2001, April). Dissecting the digital divide, Center for Research on Information Technology and Organizations, UCI.
- L19** Warschauer, M. (2000, December). Networked learning for the network society, Tel Aviv University, Israel.
- L18** Warschauer, M. (2000, March). The Internet and social access: Dissecting the digital divide, UCLA, Los Angeles.
- L17** Warschauer, M. (1999, December). From authenticity to agency: Language learning in the 21st century, Haifa University, Israel.
- L16** Warschauer, M. (1999, August). Computers and collaborative learning, Regional English Language Centre, Singapore.
- L15** Warschauer, M. (1999, April). The Internet, English, and the knowledge economy: Are you ready for the 21st century?, Suzhou University, China.
- L14** Warschauer, M. (1998, September). New media, new literacies: Language teaching in the age of information, United States Information Service, Amman, Jordan.
- L13** Warschauer, M., & Ortega, L. (1997, February). Apprenticing into academic discourse, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- L12** Warschauer, M. (1997, January). Language, literacy, and computers: Evolving views, evolving practices, Queensland University of Technology, Brisbane, Australia.
- L11** Warschauer, M. (1996, November). Language learning and the Internet: Theory, research, and classroom applications, University of Michigan, Ann Arbor.
- L10** Warschauer, M., & Schmit, R. (1996, March). Rule or rote? Connectionist simulations of language learning, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- L9** Warschauer, M. (1996, February). Vygotsky, Bakhtin, and Freinet: Perspectives on computer-mediated collaborative learning, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- L8** Warschauer, M. (1995, November). Text, talk & tasks: Computer-mediated environments

for collaborative language learning, Stanford University, Stanford, California.

- L7** Warschauer, M. (1995, November). Internet for English teaching, Brigham Young University of Hawai'i.
- L6** Warschauer, M., Davis, K., & Schmidt, R. (1995, September). Writing for publication, Hawaiian Association of Teachers of English as a Second Language Annual Retreat, Honolulu.
- L5** Warschauer, M. (1995, February). Using Email and electronic communication for English teaching," Teacher Institute Day, Hawaiian Education and Language Program, University of Hawai'i at Manoa.
- L4** Warschauer, M., & Fresh, E. (1995, February). 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.
- L3** Warschauer, M. (1994, November). Computer networking as a tool for empowering language learners, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- L2** Warschauer, M. (1994, September). Computer-mediated communication for foreign and second language teaching, Hawaiian Association of Teachers of English as a Second Language Annual Retreat.
- L1** Warschauer, M. (1991, November). Teaching drama through song, Moscow Linguistic University, Moscow, Russia.

Media Appearances and Features

- M10** Pasquerella, L. (Host). (2023, July 10). Mark Warschauer, University of California, Irvine – Improving children's learning through interactive TV shows [Radio program episode]. In *The Academic Minute*. WAMC Radio.
- M9** Kelly, R. (Host). (2023, March 29). AI and the future of writing instruction [Audio podcast of interview with Professor Warschauer]. In *Campus technology insider*. Campus Technology.
<https://campustechnology.com/podcasts/2023/03/ai-and-the-future-of-writing-instruction.aspx?admgarea=podcast>
- M8** Khairzada, Z. (2023, March 21). *Why a UC Irvine professor is embracing ChatGPT* [Video featuring interview with Professor Warschauer]. Spectrum News 1.
<https://spectrumnews1.com/ca/la-west/education/2023/03/21/chatgpt-opening-new-insights-for-learning-in-universities>
- M7** Mantle, L. (Host). (2023, March 1). How is AI technology being implemented in K-12 classrooms? [Audio podcast featuring interview with Professor Warschauer]. In *AirTalk*. LAist. <https://www.kpcc.org/podcast/airtalk/>
- M6** Selwyn, N. (Host). (2022). Digital learning [Audio podcast of interview with Professor Warschauer]. In *Meet the education researcher*. Monash University.
<https://soundcloud.com/eetheductionresearcher/digital-learning-mark-warschauer>

Podcast transcript:

<https://criticaledtech.com/2021/11/30/digital-learning-an-interview-with-mark-warschauer-december-2021/>

- M5** Bradford, N. (2021, October 5). UC Irvine researchers hope that teaching computing language to kids will help level the playing field. *The Orange County Register*. <https://www.ocregister.com/2021/10/05/uc-irvine-researchers-hope-that-teaching-computing-language-to-kids-will-help-level-the-playing-field/>
- M4** Koenig, R. (2021, February 9). *When the animated bunny in the TV show listens for kids' answers—and answers back* [News article featuring interview with Professor Warschauer]. EdSurge. <https://www.edsurge.com/news/2021-02-09-when-the-animated-bunny-in-the-tv-show-listens-for-kids-answers-and-answers-back>
- M3** Ahumada-Newhart, V., & Warschauer, M. (2017, February 17). *How robots could help chronically ill kids attend school*. The Conversation. <https://theconversation.com/how-robots-could-help-chronically-ill-kids-attend-school-69197>
- M2** Zheng, B., & Warschauer, M. (2016, June 16). *Why schools should provide one laptop per child*. The Conversation. <https://theconversation.com/why-schools-should-provide-one-laptop-per-child-58696>
- M1** Warschauer, M. (2015, March 11). *What matters to me and why: Mark Warschauer*. UCI Open. https://ocw.uci.edu/lectures/what_matters_to_me_and_why_mark_warschauer.html

Courses Taught at UCI

AI in Education

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, Cambridge University Press, Generative AI in Education Cambridge Elements series (2023-date)

Guest Editor, Special Issue of *Journal of Research on Technology in Education* on Computer Science for All (2023-date)

Guest Editor, Special Issue of *Language Learning & Technology* on Artificial Intelligence in Language Learning (2022-date)

Co-Editor (with Michael Thomas and John Palfrey), Palgrave Macmillan, Digital Education and Learning book series (2016-2024)

Co-Editor (with Michael Thomas and Mark Peterson), Bloomsbury Academic, Advances in Digital Language Learning and Teaching book series (2011-2024)

Editor, *AERA Open* (2014-2022)

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

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

Editorial Board:

Journal of Computer Mediated Communication (2004-2012)

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)

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, AISL Panel, 2022
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)

Director, PhD Admissions Committee, 2020-
Search Committee Member, 2020
Search Committee Member, 2019
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

Chair, Generative AI Advisory Group, UCI Office of the Vice Provost of Teaching & Learning

Chair, Graduate Council Subcommittee on Graduate Courses and Program Modifications
(2022-2023)

Graduate Council (2020-2023)

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 Content for Orange County Middle School Students

Academic Supervision

Doctoral Dissertation Committees Chaired:

Renzhe Yu, University of California, Irvine (UCI Ph.D. in Education Program). *Equity-oriented educational data science.*

Dandan Yang, University of California, Irvine (UCI Ph.D. in Education Program). *Empowering families, engaging readers: The design and evaluation of a bilingual storybook app.*

Yenda Prado, University of California, Irvine (UCI Ph.D. in Education Program). *Voices on the margins: Inclusive education at the intersection of language, literacy, and technology.*

Sharin Jacob, University of California, Irvine (UCI Ph.D. in Education Program). *Breaking the language code: Unlocking computer science for multilingual students.*

Mariela Rivas, University of California, Irvine (UCI Ph.D. in Education Program). *Improving student performance in college courses: Two approaches to integrating spacing and retrieval practice* (2021). [Currently Lecturer at UCLA.]

- Ying Xu, University of California, Irvine (UCI Ph.D. in Education Program). *Learning with conversational agents* (2020). [Currently Assistant Professor at University of Michigan.]
- Robert Kalinowski, University of California, Irvine (UCI Ph.D. in Education Program). *Techies, learners, and consumers: A multi-case ethnography of 3- and 4-year-olds' digital screen use in daily life* (2020). [Currently Senior Scientist at Age of Learning.]
- 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* (2020). [Currently Associate Professor of English at Korean Military Academy.]
- Qiuji Li, University of California, Irvine (UCI Ph.D. in Education Program). *Understanding and supporting attribution in online learning clickstream data* (2019). [Currently Postdoctoral Scholar at UCI.]
- Bianca Cung, University of California, Irvine (UCI Ph.D. in Education Program). *Personality and scheduling in online courses* (2019). [Currently Instructor at UCLA.]
- 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 Project Scientist at UCI.]
- Veronica Ahumada 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 Assistant Professor at UC Davis.]
- 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).
- 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).
- 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 Senior Instructional Designer at Brigham Young University.]
- Binbin Zheng, University of California, Irvine (UCI Ph.D. in Education Program). *Social media and classroom writing: Participation, interaction, and collaboration* (2013). [Currently

Associate Professor at University of Hong Kong.]

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). *Talking to learn: A mixed-methods study of a professional development program for teachers of English language learners* (2012; co-chair with Judith Sandholtz). [Currently Adjunct Professorial Lecturer at 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 (UCI Ph.D. in Information & Computer Sciences Program). *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 (UCI Ph.D. in Information & Computer Sciences Program). *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, Ph.D. (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 (Ph.D. 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. *Mediating second language assignment writing through online resources: Sociocultural influences on design and use* (June 2012).

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

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

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

(May 2004).

Ruth Kivela, Monash University, Australia. *Computer-mediated communication and English teaching in Hong Kong* (May 2000).

Masters Thesis Examination:

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

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

Visiting Scholars Supervised:

Trisha Thomas, Basque Center on Cognition, Brain and Language (2021)

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)

Vilson Leffa, Catholic University of Pelotas, Brazil (2009-2010)

Kylie Peppler, 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