

CURRICULUM VITAE

Dr. Georg Lorenz

EDUCATION

- 01/2017 **PhD** in Social Sciences (Dr. rer. pol.), ‘*summa cum laude*’ (the highest academic distinction in Germany)
Otto–Friedrich–University of Bamberg, Germany
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
- 05/2009 **Diploma** in Sociology (equivalent to MA), ‘*with honors*’ (equivalent to A+)
Leipzig University, Germany
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

ACADEMIC POSITIONS

- 08/2024 – present **Assistant Professor of Sociology**
Utrecht University, Sociology Department, the Netherlands
- 04/2022 – 09/2024 **Research Project Leader & Lecturer**
Leipzig University, Department of Sociology, Germany
- 04/2023 – 08/2024 **Research Group Leader**
University of Potsdam, Education Department, Germany
- 07/2017 – 03/2023 **Postdoctoral Research Fellow**
Institute for Educational Quality Improvement (IQB), Humboldt–Universität zu Berlin, Germany
- 04/2016 – 06/2017 **Postdoctoral Research Fellow**
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, Department of Sociology, Germany
- 05/2009 – 09/2010 **Research Associate**
Free-Floating 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 Goettingen, Department of Sociology, Germany

- 1) Künstler-Sment, Julia, Aleksander Kocaj, Georg Lorenz and Malte Jansen. 2026. Gebundene Ganztagschulen und Halbtagschulen in der Sekundarstufe I: Keine Hinweise auf systematische Unterschiede in Lesekompetenzen und kognitiv-instrumentellen Peer-Beziehungen. *Zeitschrift für Erziehungswissenschaft*. doi: 10.1007/s11618-026-01418-3
- 2) Hou, Chenru, Georg Lorenz, and Camilla Rjosk. 2026. Is Social Heterogeneity in Classrooms Associated with Reduced Achievement Inequality? The Role of Help-Seeking in Peer Networks. *European Societies*. doi: 10.1162/EUSO.a.86
- 3) Künstler-Sment, Julia, Aleksander Kocaj, Georg Lorenz and Malte Jansen. 2026. The Role of All-Day Schooling in Friendship Segregation between Students with Different Language Backgrounds. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*. 1–33. doi: 10.1007/s11577-025-01040-x
- 4) Lorenz, Georg and Camilla Rjosk. 2025. Fragmentation or Integration? Ethnic Diversity and the Structural Cohesion of Social Networks in Schools. *European Sociological Review*. 1–15. doi: 10.1093/esr/jcaf051
- 5) Hovestadt, Till and Georg Lorenz. 2025. Social network effects on educational inequality: The role of similarity bias in social influence. *Research in Social Stratification and Mobility* 98:101071. doi: 10.1016/j.rssm.2025.101071
- 6) Gentrup, Sarah, Melanie Olczyk and Georg Lorenz. 2024. Teacher stereotypes and teacher expectations at the intersection of student gender and socioeconomic status. *Zeitschrift für Pädagogische Psychologie* 56(1–2):87–102. doi: 10.1026/0049-8637/a000291
- 7) Künstler-Sment, Julia, Aleksander Kocaj, Georg Lorenz, and Malte Jansen. 2024. Are adolescents more socially integrated in all-day schools than in half-day schools? *Zeitschrift für Pädagogische Psychologie* 39(3):209–220. doi: 10.1024/1010-0652/a000370
- 8) 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* 97(1):76–96. doi: 10.1177/00380407231202978
- 9) Lorenz, Georg, Sarah Lenz, and Camilla Rjosk. 2023. Effizienz und soziale Ungleichheit in strikt leistungsdifferenzierenden Bildungssystemen. Eine kritische Betrachtung des Model of Ability Tracking (MoAbiT). *Zeitschrift für Soziologie* 52(4):404–424. doi: 10.1515/zfsoz-2023-2028
- 10) 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
- 11) Gresch, Cornelia, Lars Hoffmann, and Georg Lorenz. 2023. Zusammenhänge zwischen nachbarschaftlicher Wohnumgebung und schulischem Bildungserfolg [Associations between residential environment and scholastic performance]. *Kölner Zeitschrift für Soziologie und Sozialpsychologie* 75:37–61. doi: 10.1007/s11577-023-00880-9
- 12) Olczyk, Melanie, Sarah J. Kwon, Georg Lorenz, Valentina P. Casoni, Thorsten Schneider, Anna Volodina, Jane Waldfogel, 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
- 13) 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

- 14) 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
- 15) Lenz, Sarah, Camilla Rjosk, Georg Lorenz, and Petra Stanat. 2021. Ethnische Segregation zwischen Schularten in mehrgliedrigen Schulsystemen und im „Zwei–Wege–Modell“. Analysen im Kontext von schulstrukturellen Reformmaßnahmen in Berlin, Bremen und 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 und Sozialpsychologie* 73:59–84. doi: 10.1007/s11577-021-00739-x
- 16) 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
- 17) 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
- 18) 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
- 19) 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
- 20) Gentrup, Sarah, Camilla Rjosk, Petra Stanat, and Georg Lorenz. 2018. Einschätzungen der schulischen Motivation durch Grundschullehrkräfte 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
- 21) Lorenz, Georg, Sarah Gentrup, Cornelia Kristen, Petra Stanat and Irena Kogan. 2016. Stereotype bei Lehrkräften? Eine Untersuchung systematisch verzerrter Lehrererwartungen [Stereotypes among teachers? A study of systematically biased teacher expectations]. *Kölner Zeitschrift für Soziologie und Sozialpsychologie* 68(1): 89–111. doi: 10.1007/s11577-015-0352-3
- 22) 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 Rothon, 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

BOOK & BOOK CHAPTER PUBLICATIONS

- 23) 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
- 24) Lorenz, Georg and Clemens Kroneberg. 2026. How social networks shape educational inequality along ethnic lines: Segregation, social capital, and peer influence. In B. Bilecen & M. J. Lubbers, Handbook on International Migration and Social Networks, Cheltenham: Elgar. doi: 10.4337/9781035332328.00029

PUBLICATIONS WITHOUT PEER REVIEW

- 25) 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
- 26) 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- und Migrationsforschung (BIM) und Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration und Migration (SVR–Forschungsbereich). Berlin.
- 27) Lorenz, Georg and Tim Müller. 2017. „Einstellungen von Lehrkräften zu Aspekten von Vielfalt: Deutschsein, Religionspolitik und Muslime.“ S. 10–23, in *Vielfalt im Klassenzimmer. Wie Lehrkräfte gute Leistung fördern können*, bearbeitet vom Berliner Institut für empirische Integrations- und Migrationsforschung (BIM) und Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration und Migration (SVR–Forschungsbereich). Berlin.
- 28) 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. doi: 10.2139/ssrn.2999297

WORKING PAPERS

- 29) Lorenz, Georg, Claudia Neuendorf, and Camilla Rjosk. 2026. Multidimensional Heterogeneity: Conceptual Foundations and Measurement Strategies. (Revise and Resubmit at ***Sociological Methods & Research***; preprint at SocArXiv Papers, doi: 10.31235/osf.io/vrtmf_v1).
- 30) Kroneberg, Clemens und Georg Lorenz [shared first–authorship]. 2026. Structural Drivers of Inter-ethnic Friendships: A Formal Model. (Revise and Resubmit at ***American Journal of Sociology***; preprint at SocArXiv Papers, doi: 10.31235/osf.io/v4ne9).
- 31) Civitillo, Sauro, Georg Lorenz, Birgit Heppt, Anja Linberg, and Melanie Olczyk. 2022. Does Social Dominance Orientation Shape Teacher Stereotypes? A File Drawer Report. *PsyArXiv Papers*. doi: 10.31234/osf.io/gw3b8
- 32) Jansen, Malte, Zsófia Boda, Aleksander Kocaj, and Georg Lorenz. 2026. Swimming with friends: Do students' social relations in the classroom moderate the Big-Fish-Little-Pond Effect? (Under Review at ***AERA Open***).
- 33) Hovestadt, Till, Mathis Ebbinghaus and Georg Lorenz. 2026. Bringing Structure Back in: The Limited Role of Homophily Preferences in Schol Friendship Segregation. (Under Review at ***European Sociological Review***).
- 34) Rjosk, Camilla and Georg Lorenz. 2026. Classroom heterogeneity: A theoretical model. (Under Review at ***Educational Psychologist***).
- 35) Hou, Chenru, Georg Lorenz, and Camilla Rjosk. 2026. Is classroom SES diversity associated with uneven network heterogeneity? Evidence from student networks in Germany. (Under Review at ***British Journal of Sociology of Education***).
- 36) Lorenz, Georg, Franziska Becker, and Sascha Grehl. 2026. Shared Success, Shared Failure: How Collective Experiences Shape Cooperation. (manuscript in preparation)
- 37) Jansen, Malte, Georg Lorenz, Zsófia Boda, and Aleksander Kocaj. 2026. Social Embeddedness of Adolescents Before and After the COVID-19 Pandemic. (manuscript in preparation)

GRANTS

- 09/2025 – 08/2029 **Interlinking contexts: A multidomain approach to selection into contextual (dis)advantage and children's educational outcomes**
Funding: Faculty of Social and Behavioural Sciences, Utrecht University (Internal PhD Funding Programme)
Funding amount: 260,000 €
Role: **Co-PI**
- 09/2025 – 08/2029 **Social Cohesion: Towards a New Fabric of Society (SOCION)**
Funding: Dutch Research Council (NWO) Summit Research Program
Funding amount: 292,565 € (all partners: 30,000,000 €)
Role: **Co-PI**
- 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 €
Role: **PI**
- 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 €
Role: **Co-I and project leader**
- 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 €
Role: **PI**
- 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 €
Role: **Co-PI**
- 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 €
Role: **Co-I (grant writing and project coordination)**
- 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
Role: **Co-I (grant writing and project coordination)**

TEACHING

Lectures

- 2026 *Introduction to Sociology*, University College Utrecht.
Course Coordinator and Lecturer, ~15 students, BA-level.
- Social Networks in Theory and Empirical Research*, Utrecht University.
Course Coordinator and Lecturer, ~150 students, BA-level.
- 2025 *Introduction to Sociology*, University College Utrecht.
Lecturer, ~50 students, BA-level.
- Introduction to Sociology*, University College Utrecht.
Course Coordinator and Lecturer, ~20 students, BA-level.
- 2024 *Introduction to Sociology*, University College Utrecht.
Lecturer, ~50 students, BA-level.

Seminars

- 2023/24 *Introduction to Social Network Analysis Using R*, Leipzig University.
Course Convenor, ~25 students, BA-level.
- 2022/23 *The social embeddedness of human action: Social networks, social norms, and the (re-) creation of social structure*, Leipzig University.
Course Convenor, ~25 students, BA-level.
- 2019 *Causes of segregation in the school context and consequences for ethnic inequality*, Otto Friedrich–University of Bamberg.
Course Convenor, ~25 students, MA-level.
- 2011/12 *Direct and Indirect Discrimination of Immigrant Children*, Otto Friedrich–University of Bamberg.
Course Convenor, ~25 students, MA-level.
- 2011/12 *Immigration and Integration in Germany*, Otto Friedrich–University of Bamberg.
Course Convenor, ~25 students, MA-level.
- 2011 *Teacher Expectations and Consequences for Social, Ethnic, Educational Inequalities and Gender Inequalities*, Otto Friedrich–University of Bamberg.
Course Convenor, ~25 students, MA-level.
- 2011 *School Success of Immigrant Children: The Role of Teachers*, Otto Friedrich–University of Bamberg.
Course Convenor, ~25 students, BA-level.
- 2010/11 *Immigration to Germany and Consequences for Educational Integration*, Otto Friedrich–University of Bamberg.
Course Convenor, ~25 students, MA-level.

Tutorials

- 2025 *Policy, Research, and Advice*, Utrecht University, ~50 students, MA-level.
- Social Networks in Theory and Empirical Research*, Utrecht University, ~50 students, BA-level.
- 2024 *Policy, Research, and Advice*, Utrecht University, ~50 students, MA-level.

SUPERVISION

PhD candidates (5x)

Since 2026	Department of Sociology, Utrecht University: Alma Heino, “ <i>Rethinking Social Cohesion in Diverse Schools: Linking Horizontal and Vertical Ties.</i> ”
Since 2021	Education Department, University of Potsdam: Chenru Hou “ <i>Social Heterogeneity and Educational Inequality.</i> ”
2022-2026	Education Department, Humboldt-Universität zu Berlin: Julia Künstler-Sment „ <i>Social Relationships in Half-Day and Full-Day Schools: The Role of Individual and Institutional Characteristics</i> “ (graduation with <i>magna cum laude</i>)
2022-2024	Department of Sociology, Leipzig University: Till Hovestadt “ <i>Social Embeddedness in Social Networks and the Reproduction of Socioeconomic Inequality in Educational Attainments.</i> ”
2020-2022	Education Department, Humboldt-Universität zu Berlin: Sarah Lenz „ <i>School Structure and Student Segregation</i> “ (graduation with <i>summa cum laude</i>)

Master students (13x)

2024-2026	MSc in Contemporary Social Problems, Department of Sociology, Utrecht University.
2024-2026	MSc in Sociology and Social Research, Department of Sociology, Utrecht University.
2023-2024	MSc in Sociology, Department of Sociology, Leipzig University.
2020	MSc in Sociology, Institute of Sociology, Free University of Berlin.
2013-2015	MSc in Sociology, Institute of Sociology, Otto–Friedrich–University Bamberg.

Bachelor students (3x)

2023-2024	BA in Sociology, Department of Sociology, Leipzig University.
2016	BA in Sociology, Institute of Sociology, Otto–Friedrich–University Bamberg.

AWARDS & FELLOWSHIPS

11/2019 – present	Fellow in the CIDERlumni network of the College for Interdisciplinary Educational Research (CIDER)
06/2018	Winner of CIDER’s Public Science Contest 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> (https://www.zeit.de/gesellschaft/schule/2017-07/diskriminierung-muslime-schule-lehrer-aggressiv)
01/2018 – present	Associate Member of the Interdisciplinary Center Berlin Institute for Integration and Migration Research (BIM) , Humboldt–Universität zu Berlin

04/2016 – 06/2019 **Fellow in the 2nd cohort of the College for Interdisciplinary Educational Research (CIDER)**

MEMBERSHIPS OF SCIENTIFIC SOCIETIES

Since 2024	Interuniversity Center for Social Science Theory and Methodology (ICS)
Since 2019	Academy of Sociology (AS)
Since 2018	German Sociological Association (DGS)
Since 2012	RC28 'Social Stratification', International Sociological Association (ISA)

ACADEMIC SERVICE

10/2023 – 07/2024	Convenor of "Robert K. Merton lecture series" , Leipzig University
11/2022	Organization of the Status Seminar of the Junior Research Groups under the Funding Line 'Empirical Educational Research'
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

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

2025	UTQ Modular Certificate in Teaching (FSBS, Utrecht University)
2024	Leadership Training Certificate (Leipzig University)

OUTREACH

Lorenz, Georg (2024, March) Podcast interview for Listen.UP, Potsdam, Germany. <https://listenup.podigee.io/58-new-episode>

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

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) und 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.

SELECTED CONFERENCE PRESENTATIONS AND INVITED TALKS

Lorenz, Georg, 2025, June. „How Much Homophily Tells Us About Ethnic Segregation in Schoolfriend Networks”, invited talk at the Migration and Societal Change conference, Utrecht, the Netherlands.

Lorenz, Georg, 2025, Januar. „Was bringen die Öffnungen bei der Differenzierung des Bildungssystems [What benefits do the openings bring in ability-tracked education systems?]”, discussant at the 12th GEBF conference, Mannheim, Germany.

Lorenz, Georg, 2024, May. „Structural sources of segregation: How classroom composition shapes interethnic friendships”, presentation at the 16th Annual Conference of the International Network of Analytic Sociology (INAS), Leipzig, Germany.

Lorenz, Georg, 2024, March. „Social Networks and Educational Inequality”, invited talk, Sociology Department at University of Groningen (convenor: Professor Christian Steglich), Netherlands.

Lorenz, Georg, 2024, March. “Structural sources of segregation: How classroom composition shapes interethnic friendships.”, presentation at the 11th GEBF conference, Potsdam, Germany.

Lorenz, Georg, 2024, March. “Konzeption und Messung multidimensionaler Heterogenität in Schulen. [Conceptionalizing and measuring multidimensional heterogeneity in schools.]”, presentation at the 11th GEBF conference, Potsdam, Germany.

Lorenz, Georg, 2024, March. “Structural sources of segregation: How classroom composition shapes interethnic friendships.”, presentation at the 11th GEBF conference, Potsdam, Germany.

Lorenz, Georg, 2024, March. “Konzeption und Messung multidimensionaler Heterogenität in Schulen. [Conceptionalizing and measuring multidimensional heterogeneity in schools.]”, presentation at the 11th GEBF conference, Potsdam, Germany.

Lorenz, Georg, 2024, March. Discussion of Symposium “Geflüchtete Jugendliche und junge Erwachsene. Welche Faktoren beeinflussen die Entscheidung für eine Berufsausbildung sowie die Aufnahme dieses Bildungsweges?. [Refugee adolescents: What influences decisions for vocational training?]”, 11th GEBF conference, Potsdam, Germany.

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 9th 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 3rd 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”*, invited 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 40th 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*“, invited keynote at the First Meeting of the Interdisciplinary Center for Integration and Migration Research (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

Kruse, Hanno and Georg Lorenz (2026, August). *Context Sorting and Network Dynamics*. Organized session at the 8th European Conference on Social Networks 2026 (EUSN), Norrköping, Sweden.

Rjosk, Camilla and Georg Lorenz (2024, March). *Lehren und Lernen in heterogenen Klassen [Learning and teaching heterogeneous school classes]*. Symposium at the Elfte Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2024), Potsdam, Germany.

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 (parts 1 and 2)]*. Double Symposium at the Fuenfte Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2017), Heidelberg, Germany.

REVIEWER ACTIVITIES

Journal reviews:

American Sociological Review
Deutsche Forschungsgemeinschaft (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
Research in Social Stratification and Mobility
Social Science Research
Social Forces
Social Networks
Social Psychology of Education
Sociology of Education
Studies in Educational Evaluation
Swiss Journal of Educational Research
Zeitschrift für Erziehungswissenschaften

Conference reviews:

Kongress der Deutschen Gesellschaft für Soziologie (DGS 2016) (Bamberg, Germany)
Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2017) (Heidelberg, Germany)
Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF 2024) (Potsdam, Germany)
International Conference on Computational Social Science (IC2S2 2025) (Norrköping, Sweden)
International Conference on Computational Social Science (IC2S2 2026) (Burlington, USA)