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Employment History

2007-date	Professor, Department of Education and Department of Informatics, University of California, Irvine
2003-2007	Associate Professor, Department of Education and Department of Informatics, University of California, Irvine
2001-2003	Assistant Professor, Department of Education and Department of Information & Computer Science, University of California, Irvine
1998-2001	Director of Educational Technology, Integrated English Language Program, America-Mideast Educational & Training Services/US Agency for International Development , Cairo, Egypt
1994-1998	Faculty Researcher, College of Language, Linguistics, and Literature, University of Hawai'i at Manoa
1992-1994	Fulbright Scholar, Dept. of Educ., Charles University, Prague, Czech Republic and University of West Bohemia, Plzen, Czech Republic
1991-1992	Curriculum Consultant, Moscow Linguistic University, Russia
1990	Teacher, University of California Berkeley, English Language Program
1983-1991	ESL Teacher, Oakland Evening Adult School, Oakland, California
1990	ESL Teacher, San Francisco City College
1984	ESL Teacher, Oakland Chinese Community Council, Oakland, California
1979-1981	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

1971-1975 Univ. of Calif. at Santa Cruz mathematics, social studies, Spanish, and English)
Psychology (B.A.)

Grants

- 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)
- 2008-2009: 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 (\$1972)
- 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

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

Bilingual Education Fellow, United States Title VII ESL/Bilingual Education Graduate Fellowship, 1995-1997

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

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

Publications

Single-Authored Books

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

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

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

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

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

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

Co-Authored Books and Monographs

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

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

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

Edited and Co-Edited Books

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and*

practice. Cambridge: Cambridge University Press Applied Linguistics Series.

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

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

Journal Editorships

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

Editor, *Language Learning & Technology*, 1996-2003.

Articles in Refereed Journals

Peppler, K., Warschauer, M., & Diazgranados, A. (in press). Game critics: Exploring the role of critique in game-design-literacies. *E-Learning*.

Ren, Y., Warschauer, M., Lind, S., & Jennewine, L. (in press). Technology and English language teaching in Brazil. *Letras e Letras*.

Grimes, D., & Warschauer, M. (in press). Utility in a fallible tool: A multi-site case study of automated writing evaluation. *Journal of Technology, Language, and Assessment*.

Warschauer, M. (in press). Learning to write in the laptop classroom. *Writing & Pedagogy*.

Warschauer, M., & Matuchniak, T. (in press). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. *Review of Research in Education*, 34(1).

Suhr, K., Hernandez, D., Grimes, D., & Warschauer, M. (2010). Laptops and fourth grade literacy: Assisting the jump over the fourth grade slump. *Journal of Technology, Learning, & Assessment*, 9(5), 1-45.

Hansen, L., Collins, P., & Warschauer, M. (2009). Reading management programs: A review of the research. *Journal of Literacy and Technology*, 10(3), 55-80.

Grimes, D., & Warschauer, M. (2008). Learning with laptops: A multi-method case study. *Journal of Educational Computing Research* 38(3), 305-332.

Warschauer, M. (2008). Laptops and literacy: A multi-site case study. *Pedagogies* 3(1), 52-67.

Warschauer, M., & Grimes, D. (2008). Automated essay scoring in the classroom. *Pedagogies* 3(1), 22-36.

Warschauer, M. (2008). Comment 4 (Language, power, and the Internet). A response to Martin Schell). *World Englishes* 27(1), 137-138.

Warschauer, M., & Grimes, D. (2007). Audience, authorship, and artifact: The emergent semiotics of Web 2.0. *Annual Review of Applied Linguistics* 27, 1-23.

Warschauer, M. (2007). A teacher's place in the digital divide. *Yearbook of the National Society for the Study of Education* 106(2), 147-166.

Warschauer, M. (2007). The paradoxical future of digital learning. *Learning Inquiry* 1(1), 41-49.

- Warschauer, M. (2007). Information literacy in the laptop classroom. *Teachers College Record* 109(11), 2511-2540.
- Grimes, D., Warschauer, M., Hutchinson, T., & Kuester, F. (2006). Civil engineering education in a visualization environment: Experiences with VizClass. *Journal of Engineering Education*, 95(3), 249-254.
- Brown, D., & Warschauer, M. (2006). From the university to the elementary classroom: Students' experiences in learning to integrate technology in instruction. *Journal of Technology and Teacher Education*, 14(3), 599-621.
- Warschauer, M. & Ware, P. (2006). Automated writing evaluation: Defining the classroom research agenda. *Language Teaching Research*, 10(2), 157-180
- Warschauer, M. (2005/2006). Going one-to-one. *Educational Leadership*, 63(4), 34-38.
- Ware, P. & Warschauer, M. (2005). Hybrid literacy texts and practices in technology-intensive environments. *International Journal of Educational Research*, 43, 432-445.
- Grimes, D., Warschauer, M., Hutchinson, T., & Kuester, F. (2005). Computer graphics instruction in VizClass. *ACM Journal of Educational Resources in Computing* 5(4), 1-12.
- Warschauer, M., Grant, D., Del Real, G., & Rousseau, M. (2004) Promoting academic literacy with technology: Successful laptop programs in K-12 Schools. *System*, 32(4), 525-537
- Warschauer, M., Knobel, M., & Stone, L. (2004). Technology and equity in schooling: Deconstructing the digital divide. *Educational Policy*, 18(4), 562-588.
- Warschauer, M. (2004). The rhetoric and reality of aid: Promoting educational technology in Egypt. *Globalisation, Societies, and Education* (2)3, 377-390.
- Fang, X, & Warschauer, M. (2004). Technology and curricular reform in China: A case study. *TESOL Quarterly* 38(2), 301-323.
- Kern, R., Ware, P., & Warschauer, M. (2004). Crossing frontiers: New directions in online pedagogy and research. *Annual Review of Applied Linguistics* (24), 243-260.
- Matsuda, P., Canagarajah, A. S., Harklau, L., Hyland, K., & Warschauer, M. (2003). Changing currents in second language writing research. *Journal of Second Language Writing*, 12(2), 159-179.
- Warschauer, M. (2003). Allures and illusions of modernity: Technology and educational reform in Egypt. *Educational Policy Analysis Archives* 11(38).
- Warschauer, M. (2003, August). Demystifying the digital divide. *Scientific American*, 289(2), 42-47
- Warschauer, M. (2003). Dissecting the “digital divide”: A case study in Egypt. *The Information Society* 19(4), 297-304.
- Warschauer, M. (2003). Social capital and access. *Universal Access in the Information Society*, 2(4), 315-330.
- Warschauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly* 36(3), 453-475.

- Warschauer, M. (2002). Networking into academic discourse. *Journal of English for Academic Purposes*, 45-58.
- Warschauer, M. (2002). Reconceptualizing the digital divide. *First Monday* 7(7).
- Warschauer, M., El Said, G. R., & Zohry A. (2002). Language choice online: Globalization and Identity in Egypt. *Journal of Computer-Mediated Communication* 7(4).
- Warschauer, M. (2001). Singapore's dilemma: Control vs. autonomy in IT-led development. *The Information Society*, 17(4), 305-311.
- Warschauer, M. (2001). Millennialism and media: Language, literacy, and technology in the 21st century. *AILA Review* 14, 49-59.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34, 511-535.
- Warschauer, M. (2000). Does the Internet bring freedom? *Information technology, education and society*, 1(2), 93-101
- Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. *English Teachers' Journal*, 53, 61-67. [later published as a book chapter, see below]
- Warschauer, M. (2000). Technology and school reform: A view from both sides of the track. *Educational Policy Analysis Archives*, 8(4).
- Warschauer, M., & Cook, J. (1999). Service learning and technology in TESOL. *Prospect*, 14(3), 32-39.
- Warschauer, M. (1998). Researching technology in TESOL: Determinist, instrumental, and critical approaches. *TESOL Quarterly*, 32(4), 757-761.
- Warschauer, M. (1998). Technology and indigenous language revitalization: Analyzing the experience of Hawai'i. *Canadian Modern Language Review*, 55(1), 140-161.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.
- Warschauer, M. (1998). Online learning in sociocultural context. *Anthropology & Education Quarterly* 29(1), 68-88. [later published as a book chapter, see below]
- Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *Modern Language Journal*, 81, 470-481. [An earlier version appeared as Research Note #17, University of Hawai'i, Second Language Teaching and Curriculum Center.]
- Warschauer, M. & Whittaker, F. (1997). The Internet for English teaching: Guidelines for teachers. *TESL Reporter* 31(1), 27-33. [To appear also as a chapter in *Methodology in TESOL: An anthology of current issues and practice*, Cambridge University Press, in press.]
- Warschauer, M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*, 13(2), 7-26.
- Warschauer, M., Turbee, L., & Roberts, B. (1996). Computer learning networks and student empowerment. *SYSTEM*, 24(1), 1-14. [An earlier version appeared as Research Note #10, University of Hawai'i, Second Language Teaching and Curriculum Center.]

Warschauer, M. & Donaghy, K. (1997). Leoki: A powerful voice of Hawaiian language revitalization. *Computer Assisted Language Learning* 10(4), 349-362.

Voskova, M. & Warschauer, M. (1995) CALL in Prague. *CAELL Journal* 6(1), 16-18.

Chapters in Books

Warschauer, M., Black, R. W., & Chou, Y.-L. (in press). Online Englishes. In A. Kirkpatrick (Ed.), *World Englishes Handbook*. New York: Routledge.

Matuchniak, T., & Warschauer, M. (in press). Equity in technology access and opportunities. In B. McGaw, E. B. Baker, & P. Peterson (Eds.), *International encyclopedia of education*. New York: Elsevier.

Warschauer, M. (in press). Digital divide. In Bates, B. & Maack, M. N. (Eds.), *Encyclopedia of library and information sciences*, Third Edition. New York: Taylor & Francis.

Warschauer, M. (2010). Digital literacy studies: Progress and prospects. In M. Baynham & M. Prinsloo (Eds.), *The future of literacy studies* (pp. 123-140). Houndmills, Basingstoke, UK: Palgrave Macmillan.

Warschauer, M. (2009). Foreword. In R. Goodfellow & M.-N. Lamy (Eds.), *Learning cultures in online education*. London: Continuum.

Warschauer, M. (in press). A literacy approach to the digital divide. In M. A. Pereyra (Ed.), *Las multialfabetizaciones en las sociedades del conocimiento*. Malaga, Spain: Ediciones Aljibe.

Warschauer, M. (2009). Technology and educational reform: A tale of two schools. In A. Gazit (Ed.), *Innovations in Education* (pp. E109-E123). Raanana, Israel: Open University of Israel.

Warschauer, M. (2009). Foreword. In M. Thomas (Ed.), *Handbook of research on Web 2.0 and second language learning* (pp. xix-xx). Hershey, PA: IGI Global.

Kern, R., Ware, P., & Warschauer, M. (2008). Network-based language teaching. In N. V. Deussen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of language and education*, 2nd Ed., Vol. 4: *Second and foreign language education* (pp. 281-292). New York: Springer.

Warschauer, M. (2008). Whither the digital divide? In D. L. Kleinman, K. A. Cloud-Hansen, C. Matta, & J. Handelsman (Eds.), *Controversies in science and technology: From chromosomes to the cosmos*. New Rochelle, NY: Liebert.

Warschauer, M., & Ware, M. (2008). Learning, change, and power: Competing discourses of technology and literacy. In J. Coiro, M., Knobel, C. Lankshear, & D. J. Leu (Eds.) *Handbook of research on new literacies*. New York: Lawrence Erlbaum Associates.

Warschauer, M. (2007). Technology and writing. In C. Davison & J. Cummins (Eds.), *The International Handbook of English Language Teaching* (pp. 907-912). Norwell, MA: Springer.

Ware, P., & Warschauer, M. (2006). Electronic feedback and second language writing. In K. Hyland and F. Hyland (Eds.) *Feedback and second language writing* (pp. 105-122). Cambridge: Cambridge University Press.

Warschauer, M. (2006). Literacy and technology: Bridging the divide. In D. Gibbs and K.-L. Krauss (Eds.), *Cyberlines 2: Languages and cultures of the Internet* (pp. 163-174). Albert

- Park, Australia: James Nicholas.
- Warschauer, M. (2006). Foreword. In E. Arnó Macià, A. Soler Cervera, & C. Rueda Ramos (Eds.), *Information technology in languages for specific purposes*. (pp. xiii-xvi). New York: Springer.
- Warschauer, M. (2006). Networking the Nile: Technology and professional development in Egypt. In J. Inman & B. Hewett (Eds), *Technology and English studies: Innovative professional paths* (pp. 163-172). Mahwah, N.J.: Lawrence Erlbaum.
- Warschauer, M. (2005). Sociocultural perspectives on CALL. In J. Egbert and G. M. Petrie (Eds.) *CALL Research Perspectives* (pp. 41-51). Mahwah, NJ: Lawrence Erlbaum.
- Warschauer, M. (2004). Of digital divides and social multipliers: Combining language and technology for human development. *Information and communication technologies in the teaching and learning of foreign languages: State of the art, needs and perspectives* (pp. 46-52). Moscow: UNESCO Institute for Information Technologies in Education.
- Warschauer, M. (2004). Technological change and the future of CALL. In S. Fotos & C. Brown (Eds.), *New Perspectives on CALL for Second and Foreign Language Classrooms* (pp. 15-25). Mahwah, NJ: Lawrence Erlbaum Associates.
- Warschauer, M., and De Florio-Hansen, I. (2003). Multilingualism, identity, and the Internet. In A. Hu and I. De Florio-Hansen (Eds), *Multiple identity and multilingualism* (pp. 155-179). Tübingen: Stauffenburg.
- Warschauer, M. (2002). Languages.com: The Internet and linguistic pluralism. In I. Snyder (Ed.), *Silicon literacies* (pp. 62-74). London: Routledge.
- Warschauer, M. (2001). Online learning in sociocultural context. In C. Paechter, R. Edwards, R. Edwards, P. Twining (Eds.), *Learning, space and identity* (pp. 121-141). London: Sage Publications. [reprint of journal article in *Anthropology & Education Quarterly*].
- Shetzer, H., & Warschauer, M. (2001). English through Web page creation. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 429-455) . Ann Arbor, MI: University of Michigan Press.
- Warschauer, M. (2001). On-line communication. In D. Nunan & R. Carter (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*(pp. 207-212) . Cambridge: Cambridge University Press.
- Warschauer, M. (2000). Language, identity, and the Internet. In B. Kolko, L. Nakamura, & G. Rodman (Eds.), *Race in cyberspace* (pp. 151-170). New York: Routledge.
- Warschauer, M. (2000). Online learning in second language classrooms: An ethnographic study. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 41-58). Cambridge: Cambridge University Press.
- Kern, R., & Warschauer, M. (2000). Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 1-19). Cambridge: Cambridge University Press.
- Shetzer, H., & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching:*

Concepts and practice pp. 171-185). Cambridge: Cambridge University Press.

Warschauer, M., & Meskill, C. (2000). Technology and second language teaching and learning. In J. W. Rosenthal (Ed.), *Handbook of undergraduate second language education: English as a second language, bilingual, and foreign language instruction for a multilingual world* (pp. 303-318). Mahwah, NJ: Erlbaum.

Warschauer, M. (1998). Interaction, negotiation, and computer-mediated learning. In V. Darleguy, A. Ding, & M. Svensson (Eds.), *Educational technology in language learning: Theoretical considerations and practical* (pp. 125-136). Lyon, France: National Institute of Applied Sciences.

Warschauer, M. (1997). A sociocultural approach to literacy and its significance for CALL. In K. Murphy-Judy & R. Sanders (Eds.), *NEXUS: The convergence of language teaching and research using technology* (pp. 88-97). Durham, North Carolina: Computer Assisted Language Instruction Consortium.

Warschauer, M. & Lepeintre, S. (1997). Freire's dream or Foucault's nightmare?: Teacher-student relations on an international computer network. In R. Debski, J. Gassin, & M. Smith (Ed.), *Language learning through social computing* pp. 67-89). Canberra, Australia: Applied Linguistics Association of Australia.

Warschauer, M. (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3-20). Tokyo, Japan: Logos International.

Warschauer, M. (1996). Motivational aspects of using computers for writing and communication. In Warschauer, M. (Ed.), *Telecollaboration in Foreign Language Learning* (pp. 29-46) Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

Conference Proceedings

Kibrick, M., Van es, E., & Warschauer, M. (in press, *Designing professional development for 21st century learning*. Paper presented at the Society for Information Technology & Teacher Education.

Warschauer, M. (2002). Language teaching in the information technology society. In L. Mak et al. (Eds.), *Technology in Language Education: Meeting the Challenges of Research and Practice, Proceedings of the Technology in Language Education Conference*, June 2001, Hong Kong and Nanjing. Hong Kong: Language Centre, Hong Kong University of Science and Technology.

Warschauer, M. (2002) The Internet and language diversity. In *Proceedings of the Conference on Language Variation and Language Policy*. Dutch Language Union: Amsterdam.

Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. In Proceedings of the IATEFL CALL Conference [CD]. Kent: UK.

Warschauer, M. (2000). Millennialism and media: Language, literacy, and technology in the 21st century, *Selected papers from AILA '99* (pp. 74-83). Tokyo: Waseda University Press.

Warschauer, M. (1998). CALL vs. electronic literacy: Reconceiving technology in the language classroom. In *Proceedings of the Centre for Information on Language Teaching and*

Research Information Technology Research Forum. London: Centre for Information on Language Teaching and Research.

Warschauer, M. (1998). From the workplace to the classroom: Innovation, reform, and resistance in the communication age. In *Education for the communication age: Proceedings of the First LEVERAGE Conference on Broadband Communications in Education and Training*. London: Centre for Information on Language Teaching and Research.

Warschauer, M. (1998). Technology and literacy: Making the connections. In *Literacy for Change Conference Proceedings*. Honolulu, HI: Center for Second Language Research.

Warschauer, M. (1997). Internet for English teaching: What, why, and how. In J. E. Katchen and Y. Leung (Eds.), *The proceedings of the Fifth International Symposium on English Teaching* (pp. 223-231). Taipei: Crane Publishing. (Another version of the article appeared in *Dong-Eui International Journal*, 2, 1996, p. 24-40).

Warschauer, M. (1996). Sociocultural learning theory and computer-mediated communication. In F. L. Borchardt, C. L. Bradin, E. Johnson, and L. Rhodes (Eds.), *Proceedings of the Computer Assisted Language Instruction Consortium 1996 Annual Symposium "Distance Learning"* (p. 265-269). Durham, North Carolina: Duke University.

Research Reports

Knobel, M., Stone, L., & Warschauer, M. (2002). *Technology and academic preparation: A comparative study*. Department of Education, University of California, Irvine.

Warschauer, M. & Starr, C. (2001) *Educational technology in underserved communities*. Department of Education, University of California, Irvine.

Warschauer, M. (1995). Heterotopias, panopticons, and Internet discourse. *University of Hawai'i Working Papers in ESL*, 14(1), 91-121.

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

Modules in Books

Warschauer, M. (1995). International student e-mail discussion lists. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners*. (pp. 168-169). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

Warschauer, M. (1996). It's great to be bilingual. In G. M. Jacobs and B. R. Sundara Rajan (Eds.), *Stories for Language Teachers* (p. 7-8). Singapore: Regional Language Centre.

Warschauer, M. (1996). Insults for pennies. In G. M. Jacobs and B. R. Sundara Rajan (Eds.), *Stories for Language Teachers* (p. 56). Singapore: Regional Language Centre.

Non-Refereed Articles

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

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

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

Book Reviews

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

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

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

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

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

Presentations

Plenary and Keynote Addresses

“The future ain’t what it used to be: Digital media and second language writing,” keynote plenary address, Symposium on Second Language Writing, Tempe, AZ, November 2009

“Teaching for global literacy,” keynote plenary address at the Japan Association of College English Teachers Annual Conference, Hokkaido, Japan Association of Language, September 2009

“Technologies for teaching the word and the world,” keynote plenary address at the Japan Association for Language Teaching Computer Assisted Language Learning conference, Tokyo, June 2009

“Change, power, and learning: Competing discourses of technology and literacy,” keynote plenary address, World Congress of Applied Linguistics, Madison, WI, July 2005

“Of digital divides and social multipliers: A global perspective on language, technology, and development,” keynote plenary address, WorldCALL Conference, Banff, Canada, May 2003

“Computer-Assisted Language Learning: Past, Present, and Future,” keynote plenary address, Computer-Assisted Systems for Teaching & Learning Japanese Annual Conference, San Diego, California, July 2002.

“The Future of English Teaching,” keynote plenary address, TESOL Italy Annual Convention, Rome, November 2001.

“Globalization and Language Education,” keynote plenary address, Yázigi Internexus Biennial Language Teaching Seminar, São Paulo, Brazil, July 2001.

- “Language Teaching in the Information Technology Society”, keynote plenary address, Technology in Language Education Conference, Hong Kong/Nanjing, June 2001
- “Language Teaching in the Information Technology Society,” keynote plenary address, Digital Stream Conference, Monterey, California, March 2001
- “The Internet and Language Diversity,” special invited address, Conference on Language Variation and Language Policy, Ghent, Belgium, May 4, 2000
- “ICT and Employability: Critical Connections,” keynote plenary address, Center for Information on Language Teaching and Research Conference on Teaching Modern Languages in Universities in the 21st Century, Nottingham, UK, July 5, 2000
- “The Death of Cyberspace and the Rebirth of CALL” keynote plenary address to be given to the IATEFL CALL Conference, Barcelona, July 2, 2000
- “Millennialism and Media: Language, Literacy, and Technology in the 21st Century,” keynote plenary address, World Congress of Applied Linguistics, Tokyo, August 2, 1999.
- “Methods and Media of Interaction: A Sociocognitive Perspective”, keynote plenary address, Annual Conference of the University Teachers of the English Language in Israel, February 1999, Haifa
- “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, April 25 1999
- “New Media, New Literacies: Challenges for the Next Century” keynote plenary address given to the English Teachers Association of Israel Annual Conference, July 9, 1998.
- “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, January 7, 1998.
- “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, January 6, 1998.
- “Internet for English Teaching: What, Why, and How,” special invited address, English Teachers Association of Taiwan, Taipei, November 8, 1996.

Invited Colloquia

- “Online Englishes: Whose Language? Whose Voice? Whose Knowledge?,” invited paper in a colloquium of the Language for Specific Purposes Special Interest Group, American Educational Research Association, San Diego, May 2009
- “Literacy and Technology: A Global Perspective,” invited paper in a special colloquium on “New Perspectives on Literacy as the Internet and other ICT enter our World: The Voices of a New Generation of Scholars” at the American Education Research Association Annual Conference, Chicago, IL, April 2003
- “New Technologies and Second Language Writing,” invited colloquium on second language writing, American Association for Applied Linguistics, Salt Lake City, April 2002

- “Linguistic Diversity on the Internet,” invited paper at a special colloquium of the conference on Linguistic Variation and Language Policy, Ghent, Belgium, May 4, 2000
- “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, March 12, 1999.
- “Electronic Literacies: Bridging the Gap,” invited academic session, Teachers of English to Speakers of Other Languages, Seattle, Washington, March 20, 1998.
- “CALL Research: Investigating Network-Based Language Teaching,” invited academic session, Teachers of English to Speakers of Other Languages 1997 Annual Convention, Orlando, Florida, March 14, 1997.
- “Computer-Mediated Communication and Language Minority Students: A Sociocultural Perspective,” invited colloquium on sociocultural theory, American Association for Applied Linguistics Annual Meeting, Orlando, Florida, March 9, 1997.
- “Computers and the Second Language Learner: Innovation and Impact,” invited academic session, Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago, Illinois, March 29, 1996.
- “Can Classroom Teachers Really be Researchers?” discussant at invited academic session, Teachers of English to Speakers of Other Languages Annual Convention, Baltimore, Maryland, March 9, 1994.

Conference Presentations

- “Lessons from Brandy: Creative Media Production by a Child with Cognitive (Dis)Abilities,” paper presented at American Educational Research Association Annual Conference, Denver, May 2010
- “New Tools for Teaching the Word and the World,” paper presented at the Teachers of English to Speakers of English Annual Convention,” Boston, March 2010
- “What We have Learned from School Laptop Programs,” paper presented at the Digital Media and Learning Conference, San Diego, February 2010
- “Developing a Culture of Critical Game Design in a Second-Grade Classroom,” with Kylie Pepler, paper presented at American Educational Research Association Annual Conference, San Diego, March 2009
- “Middle School Use of Automated Writing Evaluation,” with Douglas Grimes, Paper presented at American Educational Research Association Annual Conference, New York, March 2008
- “Immigrant Youth in Transitional Spaces: Culture, Identity, and Affiliation in a Community Learning Center,” with Pilar O’Cadiz and Valerie Hall, Paper presented at American Educational Research Association Annual Conference, New York, March 2008
- “Laptops and Literacy”, paper presented at the American Educational Research Association Annual Conference, San Francisco, April 2006
- “Automated Essay Scoring in the Classroom,” with Douglas Grimes, paper presented at the American Educational Research Association Annual Conference, San Francisco, April 2006
- “Transforming Teacher Education Institutions into 21st century Learning Environments,” with

- Dina Brown, paper presented at the Society for Information Technology & Teacher Education International Conference to be held in Orlando, Florida, USA; March 2006
- “From The University to the Elementary Classroom: Students’ Experiences in Learning to Integrate Technology in Instruction,” with Dina Brown, paper presented at the American Educational Research Association Annual Conference, Montreal, April 2004
- “Technology and Equity: A Comparative Study,” paper presented at the American Educational Research Association Annual Conference, Chicago, April 2003.
- “The Rhetoric and Reality of Aid: A Critical Look at Shared Responsibility,” paper presented at the American Educational Research Association Annual Conference, Chicago, April 2003.
- “Falling Through the Net: Technology and Inequality in the Developing World,” with Keiko Hirata, International Studies Association, February 2001
- “Language and Literacy Online: A Study of Egyptian Internet Users,” with Ayman Zohry and Ghada Refaat, American Association for Applied Linguistics Annual Meeting, Vancouver, March 2000
- “Putting the Interactive in Interactive Videoconferencing,” with Mounira Soliman, Teachers of English to Speakers of Other Languages 2000 Annual Convention, Vancouver, March 2000
- “Technology and Literacy in the 21st Century” (colloquium), with Christine Meloni and Heidi Shetzer, Teachers of English to Speakers of Other Languages 2000 Annual Convention, Vancouver, March 2000
- “Technology and Educational Reform: Prospects and Challenges” (colloquium), with Heba Ramzy and Randa Effat, Egyptesol 1999 Annual Convention, Cairo, October 31, 1999
- “Technology, Cultural Communication, and Education: Analyzing the Experience of Native Hawaiians,” Arab-U.S. Association for Communication Educators Third Annual Conference, Cairo, Egypt, September 8, 1998.
- “Publishing in Scholarly Journals” (panel presentation with editors of scholarly journals in second language education and foreign language education), American Association for Applied Linguistics Annual Meeting, March 15, 1998 .
- “Critical Literacy in the Age of Information,” New Literacy Conference, Honolulu, Hawai’i, November 1, 1997.
- “Networking into Academic Discourse Communities,” Computers & Writing Conference 1997, Honolulu, Hawai’i, June 6, 1997.
- “Internet for English or English for the Internet?: Reconceptualizing CALL”, Hawai’i Teachers of English to Speakers of Other Languages, February 22, 1997.
- “Electronic Publishing on the World Wide Web for Students and Teachers” (with Robert Godwin-Jones) American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Philadelphia, Pennsylvania, November 23, 1996.
- “Research on Network-Based Language Learning,” Symposium on New Technologies and Less Commonly Taught Languages, Honolulu, Hawai’i, July 12, 1996.
- “Sociocultural Learning Theory and Computer-Mediated Communication”, Computer Assisted

- Language Instruction Consortium 1996 Annual Symposium, Albuquerque, New Mexico, May 31, 1996.
- “Multimedia Language Teaching” (colloquium), Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago, Illinois, March 28, 1996.
- “TESOL Activities Based on the World Wide Web” (colloquium), Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago, Illinois, March 27, 1996.
- “Explicit vs. Implicit Language Learning: A Connectionist Model,” American Association for Applied Linguistics Annual Meeting, Chicago, Illinois, March 24, 1996.
- “Twenty-Five Activities for Networking Language Learners,” American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Anaheim, California, November 20, 1995.
- “Participatory Teacher Education via Interactive Television and Email,” (with David Hiple), American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Anaheim, California, November 19, 1995.
- “Applications of Technology to Language Teaching” (panel discussion), Hawaiian Association of Language Teachers, Honolulu, Hawai'i, October 28, 1995.
- “Conducting Research on Computer-Mediated Communication for Language Teaching” (with Richard Kern), Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, Honolulu, Hawai'i, July 14, 1995.
- “The Motivational Aspects of Using Computers for Writing and Communication”, Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, Honolulu, Hawai'i, July 14, 1995.
- “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, May 25, 1995.
- “Launch Your Class into Cyberspace with Student Lists,” (with Tom Robb, Lonnie Turbee, Lloyd Holliday, and Phil County), Teachers of English to Speakers of Other Languages Annual Convention, Long Beach, California, March 30, 1995.
- “Participatory Teacher Education via Interactive Television and Email,” (with David Hiple), Teachers of English to Speakers of Other Languages Annual Convention, Long Beach, California, March 28, 1995.
- “Email for English Teaching,” Hawai'i Conference of Teachers of English and ESL Caucus Annual Roundtable, Honolulu, Hawai'i, February 25, 1995.
- “Cooperate, Collaborate, Communicate,” Association of Teachers of English of the Czech Republic Biannual Convention, Liberec, Czech Republic, May 1, 1994.
- “Rhyme, Rhythm & Rap: New Techniques for Teaching Pronunciation,” Teachers of English to Speakers of Other Languages Annual Convention, Baltimore, Maryland, March 12, 1994.
- “Concordancing in the Classroom”, Association of Teachers of English of the Czech Republic Regional Conference, Prague, Czech Republic, October 10, 1993.

“An Interactive Approach Toward Teaching American Studies,” International Conference of Central and Eastern European English teachers, Potsdam University, Germany, March 19, 1993.

Invited Lectures

Warschauer, M. (2007, Feb.) Learning, change, and power: Competing frames of technology and literacy. Invited presentation at Berkeley Language Center, UC Berkeley.

Warschauer, M. (2007, March) Laptops and Literacy: Can One-to-One Computing Programs Transform How Children Learn?. Invited presentation at the Center for Research on Information Technology & Organizations, UCI.

Warschauer, M. (2007, Feb). Laptops and Literacy. Invited presentation at the Langsom Library Colloquium Series, UCI.

Warschauer, M. (2007, May). Perspectives on Interdisciplinary Research. Invited presentation at the Graduate Student Forum on Interdisciplinary Research, Calit2, UCI.

Warschauer, M. (2007, Aug). Laptops and Literacy. Invited presentation at the Summer Undergraduate Research Fellows in Information Technology (SURF-IT) Seminar, Calit2, UCI

“A Critical Look at Information Literacy: Lessons from the Maine Laptop Program,” Center for Research on Information Technology and Organizations, University of California, November 2004

“Laptops and Literacy in K-12 Schools: Can One-to-One Computing Level the Playing Field?” Ada Byron Research Center, University of California, Irvine, April 2004

“Language, Technology, and Education,” Beijing Normal Capital University, China, July 2001

“Dissecting the Digital Divide,” Center for Research on Information Technology and Organizations, University of California, Irvine, April 2001

“Networked Learning for the Network Society,” Tel Aviv University, Israel, December 2000.

“Technology, Inequality, and School Reform,” University of California, Irvine, October 2000.

“The Internet and Social Access: Dissecting the Digital Divide,” UCLA, March 2000.

“From Authenticity to Agency: Language Learning in the 21st Century,” Haifa University, Israel, December 1999.

“Computers and Collaborative Learning,” Regional English Language Centre, Singapore, August 14, 1999.

“The Internet, English, and the Knowledge Economy: Are you ready for the 21st century?,” Suzhou University, China, April 27, 1999.

“New Media, New Literacies: Language Teaching in the Age of Information,” United States Information Service, Amman, Jordan, September 23, 1998.

“Apprenticing into Academic Discourse” (with Lourdes Ortega), University of Hawai'i Department of ESL Colloquium Series, February 28, 1997.

“Language, Literacy, and Computers: Evolving Views, Evolving Practices”, Queensland

- University of Technology, January 13, 1997.
- “Language Learning and the Internet: Theory, Research, and Classroom Applications”,
University of Michigan, November 20, 1996.
- “Rule or Rote? Connectionist Simulations of Language Learning” (with Richard Schmidt),
University of Hawai'i Department of ESL Colloquium Series, March 20, 1996 .
- “Vygotsky, Bakhtin, and Freinet: Perspectives on Computer-Mediated Collaborative Learning,”
University of Hawai'i Department of ESL Colloquium Series, February 14, 1996 .
- “Text, Talk & Tasks: Computer-Mediated Environments for Collaborative Language Learning,”
Stanford University, Stanford, California, November 21, 1995.
- “Internet for English Teaching,” Brigham Young University of Hawai'i, November 10, 1995.
- “Writing for Publication” (with Kathryn Davis and Richard Schmidt), Hawaiian Association of
Teachers of English as a Second Language Annual Retreat, September 22, 1995.
- “Using Email and Electronic Communication for English Teaching,” Teacher Institute Day,
Hawaiian Education and Language Program, University of Hawai'i at Manoa, February 17,
1995.
- “Electronic Communication for Language Teaching: Connecting Learners Across the Classroom
and Across the Globe,” (with Elinore Fresh), College of Languages, Linguistics and
Literature, University of Hawai'i, February 9, 1995.
- “Computer Networking as a Tool for Empowering Language Learners,” University of Hawai'i
Department of ESL Colloquium Series, November 30, 1994.
- “Computer-Mediated Communication for Foreign and Second Language Teaching,” Hawaiian
Association of Teachers of English as a Second Language Annual Retreat, September 24,
1994.
- “Teaching Drama through Song”, Moscow Linguistic University, Moscow, Russia, November,
1991

Courses Taught at UCI

Dissertation Proposal Writing

Educational Measurement and Field Research

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

Academic Service

Editorial Service

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

Editorial Board:

Journal of Second Language Writing (2009-date)

L2 Journal (2009-date)

Language Learning Journal (1999-date)

Language Learning & Technology (2003-date)

Language@Internet (2007-date)

Journal of Computer Mediated Communication (2004-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)

Applied Linguistics (2007-date)

Applied Linguistics (journal article reviewed, Feb. 2007)

British Association of Applied Linguistics (2008)

Cambridge University Press (1996-date)

Canadian Modern Language Review (2000-date)

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

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 (2007-date)
IEEE Technology and Society (2007)
IEEE Technology and Society Magazine (2004-date)
Journal of Computer-Mediated Communication (2001-date)
Journal of Computer-Mediated Communication (Nov. 2006)
Journal of Engineering Education (2007)
Language Learning & Technology (2007)
Mind, Culture, and Activity (2000-date)
MIT Press (2005)
Modern Language Journal (1996-date)
Modern Language Journal (June 2007)
New Media and Society (2009)
Pedagogies (2007-date)
Review of Research in Education (2009-date)
Routledge (2007)
Russell Sage Foundation (2002)
Social Forces (2006-date)
Social Forces (journal ms. reviewed, Oct. 2006)
Social Science Computer Review (2002-date)
Sociology of Education (2003-date)
Teachers College Press (2007)
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)
TOEFL Committee of Examiners (research proposal reviewed, Nov. 2006)

Service on Academic Committees (at UCI)

Representative Assembly of the Academic Senate (2006-date)
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)

Departmental and School Service (at UCI)

Faculty Chair, Department of Education (2006-date)

Director, Ph.D. in Education Program (2006-date)

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)

Academic Supervision

Doctoral Dissertation Committees Chaired

Akemi Morioka, University of California, Irvine (UCI/UCLA Ed.D. Program). *Teaching Japanese with Content-Based Instruction* (2007)

Michele Rousseau, University of California, Irvine (ICS Ph.D. 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)

Susan Giesen, University of California, Irvine (UCI/UCLA Ed.D. Program). (in progress)

Melanie Wade, University of California, Irvine (UCI/UCLA Ed.D. Program). (in progress)

Kelly Bruce, University of California, Irvine (UCI/UCLA Ed.D. Program). (in progress)

Doug Grimes, University of California, Irvine (Ph.D. in Information & Computer Science). (in progress)

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

LaWanna Shelton, University of California, Irvine (CSU/UCI Ed.D. Program) (2007)

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

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

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

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

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

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

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

Doctoral Dissertation Committee Member:

Adel Rajab, University of California, Irvine (UCI/UCLA Ed.D. Program)(2007)

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

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

Christine Leahy, Nottingham Trent University, England (in progress): Collaborative Construction of Knowledge in Computer-Assisted Language Learning

Advancement to Candidacy Committee Member:

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:

Shanon Johnson, University of Queensland, July 2007: Context, change and communications technology in classroom pedagogy: Indonesian language teachers implementing email in senior secondary teaching
Leila Kajee, University of KwaZulu-Natal, South Africa, March 2006: Language, literacy, and the construction of identity in online environments

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

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

Masters Thesis Examination:

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

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

Undergraduate Honors Research:

Eunjae Kim, University Research Opportunities Program Fellow, University of California, Irvine: Language and literacy practices in a technology intensive environment (2009)

Alex Taubman, Summer Undergraduate Research Fellow in Information Technology: Videogames and learning (2009)

Taylor Mar, Summer Undergraduate Research Fellow in Information Technology: Videogames and learning (2009)

Connie Tran, Summer Undergraduate Research Fellow in Information Technology, University of California, Irvine: Increasing girls' access to advanced technology use (2007)

Aysha Cohen, Summer Undergraduate Research Program, University of California, Irvine: The role of supportive peer relations in promising afterschool programs (2007)

Bryan Ventura, Social Science Undergraduate Honors Research Program, University of California, Irvine: A comparison of laptop learning programs among ethnically and culturally diverse students (2003-2004)

Visiting Scholar Supervised

Xiaohong Wang, People's Bank of China Zhengzhou Training Institute (2009-2010)

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

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

Birna Arnbjornsdottir, University of Iceland (2003)

Andreas Lund, Oslo University, Norway (2003)

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

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

Conference Organization

Member of the Senior Program Committee for the International Conference on Information and Communication Technologies and Development, 2010.

Member of the International Program Committee International Association of Science and Technology for Development (IASTED) International Conference on Computers and Advanced Technology in Education, 1998-2004.

Coordinator of the International Symposium on New Technologies and Less Commonly Taught Languages, University of Hawai'i, July 8-12, 1996

Coordinator of the International Symposium on Local & Global Electronic Networking in

Foreign Language Learning & Research, University of Hawai'i, July 10-14, 1995

Foreign Languages

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

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

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

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

Portuguese: Read at an intermediate level (two semesters of university study)

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