

How do Data Centres contribute to Education Research in Pursuit of Truth?

Sieglinde Jornitz, Organizer

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Ingrid Gogolin, Chair



- Global phenomenon = increasing number of research projects on „global problems“ in education (such as: diversity; uncertainty; social inequality... pandemic ... crises ...)
- Global phenomenon = increasing large- and small-scale data production, many data remain unanalysed
- Global problem = no (or not enough) accumulation of evidence informed knowledge (exception: Global North/ English speaking world)
- **Global solutions for data sharing, considering: an international perspective (un-biased cross-national data-sharing)?
Consideration of linguistic diversity? of different formats of data?**

Please welcome our panel:

Amber Bryant

Inter-university Consortium for Political and Social Research (ICPSR) and is an education and political researcher. Working for ICPSR, Amber knows what it means to deal with data, which questions have to be asked and how researchers can be convinced to store their data.



Rolf Strietholt

Research and Analysis Unit at the International Association for the Evaluation of Educational Achievement (IEA). He is an education researcher and expert in the field of education assessment. Working for IEA, he knows how to prepare internationally created data for re-use and second analysis.

