

# CURRICULUM VITAE

## Dr. Georg Lorenz

### EDUCATION

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- ongoing                    **Habilitation** in Sociology (habil.)  
University of Leipzig  
Thesis (working title): *How social networks affect educational inequality: Social capital, social contagion, and aggregation*
- 01/2017                    **PhD** in Social Sciences (Dr. rer. pol.)  
Otto–Friedrich–University of Bamberg  
Thesis: *Selbsterfüllende Prophezeiungen im Kontext ethnischer Bildungsungleichheiten (Self-fulfilling Prophecies in the Context of Ethnic Educational Inequalities)*  
Committee: Prof. Dr. Cornelia Kristen and Prof. Dr. Clemens Kroneberg  
Evaluation: "summa cum laude"
- 05/2009                    **Diploma** in Sociology (Diplom Soziologie)  
Leipzig University  
Compulsory subject: Psychology  
Thesis: *Polnisch–Deutsche Arbeitsmigration und die Wohlstandsentwicklung in den Herkunftsregionen (Polish Labour Migration and Wealth Development in the Sending Regions)*  
Supervisor: Prof. Dr. Frank Kalter  
Evaluation: "with honors "

### ACADEMIC POSITIONS

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- 04/2023 – present                    **Research Group Leader**  
University of Potsdam, Education Department, Germany
- 04/2022 – present                    **Research Group Leader & Lecturer**  
Leipzig University, Department of Sociology, Germany
- 07/2017 – 03/2023                    **Postdoctoral Research Fellow**  
Institut zur Qualitätsentwicklung im Bildungswesen (IQB), Humboldt–  
Universität zu Berlin, Germany
- 04/2016 – 06/2017                    **Research Associate**  
Berlin Institute for Integration and Migration Research (BIM), Humboldt–  
Universität zu Berlin, Germany
- 10/2015 – 03/2016                    Parental leave
- 10/2010 – 09/2015                    **Research Associate**  
Otto–Friedrich–University of Bamberg, Chair of Sociology, especially Analysis  
of Social Structures, Germany
- 05/2009 – 09/2010                    **Research Associate**  
Free Floater Junior Research Group „Ethnic Educational Inequality“  
(established as part of the German Initiative of Excellence and headed by Prof.  
Dr. Cornelia Kristen), Georg–August–University of Göttingen, Germany

- 1) Lorenz, Georg, Irena Kogan, Sarah Gentrup, Cornelia Kristen, and Petra Stanat. 2023. Non-native Accents among School Beginners and Teacher Expectations for Future Student Achievements. *Sociology of Education*. doi: 10.1177/00380407231202978  
[impact factor: 6.0]
- 2) Lorenz, Georg, Sarah Lenz, and Camilla Rjosk. 2023. Effizienz and soziale Ungleichheit in strikt leistungsdifferenzierenden Bildungssystemen. Eine kritische Betrachtung des Model of Ability Tracking (MoAbiT). *Zeitschrift für Soziologie*. doi: 10.1515/zfsoz-2023-2028  
[impact factor: 1.2]
- 3) Boda, Zsófia, Georg Lorenz [shared first-authorship], Malte Jansen, Petra Stanat, and Aileen Edele. 2023. Ethnic diversity fosters the social integration of refugee students. *Nature Human Behaviour* 7:881–889. doi: 10.1038/s41562-023-01577-x  
[impact factor: 23.8]
- 4) Gresch, Cornelia, Lars Hoffmann, and Georg Lorenz. 2023. Zusammenhänge zwischen nachbarschaftlicher Wohnumgebung and schulischem Bildungserfolg [Associations between residential environment and scholastic performance]. *Kölner Zeitschrift für Soziologie and Sozialpsychologie* 75:37–61. doi: 10.1007/s11577-023-00880-9  
[impact factor: 2.1]
- 5) Künstler-Sment, Julia, Aleksander Kocaj , Georg Lorenz, and Malte Jansen. 2023. Are adolescents more socially integrated in all-day schools than in half-day schools? *Zeitschrift für Pädagogische Psychologie*. doi: 10.1024/1010-0652/a000370  
[impact factor: 1.8]
- 6) Olczyk, Melanie, Sarah J. Kwon, Georg Lorenz, Valentina P. Casoni, Thorsten Schneider, Anna Volodina, Jane Waldfoegel, and Elizabeth Washbrook. 2022. Teacher judgements, student social background, and student progress in primary school: a cross-country perspective. *Zeitschrift für Erziehungswissenschaften* 26:443–468. doi: 10.1007/s11618-022-01119-7  
[impact factor: 1.1]
- 7) Jansen, Malte, Zsófia Boda, and Georg Lorenz. 2022. Social comparison effects on academic self-concepts: Which peers matter most? *Developmental Psychology* 58(8):1541–56. doi: 10.1037/dev0001368  
[impact factor: 5.0]
- 8) Lorenz, Georg, Zerrin Salikutluk, Zsófia Boda, Malte Jansen, and Miles Hewstone. 2021. The Link between Social and Structural Integration: Co- and Interethnic Friendship Selection and Friend Influence within Adolescent Social Networks. *Sociological Science* 8(19):371–396. doi: 10.15195/v8.a19  
[impact factor: 6.2]
- 9) Lenz, Sarah, Camilla Rjosk, Georg Lorenz, and Petra Stanat. 2021. Ethnische Segregation zwischen Schularten in mehrgliedrigen Schulsystemen and im „Zwei-Wege-Modell“. Analysen im Kontext von schulstrukturellen Reformmaßnahmen in Berlin, Bremen and Hamburg [Between-school ethnic segregation in systems with between-school ability tracking and in the „Zwei-Wege-Modell“. Analyses in the context of school structural reforms in Berlin, Bremen and Hamburg]. *Kölner Zeitschrift für Soziologie and Sozialpsychologie* 73:59–84. doi: 10.1007/s11577-021-00739-x  
[impact factor: 2.1]
- 10) Lorenz, Georg, Zsófia Boda, and Zerrin Salikutluk. 2021. Oppositional culture revisited. Friendship dynamics and the creation of social capital among Turkish minority adolescents in Germany. *Journal of Ethnic and Migration Studies* 47(17):3986–4005. doi: 10.1080/1369183X.2021.1898354  
[impact factor: 4.1]
- 11) Lorenz, Georg. 2021. Subtle discrimination: Do stereotypes among teachers trigger bias in their expectations and widen ethnic achievement gaps? *Social Psychology of Education* 24:537–71. doi: 10.1007/s11218-021-09615-0  
[impact factor: 3.6]

- 12) Lorenz, Georg, Zsófia Boda, Zerrin Salikutluk, and Malte Jansen. 2020. Social Influence or Selection? Peer Effects on the Development of Adolescents' Educational Expectations in Germany. *British Journal of Sociology of Education* 41(5):643–669. doi: 10.1080/01425692.2020.1763163 [impact factor: 2.3]
- 13) Gentrup, Sarah, Georg Lorenz, Cornelia Kristen, and Irena Kogan. 2020. Self-Fulfilling Prophecies in the Classroom: Teacher Expectations, Teacher Feedback and Student Achievement. *Learning and Instruction* 66:1–17. doi: 10.1016/j.learninstruc.2019.101296 [impact factor: 6.2]
- 14) Gentrup, Sarah, Camilla Rjosk, Petra Stanat, and Georg Lorenz. 2018. Einschätzungen der schulischen Motivation durch Grandschullehrkräfte und deren Bedeutung für Verzerrungen in Leistungserwartungen [Teachers' perceptions of students' motivation and learning behaviour and their role in biased teacher achievement expectations]. *Zeitschrift für Erziehungswissenschaft* 21(4): 867–891. doi: 10.1007/s11618–018–0806–2 [impact factor: 1.1]
- 15) Lorenz, Georg, Sarah Gentrup, Cornelia Kristen, Petra Stanat and Irena Kogan. 2016. Stereotype bei Lehrkräften? Eine Untersuchung systematisch verzerrter Lehrererwartungen. *Kölner Zeitschrift für Soziologie und Sozialpsychologie* 68(1): 89–111. doi: 10.1007/s11577–015–0352–3 [impact factor: 2.1]
- 16) Fleischmann, Fenella, Cornelia Kristen, Anthony F. Heath, Yaël Brinbaum, Patrick Deboosere, Nadia Granato, Jan O. Jonsson, Elina Kilpi-Jakonen, Georg Lorenz, Amy C. Lutz, David Mos, Raya Mutarrak, Karen Phalet, Catherine Rethon, Frida Rudolphi and Herman G. van de Werfhorst. 2014. Gender Inequalities in the Education of the Second Generation in Western Countries. *Sociology of Education* 87(3): 143–70. doi: 10.1177/0038040714537836 [impact factor: 6.0]

## BOOKS

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- 17) Lorenz, Georg. 2018. *Selbsterfüllende Prophezeiungen in der Schule: Leistungserwartungen von Lehrkräften und Kompetenzen von Kindern mit Zuwanderungshintergrund*. Wiesbaden: **VS Verlag für Sozialwissenschaften**. Doi: 10.1007/978–3–658–19881–7.

## PUBLICATIONS WITHOUT PEER REVIEW

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- 18) Lorenz, Georg and Zsófia Boda. 2023. Social integration of refugee adolescents is encouraged by diversity. Research Briefing in *Nature Human Behaviour* 7: 847–848. doi: 10.1038/s41562-023-01578-w
- 19) Lorenz, Georg and Sarah Gentrup. 2017. „Lehrererwartungen und der Bildungserfolg von Schülerinnen und Schülern mit Migrationshintergrund.“ S. 24–37, in *Vielfalt im Klassenzimmer. Wie Lehrkräfte gute Leistung fördern können*, bearbeitet vom Berliner Institut für empirische Integrations– and Migrationsforschung (BIM) and Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration and Migration (SVR–Forschungsbereich). Berlin.
- 20) Lorenz, Georg and Tim Müller. 2017. „Einstellungen von Lehrkräften zu Aspekten von Vielfalt: Deutschsein, Religionspolitik and Muslime.“ S. 10–23, in *Vielfalt im Klassenzimmer. Wie Lehrkräfte gute Leistung fördern können*, bearbeitet vom Berliner Institut für empirische Integrations– and Migrationsforschung (BIM) and Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration and Migration (SVR–Forschungsbereich). Berlin.
- 21) Wenz, Sebastian, Melanie Olczyk, and Georg Lorenz. 2016. *Measuring Teachers' Stereotypes in the NEPS*. NEPS Survey Paper No. 3. Bamberg: Leibniz–Institut für Bildungsverläufe, Nationales Bildungspanel. <http://dx.doi.org/10.2139/ssrn.2999297>

## WORKING PAPERS

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22) Civitillo, Sauro, Georg Lorenz, Birgit Heppt, Anja Linberg, and Melanie Olczyk. 2022. "Does social dominance orientation shape teacher stereotypes? A file drawer report." *PsyArXiv*. doi: 10.31234/osf.io/gw3b8.

## GRANTS

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- 04/2022 – 03/2025 **Social Embeddedness in Social Networks and the Reproduction of Socioeconomic Inequality in Educational Attainments (SERIOUS)**  
*Funding:* Deutsche Forschungsgemeinschaft (DFG)  
*Funding amount:* 326,849 €  
*PI:* Dr. Georg Lorenz
- 04/2021 – 03/2026 **Multidimensionale Heterogenität im Klassenzimmer: Messung, Effekte, Mechanismen [Multidimensional heterogeneity in the classroom: measurement, effects, and mechanisms] (MuHiK)**  
*Funding:* Federal Ministry of Education and Research (BMBF)  
*Funding amount:* 993,055 €  
*PI:* Prof. Dr. Camilla Rjosk  
*Project lead:* Dr. Georg Lorenz (since 04/2023)
- 01/2018 – 03/2019 **The role of cultural identity in immigrant students' school adaptation**  
*Funding:* College for Interdisciplinary Educational Research (CIDER)  
*Funding amount:* 4,000 €  
*PI:* Dr. Georg Lorenz (together with Dr. Aileen Edele, Dr. Malte Jansen, Dr. Maja Schachner, Dr. Gert-Jan Veerman)
- 07/2017 – 07/2021 **Who Succeeds and Who Fails? A Multilevel Social Network Analysis Approach to Immigrants' Psychological and Sociocultural Adaption in Europe (ISONET)**  
*Funding:* VolkswagenStiftung  
*Funding amount:* 799.800 €  
*PIs:* Dr. Zsófia Boda, Dr. Malte Jansen  
*Project lead:* Dr. Georg Lorenz
- 04/2016 – 06/2017 **Diversitätsbezogene Einstellungen von Lehrkräften und die Effekte von Leistungserwartungen auf den Bildungserfolg von Schülerinnen und Schülern mit Migrationshintergrund [Teacher Attitudes Towards Diversity and Teacher Expectation Effects on the School Success of Ethnic Minority Students]**  
*Funding:* Stiftung Mercator  
*Funding amount:* 124,543 €  
*PIs:* Prof. Dr. Naika Foroutan, Prof. Dr. Cornelia Schu, Prof. Dr. Petra Stanat  
*Project coordination and involvement in research proposal:* Dr. Georg Lorenz
- 03/2012 – 02/2015 **Kompetenzerwerb und Lernvoraussetzungen [Competence Acquisition and Learning Preconditions] (KuL)**  
*Funding:* Federal Ministry of Education and Research (BMBF)  
*Funding amount:* 322.607 €  
*PIs:* Prof. Dr. Cornelia Kristen, Prof. Dr. Irena Kogan, Prof. Dr. Petra Stanat  
*Project coordination and involvement in research proposal:* Dr. Georg Lorenz

## AWARDS & FELLOWSHIPS

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11/2023 – present	<b>Member of the Scientific Network</b> “Einflüsse der sozialen Umwelt auf Bildungsprozesse von Schüler:innen unterschiedlicher ethnischer und sozioökonomischer Herkunft [Social environment effects on the education of students of different socioeconomic and ethnic backgrounds] (SUBSES)“, funded by the Deutsche Forschungsgemeinschaft ( <i>DFG</i> )
11/2019 – present	<b>Fellow in the CIDERlumni network</b> of the College for Interdisciplinary Educational Research ( <i>CIDER</i> )
06/2018	<b>Winner of CIDER’s Public Science Contest</b> for the project “Vielfalt im Klassenzimmer. Wie Lehrkräfte gute Leistung fördern können”, comprising a report, a workshop for policy makers and the public, a press conference and an interview with the newspaper <i>DIE ZEIT</i> ( <a href="https://www.zeit.de/gesellschaft/schule/2017-07/diskriminierung-muslime-schule-lehrer-aggressiv">https://www.zeit.de/gesellschaft/schule/2017-07/diskriminierung-muslime-schule-lehrer-aggressiv</a> )
01/2018 – present	<b>Associate Member of the Interdisciplinary Center Berlin Institute for Integration and Migration Research (BIM)</b> , Humboldt-Universität zu Berlin
04/2016 – 06/2019	<b>Fellow in the 2nd cohort of the College for Interdisciplinary Educational Research (CIDER)</b>

## TEACHING

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Winter 2023/24	<b>Introduction to Social Network Analysis Using R</b> , <i>Bachelor seminar</i> , Leipzig University
Winter 2022/23	<b>The social embeddedness of human action: Social networks, social norms, and the (re-) creation of social structure</b> , <i>Bachelor seminar</i> , Leipzig University
Summer 2019	<b>Causes of segregation in the school context and consequences for ethnic inequality</b> , <i>Master seminar</i> , Otto Friedrich-University of Bamberg
Winter 2011/2012	<b>Direct and Indirect Discrimination against Immigrant Children</b> , <i>Master seminar</i> , Otto Friedrich-University of Bamberg
Winter 2011/2012	<b>Immigration and Integration in Germany</b> , <i>Bachelor seminar</i> , Otto Friedrich-University of Bamberg
Summer 2011	<b>Teacher Expectations and Consequences for Social, Ethnic, Educational Inequalities as well as Gender Inequalities</b> , <i>Master seminar</i> , Otto-Friedrich-University of Bamberg
Summer 2011	<b>School Success of Immigrant Children: The Role of Teachers</b> , <i>Bachelor seminar</i> , Otto-Friedrich-University of Bamberg
Winter 2010/2011	<b>Immigration to Germany and Consequences for Educational Integration</b> , <i>Master seminar</i> , Otto-Friedrich-University of Bamberg

SUPERVISION [PhD, MA, BA]

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2023	Supervision of <i>bachelor thesis</i> “Patterns of homophily and heterophily in the personal networks of the Mapuches in Chile: Analysis with ELSOC Data 2019“, Juan Ignacio Quintanilla Pereira, Leipzig University.
2022 – present	Supervision of <i>doctoral thesis</i> “Social Embeddedness in Social Networks and the Reproduction of Socioeconomic Inequality in Educational Attainments“, MA Till Hovestadt, Leipzig University.
2021 – present	Supervision of <i>doctoral thesis</i> “Multidimensional Diversity and Peer Effects in Schools“, MA Chenru Hou, University of Potsdam.
2020 – present	Co-supervision of <i>doctoral thesis</i> “Soziale Integration in Ganztagschulen [Social integration in all-day schools]“, MA Julia Künstler-Sment, Institut zur Qualitätsentwicklung im Bildungswesen (IQB), Humboldt-Universität zu Berlin.
2019 – 2020	Supervision of <i>master thesis</i> “Group Differences of Pro-environmental Attitudes and the Role of Peer Effects“, Cansu Cankayali, Freie Universität Berlin.
2018 – 2022	Co-supervision of <i>doctoral thesis</i> “Soziale und ethnische Segregation im Bildungssystem [Social and ethnic segregation in the education system]“, MA Sarah Lenz, Institut zur Qualitätsentwicklung im Bildungswesen (IQB), Humboldt-Universität zu Berlin.
2016	Supervision of <i>bachelor thesis</i> “Die Entwertung von Humankapital durch Migration [The devaluation of human capital in the course of migration]“, Matthias Termer, Otto-Friedrich-University Bamberg.
2013 – 2014	Supervision of <i>master thesis</i> “Messung ethnischer Stereotype bei Lehrkräften. Adaption des Impliziten Assoziationstests zur Untersuchung ethnischer Stereotype bei Grundschullehrkräften [Measuring stereotypes among teachers. Adaption of the Implicit Association Test to investigate ethnic stereotypes among primary school teachers]“, Kathrin Trommer, Otto-Friedrich-University Bamberg.
2012 – 2013	Supervision of <i>diplomat thesis</i> “Der Einfluss des Migrationshintergrunds von Lehrkräften auf den schulischen Erfolg von Kindern mit Migrationshintergrund [The impact of teachers’ migration background on the educational success of immigrant students]“, Sebastian Thüerer, Otto-Friedrich-University Bamberg.
2012 – 2013	Supervision of <i>diplomat thesis</i> “Können Lehrererwartungseffekte die benachteiligte Stellung von Schülern mit türkischem Migrationshintergrund im deutschen Bildungssystem erklären? [Can teacher expectation effects explain the disadvantages of Turkish-minority students in the German education system?]“, Felicitas Gabriele Nadwornicek, Otto-Friedrich-University Bamberg.

## ACADEMIC SERVICE

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- 10/2023 – present      **Convenor of “Robert K. Merton lecture series”**, Leipzig University
- 01/2019 – 03/2023      **Leader of the Special Interest Group “Context and Composition”** at the Institut zur Qualitätsentwicklung im Bildungswesen (IQB), Humboldt–Universität zu Berlin
- 07/2017 – 12/2017      **Deputy head of the department “Education and Integration”** at the Berlin Institute for Integration and Migration Research (BIM), Humboldt–Universität zu Berlin

## RESEARCH STAYS

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- 10/2017 – 11/2017      Chair of Social Networks, ETH Zurich, Switzerland (Prof. Dr. Christoph Stadtfeld)

## MEMBERSHIPS

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- 07/2018 – present      *Deutsche Gesellschaft für Soziologie (DGS)*

## SELECTED CONFERENCE PRESENTATIONS AND INVITED TALKS

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Lorenz, Georg. 2023, June. „Separation or integration? Ethnic diversity, consolidation, and social network cohesion“, invited talk at the workshop *Causes and Consequences of Segregation. Evidence from Research on Intergroup Relations and Social Networks*, MZES, Mannheim, Germany.

Lorenz, Georg and Camilla Rjosk. 2022, July. “*The benefits of diversity within diversity: Variety and separation effects on structural cohesion*”, presentation at the European Consortium for Sociological Research (ECSR) annual conference, Amsterdam, Netherlands.

Rjosk, Camilla and Georg Lorenz, 2022, March. “*Zusammenhänge zwischen multidimensionaler Heterogenität in Schulklassen und dem sozialen Zusammenhalt unter Jugendlichen*” [“*Associations between multidimensional heterogeneity in school classes and social cohesion among adolescents*”], presentation at the 9<sup>th</sup> GEBF conference, Bamberg, Germany.

Lorenz, Georg. 2021, September. “*The interplay between social and structural integration: Selection and influence processes in adolescent social networks within schools*”, presentation at the 3<sup>rd</sup> Academy of Sociology Conference “Cohesive Societies?”, digital.

Lorenz, Georg. 2021, February. “*The interplay between social and structural integration: Selection and influence processes in adolescent social networks within schools*”, keynote at the Joint Focal Meeting InZentIM and COST CA18115 „Social Integration of Migrants in Schools – Developing Professional Skills for Bullying Prevention and Positive Social Relationships“, digital.

Lorenz, Georg and Zerrin Salikutluk. 2020, September. „Wunschvorstellungen oder verbindliche Ziele? Bildungsaspirationen und Bildungsabschlüsse von Schüler:innen mit und ohne Migrationshintergrund“, presentation at the 40<sup>th</sup> Congress of the Deutschen Gesellschaft für Soziologie (DGS), digital.

Lorenz, Georg, Salikutluk, Zerrin, Boda, Zsófia, and Jansen, Malte. (2019, June) “*Do Peers Stabilize Immigrants’ Optimism? The Co–Evolution of Educational Expectations and Friendship Networks of Ethnic Minority and Ethnic Majority Adolescents*”, presentation at the International Conference “Immigrants’ Integration: Educational Opportunities and Life Chances” (IIEOLC), Ascona, Switzerland.

Jansen, Malte, Lorenz, Georg, Boda, Zsófia. (2019, February) „*Referenzgruppeneffekte auf akademische Selbstkonzepte – Zur Rolle von Klassenkomposition und Freundschaftsnetzwerken*“, presentation at the Siebte Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2019), Cologne, Germany.

Lorenz, Georg, Salikutluk, Zerrin, Boda, Zsófia, and Jansen, Malte (2018, May) „*Show me your friends and I'll tell you how high your ambitions are Friendship networks and educational aspirations among immigrant student?*“, presentation at the 2018 Spring Meeting of the Research Committee on Social Stratification and Mobility (RC28), Seoul, South Korea.

Lorenz, Georg (2018, February) „*Selbsterfüllende Prophezeiungen im Kontext ethnischer Bildungsungleichheiten*“ („*Selffulfilling prophecies in the context of ethnic educational inequalities*“), presentation at the Sechste Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2018), Basel, Switzerland.

Lorenz, Georg (2017, August) „*Teacher Stereotypes and Ethnic Educational Inequality: Unobserved Heterogeneity or Bias?*“, presentation at the 2017 Summer Meeting of the Research Committee on Social Stratification and Mobility (RC28), New York City, USA.

Lorenz, Georg and Stanat, Petra (2017, June) „*Educational integration of immigrants and their descendants in Germany*“, Keynote at the First Meeting of the Interdisziplinären Zentrums für Integrations- und Migrationsforschung des Interdisziplinäres (InZentIM), Essen, Germany.

Gentrup, S., Lorenz, G., Rahmann, S., Stanat, P., Kristen, C., & Kogan, I. (2017, March). „*Effekte von Leistungserwartungen auf das Lehrkraftverhalten und die Leistungsentwicklung von Grundschulkindern*“ („*Teacher expectation effects on teachers' behavior and primary school students' development of academic abilities*“), presentation at the Fuenfte GEBF-Tagung, Heidelberg, Germany.

Lorenz, Georg (2015, December) „*Self-Fulfilling Teacher Expectations in the Context of Ethnic Educational Inequalities*“, presentation at the GIF Workshop “Globalization, mobility, immigration and inequality in a comparative perspective” (Within the framework of the GIF Event on the Occasion of 50 Years to the Diplomatic Relations), Berlin, Germany.

Lorenz, Georg (2014, July) “*Self-Fulfilling Teacher Expectations in the Context of Ethnic Educational Inequalities*“, presentation at the XVIII ISA World Congress of Sociology, Yokohama, Japan.

Lorenz, Georg and Kristen, Cornelia (2010, October) „*Reading performance of Turkish and Italian second generation youth in Switzerland and Germany*“, presentation at the Joint ECSR/QMSS2/TransEurope Conference “Analysing Education, Family, Work, and Welfare in Modern Societies: Methodological Approaches and Empirical Evidence”, Bamberg, Germany.

## ORGANIZATION OF THEMATIC GROUPS AND SYMPOSIA

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Lorenz, Georg; Jansen, Malte (2019, February). *Jenseits von Kompositionseffekten: Analysen sozialer Beziehungen in Schulklassen* (“*Beyond and above composition effects: Analyzing social relationships within classrooms*”) Symposium at the Siebten Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2019), Cologne, Germany.

Lorenz, Georg; Neidhöfer, Guido (2018, October). *The social integration of refugees in Germany*. Thematic group at the 2nd Interdisciplinary Workshop for Junior Educational Researchers (organized by CIDER and LERN), Berlin, Germany.

Schotte, Kristin; Lorenz, Georg; Stanat, Petra (2018, August). *Teachers' Orientations Towards Cultural Diversity: The Role of Their Cultural Beliefs and Practices in Shaping Students' School Adaptation*. Symposium at the Cultural Diversity, Migration, and Education Conference (CDME), Potsdam, Germany.

Edele, Aileen; Lorenz, Georg (2018, February). *Akkulturationsorientierungen, kulturelle Identität und schulische Integration* („*Acculturation orientations, identity, and school integration*“). Symposium at the Sechste Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2018), Basel, Switzerland.

Lorenz, Georg; Retelsdorf, Jan; Stanat, Petra (2017, March). *Die Rolle von Stereotypen und Erwartungen von Lehrenden für den Bildungserfolg von Schülerinnen und Schülern (Teil 1 und 2)* („*The role of teachers' stereotypes and expectations in students' educational success [part 1 and 2]*“). Double Symposium at the Fuenfte Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2017), Heidelberg, Germany.



## OUTREACH

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Lorenz, Georg (2023, November) Podcast interview for Listen.UP, Potsdam, Germany.

Lorenz, Georg (2019, June) Interview *Vielfalt im Lehrerzimmer* for radio station RBB Kultur, broadcasted on June 1, 2019.

Lorenz, Georg (2017, July). Interview with newspaper DIE ZEIT, released July 6: <https://www.zeit.de/gesellschaft/schule/2017-07/diskriminierung-muslime-schule-lehrer-aggressiv>.

Lorenz, Georg (2017, June). Editor of the publication *Vielfalt im Klassenzimmer. Wie Lehrkräfte gute Leistung fördern können*, Berliner Institut für empirische Integrations- und Migrationsforschung (BIM) and Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration und Migration (SVR-Forschungsbereich), Berlin, Germany.

Lorenz, Georg (2017, Juli.) *„Lehrererwartungen und der Bildungserfolg von Schülerinnen und Schülern mit Migrationshintergrund [Teacher expectations and educational achievement of immigrant students]“* Presentation of project results for practitioners and policy makers, Berlin, Germany.

Lorenz, Georg and Kristin Schotte (2016, May). *“Current Research on Education and Integration at the BIM.”* Presentation for Fulbright alumni as part of the Berlin Capital Programm 2016, Fulbright Kommission, Berlin, Germany.

## REVIEWER ACTIVITIES

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Ad-hoc Reviewer for *American Sociological Review*, *Deutsche Gesellschaft für Soziologie (DFG)*, *European Societies*, *European Sociological Review*, *International Journal of Intercultural Relations*, *Journal of Early Adolescence*, *Journal of Ethnic and Racial Studies*, *Learning and Instruction*, *Psychologie in Erziehung und Unterricht*, *Social Science Research*, *Social Forces*, *Social Networks*, *Social Psychology of Education*, *Sociology of Education*, *Studies in Educational Evaluation*, and *Zeitschrift für Erziehungswissenschaften*.