

JOSH LAWRENCE

CURRICULUM VITAE

Joshua Fahey Lawrence
orcid.org/0000-0003-0019-4629
website www.joshualawrence.com

PROFESSIONAL STATEMENT

My mission is to bridge the gap between research, innovation, and practice, ensuring middle and high school students harness their full literacy and learning potential. I am committed to realizing this vision through my teaching, instructional leadership, rigorous research, and the development of innovative, scalable solutions. My active involvement in research-practice collaborations highlights my commitment to uniting diverse stakeholders in addressing educational inequities, fostering innovation, and supporting diverse learners.

CURRENT POSITION

2016–present
Professor Quantitative Research Methods
Faculty of Educational Sciences
University of Oslo (Universitetet i Oslo)
Oslo, Norway

Co-lead (with Åste Hagen), BEAM (Bridging Education, AI, and Measurement) research group. Four-year, University of Oslo-funded group bringing together experts in education, AI, and measurement.

EDUCATION

2008–2011: Postdoctoral Researcher, Harvard University Graduate School of Education, Harvard University, USA

2008 Ed.D. Dept. of Developmental Studies and Counselling, Boston University, USA Advisor: Dr. Jeanne Paratore

2004 Masters of Arts in Teaching, English as a Second Language, School of Education, Salem State University, USA

1997 B.A. Philosophy & Classics University of Calgary, Calgary, AB, Canada

PREVIOUS POSITIONS

2024–2025: Visiting Scholar, Digital Learning Lab, University of California, Irvine

2015–2016: Associate Professor (Tenured), School of Education, University of California, Irvine, USA

2011–2015: Assistant Professor, School of Education, University of California, Irvine, USA

2000–2008: Teacher & Literacy Coach, Timilty Middle School, Boston Public Schools

PUBLICATIONS

* indicates student co-author

Lawrence, J.F., Galloway, E. P., & Hsu, J. Y. L. (2025). Estimating the effect of structured vocabulary review: an experimental evaluation. *The Elementary School Journal*, 126(1), 82–106.

Yang, J.*, Grøver, V., & Lawrence, J.F. (2024). Chinese mothers use idioms in shared book reading: A predictor for children's Chinese vocabulary growth? *Journal of Child Language*, 52(4), 918–944.
<https://doi.org/10.1017/S0305000924000266>

Knoph, R.*, Lawrence, J.F., & Francis, D. J. (2024). The dimensionality of lexical features in general, academic, and disciplinary vocabulary. *Scientific Studies of Reading: The Official Journal of the Society for the Scientific Study of Reading*, 28(2), 142–166. <https://doi.org/10.1080/10888438.2023.2241939>

Yang, J.*, Lawrence, J.F., & Grøver, V. (2024). What else will I do when I start school? Preschoolers' wh-questions in dinnertime conversations and their language development. *First Language*, 44(3), 301–323.
<https://doi.org/10.1177/01427237241242177>

Yang, J.*, Lawrence, J.F., & Grøver, V. (2022). Parental expectations and home literacy environment: A questionnaire study of Chinese-Norwegian dual language learners. *Journal of Research in Childhood Education*, 37(1), 1–15.
<https://doi.org/10.1080/02568543.2022.2098427>

Lawrence, J.F., Knoph, R.*, McIlraith, A., Kulesz, P. A., & Francis, D. J. (2021). Reading comprehension and academic vocabulary: Exploring relations of item features and reading proficiency. *Reading Research Quarterly*, rrq.434. <https://doi.org/10.1002/rrq.434>

Hagen, Å. M., Knoph, R.*, Hjetland, H. N., Rogde, K., Lawrence, J.F., Lervåg, A., & Melby-Lervåg, M. (2021). Measuring Listening Comprehension and Predicting Language Development in At-Risk Preschoolers. *Scandinavian Journal of Educational Research*, 65(6), 646–663.
<https://doi.org/10.1080/00313831.2021.1939136>

Lawrence, J.F., Hagen, Å.M., Hwang, J.K.*, Lin, G., & Lervåg, A. (2019). Academic vocabulary and reading comprehension: Exploring the relationships across measures of vocabulary knowledge. *Reading and Writing: An Interdisciplinary Journal*. 32(2), 285–306 <https://rdcu.be/OzX9>

Taylor, K. S.*, Lawrence, J.F., Connor, C. M., & Snow, C. E. (2018). Cognitive and linguistic features of adolescent argumentative writing: Do connectives signal more complex reasoning? *Reading and Writing*, 31(3), 547–567.
<https://doi.org/10.1007/s11145-018-9898>

Chen, S., Lawrence, J.F., Zhou, J., Min, L.,& Snow, C. E. (2018). The efficacy of a book reading intervention on vocabulary development of young Uyghur children: A randomized controlled trial. *Early Childhood Research Quarterly*, 44, 206–219. <https://doi.org/10.1016/j.ecresq.2017.12.008>

Hwang, J.K.*, Lawrence, J.F., & Snow, C. E. (2017). Defying expectations: Vocabulary growth trajectories of high performing language minority students. *Reading and Writing*, 30(4), 829–856.
<https://doi.org/10.1007/s11145-016-9703-3>

Grøver, V., Lawrence, J.F., & Rydland, V. (2016). Bilingual preschool children's second-language vocabulary development: The role of first-language vocabulary skills and second-language talk input. *International Journal of Bilingualism*, 20(6), 751–766. <https://doi.org/10.1177/136700691666>

Lawrence, J.F., Francis, D., Paré-Blairev, E. J., & Snow, C. E. (2017). The poor get richer: Heterogeneity in the efficacy of a school-level intervention for academic language. *Journal of Research on Educational Effectiveness*, 10(4), 767–793. <https://doi.org/10.1080/19345747.2016.1237596>

Hwang, J.K.*, Lawrence, J.F., Collins, P., & Snow, C. (2017). Vocabulary and reading performances of redesignated fluent English proficient students. *TESOL Quarterly*, 51(4), 757–786.
<https://doi.org/10.1002/tesq.346>

Lin, A. R.*, Lawrence, J.F., Snow, C. E., & Taylor, K.* (2016). Assessing adolescents' communicative self-efficacy to discuss controversial issues: Findings from a randomized study of the Word Generation program. *Theory and Research in Social Education*, 44(3), 316–343. <http://dx.doi.org/10.1080/00933104.2016.1203852>

- Lawrence, J.F., Niiya, M., & Warschauer, M. (2016). Narrative writing in digital formats: Interpreting the impact of audience. *Psychology of Language and Communication*, 20(1), doi:10.1515/plc-2015-0012.
- Lin, A. R.* Lawrence, J.F., & Snow, C. E. (2015). Teaching urban youth about controversial issues: Pathways to becoming active and informed citizens. *Citizenship, Social and Economics Education*, 14(2), 103–119. <https://doi.org/10.1177/2047173415600606>
- Lawrence, J.F., Hinga, B., Mahoney, J. L., & Vandell, D. L. (2015). Summer activities and vocabulary development: Relationships across middle childhood and adolescence. *International Journal for Research on Extended Education*, 3(1), 71–93, doi:10.3224/ijree.v3i1.19582.
- Lawrence, J.F., Crosson, A. C., Paré-Blagoev, E. J., & Snow, C. E. (2015). Word Generation randomized trial: Discussion mediates the impact of program treatment on academic word learning. *American Educational Research Journal*, 52(4), 750–786, doi:10.3102/0002831215579485.
- Zheng, B., Lawrence, J. F., Warschauer, M., & Lin, C.-H. (2015). Middle school students' writing and feedback in a cloud-based classroom environment. *Technology, Knowledge and Learning*, 20(2), 201–229. doi:10.1007/s10758-014-9239-z
- Lawrence, J. F., Rolland, R. G., Branum-Martin, L., & Snow, C. E. (2014). Generating vocabulary knowledge for at-risk middle school readers: Contrasting program effects and growth trajectories. *Journal of Education for Students Placed at Risk*, 19(2), 76–97. doi:10.1080/10824669.2014.958836
- Yim, S., Warschauer, M., Zheng, B., & Lawrence, J. F. (2014). Cloud-based collaborative writing and the Common Core Standards. *Journal of Adolescent & Adult Literacy*, 58(3), 243–254. doi:10.1002/jaal.345
- Hwang, J.K.* Lawrence, J. F., Mo, E., & Snow, C. E. (2014). Differential effects of a systematic vocabulary intervention on adolescent language minority students with varying levels of English proficiency. *International Journal of Bilingualism*, 19(3), 314–332. doi:10.1177/1367006914521698
- Rydland, V., Grøver, V., & Lawrence, J.F. (2014). The second-language vocabulary trajectories of Turkish immigrant children in Norway from ages five to ten: The role of preschool talk exposure, maternal education, and co-ethnic concentration in the neighborhood. *Journal of Child Language*, 41(2), 352–381. <https://doi.org/10.1017/S0305000912000712>
- Lawrence, J.F., Galloway, E. P., Yim, S.* & Lin, A.* (2013). Learning to write in middle school? Insights into adolescent writers' instructional experiences across content areas. *Journal of Adolescent & Adult Literacy*, 57(2), 151–161. <http://doi.org/10.1002/jaal.219>
- Lawrence, J.F., Capotosto, L., Branum-Martin, L., White, C., & Snow, C. E. (2012). Language proficiency, home-language status, and English vocabulary development: A longitudinal follow-up of the Word Generation program. *Bilingualism: Language and Cognition*, 15(3), 437–451. doi.org/10.1017/S136728911000393
- Lawrence, J.F. (2012). English vocabulary trajectories of students whose parents speak a language other than English: Steep trajectories and sharp summer setback. *Reading and Writing*, 25(5), 1113–1141. <http://doi.org/10.1007/s11145-011-9305-z>
- Snow, C. E., Lawrence, J.F., & White, C. (2009). *Generating knowledge of academic language among urban middle school students*. *Journal of Research on Educational Effectiveness*, 2(4), 325–344. <http://doi.org/10.1080/19345740903167042>
- Lawrence, J.F. (2009). *Summer reading: Predicting adolescent word learning from aptitude, time spent reading, and text type*. *Reading Psychology*, 30(5), 445–465. <http://doi.org/10.1080/02702710802412008>
- Fahey, K., Lawrence, J.F., & Paratore, J. R. (2007). *Using electronic portfolios to make learning public*. *Journal of Adolescent & Adult Literacy*, 50(6), 460–471. <http://dx.doi.org/10.1598/jaal.50.6.4>

BOOK CHAPTERS

- Lawrence, J., Knoph, R.* & Hagen, Å. (2025). The Language of Learning: Academic Vocabulary Development and Comprehension. In S. B. Neuman & M. R. Kuhn (Eds.), *Handbook on the Science of*

- Literacy in Grades 3-8* (pp. 80–98). Routledge. <https://hdl.handle.net/11250/3350708>
- Snow, C., & Lawrence, J.F. (2024). Opportunities to learn and intersubjectivity. In O. Erstad (Ed.), *Education and Dialogue in Polarized Societies*. Oxford, England: Oxford University Press.
- Yang, J.*,& Lawrence, J.F. (2022). Multimodal literacies at home: A survey study of Chinese-Norwegian bilingual children. In B. S. H. Ling (Ed.), *Multimodal Literacies in Young Emergent Bilinguals: Beyond Print-Centric Practices* (Vol. 105). Channel View Publications.
- Lawrence, J.F., & Thorbjørnsen, J. M. (2022). Leseforståelse i skolen: Å utvikle elevers kritiske tenkning gjennom lesing, argumentasjon og debatt. In V. Grøver& I. Bråten (Eds.), *Leseforståelse i skolen: Å utvikle elevers kritiske tenkning gjennom lesing, argumentasjon og debatt* (pp. 130-142). Oslo, Norway: Cappelen Damm Akademisk.
- Hwang, J.K.*,& Lawrence, J.F. (2018). Different patterns of reading growth trajectories among adolescent dual language learners and English-only students. In D. L. Baker, D. L. Basaraba,& C. Richards-Tutor (Eds.), *Second Language Acquisition: Methods, Perspectives and Challenges* (pp. 17-39). Nova Science Publishers, Inc.
- Rydland, V., Grøver, V., & Lawrence, J.F. (2014). The potential and challenges of learning words from peers in preschool. A longitudinal study of second language learners in Norway. In A. Cekaite, S. Blum-Kulka, V. G. Aukrust,& E. Teubal (Eds.), *Children's Peer Talk: Learning from Each Other* (pp. 214-234). Cambridge: Cambridge University Press.
- Duncan, G. J., Dowsett, C., & Lawrence, J.F. (2014). Early math and literacy skills: Key predictors of later school success. In S. Landry& C. L. Cooper (Eds.), *Wellbeing in Children and Families* (pp. 55-73). Chichester, UK: John Wiley& Sons, Ltd. Retrieved from <http://doi.org/10.1002/9781118539415.wbweloo3>
- Ippolito, J., & Lawrence, J.F. (2013). Bridging content and literacy knowledge and instruction: A framework for supporting secondary teachers and students. In J. Ippolito, J.F. Lawrence,& C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice* (pp. 1-12). Cambridge, MA: Harvard Education Press.
- Galloway, E. P., Lawrence, J.F., & Moje, E. B. (2013). Research in disciplinary literacy: Challenges and instructional opportunities in teaching disciplinary texts. In J. Ippolito, J.F. Lawrence,& C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice* (pp. 13-36). Cambridge, MA: Harvard Education Press.
- Lawrence, J.F., Maher, B., & Snow, C. E. (2013). Research in vocabulary: Word power for content-area learning. In J. Ippolito, J.F. Lawrence,& C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice*. Cambridge, MA: Harvard Education Press.
- Lawrence, J.F., Warschauer, M., Zheng, B.,& Mullins, D. (2013). Research in digital literacy: Tools to support learning across the disciplines. In J. Ippolito, J.F. Lawrence,& C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice*. Cambridge, MA: Harvard Education Press.
- Park, Y., Zheng, B., Lawrence, J.F.,& Warschauer, M. (2012). Technology-enhanced reading environments. In M. Thomas, H. Reinders,& M. Warschauer (Eds.), *Contemporary Computer-Assisted Language Learning*. New York: Bloomsbury Academic.
- Lawrence, J.F.,& Snow, C. E. (2010). Oral discourse and reading. In M. L. Kamil, P. D. Pearson, E. B. Moje,& P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. IV). New York: Routledge.

GRANT FUNDING

ROAR Platform and New Assessment Components, (Subcontract from total \$1,500,000), Advanced Education Research & Development Fund. Principal Investigators: Jason Yeatman, Rebecca Silverman, Ben Domingue. Role: Subcontractor to create middle school vocabulary items. 2023–2025

Project SCALE: Sustainable Coaching and Adaptive Learning for Education, \$250,000, US Department of Education, SBIR Phase 1, (#91990022C0029). Role: Project Lead and Grant Author. 2022–2023

Better equipped for school \$400,000. (Åste Hagen, PI). Role: Co-PI. Norwegian Research Council. 2021–2025

Improving the Accuracy of Academic Vocabulary Assessment for English Language Learners, \$1,600,000. (David Francis, PI). Role: Co-PI. US Department of Education, IES Goal 3, #R305A170151. 2017–2022

Efficacy Study of a Pre-Algebra Supplemental Program in Rural Mississippi Schools, \$1,878,435 (Tedra Clark, PI). Role: Methodological Consultant. US Department of Education, IES Goal 3, #R305A120045. 2012–2016.

Word Generation: An Efficacy Trial, \$2,853,517. (Catherine Snow, PI). Role: Coordinator. US Department of Education, IES Goal 3, #R305A090555. 2009–2013.

Pathways Project: A Cognitive Strategies Approach to Reading and Writing Instruction for Teachers of Secondary English Language Learners, \$2,000,000. Role: Co-PI. U.S. Department of Education, Office of English Language Acquisition. 2012–2017.

Teaching for text comprehension: Supporting young second-language learners' text comprehension in urban multiethnic preschools in Norway, \$2,000,000. Role: Methodological Consultant. Norwegian Research Council. 2013–2016.

Literacy in the Content Areas: A survey of Teachers and Students to Strategic Educational Research Partnership, \$450,000. Role: Co-PI and Boston research coordinator. Carnegie Corporation, Grant B, #7889. 2005–2010.

The Pathway to Academic Success: Enhancing Student Achievement through the Common Core Standards, \$250,000. Role: Co-PI. California Postsecondary Education Commission Improving Teacher Quality Grants Program. 2011–2013.

The Research of Xinjiang Uyghur Young Children's Chinese emergent literacy development, \$32,113. Role: Methodological Consultant. The Ministry of Education of the People's Republic of China. 2011–2013.

Technology Enhancement Competitive Grant, \$250,000. Massachusetts Department of Education, Office of Instructional Technology. Role: Co-author and coordinator. Grant to implement and assess a one-to-one laptop computer initiatives for two years. 2007–2009.

HONORS

2017 Undervisningsprisen (Teaching Award), School of Education, University of Oslo

2017 ERC Career Program, School of Education, University of Oslo

2012 Visiting International Collaborator, Ministry of Education, People's Republic of China

2010 Taiwan Visiting Research Scholar, Taiwan Ministry of Education, Taipei, Taiwan

2009 Summer Research Training Institute on Cluster-Randomized Trials, National Center for Educational Research, Vanderbilt University, Nashville, TN

2008 European Graduate School on Literacy, Egmond aan Zee, The Netherlands

PROFESSIONAL LEADERSHIP IN LITERACY INITIATIVES

CEO and President, Reading Ways, Inc.

- Championed the development and rollout of the SCALE model for hybrid coaching, ensuring seamless integration across technology, consultancy, research, and design verticals.
- Led the prototyping process using Figma, collaborating closely with designers to create user-centric interfaces that aligned with pedagogical goals.
- Oversaw the development team by approving Git commits, ensuring code quality, and driving feature development in line with strategic priorities.
- Identified development priorities by analyzing user feedback and stream data, translating these insights into actionable development tasks to improve the platform's functionality.
- Successfully integrated funding from venture capital investments, external grants, and programmatic partnerships at state and district level

Co-Founder, Ohio Adolescent Literacy Network

- Organized monthly webinars and curated online educational content, serving state support team members and literacy coaches across all Ohio regions.
- Secured extension funding through robust engagement, enabling participation from school leaders in our initiatives.
- Presented at the Ohio Literacy Academy in 2021 and 2023, contributed to the State Support Team (Region II) Summer Institute, and conducted virtual sessions for secondary teachers in Columbus, Ohio (2022) and for school leadership teams (2021).

Co-Founder, Nevada Adolescent Literacy Leadership Series

- Initiated and co-founded a PD series dedicated to promoting adolescent literacy across Nevada.
- Organized and curated recorded content, supplementary materials, and meeting agendas for literacy leaders spanning all regions of Nevada.
- Presented research papers at conferences such as LRA and AERA, focusing on the preliminary analysis of the impact of the initiative.
- Engaged in ongoing efforts to expand the network's influence by integrating it into classrooms through collaborations with educators.

OTHER PUBLICATIONS

Lawrence, J.F. (2025). Co-author of *The Future of Writing Research and Instruction at the Secondary Level: Recommendations from the WRITE Center Summit* — a position paper convening 25 leading scholars to set future directions for writing instruction.

Lawrence, J.F. (2022, Blog Author). *The Simple View of Reading and Disciplinary Literacy*. Retrieved from <https://readingways.org/blog/the-simple-view-of-reading-and-disciplinary-literacy>. (Over 10,000 unique views)

Lawrence, J.F. (2022, Blog Author). *Constrained and Unconstrained Skill Development*. Retrieved from <https://readingways.org/blog/constrainedand-unconstrained-skill-development>. (Over 8,000 unique views)

STUDENT SUPERVISION

PhD Students

Dr. Rebecca E. Knoph (University of Oslo)
Dr. Junyi Yang (University of Oslo)
Dr. Alex Lin (UC Irvine)
Dr. Jin Kyoung Hwang (UC Irvine)
Dr. Karen Suzanne Taylor (UC Irvine)
Dr. Youngmin Park (UC Irvine, Member)
Dr. Hasol Lee (UC Irvine, Member)

Pre Dissertation Committee

Grace Lin (UC Irvine, Member)
Soobin Yim (UC Irvine, Member)
Joseph Kay (UC Irvine, Member)
Huy Chung (UC Irvine, Member)

Masters Student Supervision

Adryani Landum (Advisor, University of Oslo, Graduated in 2021)
Jenny Michelle H Thorbjørnsen (Advisor, University of Oslo, Graduated in 2020)
Nathan Krueger (Co-Advisor, UC Irvine, Department of Computer Science, Graduated in 2017)

Adhoc Student Supervision, UCI

1/2016 - 3/2016: Shannon Rose O'Neill, Advisor, Directed Individual/Independent Study
10/2015 - 12/2015: Grace Lin, Advisor, Directed Individual/Independent Study
4/2015 - 6/2015: Andrea Marie Byng, Advisor, Directed Individual/Independent Study
4/2015 - 6/2015: Breanna Joy Briggs, Advisor, Directed Individual/Independent Study
4/2015 - 6/2015: Ragiah Medhat Ismail El Shantaly, Advisor, Directed Individual/Independent Study
4/2015 - 6/2015: Samaan Aveh Nur, Advisor, Directed Individual/Independent Study
1/2015 - 3/2015: Juanne Marie Lamagui Deguzman, Advisor, Directed Individual/Independent Study
UROP sponsored work presented at UC Irvine's Annual Undergraduate Research Symposium
4/2013 - 6/2013: Erika Lopez, Advisor, Directed Individual/Independent Study
1/2013 - 3/2013: Arena Lam, Advisor, Directed Individual/Independent Study
1/2013 - 3/2013: Katerina Schenke, Advisor, Directed Individual/Independent Study
1/2013 - 3/2013: Michelle Minji Paek, Advisor, Directed Individual/Independent Study
10/2012 - 12/2012: Wenliang He, Supervisor, Directed Individual/Independent Study
1/2012 - 3/2012: Binbin Zheng, Advisor, Directed Individual/Independent Study
1/2012 - 3/2012: Danhong Yu, Advisor, Directed Individual/Independent Study
1/2012 - 3/2012: Donna Gao, Advisor, Directed Individual/Independent Study
1/2012 - 3/2012: Stephanie Chang, Advisor, Directed Individual/Independent Study

UNIVERSITY TEACHING

University of Oslo

UV 9201: Quantitative Research Methodology (PhD)
MIED 2010: Research Methods I (International MA)
MIED 2020: Research Methods II (International MA)
EDU 4251: Applied Research Methods (MA)
HEM 4112: Research Methods (MA)
PED 4010: Statistikk (MA)
PED 2104: Interventions and Research-based Knowledge in Practice (Undergraduate)

University of California Irvine

EDU 151: Language and Literacy (Undergraduate, Cross listed with PSY BEH 192)
EDU 346: Reading and Writing in the Middle and High School Classroom (MAT Credential)
EDU 220: Developing Adolescent Literacy (PhD)
EDU 209: Vocabulary learning and academic language development (PhD)
EDU 218: Reading Development (PhD)

Harvard Graduate School of Education

H810Y: Developing Adolescent Literacy (MA)
H821: Literacy Coaching (MA with Jacy Ippolito)
H880: Doctoral Research Practicum (PhD with Catherine Snow)

UNIVERSITY SERVICE

2026–present: Research Group Co-Leader BEAM (Bridging Education, AI, and Measurement). University of Oslo.

2023–2025: Research Group Co-Leader Literacy and Numeracy in Context. University of Oslo.

2016–2021: University of Oslo, Faculty of Educational Sciences, Steering Committee. Contributed to restructuring of graduate programs and alignment of methods courses across programs and with undergraduate sequence.

10/2014: UCI Chancellor's Club Fellowship Review Committee, Member, Appointed.

2014–2016: Campus Wide Honors Program Board, Member. UCI

2016 - Present: Hellman Advisory Panel, Member, Appointed. UCI

2011–2013: PhD Admissions, Member. UCI

2012–2015: Brown Bag Colloquium, Director. UCI

2015: Merit Review (Ad hoc Committee), Member. UCI

2014–2016: MAT Steering Committee, Member. UCI

2015–2016: PhD Admissions, Member. UCI

REVIEWING ACTIVITIES

2002–present: Editorial Review Board, Language, Learning, and Technology

2016–2022: Editorial Review Board, Reading Research Quarterly

2018–present: The Icelandic Research Council

Ad Hoc reviewer for:

Literacy/reading: Reading and Writing: An Interdisciplinary Journal; Scientific Studies in Reading; Journal of Research in Reading; Journal of Literacy Research

Education/psych: Journal of Educational Psychology; Educational Psychology; Review of Educational Research; Journal of Research on Educational Effectiveness; Developmental Psychology

Language/bilingual: International Journal of Bilingual Education and Bilingualism; Language Awareness

Other: Educational Assessment; Journal for the Education of Students Placed at Risk; Literacy Research and Instruction; Nature: Human Behaviour

SELECTED INVITED PRESENTATIONS

03/2026 "Scaling Vocabulary Assessment with GPT-4: Transformer-Based Automatic Item Generation and Psychometric Validation." Invited departmental seminar, Department of Educational Psychology, The Chinese University of Hong Kong (CUHK), Hong Kong.

01/2026 "From Words to Understanding: Insights from the Word Generation Program on Academic Language and Reading Comprehension / Fra ord til forståelse: Innsikter fra Word Generation-programmet om skolespråk og leseforståelse." Invited talk for Osloskolen (Utdanningsetaten, Oslo kommune), Grensesvingen 6, 0663 Oslo, Norway.

05/2025 "Advancing Vocabulary Assessment: AI-Driven Innovations and Insights from Lexical Dimensionality Research." Stanford University, Stanford, CA.

04/2025 "Cognitive and Affective Alignment in Teacher Learning: What We Can Learn from NLP and Coach Ratings." UC Irvine Center for Research on Teacher Development and Professional Practice, Irvine, CA.

10/2024 "Innovative Literacy Solutions: AI-Enhanced Support for Coaches and Educators." UC Irvine Digital Learning Lab, Irvine, CA.

09/2021 "Building a culture of literacy: The Role of the Administrator." Secondary Administration Presentation (every middle and high school administrator in Columbus Public Schools). Morning and afternoon sessions both days.

2021 "Building a culture of literacy." Ohio Literacy Academy. A three-part series including presentations on 1. "The Role of the Administrator", 2. "Cross Content Principles and Disciplinary Literacy", 3. "Intervention".

04/2019 "Supporting critical thinking in schools: Exploring the relationship between academic language, argumentation and civic engagement." University of British Columbia, Vancouver, Canada.

09/2015 "Technology in English." U.S. Department of State, Bureau of Educational and Cultural Affairs. The White House, Washington D.C.

04/2014 "The Learning Analytics of Cloud Based Writing." Google Campus, New York, New York.

SELECTED PEER-REVIEWED PRESENTATIONS

07/2026 "Scaling vocabulary assessment with transformer-based automatic item generation: Extending the complete view of vocabulary." Symposium paper accepted for presentation at the Society for the Scientific Study of Reading (SSSR) Annual Conference, July 16–18, 2026, Rotterdam, Netherlands.

07/2026 "Task, learner, and word: A tripartite view of vocabulary assessment outcomes." Symposium paper accepted for presentation at the Society for the Scientific Study of Reading (SSSR) Annual Conference, July 16–18, 2026, Rotterdam, Netherlands.

04/2026 "Towards Scalable Vocabulary Assessment: Pilot Evidence for Reliable AI-Generated Items." AERA Annual Meeting, Los Angeles, CA. Lawrence, J.F., Deffes Silverman, R., Yeatman, J., Hagen, Å., & Tran, J.

03/2026 "Children's Chengyu Knowledge as a Pathway to Vocabulary Growth: Evidence from a Novel Idiom Assessment." Oral Session 4 (Topic: Linguistics), ARWA 2026, Kaohsiung, Taiwan. Lawrence, J.F., Hagen, Å., & Yang, J.

07/2025 "Oral Language as the Foundation of Literacy: Cross-Language Perspectives on L1 and L2 Development." Lawrence, J.F. (Chair & Discussant). Symposium at the Society for the Scientific Study of Reading (SSSR) Annual Conference, Calgary, Alberta, Canada. With Yang, J., Phillips Galloway, E., Chen, S., Wu, Y., & Proctor, P.

02/2025 "Refining Vocabulary Assessment and Instruction: Insights from Multi-Factor Approaches, including AI-enhanced stratified sampling and vocabulary interventions for students with learning disabilities." Pacific Coast Research Conference (PCRC), Coronado, CA. Beach, K.D., Lawrence, J.F., Blum, A.M., & Irey, R.

04/2023 "Professional Learning Providers' Engagement with Research in Adolescent Literacy." American Educational Research Association (AERA) Annual Meeting, Chicago, IL, USA. Townsend, D., Lupo, S., Negrete, S., Kiernan, D., & Lawrence, J.F.

04/2023 "A rose by any other cognomen: Unpacking predictors of multiword-expression knowledge with a focus on frequency." In J.F. Lawrence (Chair), Word Exposure and Vocabulary in Action: Exploring Frequency, Lexical Pragmatics, and their Relationships [Symposium]. American Educational Research Association. Chicago, IL USA. Knoph, R. E., Lawrence, J.F., Hagen, Å., Hwang, J. K., Kulesz, P., & Francis, D. J.

03/2023 "Chinese mothers' use of idioms in shared reading: a predictor for child vocabulary growth?" [Poster Presentation]. SRCD Biennial Meeting, Salt Lake City, Utah, USA. Yang, J., Grover, V., Lawrence, J.F.

11/2022 "Measures of lexical ambiguity for 62,954 words." [Poster Presentation] Annual Meeting for the Psychonomic Society. Boston, MA USA. Lawrence, J., Knoph, R., Hwang, J. K., and Hagen, Å. M. M.

10/2022 "Vocabulary tasks and target words are not equal: How language learners answer differently." Annual Meeting for Northern Rocky Mountain Educational Research Association. Billings, MT USA. Knoph, R. and Lawrence, J.

4/2022 "Analyzing Mothers' Use of Chinese Idioms (Chengyu) in Natural Home Settings." American Educational Research Association (AERA). San Diego, California. Yang, J., Grøver, V., and Lawrence, J.

4/2022 "Mothers' Linguistic Input During Shared Book Reading and Dual Language Learners' Home Language Skills." Annual meeting of the American Educational Research Association (AERA). San Diego, California. Yang, J., Lawrence, J., and Grøver, V.

10/2021 "A LURI Comparison: Listening comprehension for Norwegian and Chinese children." Annual Meeting for the Northern Rocky Mountain Educational Research Association. Ketchum, Idaho. Knoph,

R., Hagen, Å. M., Zhang, W., and Lawrence, J.

11/2020 "The Impact of word features on lexical decision tasks." Annual Meeting for Psychonomic Society. Virtual. Knoph, R. and Lawrence, J.F.

7/2017 "Cognitive and Linguistic Features of Adolescent Argumentative Writing: Do Connectives Signal More Complex Reasoning?" Lawrence, J.F. Society for the Scientific Studies of Reading, Halifax, Canada. Peer Reviewed. With Taylor, K., Connor, C

3/2017 "Assessing the correspondence between student-level fidelity data and observational measures of classroom instructional content" Lawrence, J.F. Society for Research in Educational Effectiveness, Washington DC. Peer Reviewed. With Lin, A. Snow, C.

12/2016 "What Are Important Academic Words For Reading?", Lawrence, J.F. Literacy Research Association, Nashville, TN. Peer Reviewed. With Hwang, J.K., Lin, G., Hagen, Å.

11/2016 "Polysemy and Semantic Precision: Semantic Measures Extracted from WordNet", Lawrence, J.F. Annual Meeting of the Psychonomic Society, Boston, MA. Peer Reviewed. With Lin, G., Jaeggi, S.

11/2016 "What Makes Academic Words Hard? Exploring Dimensions Across Item Types", Lawrence, J.F. Annual Meeting of the Psychonomic Society, Boston, MA. Peer Reviewed. With Lin, G., Hwang, J.K., Hagen, Å., Jaeggi, S.

10/2016 "Polysemy and Semantic Precision: Semantic Measures Extracted from WordNet", Lawrence, J.F. Mental Lexicon, Ottawa, Ontario, Canada. Peer Reviewed. With Lin, G., Jaeggi, S., Krueger, N., Hwang, J.K., Hagen, Å.

04/2016 "Unpacking reading performances of reclassified fluent English proficient students." American Educational Research Association (AERA) Annual Meeting, Washington, DC. With Hwang, J.K., Collins, P., & Snow, C. E. https://convention2.allacademic.com/one/aera/aera16/online_program_direct_link/view_paper/1059091/

12/2015 "Differential vocabulary growth trajectories among adolescent language minority students: A two-year longitudinal study", Lawrence, J.F. Literacy Research Association, Carlsbad, CA. Peer Reviewed. With Hwang, J.K.

12/2015 "Exploring the Interface of Language Development and Semantic Knowledge with Depth Measures of Academic Vocabulary", Lawrence, J.F. Literacy Research Association, Carlsbad, CA. Peer Reviewed. With Hwang, J.K., Deane, P., Lawless, R.

7/2014 "Effects of word and reader characteristics on difficulty of vocabulary test items", Lawrence, J.F. Society for Scientific Studies of Reading, Santa Fe, NM. Peer Reviewed. With Kulez, P., Hwang, J.K., Francis, D.

7/2014 "Reading growth trajectories of adolescent language minority students with varying levels of English proficiency", Lawrence, J.F. Society for the Scientific Study of Reading, Santa Fe, NM. Peer Reviewed. With Hwang, J.K.

6/14/2014 "Word Generation: A Systematic Review", Lawrence, J.F. Campbell Collaboration Colloquium, Belfast, Ireland. Peer Reviewed. With Francis, D., Snow, C.E., Hwang, J.K., Lin, A.R.

6/14/2014 "Word Generation: A Systematic Review", Lawrence, J.F. Campbell Collaboration Colloquium, Belfast, Ireland. With Francis, D., Snow, C.E., Hwang, J.K., Lin, A.R.

4/15/2014 "Middle school students discussing controversial issues to learn about civic engagement: A randomized evaluation of the Word Generation program", Lawrence, J.F. American Education Research Association Annual Meeting, American Education Research Association, Philadelphia, PA. With Lin, A., Snow, C.

4/12/2014 "Exploring the school and family context that contribute to developing informed citizens: Findings from a randomized evaluation of the Word Generation program", Lawrence, J.F. Society for Research in Child Development, Society for Research in Child Development, Alexandria, VA. With Lin, A., Snow, C.

3/2014 "Middle school students discussing controversial issues to learn about civic engagement: A randomized evaluation of the Word Generation program". Lawrence, J.F. Society for Research of Educational Effectiveness Spring Meeting, Society for Research of Educational Effectiveness, Washington, DC. With Lin, A., Lawrence, J.F., Snow, C.

3/2014 "The poor get richer: Effectiveness of a school-level intervention for academic language in ameliorating the consequences of low initial achievement", Lawrence, J.F. Society for Research of Educational Effectiveness Spring Meeting, Society for Research of Educational Effectiveness, Washington, DC. With Snow, C.E., Francis, D., Paré-Blagoev, J., Hwang, K.

12/2013 "Word Generation randomized trial: Discussion mediates the impact of program treatment on civic participation", Lawrence, J.F. Literacy Research Association Annual Meeting, Literacy Research Association. With Lin, A.

11/2012 "Macro-contextual factors impacting the development of proficient analytic writers: Insights into the literacy lives of adolescents gleaned from a comprehensive document analysis". Lawrence, J.F. (Chair). Improving our understanding of school-writing: The macro- and micro-contextual factors that shape adolescent writers, Literacy Research Association, San Diego. With Galloway, E., Yim, S., Lin, A.

11/2012 "Does teacher and peer talk in preschool have a long-term effect on immigrant children's L2 vocabulary development?" Lawrence, J.F. Literacy Research Association Annual Meeting, Classroom discourse and literacy outcomes: The importance of talk to support literacy achievement (Panel), Literacy Research Association, San Diego.

4/2012 "General Vocabulary, Academic Vocabulary, and Vocabulary Depth: Examining Predictors of Adolescent Reading Comprehension". Lawrence, J.F. American Educational Research Association Annual Meeting, Vancouver. With Pare-Blagoev, E., Lawless, R., Deane, P., Li, C.

4/2012 "Systematic Academic Vocabulary Development in Middle Schools". Lawrence, J.F. American Educational Research Association Annual Meeting, Vancouver. With Mo, E.

7/2011 "Learning and maintaining academic vocabulary: A follow-up evaluation of the Word Generation Program". Lawrence, J.F. 12th International Congress for the Study of Child Language, Montreal, Canada. (Poster session). With White, C., Capotosto, L., Branum-Martin, L., Snow, C.

4/2011 "The role of peer talk for immigrant children's vocabulary development. A longitudinal study of native-Turkish children in Norway". Lawrence, J.F. Interaction in the preschool classroom: Opportunities, stimulation and effects on children's development, Society for Research on Child Development Biennial Meeting, Montreal, Canada. With Rydland, V., Aukrust, V., Lesseman, P. (Chair).

4/2011 "Does teacher talk and peer talk in preschool have a long-term effect on immigrant children's L2 vocabulary development?" Lawrence, J.F. Let us talk: Examining the relationship between classroom discourse, vocabulary, and reading outcomes, American Education Research Association Annual Meeting, New Orleans, LA. With Rydland, V., Aukrust, V.

12/2010 "Looking at gains made by Word Generation participants: Examining stability and depth of vocabulary knowledge". Lawrence, J.F. Approaches to examining depth of word knowledge of elementary and middle school students, Symposium conducted at the National Reading Conference / Literacy Research Association Annual Meeting, Fort Worth, TX. With Capotosto, L., Snow, C.E., White, C., Townsend, D. (Chair).

10/2010 "Development of character recognition proficiency among heritage and non-heritage learners of

Mandarin Chinese". Lawrence, J.F. Second Language Acquisition of Chinese Conference, New York, NY. With Huang, B., Michener, C.

6/2010 "The relationship between home language and literacy and Chinese character comprehension", Lawrence, J.F. Research in Reading Chinese Conference, Toronto, ON, Canada. Peer Reviewed. With Huang, B., Michener, C.

3/2010 "Generating knowledge of academic language among urban middle school students", Lawrence, J.F. Developing literacy in middle grades English-language learners across the content areas: The results of three promising interventions, Society for Research on Educational Effectiveness, Washington, DC. With Snow, C.E., White, C., August, D. (Chair).

3/2010 "Using the Word Generation program to support academic language development", Lawrence, J.F. TESOL Conference, Boston, MA. Peer Reviewed. With White, C., Snow, C.

12/2009 "Word learning, maintenance, and consolidation: A longitudinal analysis of the Word Generation program", Lawrence, J.F. Adolescent vocabulary development: Perspectives from a multi-faceted, cross-content area vocabulary program, National Reading Conference, Albuquerque, NM. Peer Reviewed. With White, C., Snow, C.E., Mason, P. (Chair).

11/2009 "Engaging and supporting adolescent readers through the arts", Lawrence, J.F. Literacy for All Conference, Providence, RI. Peer Reviewed. With Williams, R., Oka, M., Oen, K.

6/2009 "Evaluating an academic vocabulary intervention for first- and second language learners in middle school", Lawrence, J.F. (Chair). Vocabulary development and intervention for at-risk populations, Society for the Scientific Studies of Reading, Boston, MA. With White, C., Snow, C.