

Robert F. Williams

Professor of Education

Director of Teacher Education; Director of Linguistics

<https://faculty.lawrence.edu/williaro>



CONTACT

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EDUCATION

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| 2017 | Management Development Program for Academic Deans
Harvard Institutes of Higher Education, Cambridge, MA |
| 2004 | Doctor of Philosophy in Cognitive Science (<i>Spencer Dissertation Fellowship</i>)
University of California, San Diego |
| 2000 | Master of Science in Cognitive Science
University of California, San Diego |
| 1992 | Master of Arts in Secondary Education (English & German)
University of Colorado at Denver |
| 1985 | Bachelor of Arts (German major) <i>with highest distinction</i>
Bachelor of Science in Mechanical Engineering <i>with highest distinction</i>
Purdue University, West Lafayette, Indiana |
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FACULTY EXPERIENCE

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| Since 2004 | Professor at Lawrence University, Appleton, Wisconsin
Mielke Family Department of Education; Cognitive Science & Linguistics Pgms
(<i>Assistant Prof. 2004-10; Associate Prof. 2010-18; Professor 2018-present</i>) |
| 2016 | Visiting Professor at the University of Nottingham Ningbo, China (January)
Applied Linguistics, School of English |
| 2011 | Visiting Professor at RWTH Aachen University, Germany (April to July)
Natural Media & Engineering, Human Technology Centre |
| 1998-2004 | Teaching Associate & TA Consultant at University of California, San Diego
Cognitive Science & Linguistics Language Programs |
| 1996-1997 | Visiting Lecturer at the University of Passau, Germany
English Language, Sprachenzentrum (Language Center) |
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ADMINISTRATIVE EXPERIENCE

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| 2026-present | Co-Chair of the Faculty Committee on University Governance |
| 2019-2023 | Project Director for Restructuring Reappointment, Tenure, and Promotion Processes at Lawrence University (Mellon Grant) |
| 2015-2019 | Associate Dean of the Faculty for Academic Affairs |
| 2016 | Acting Dean of Academic Success (March to October) |
| 2013-2015 | Senior Experience Director (Mellon Grant) |
| 2010-2013 | Chair of the Assessment Task Force |

COURSES

Teacher Education & Education Studies

EDST 180: *The Science of Learning*

EDST 450: *Topic: Educating for Creativity*

EDUC 430: *Educating All Learners*

EDUC 650: *Student Teaching*

EDUC 660: *Advanced Methods in Teaching*

First-Year Studies

FRST 100 & 101: *First-Year Studies I & II*

Linguistics

LING 150: *Introduction to Linguistics*

LING 470: *Cognitive Linguistics*

Cognitive Science

COSC 300: *The Making of Scientific Facts*

COSC 345: *Distributed Cognition*

COSC 545: *Gesture Studies*

PUBLICATIONS

Williams, R. F., & Harrison, S. (in prep.). Distributed cognition and gesture in impromptu teaching.

Williams, R. F. (2022). Coordinating and sharing gesture spaces in collaborative reasoning. *Gesture*, 21(1): 115-149.

Williams, R. F. (2019). The SOURCE-PATH-GOAL image schema in gestures for thinking and teaching. *Review of Cognitive Linguistics*, 17(2): 411-437.

Harrison, S., & Williams, R. F. (2017). Monitoring the swimzone whilst finding south: Sustained orientation in multiactivity among beach lifeguards. *Text & Talk*, 37(6): 683-711.

Williams, R. F., & Harrison, S. (2014). Distributed cognition and gesture: Propagating a functional system through impromptu teaching. In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, K. O'Connor, T. Lee, & L. D'Amico (Eds.), *Learning and Becoming in Practice: The International Conference of the Learning Sciences (ICLS)*, Volume 3 (pp. 1655-1656). Boulder, CO: International Society of the Learning Sciences.

Williams, R. F. (2013). Distributed cognition and gesture. In C. Müller, A. Cienki, E. Fricke, S. Ladewig, D. McNeill, & S. Tessendorf (Eds.), *Body – Language – Communication: An International Handbook on Multimodality in Human Interaction*, Vol. 1 (pp. 240-258). Handbooks of Linguistics and Communication Science. Berlin: Mouton de Gruyter.

Potsch, E., & Williams, R. F. (2012). Image schemas and conceptual metaphor in action comics. In F. Bramlett (Ed.), *Linguistics and the Study of Comics* (pp. 13-36). New York: Palgrave Macmillan. (Co-author: Elisabeth Potsch '08)

Williams, R. F. (2012). Image schemas in clock-reading: Latent errors and emerging expertise. *Journal of the Learning Sciences*, 21(2): 216-246. Special issue on modalities of body engagement in mathematical activity and learning, R. Hall & R. Nemirovsky (Eds.).

Williams, R. F. (2008). Distributed cognition. In E. M. Anderman (Ed.), *Psychology of Classroom Learning: An Encyclopedia*. Detroit: Macmillan Reference USA.

Williams, R. F. (2008). Gesture as a conceptual mapping tool. In A. Cienki & C. Müller (Eds.), *Metaphor and Gesture [Gesture Studies 3]* (pp. 55-92). Amsterdam: John Benjamins.

Williams, R. F. (2008). Guided conceptualization: Mental spaces in instructional discourse. In T. Oakley & A. Hougaard (Eds.), *Mental Spaces in Discourse and Interaction* (pp. 209-234). Amsterdam: John Benjamins.

Williams, R. F. (2006). Using cognitive ethnography to study instruction. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the 7th International Conference of the Learning Sciences*, Volume 2 (pp. 838-844). Bloomington, IN: Int'l Soc. of the Learning Sciences.

Coulson, S., & Williams, R. F. (2005). Hemispheric asymmetries and joke comprehension. *Neuropsychologia*, 43, 128-141.

Williams, R. F. (1993). Gay and lesbian teenagers: A reading ladder for students, media specialists, and parents. *The ALAN Review*, 20(3).

Williams, R. F. (1992, spring). Joey gets literate: A short story about the effects of schooling on a child's developing literacy. *The Edge* literary magazine, University of Colorado at Denver.