

# Societal Challenges and Educational Research

International Session

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Henry B. Gonzalez

Convention Center

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International Cooperation in Education  
German Institute for International  
Educational Research - DIPF  
Schloßstraße 29  
60486 Frankfurt am Main  
Phone +49 (0) 69.24708 - 735  
Fax +49 (0) 69.24708 - 328  
E-Mail: [cooperation@dipf.de](mailto:cooperation@dipf.de)  
<http://www.dipf.de>

## Preface

Welcome to our fifth international event at the Annual Meeting of the American Educational Research Association!

This year, the conference theme focuses on equal educational opportunities and we are looking forward to tackling the question of societal challenges and educational research from various perspectives. Our session aims at providing a forum for the exchange of ideas among educational researchers from various countries, inspecting national characteristics as well as identifying overarching similarities.

We will open with a moderated dialogue about recent developments and challenges in the field of education and their impact on educational research. Rose Ylimaki, Ingrid Gogolin and Joann Halpern have been invited to present their views on the topic. This first panel is followed by five round-tables that will offer the opportunity to discuss research projects in the fields of 1) school leadership, 2) migrants and refugees in educational systems and educational research, 3) the impact of large-scale assessments on education policy, 4) digital education policies and practices and 5) methodological questions of latent variable modeling.

We would like to thank all participants for their valuable contributions to turning this session into a matrix for future exchange of ideas and joint research activities! And we also wish to thank AERA for its kindness in offering the venue for hosting our event during their annual meeting.

Annika Wilmers, Sieglinde Jornitz and Ellen McKenney  
International Cooperation in Education – ice

Frankfurt, April 2017

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# Agenda

8:00 – 9:00

## Breakfast Talk

### Societal Challenges and Educational Research

Welcome: Annika Wilmers (DIPF, Frankfurt)

Dialogue between:

- Joann Halpern (German Center for Research and Innovation, New York)
- Rose Ylimaki (University of Arizona, Tucson)
- Ingrid Gogolin (University of Hamburg)

9:00 – 10:30

## Five Parallel Roundtables

### Table 1: How pedagogical is instructional leadership? Historical and empirical insights into the use and understanding of a *popular* leadership activity in the US and Germany

Chair: Joann Halpern (German Center for Research and Innovation)

Participants:

- Preparing School Leaders: Standards-Based Curriculum in the United States  
*Michelle D. Young (University of Virginia), Erin Anderson (University of Denver), Angel Miles Nash (University of Virginia)*
- Instructional Leadership in Germany: An evolutionary perspective  
*Stefan Brauckmann (University of Klagenfurt), Petros Pashiardis (Open University of Cyprus)*
- Instructional Leadership in the USA – A Model for German Principals?  
*Dominique Klein (University of Duisburg-Essen)*



- Bridging Educational Leadership and Curriculum Theory/Didaktik with German Non-Affirmative Education Theory: Toward an International Research Project  
*Rose Ylimaki (University of Arizona), Michael Uljens (Åbo Akademi)*
- Beyond g. The unique effects of a leadership core and specific leadership facets on the instructional practices of teachers  
*Marcus Pietsch (Leuphana University of Lüneburg)*

**Table 2a/b: Migrants and refugees in educational systems and educational research**

Chair: Deborah Palmer (University of Colorado Boulder), Rebecca Callahan (University of Texas Austin)

Participants:

- ReGES–Refugees in the German Educational System: Introducing a new panel study on refugees in Germany  
*Hans-Günther Roßbach, Jutta von Maurice, Gisela Will, Christoph Homuth (LifBi)*
- Refugee Studies in Canada and Germany: What we do (not) know?  
*Howard Ramos (Dalhousie University, Halifax), Débora Maehler (GESIS), Paul Pritchard (University of Toronto), Steffen Pötzschke (GESIS)*
- Identifying vocational competencies (MySkills - Berufliche Kompetenzen erkennen, BKE)  
*Ulf Kröhne, Heiko Rölke (DIPF, Frankfurt)*
- Pathways to belonging: Educational aspirations in Kakuma Refugee Camp  
*Michelle Bellino (University of Michigan)*
- Child Refugees and their Transition into German early childhood education and care systems. An explorative study  
*Stefanie Greubel (Alanus University of Arts and Social Sciences)*
- Reading and writing of students with German-Turkish and German-Russian language background  
*Ingrid Gogolin, Julia Heimler (University of Hamburg)*

- Similarities and dissimilarities of civic engagement for refugees across continents  
*Verena Schmid (University of Heidelberg)*
- Turkish Parents' Perspective on Teachers' Role in the Integration of Their Children in France and Germany  
*Fikriye Kurban (Arizona State University)*
- Somali refugees and education in the United States  
*Wangari Gichiru (Central Connecticut State University)*

**Table 3: Using data from large-scale assessments in educational policy contexts**

Chair: Nina Jude, (DIPF, Frankfurt), Janna Teltemann (University of Hildesheim)

Participants:

- State and District Use of Assessments in Forming Educational Policy  
*Gwen Marchand (University of Nevada)*
- The Potential of PISA for Comparative Research in Education: Room for Improvement?  
*Nina Jude (DIPF, Frankfurt), Janna Teltemann (University of Hildesheim)*
- Mathematics Achievement Gaps of Low- and High-Performing Fourth-Graders: A Comparison Cross-Nationally and Over Time Using TIMSS Data  
*David C. Miller, Frank Fonseca, (AIR, Washington DC)*
- On particular dynamics of large-scale assessment infrastructures within the federal education policy contexts of Germany and the US  
*Sigrid Hartong (Helmut Schmidt University), Laura C. Engel (George Washington University)*
- Using data in education policy  
*Bob Lingard (University of Queensland), Sam Sellar (Manchester Metropolitan University)*

**Table 4: Digital education policies and practices**

Chair: Norm Friesen (Boise State University), Sieglinde Jornitz (DIPF)

Participants:

- ICT of Learning and Instruction at University Level  
*Norm Friesen (Boise State University)*
- The Impact of Social Media on (Educational) Policy Processes  
*Martin Rehm (University of Duisburg-Essen)*
- Technology Integration in Community Education: Current Practices and Future Plans  
*Miriam Roth Douglas (West Liberty University)*
- The promise of Digitalization: Policies and Practices in German Schools  
*Sieglinde Jornitz (DIPF, Frankfurt)*

**Table 5: Methodological workshop on latent variable modeling**

Chair: Augustin Kelava (University of Tübingen), Jeffrey Harring (University of Maryland)

Participants:

- Estimation within the GNN-SEMM framework  
*Jeffrey R. Harring (University of Maryland)*
- Bayesian Nonlinear Multilevel Structural Equation Models: A simulation study  
*Jinwang Zou (University of Maryland)*
- Efficiency and robustness in nonlinear multilevel structural equation modeling: How complex should a model be?  
*Holger Brandt (University of Kansas)*
- Issues in estimation of nonlinear multilevel latent variable models  
*Augustin Kelava (University of Tübingen)*

## Abstracts

## **Table 1: How pedagogical is instructional leadership? Historical and empirical insights into the use and understanding of a popular leadership activity in the US and Germany**

*Stefan Brauckmann, Petros Pashiardis*

*Chair: Joann Halpern*

In recent years, there is a growing understanding for the fact that school leaders' actions are subject to many conditions. For instance, awareness for the impact of a schools' history or legislative framework on the leaders' actions has only reluctantly developed. At the same time, it was necessary to revise, correct or modify the assumption that general leadership styles exist which have a positive effect on the school's output, given evidence from international school leadership and school effectiveness research. In light of research findings, a differentiated perspective needs to be taken regarding framework conditions and their role as facilitators or obstacles to effective leadership conduct. We can assume to find different patterns impacting on school leadership actions, for example owing to the social environment or daily routine in school organizations. The question of framework conditions thus also extends to obstacles to certain leadership styles or management practices owing to certain structurally or culturally related patterns of facilitation or hindrance of leadership styles and management practices. Matters are even more complicated considering that it is easier to (empirically) ascertain the measurability of reaching a target than it is to measure a context. It is yet unclear how the two measures can be theoretically deduced and meaningfully interrelated, i.e. context-bound state as-is and desired target state. It is still even more difficult to address benchmarks (target states) for successful leadership and its development: Success and effectiveness are fluid concepts, depending on an education system's stage of development. Empirical school leadership research has delivered only a few

studies investigating systemic, organizational and individual conditions to school leader actions (Bolman & Deal, 1992). So far, only a few models have attempted an integrated, overarching account of potential contextual factors impacting on leadership actions in schools (Brauckmann & Pashiardis, 2011). There is a need to empirically separate the multilayered context (system, institution, school principal) respectively to empirically model interrelations in an adequate way. Environmental conditions of school leadership actions need to be investigated, e.g. to elicit whether the actions are structurally or culturally determined. Moreover, studies are needed that focus on the possible change of structurally or culturally influenced framing characteristics. In particular, there is a lack of descriptive-analytical approaches to the genesis of environmental conditions, for example researching how cultural and structural characteristics were established. Furthermore, so far too little attention has been paid to the genesis of environmental conditions underlying school leadership activities (historical contexts; social, political, societal context, conditions of system structure; basically the leeway for actions and decisions), and whether these must be taken for granted. Instead, one might critically reflect on decisions that led to the seemingly unalterable determining conditions. It would thus be possible to probe considerations of plausibility, according to which the form of a decision respectively of how it is reached significantly shapes the conditions.

A debate on prioritizing environmental conditions is implied. Is it better to focus on the framework conditions that are conducive to the increase and assurance of pedagogical quality or the economic criteria and lean management, owing to limited resources (doing more with less)? In recent debates, pedagogical and democracy-theoretical arguments have newly been tied to arguments from economics/management theory. Against this background, researchers have also pointed out that schools display the survival of traditional lines even despite historical and political changes. Macro-social and macro-political conditions therefore do not pre-shape an

education system nor an individual school in a determinist way: Schools and their actors are somewhat able to shape their environment. At the borders of systems and institutions, selections of information and decision-making processes are realized as an interpretation following its own logic, enabling “relative autonomy“. Context-related school leadership research should pay particular attention to these interfaces. Framework conditions change and they may cause tension which might result in new leeway for school leaders. The survival of individual educational institutions might not least depend on the school’s ability to forge an alliance with the surrounding environment, thus being a powerful, structurally anchored and flexible actor in the political arena of decision-makers.

Against this background, the main purpose of this workshop is to explore ways in which the German and US policy-related contexts frame and shape the understanding, roles and meaning of instructional leadership from an historical perspective. To this end, presentations will focus on how the historical understanding of leading pedagogical and instructional development processes, the legal framework as well as empirical findings from German and US-American research on instructional leadership contribute to various contexts and prerequisites for the use and understanding of instructional leadership. The workshop will endorse a multi-perspective approach including historical data as well as empirical research data and results to clarify two issues. Firstly, we address the concepts, foundations, and theoretical beliefs that shape the German and US-American perspectives on instructional leadership; and secondly the theory-driven model of instructional leadership. The workshop will subsequently present a report on the empirical evidence of the instructional leadership model’s effects. Thus, by contrasting the underlying concepts on the one hand and empirical operationalization on the other hand, we have some common ground to discuss alternative, distinct models of instructional leadership, which might be more pedagogy-driven. In essence, we will be able to further illuminate the discussion about how

contextual forces at the macro-level and micro levels help shape important terms, such as: “instructional leadership”, “learning-centered leadership”; and “pedagogical leadership”. For instance, in Germany instructional leadership is carried out through pedagogical leadership (combining classroom and school level). The Anglo-Saxon approach instead seems mainly to favor processes which are linked to achievement objectives in various subject areas rather than pedagogical goals which define the organizational structure and culture of the school as such. However, the question as to how much pedagogy is contained in the notion of pedagogical leadership remains open, and whether pedagogical leadership “made in Germany” is a byproduct of the historical development of multi-level governance structures and professional development processes in the education system. Principals would be required to possess negotiation skills to align and balance different steering levels.

## **Preparing School Leaders: Standards-Based Curriculum in the United States**

*Michelle Young, Erin Anderson, Angel Miles Nash*

For the last few decades, educational leadership standards have served as a de facto “recommended curriculum” for preparation programs in the United States, providing insight into what program graduates need to know and be able to do. In 2015 a new set of standards, the Professional Standards for Educational Leaders (PSEL) were released, setting off an effort to develop National Educational Leadership Preparation (NELP) standards. This paper has three goals: 1) to share the NELP standards and describe their development, 2) to review and analyze the school leadership literature to determine how well the NELP standards are supported by empirical literature, and 3) to critically assess the influence of standards in shaping the work of leadership preparation providers and future school



leaders. In our critical assessment we review critiques of the standards movement in education, considering the drawbacks and benefits of standards. Building from Uljens and Ylimaki's (2015) argument that standards-based preparation serves the purpose of socializing rather than educating leaders, we argue that the NELP standards, which have a strong empirical basis, provide adequate guidance for the preparation of leaders for the world as it currently exists rather than supporting their ability to imagine and create their own futures. As such, we suggest a set of core propositions for the education of school leaders; propositions intended to expand beyond preparation for socialization to education that encourages critical thinking and reflection.

## **Instructional Leadership in Germany: An evolutionary perspective**

*Stefan Brauckmann, Petros Pashiardis*

### *Objectives or purposes*

Comparative studies on school leadership so far provide little information on the national contexts underlying school principals' actions. Framing school leadership in this sense includes the underlying legal framework and the structure of its regulations, as well as state-organized support systems (e.g., qualification and training programs) aiming to empower school leaders to do what they are supposed to do. Stemming from the above, the main purpose of this paper is to explore the ways in which the German policy-related context frames and shapes the understanding, roles and meaning of instructional leadership from an historical perspective.

### *Perspective(s) or theoretical framework*

In order to fulfill this purpose the article focuses on how the historical understanding of leading pedagogical and instructional development processes, the legal framework as well as the empirical findings of the German research literature on instructional leadership contribute to the variety of German contexts and prerequisites for the use and understanding of instructional leadership.

### *Methods, techniques, or modes of inquiry/ Data sources, evidence, objects, or materials*

This paper is a systematic literature review which utilizes a multi-perspective approach (historical data as well as empirical research data and results) in order to clarify two issues: firstly the underlying concepts, foundations, and theoretical beliefs that shape the German perspective on instructional leadership; and secondly the theory-driven model of instructional leadership. A report on the empirical evidence of the effects of this model of instructional leadership is subsequently given. Thus, by contrasting the underlying concepts on the one hand and empirical operationalization on the other hand, we discuss alternative, distinct models of instructional leadership, which might be more pedagogy-driven and aligned with the experiences, values, orientations, and professional self-understanding of German school leaders.

### *Results and/or substantiated conclusions or warrants for arguments/point of view*

As a result of our paper, we were able to describe what German high school principals used to do and now do, in terms of instructional leadership practices, and some of the historical reasons as to why; further, it was illustrated how instructional leadership, as a concept, is applied in German schools, which deepens the understanding of this concept across countries; finally, we were able to provide a description of instructional leadership outside of the North American context. While Europe and North America are both viewed as

“the West,” it is clear that there are differences between European and North American schooling and leadership.

*Scientific or scholarly significance of the study or work*

The significance of this paper lies in the argument put forward that proponents of instructional leadership should think of incentives through which school leaders in Germany and elsewhere could have a different view on their traditional roles as administrators rather than instructional quality developers. Doing this would enable principals to be more closely involved in instructional practices in the classroom in a positive way. In closing, we argue that there is a need to find a way to keep excellent teachers in the classroom by rethinking monetary promotions and rewards while teachers are still in the classroom.

## **Instructional Leadership in the USA – A Model for German Principals?**

*Esther Dominique Klein*

In the German school improvement literature, instructional leadership by the principal is perceived as a relevant factor of success (e.g., Pietsch et al., 2016), but this perception is mostly based on the US research on leadership (e.g., Louis et al., 2010; Robinson et al., 2008; Shatzer et al., 2014; Supovitz et al., 2010). So far, there are very few systematic, theoretically sound studies describing instructional leadership in Germany (Brauckmann et al., 2016; Warwas & Tenberg, 2013), and most of them have a rather narrow view of instructional leadership as direct support for teachers by the principal (Klein, in print).

The author argues that this is because the US literature is written from a cultural insider’s perspective that does not explicate the seemingly obvious actions of the principal; therefore, the true character of the instructional leadership

that is described in US literature and the substantial differences in the institutional “DNA” of the principal’s role between Germany and the USA (Mintrop & Klein, in print) are hidden.

The study described here therefore uses qualitative data from two successful principals in California to exemplify what instructional leadership looks like in the USA from an outsider’s perspective. The goal is (1) to create a better understanding of the instructional leader role in the US and (2) to use this knowledge to discuss the extent to which the institutional “DNA” of the principal in the German school system is compatible (or not) with this role. To do so, the study analyzes instructional leadership as described by Hallinger (2003) and specifically looks at the interdependencies between (a) principal and teachers, and (b) principal and district administration.

The results demonstrate the relevance of the institutional context, which is mostly evident in the rights of the principal and the autonomy of teachers, in the close collaboration between principal and district, in the actual leadership in instructional improvement, and in the role the principal plays for the learning climate.

## **Bridging Educational Leadership and Curriculum Theory/Didaktik with German Non-Affirmative Education Theory: Toward an International Research Project**

*Rose Ylimaki, Michael Uljens*

Recent globalization movements and neoliberal policies have intensified a focus on school leadership, new governance structures, and learning results within and between different nation states. Ongoing globalization points out two important dimensions relevant for curriculum and educational

leadership. First, globalization presents itself as cosmopolitanism (globopolitanism) with population migrations, increasing multiculturalism, and changing demographics within and between nation-states. Increasingly open borders and increasing plurality can be seen as questions of educational aims and ideals and challenges for achieving educational opportunity. At the same time, globalization is visible in the form of new transnational governance practices, policies, and procedures, all of which are interrelated in complex ways. While the dilemma of cosmopolitanism as an educational ideal connects strongly to curriculum theory, new transnationally related governance practices and policies appear as new challenges for educational leadership research. These two forms regarding how education has developed with respect to global dimensions should be treated in connection to, and not disparate, from each other; however, educational leadership studies and curriculum theory/Didaktik have yet to make these connections explicit.

This presentation draws on an ongoing research program and presents a general framework that draws on German non-affirmative general education theory that extends our understanding of curriculum leadership in an era of globopolitanism and beyond. Methodologically, we utilize a meta-theoretical approach to construct a general framework for curriculum work and discursive educational leadership. We then open the possibility for an international comparative project examining leadership and curriculum work on multi-levels using the framework presented.

## **Beyond g. The unique effects of a leadership core and specific leadership facets on teachers' instructional practices**

*Marcus Pietsch*

School Leadership has been deemed an important factor for creating and sustaining 'functional' schools. Nowadays, a myriad of leadership styles and models of leadership exist, instructional leadership and transformational leadership being two of the more popular ones in the educational discourse. Leadership theories often distinguish by the more direct involvement of instructional school leaders in teaching and learning processes on the one hand, and transformational leaders on the other hand who typically seek to generate second-order effects (Hallinger, 2003), trying to improve the capacities of staff who in turn produce first-order effects on learning.

Thus, Marks, Printy and Bowers (2009) view transformational leadership as vital for school reform, but argue that transformational leadership practices have no bearing on student achievement as matters of teaching and learning are not necessarily front and center in a transformational leadership approach. They argue for a more holistic, integral leadership approach: "distinguishing between instructional leadership and other leadership facets is not very effective, primarily because it leads to fragmentation and segmentation." (p. 511)

Hence, we investigated the interplay of instructional and transformational leadership and their relations to other inner-school variables and the instructional practices of teachers (Pietsch et al., 2016, Pietsch & Tulowitzki, in Review). Within those studies we modelled leadership as a nested factor model with a leadership g-factor and specific leadership facets, so that there was a general factor that accounted for the commonality shared by the facets, and there were also multiple specific factors, each of which accounted for the unique influence of the specific component over and above the

general factor. The underlying logic model is based on Leithwood's framework for guiding research on leader effects on learning and instruction.

In a sample of 126 primary and secondary schools from Hamburg, Germany we found that the g-factor, the leadership core, appears to be of vital importance, having a sizeable effect on all mediators along the path towards school achievement. Nonetheless this leadership core neither had direct nor indirect effects on the teachers' instructional practices. Regarding those practices, we found that to influence more complex instructional practices like cognitive activation with challenging content, a combination of various leadership styles (transformational, instructional, laissez-faire) is most promising. Regarding classroom management, instructional leadership is the only and thus the primary determinant.

Further in-depth analysis of a subsample of 37 secondary schools revealed that at high-performing schools (schools with value added for reading and mathematics in the highest quartile for three consecutive years after controlling for SES and school size by applying propensity score matching), the total effect of instructional leadership on the teachers' instructional practices was much higher than at lower performing schools (depending on the type of classroom instruction, ranging from 33 to 334%). Beyond that, transformational leadership always had small significant negative total effects on the instructional practices of teachers when controlling for the other leadership facets. The same applied to the g-factor, the leadership core.

Nonetheless, we can currently not determine what this leadership core is comprised of precisely. It echoes the general assumptions and findings of the presence of what has been referred to as the "basics of successful school leadership" (Seashore Louis et al., 2004) or "basic leadership practices" (Leithwood et al., 2008). However, the so-called "basics of successful leadership" can be seen more in line with a transformational approach to leadership, consisting of setting directions, developing people and redesigning the

organization as categories of leadership activities. These kinds of activities are already accounted for through the Multifactor Leadership Questionnaire (MLQ) in our studies. Our findings demonstrate that the leadership core does not appear to be mapped by the previously mentioned concepts of basics of successful leadership or basic leadership practices. So what exactly is it?



## **Table 2a/b: Migrants and refugees in educational systems and educational research**

*Chair: Deborah Palmer, Rebecca Callahan*

Recent years saw an unprecedented rise in number of migrants, refugees and forcibly displaced people worldwide which led to diversified situations of displacement, resettlement and population transfer (UNHCR 2015). Despite North America's long history of immigration, the considerable rise in immigration figures poses new challenges to educational settings. In 2014, for example, 1.3 million foreign-born individuals moved to the United States whereas the admission ceiling for refugees was at 70,000 in 2014 and 2015 and was raised to 85,000 in 2016 (Migration Policy Institute 2016) before the recent White House Executive Order on Visas and Immigration ( January 2017) marked a new turn in immigration policy. In 2015 and 2016, Canada admitted 40,000 refugees from Syria, compared to a total number of 23,285 refugees admitted to Canada in 2014 (Government of Canada 2017). Many European Countries do also have long-standing experience with migration. Yet, the massive increase in numbers of refugees – now often fleeing from countries that were not in the focus of migration policies in previous years or fleeing under extremely instable conditions as in the case of unaccompanied under-aged refugees arriving in Europe – leads to new challenges for politics and administrations in general and the educational systems in particular. German authorities, for instance, counted 750,000 asylum seekers in 2016 (BAMF 2016).

Presentations in this group will take a closer look at these developments and discuss the status quo of research done in the field as well as existing knowledge gaps. They will underline conditions and factors that are facilitating or delaying integration processes with regard to education and look at methodological approaches to gain a broader and in-depth understanding of these complex situations. The workshop will bring together researchers from various

institutions located in Canada, Germany and the US. For instance, the Canadian-German Research Initiative on Refugees came to life in the summer of 2016 when the Canadian Refugee Child Youth and Family Research Coalition, the German Leibniz Education and Research Network and other Canadian and German officials with an interest in refugee, migration and integration issues held two workshops in Berlin and Ottawa to exchange ideas and launch research cooperation. Presenters will analyze diverse educational settings in several countries taking into account different stages of the educational system from preschool to vocational training, different political contexts and instruments of governance and diverse challenges such as bilingualism, health and educational achievements.

## **ReGES–Refugees in the German Educational System: Introducing a new panel study on refugees in Germany**

*Hans-Günther Roßbach, Jutta von Maurice, Gisela Will, Christoph Homuth*

The significance of the massive increase in the number of refugees in 2015 poses a challenge for organizational and integration policy. Questions concerning the conditions under which the integration of refugees can be facilitated and which factors impede integration processes cannot currently be answered, as the required data are not available.

To close this gap, the Leibniz Institute for Educational Trajectories (LIfBi) has started the longitudinal study “Refugees in the German Educational System (ReGES)” which examines the process of integration into the German education system and society of young immigrants who have recently arrived in Germany in the context of the influx of asylum seekers.

## *Research Objectives and Questions*

The first aim of the study is to describe the newly arrived immigrant groups and their educational careers. Furthermore, we are analyzing the management of integration policy challenges from an organizational perspective in the daily lives of the educational institutions and the conditions that either support or obstruct it. The second objective is the examination of the influence of migration-specific factors on educational outcomes.

## *Methods and Study Design*

ReGES concentrates on two key stages of education:

1. Early childhood education, which is not only very important for the acquisition of German language skills and the beginning of the educational career but also offers a potential path to the integration of entire families;
2. The transition from the lower secondary level into the vocational training system, which is central to medium- and long-term integration into the German labor market.

In each of the two starting cohorts, 2,400 people will be interviewed at the first measuring point in the second half of 2017. About half of these respondents—those who can be surveyed in Arabic, English, or German—will then be accompanied longitudinally for a period of four years, with the particular aim of generating a nuanced overall view of the start of the integration process.

Due to the high level of mobility of the target group, panel interviews will be conducted every six months, with a total of seven measurement points for the parents and young people. The surveys will be complemented by competence tests and questionnaires of the refugees plus interviews with important context persons (those active in the group accommodation, teaching and administrative staff). To understand the role of

different institutional and regional situations, interviews will be conducted in five different Federal States (Bavaria, North Rhine-Westphalia, Rhineland-Palatinate, Saxony, and Hamburg).

## **Refugee Studies in Canada and Germany: What we do (not) know?**

*Howard Ramos, Débora B. Maehler, Paul Pritchard, Steffen Pötzschke*

The UN estimates that 65 million people are currently displaced, about half are children. It is essential for researchers to analytically engage this unprecedented magnitude of movement. The first step in doing so is to offer a systematic overview of research on children, youth and family refugees. In this context, a review of English-language research is offered, with a focus on the sites of study, groups, methods of analysis, and dimensions examined. The session also explores the extension of this review to German and French language research. Among other topics we present the coding strategy, identify gaps in the research literature, and discuss the need to develop a common international research strategy.

## **Identifying vocational competencies (MySkills - Berufliche Kompetenzen erkennen, BKE)**

*Heiko Rölke, Ulf Kröhne*

Many refugees, immigrants and people with low formal professional skills experience difficulties in accessing the job market in Germany due to many restrictions, for instance, their lack of acknowledgeable formal certifications. Until recently no

general instrument existed for an overarching assessment of informally and non-formally acquired competencies that are relevant for professional occupations and demanded in the context of employment.

Therefore, the German Federal Employment Agency and the Bertelsmann Stiftung as well as the Research Institute for Vocational Education and Training in Germany (Forschungsinstitut Berufliche Bildung, f-bb) are jointly developing a tool to assess informally and non-formally acquired competencies for their better usage in entering apprenticeship, continuing education or employment. The current project's title is "MySkills - Berufliche Kompetenzen erkennen" (BKE), i.e., identifying professional competencies.

The centre for technology-based assessment (TBA) at the German Institute for International Educational Research (DIPF) is responsible for the technical implementation of the project. TBA thus provides technology-based assessment solutions using the open source assessment platform TAO. Moreover, TBA computerizes all tasks in multiple languages and provides the online delivery of tests aiming at different vocational competencies.

Accordingly, TBA co-ordinates necessary software developments of TAO enhancements and performs hosting as well as technical support for test administrators. The TBA team offers content-related support particularly regarding psychometrical advice and process development.

## **Pathways to belonging: Educational aspirations in Kakuma Refugee Camp**

*Michelle J. Bellino*

In May 2016, the Government of Kenya (GoK) released a directive that it would close the country's refugee camps. At

the time of this announcement, it was unclear whether the GoK planned to close both refugee camps, including Dadaab (home to ~260,000 refugees as of August 2016) and Kakuma (home to ~190,000 as of May 2016), as well as what its plans were for the estimated 50,000 unregistered urban refugees living outside camps. This presentation draws on data collected using ethnographic and participatory methods, in the context of a multi-year youth participatory action (YPAR) research study, centering on a cohort of youth completing high school in Kakuma Refugee Camp (2015-2017).

The experience of perpetual “waithood” (Honwana, 2013) in a refugee setting shifts the social purpose and relevance of school, as well as one’s sense of agency to shape a better future through the pursuit of formal education (Dryden-Peterson, 2011). With added uncertainty about their futures in Kenya, conversations such as this one became a launching point for discussing the regional and global responsibilities to assist refugees, particularly youth and those pursuing formal educational opportunities in exile. Together they considered, where do we belong, both now and in the future? Their responses to this question intersected with their emergent understandings of colonialization, global development initiatives, and their own educational experiences shaped by displacement.

Youth in Kakuma are exposed to development discourses routinely professing education as a strategic investment and “the key to life.” A number of young people believe in the transformative promise of education and conceive of school as a long-term investment, even if it requires prolonged displacement. But for many young people, school is regarded as a “waste of time,” offering no viable pathway to a sustainable future. This presentation aims to explore the ways that refugee youth imagine their future aspirations through the educational opportunities available to them, and the conditions under which young people view education as a force of social mobility and belonging within and outside the camp. In linking educational experiences to youth civic identity development, this work aims to address a gap in our

understanding of how “educational systems shape... displaced people’s civic identifications or social development” (Bartlett and Ghaffar-Kucher, 2013, p. 9).

## **Child Refugees and their Transition into German early childhood education and care systems**

*Stefanie Greubel*

According to the UN Refugee Agency about 34,000 people are forced by conflict, persecution or starvation to flee their homes in search of safety every day. The organization *Save the children* estimates more than 65 million forcibly displaced people globally. Germany is one of the countries which opened their borders to receive people in need of a safe place. In 2015, Germany took about 1.1 million refugees, 400,000 of whom were children. Although Germany has far-reaching experiences with immigration and with refugees, starting in the mid-1950s, the rapid influx of people entering the country, who often possessed nothing but the clothes they were wearing, posed huge and serious challenges to Germany’s asylum system and legislation, including health, shelter, education and integration into society. Instead of providing proper homes, the state was often only able to open special living quarters (like sports halls or community centres) with only basic comfort and privacy. Meanwhile, a stricter asylum policy has been in place in Europe and the number of asylum seekers has decreased in Germany. The government can now focus on improving conditions, especially for the high number of child refugees (Save the children 2016).

Given this situation the reduction of educational and economic disadvantages poses a real challenge. Refugee families are not familiar with access to local early childhood education and care systems (ECEC) and, similar to findings from a US study (Gross & Ntagengwa 2016), have a much shorter timeframe for

arranging childcare accordingly. However, access to these ECEC systems is a key to opening the door to integration and family self-sufficiency. Although German ECEC systems can benefit from their long-term experiences with integrating immigrant families into their institutions, recent research has revealed considerable uncertainty regarding daily routines involving children who have been on the run for a certain time in their lives. German training programs try to support pedagogical staff by building up on their knowledge about the challenges and chances regarding work with families from multiple cultural backgrounds (i.e. Fröhlich-Gildhoff et al. 2016).

Looking at this picture, this first explorational step of an empirical study based on qualitative data, aims to find out how educators can welcome child refugees in their institutions. Moreover the study questions how children coping with their refugee situation differ in their transition process from children with a non crisis emigrational experience since both groups share a different cultural background and language.

Data was gathered by interviewing 10 educators from different ECEC institutions in a qualitative interview looking at the situation of 20 child Refugees and 24 children with emigrational experiences.

The interviews revealed that the educators estimate their competence in dependence of the years they have already spent working in their profession. Educators with more years of experience felt more confident in supporting children's transitional processes, than educators lacking this experience. The data also shows that child refugees need more time to integrate into the group than children with emigrational backgrounds and that the process depends on multiple individual arrangements and personalities. Child refugees tend to liaise with other child refugees regardless of their language or cultural identity. Moreover, there are differences regarding their will to share and their capacity to learn rules.

These results are limited by the small sample and a short period of investigation. The exploration can only give a hint



that child refugees still need more attention and support structures than already known. Moreover, the findings reveal that children have the resilience to deal with their situation and find coping strategies to integrate into the ECEC systems. More research is necessary to properly support children's transition into the institutions.

## **Reading and writing of students with German-Turkish and German-Russian language background**

*Ingrid Gogolin, Julia Heimler*

The project “Multilingual Development: A Longitudinal Perspective” (*Mehrsprachigkeitsentwicklung im Zeitverlauf MEZ*) aims to provide insights into the individual development of multilingual competencies in Germany. This includes the identification of conditions required for the sustainable preservation of societal coherence in what is linguistically and culturally an increasingly heterogeneous population. Relative to the total population, Germany is the 2<sup>nd</sup> largest immigration country worldwide, after the USA (United Nations Department of Economic and Social Affairs, Population Division 2013; United Nations High Commissioner for Refugees 2016). Migrants from 190 countries live in Germany, and migrant children make up more than one third of the school population. Thus, language diversity among students is a common feature of the contemporary German school.

Our project is based on the hypothesis that language diversity can be an asset for educational success: strengthening young multilinguals' resources and potentials can contribute significantly to their learning and attainment (Gogolin und Duarte 2017). The answers we find to our research questions will allow the identification of positive effects of multilingualism and of factors that either inhibit or facilitate

successful multilingual development. The project's key questions are: (1) Which language-based, personal and contextual conditions influence multilingual development positively or negatively? (2) How do these conditions change over time? (3) What is the relationship to other dimensions of educational success?

MEZ is a longitudinal study which follows two parallel cohorts in classes 7 and 9 through to the end of classes 9 and 11 respectively. Data collection is carried out in four phases; collection started in spring 2016. The initial sample includes approximately 1,800 students with German-Turkish, German-Russian, and monolingual German language backgrounds from public schools in several federal states (Bundesländer). The data includes information on the contextual, personal, and linguistic factors that are relevant for the development of multilingual competences. Language data embraces the assessment of participants' receptive (reading and listening) and productive skills (written and oral) in academic language (*Bildungssprache*), as well as in the heritage languages Russian and Turkish. Furthermore, where applicable, the foreign languages English (first foreign language for almost all students), French, and Russian are included. Detailed linguistic analyses on the transfer between languages and on phono-prosodical language production are carried out on selected subsamples. MEZ is one of the very few studies that investigate the complexity of language skills of multilingual students in a comprehensive way.

Our presentation will focus on first analysis of the data from 2016. After introducing the project's theoretical assumptions and empirical design, we will present the sample's skills in German (of all students), and in Russian and Turkish of students with a respective heritage language background. The presentation will be based on tests of productive skills (writing) in the different languages on the one hand, and receptive skills (reading) on the other hand. Influences of individual (e.g. cognitive abilities), socio-economic and other relevant factors (e.g. language use in the families, migration background) will be controlled for.

## **Similarities and dissimilarities of civic engagement for refugees across continents**

*Elke Winter, Verena Schmid*

Considering the arrival of Syrian refugees, local structures in Germany and Canada are adapting to meet the challenge of integrating the newcomers. Taking stock of the changes in the non-government sector in two mid-size cities, Ottawa and Heidelberg, this project examines 1) the reasons that motivate private citizens to become engaged as volunteers, 2) the ways in which these motivations are channelled into specific social activities and how this changes the landscape of civic society structures, and 3) the impacts/consequences that these new forms of volunteering and civil engagement have upon the integration of refugee populations on both sides of the Atlantic. Proposing a cross-national approach, the project pays attention to the ways in which national identities/founding myths and historically grown institutions shape the ways in which individuals and community associations become engaged/(self-) organize assistance for refugees.

## **Turkish Parents' Perspective on Teachers' Role in the Integration of Their Children in France and Germany**

*Fikriye Kurban*

This presentation will focus on the perspectives of Turkish Muslim immigrant parents on teacher's role in early childhood settings in France and Germany. Video-cued ethnography method developed by Joseph Tobin is utilized in the study. The method involved filming a typical day of a Kindergarten classroom in Berlin, editing it down to 20 minutes and then using it as a cue for focus group discussions. The classroom in the video is a multicultural Kindergarten serving children from

various backgrounds including seven Turkish children. In the film, parents watched children arriving to school, participating in classroom activities and having lunch, playing outside, playing in centers and leaving school. Focus groups conducted in Turkish in parents' homes. Parents responded on various scenes in the film, which produced a rich dense data. For this presentation, I will focus on their discussion in regards to the role of teacher in the early childhood settings. Based on parents' responses to the video, I argue that parents perceive early childhood education settings as sites of inclusion as well as exclusion, constructed through specific daily classroom practices. At the center of their discussion is the teacher whom they see as the gatekeeper whose role is critical and essential for the integration of children of immigrants.

## **Somali Refugees and Education in the US**

*Wangari Gichiru*

This presentation examines the experiences of recently immigrated Somali refugee families in their interaction with U.S. urban public school teachers. I posit that the interactions of a single group of refugee families with U.S. K-12 teachers will provide a unique resource for understanding educational policies directed at immigrant student populations which can be informed by a careful understanding of the unique issues presented by various constituent student populations. By listening to their families and teachers experiences while working together to meet the day-to-day needs and challenges of Somali students, this research uncovers the variability that may exist with a particular group of students which in turn will enhance educators' efforts to better serve all students in US schools.

## **Table 3: Using Data from large-scale assessments in educational policy contexts**

*Chair: Nina Jude, Janna Teltemann*

In today's knowledge societies, knowledge as one component of human capital is a crucial growth factor and a tool for adapting to external changes. The importance of education is increasing as a mean of productivity, entailing an "urgent" (Kamens, 2013) demand for efficiency and effectiveness of national education systems. The new demand for efficiency in public institutions (Meyer & Schiller, 2013) made international comparisons to identify best (i.e. efficient) practices more popular. According to Heynemann and Lee (2014), the number of international testing projects in education increased from 34 surveys between 1960 and 1989 to 152 surveys between 2000 and 2008.

Various different international and national surveys and large-scale assessments have already been implemented in Germany and the United States over the last 20 years. Those studies are either yield studies, assessing context factors of learning and learning outcomes every three to five years (e.g. PISA, TIMMS) on a representative sample of students and schools, or longitudinal studies following students through their educational career (e.g. NEPS).

A growing body of literature is devoted to policy reactions to these studies, often with a critical stance. In addition, educational research is building upon these studies' frameworks and methods to further enhance and develop their assessment approaches. Moreover, the studies are shaped by a reciprocal exchange of content ideas and needs from both research and policy.

Meanwhile, a number of publications have shown how the results of international comparisons are being used while implementing educational reforms, e.g. to enhance participation in education, improve challenging school

environments, foster integration of disadvantaged students, or improve achievements of low-performing student groups. Still, there is a lack of systematic research on the actual effects of international testing projects on educational policies and practices (Teltemann & Klieme 2016). This round table will discuss the relationship between educational research and policy triggered by large-scale assessment data both from the US and Germany.

## **State and District Use of Assessments in Forming Educational Policy**

*Gwen Marchand*

The use of large-scale assessments to inform educational policy decisions at the state level in the United States is gathering increased attention from legislative stakeholders and educators. Nationally, a visible example of this trend may be seen in publications from the Institutes on Education Sciences (IES) that demonstrate national and state use of data to inform policy and localized practice (e.g., Lindsay, Wan, Berg-Jacobson, Walston & Redford), but also in guidance documents with titles such as “Data Visualization: Helping Education Agencies Communicate Data Meaning to Stakeholders” (<http://nces.ed.gov/blogs/nces/post/data-visualization-helping-education-agencies-communicate-data-meaning-to-stakeholders>). In the state of Nevada, the emphasis on data to inform policy is evident through an increase in the requests for policy white papers that are data-based, state requests for grant proposals that include state achievement data as evidence for need for state-funded programs, and state-funded program evaluation with mandated inclusion of state-wide assessment data.

Recent program evaluation of state initiatives in Nevada provides a backdrop for a discussion of critical issues in use of large-scale assessment data to drive policy decisions at the

state and local level. Nevada adopted major education policy initiatives in 2015, representing one of the largest investments in education in recent years. This discussion centers on how data were used in the preparation of legislative proposals, data use during implementation of programs stemming from new policy, and data use in the evaluation of policy success. Nevada is also home to one of the largest school districts in the country, which generates data sets with upwards of 300,000 students. Considering the state and local assessment practices, applied researchers working with stakeholders may grapple with critical issues and questions related to assessment. Discussion topics generated from the Nevada examples may include: (a) how perceptions of assessments influence use of data in making policy decisions; (b) types of data that are locally considered relevant to policy, including measures of student-achievement and student behavior; (c) how constructs captured by assessment align with the actual need underlying the development and enactment of policy; (d) what happens when there is a data-failure; (e) establishing baseline for multi-year assessments; and (f) discussing assessment as investment in education.

## **The Potential of PISA for Comparative Research in Education: Room for Improvement?**

*Nina Jude, Janna Teltemann*

The OECD Programme for International Student Assessment (PISA) was explicitly designed in order to increase focus and motivation for educational reforms and for the improvement of secondary education (Anderson et al. 2010: 375) in the participating countries. Its triennial administration and resulting presentation of achievement in the form of international rankings is particularly appealing to the media. Once the topic is publicized in the media, policy makers have to react. This rather public (than scientific) attention for PISA

has led to the fact that more research is devoted to analyzing the effects of PISA (e.g. on discourses, policy making) than to using PISA data for secondary analyses in order to answer the actual questions targeted by PISA. It can be argued that the scientific utilization of PISA data is somewhat limited, mostly due to its cross-sectional character that prevents causal analyses of educational achievements and its determinants. But PISA is not a superficial rating of education systems: A lot of effort is spent on reporting key indicators of educational systems over time. For example, PISA includes policy relevant information on educational context variables on different levels, such as resources for teaching and learning, as well as student-level information such as learning contexts and motivation. The assessment instruments are developed by international expert groups and aim at cross-cultural comparison, using the latest statistical methods to analyze change over time.

The result is an extremely rich database which is accessible without any barriers and comparatively well documented and edited. In other words: A database which should offer a great potential for secondary analyses. However, this is currently not reflected in the number of publications.

The presentation provides an overview of studies by which PISA data are used for secondary analyses. Furthermore, we show how the potential of PISA for educational research can be extended with trend analyses of PISA.



## **Mathematics Achievement Gaps of Low- and High-Performing Fourth-Graders: A Comparison Cross-Nationally and Over Time Using TIMSS Data**

*David Miller, Frank Fonseca*

Using fourth-grade mathematics data from the 2007 and 2015 administrations of the Trends in International Mathematics and Science Study (TIMSS), this analysis examines cross-national differences in the achievement of low- and high-performing students, especially relative to average performance within countries. There is a particular focus on the results for Germany and the United States, including within-country differences, between country-differences, and comparisons with other TIMSS-participating countries. The results show that examining countries' average achievement cross-nationally and over time can mask significant differences and changes that may be occurring with low- and high-performing students. Furthermore, the results show a positive correlation between country-level income inequality and mathematics achievement gaps of low- and high-performing students among industrialized OECD countries.

## **On particular dynamics of large-scale assessment infrastructures within the federal education policy contexts of Germany and the US**

*Laura C. Engel, Sigrid Hartong*

To date, existing research on the global transformation of education policy and governance (including the rising influence of international large-scale assessments, such as the Programme for International Student Assessment [PISA]) has largely focused on identifying and comparing national trends

and policy changes in federal and unitary countries alike. At the same time, however, there has been a growing body of research that points to the ambiguity of global-local flows of ‘recontextualization’, to the local meaning of reforms, but also to the changing influence of intergovernmental/intermediary actors who facilitate a re-scaling, re-placing or re-timing of policy processes in the direction of ‘globalized localism’, but also ‘local globalism’ (de Sousa Santos 2006). This awareness for (sub-)national and cross-scale dynamics seems particularly conspicuous in multi-level federal systems (such as Germany or the US), in which schooling policies are not controlled by a central government and about which ‘national level’ claims about global policy influence are rather problematic.

This roundtable presentation will provide insight into the ongoing “re-assemblage” (DaLanda 2006, Peck/Theodore 2015) of large-scale assessment infrastructures through PISA in Germany and the US. Despite referring to an orthodox comparison of ‘national containers’, particular attention is paid to the complex interplay between federal policymaking and the shifting geographies of assessment data infrastructures and mobilities, which play out as very different manifestations in both cases. This is especially reflected in the ways PISA has been entering Germany and the US at different stages and in different ways between 2000 and 2015, revealing varying (direct or more subtle) influence of either the national PISA-study, PISA(-like assessments) for States/Länder or (currently) PISA-based Test for Schools across local, sub-national, and national levels. At the same time, however, in both countries the re-assemblage of large-scale assessments have been widely triggered and catalyzed by non-political, ‘intermediary’ actors, who in the context of PISA-research, so far often remained underexplored.

By ‘moving into’ both federal systems (in terms of both the entering of PISA and the relevance of intermediary actors), the presentation seeks to illustrate the role and meaning of cross-scale, comparative (big) data, ultimately asking whether the reform of local and state level assessment infrastructures serve as a mechanism of global standardization.

## Using data in education policy

*Bob Lingard, Sam Sellar*

This presentation will focus on the OECD's PISA and consider its enhanced scope, scale and explanatory power as an ILSA. It will also look at national systemic rationales for participation in PISA and usages of it in various national contexts. The specific emphasis will be on the usage of PISA data in Australia for policy purposes and the neglect of the equity data and analyses and single-minded focus on test performance. It will also be shown how OECD management of the release of PISA data plays into this scenario. The presentation will also show how media representations of Australia's PISA performance confirm and enable the emphasis on test performance and neglect of equity matters.

## Table 4: Digital education policies and practices

*Chair: Norm Friesen, Sieglinde Jornitz*

Digital technologies enter into educational settings in various ways and are at the top of educational policy agendas. For example, the European Commission is convinced that digital technologies will work as a magic wand for education: “Information and Communication Technologies (ICT) help us learn better, more efficiently and creatively, to innovate, to solve complex problems and access wider and more up-to-date knowledge. ICT provides everyone with flexible and accessible learning opportunities, in and outside the classroom.” In this line, the US government initiated an Office for Educational Technology within the US Department of Education to strengthen and support digital education initiatives, while the German Ministry of Education and Research launched a strategy for the digital knowledge society (Bildungsoffensive für die digitale Wissensgesellschaft) that aims to provide adequate digital learning environments at all stages of the educational system.

At first sight, these national strategies on digital technologies are accompanied by a promise to solve educational problems and improve educational processes as such but so far it is an open research question how this development will take place, or how it will change educational routines and lead to different educational policies. Therefore, politicians and educators alike are obliged to find appropriate ways for these digital opportunities and at the same time distinguish between those educational technology programmes that serve particular interests (e.g. school privatisation, and commercialisation) and those grounded in evidence and reflective of school and community interests.

For educational research, at least three aspects come into sight.

(1) The digital change affects educational routines and traditional understandings of learning and teaching. Textbooks

are transferred into digital versions and open educational resources are provided world-wide; computer programming becomes a new school subject; teachers and students communicate using mobile devices and app-based software and school clouds are the new working space.

(2) Allegedly, digital technologies have the potential to propel traditional teaching to another era. At the same time, new problems are brought into schools, like cyber mobbing, attention deficits and a way of teaching that reflects standardized digital programmes rather than students' individual processes.

(3) The use of digital devices and programmes delivers data known as learning analytics, presenting the possibility to policy-makers to monitor, control and govern all activity of education. The large quantities of data lead to questions of security and freedom that have to be discussed.

The roundtable aims to spark a discussion on the possibilities and challenges of this change for education. What are the policies that shape the field from early to higher education, what are the promises and risks faced by teachers, scholars, children and adolescents, and finally, what kinds of technological solutions are offered (by the digital industry) for educators and students?

Presenters are welcome to offer an insight into their work on digital technology and education.

## **ICT of Learning and Instruction at the University Level**

*Norm Friesen*

Of the trends that continue to dominate educational technology research and practice at American Universities, this presentation focuses on two that likely diverge from related

developments in Germany. The first of these is associated with the terms “big data” and “learning analytics,” and promises to provide students with automated feedback on their overall academic performance and their progress in specific courses. The second is the long-anticipated switch from print-based textbooks to digital materials for study and instruction. 2016 marks the first year that large American publishers like McGraw-Hill earned more from their digital than their print offerings, a shift that is occurring simultaneously with the disaggregation of textbook contents into smaller units for study and instruction.

## The Impact of Social Media on (Educational) Policy Processes

*Martin Rehm*

Social media enables various actors in- and outside of politics (eg. Teachers) to start bottom-up initiatives and use their (online) social capital to potentially exert influence on (educational) policy processes. These developments have manifold implications, as it becomes increasingly difficult for governments to employ traditional ways of informing and shaping (education) policy processes. Previously established roles and control mechanisms are not necessarily applicable anymore. Instead, it can be argued that governments are subject to a transformative process wherein they develop into a *networked government* (Van der Steen, 2014) and engage in *networked governance* (Hajer, Tatenhove & Laurent, 2004). In this context, (social) network perspectives can provide valuable contributions to understanding how underlying communication patterns on social media can influence and affect (education) policy processes. However, there is a lack of empirical research in this area. This raises the following question:

*How can governments, faced with increasing autonomy and deregulation of (educational) policy processes, make effective use of social media to involve various networks of actors and incorporate their knowledge and expertise?*

Based on a Dutch case study, this contribution will provide some possible avenues that can be explored and that have already yielded promising results to analyze (educational) policy related communication on social media. The case study is based on a prolonged national brainstorming event between 2014 and 2016, wherein the future of primary and secondary education was discussed (e.g. #onderwijs2032 on Twitter). The results of this brainstorming were intended to directly influence the official, governmental policy decisions.

## **Technology Integration in Community Education: Current Practice and Future Plans**

*Miriam Roth Douglas*

In our day and age, technology represents more than ever a societal challenge. As a consequence, technology integration and application in educational settings sparks, or even requires, educational research. Questions arise: What are the advantages or disadvantages of technology integration in an educational setting? Why would professionals in the field of education include technology? How can one integrate technology in educational settings (e.g. Elementary, Middle, High School, or University Level)?

This presentation is going to talk about technology integration in the Community Education Program/s (BA in Community Education and MAED Community Education – Research & Leadership) at West Liberty University, its current practice and future plans.

Currently, students of the Community Education program/s are required to fulfill a wide variety of technology requests, including the university-wide requirement of using LiveText, which is an assessment system that can be viewed as a technology tool that collects learning assessments and processes. These processes can be evaluated, interpreted, and used for improvement of university programs. On a programmatic level, students are required to learn how to create and design videos, as part of their regular semester assessments. The videos reflect the students' learning progress and are added to their end-of-program LiveText Portfolio. The application and use of Apps for student specific majors is also a requirement.

Presentations in class are mainly done with Prezi, a presentation software that uses tools like motion, zoom, and spatial relationships.

The Community Education program director is one of the West Virginia Collaborative Online International Learning (COIL) fellows. COIL fosters international collaboration and global engagement of students and teachers in the classroom. This online program does not require traveling abroad, but still promotes global competence, provides multicultural learning environments, and links university classes in different countries.

Future plans of the program have two primary goals: In and outside of the classroom, the idea of badges and their application through on- and off-campus collaborations will be developed; as well as the expansion of robotic programs in collaboration with the Center for Arts and Education on West Liberty University's campus. In reference to programming, a pilot project will be started to move the Community Education Programs to an online format.



# The promise of Digitalization: Policies and Practices in German Schools

*Sieglinde Jornitz*

Digital technologies enter the classroom in various ways. Teachers try to adapt their teaching to the adolescents' needs and habits. Yet, in many ways they struggle with the digital facilities and infrastructure available at school and routine is missing in using digital resources and software tools.

At the same time, digital software producers and politicians have nurtured considerable hopes and made promises. They are convinced that the digitalization process will lead to a fundamental change in teaching.

The presentation will focus on the gap between technological and political promises and the actual and common teaching processes at school in Germany. By analyzing political documents and transcripts of school lessons, the limits and possibilities of using digital resources and programmes come into sight. This leads to the question how these processes change a theory of didactics in terms of integrating a "third voice" / an intermediary between teacher and student.

## **Table 5: Methodological workshop on latent variable modeling**

*Chair: Augustin Kelava, Jeffrey Harring*

In the past two decades latent variable modeling has become a standard tool in the social sciences. In the same time period, traditional linear structural equation models have been extended to include non-linear effects (e.g., Klein & Moosbrugger, 2000), multilevel data structures (e.g., Rabe-Hesketh et al., 2004), semiparametric functional relationships (Kelava & Brandt, 2014) and structural equation mixture models (Muthén & Asparouhov, 2009). At this round table, we present open topics in the reliable application of latent multilevel level models, including new Bayesian and frequentist estimation and modeling techniques, and discuss recent simulation studies that address the consequences of misspecifications (such as omitted variables or distributional assumptions) as well as sample size requirements for these complex nonlinear models.

### **Estimation within the GNN-SEMM framework**

*Jeffrey R. Harring*

Latent variable models have been extended in a number of interesting ways in recent years including (1) specification and estimation of latent nonlinear effects, (2) extending the basic models to hierarchical data structures, and (3) accounting for population heterogeneity through the inclusion of categorical latent variables. One methodological area that seems to have unexpectedly decelerated in production of new ideas is estimation of these models. Interestingly, it is advancements in this domain that will make it possible to formulate more sophisticated models that allow for complex relations to be investigated. New directions in estimation will be presented

that will facilitate discussions and catalyze future collaborative efforts.

## **Bayesian Nonlinear Multilevel Structural Equation Models: A simulation study**

*Jinwang Zou*

Recently, Kelava and Brandt (2014) proposed a general nonlinear multilevel structural equation mixture modeling (GNM-SEMM) framework that accommodates non-normally distributed latent variables and nonlinear effects at both within- and between-cluster levels, and at the same time allows for each of these facets to be modeled separately. The framework was implemented using a Bayesian estimator. Up to the present, it has not been investigated in detail how the method performs in different practical relevant situations. For this a simulation study, we selected a submodel from this framework: a nonlinear multilevel structural model. We investigated the estimation characteristics of this approach under different conditions of sample size, reliability, amount of clustering and different priors. First results indicate that uninformative or misleading prior information affects the estimation of between level parameters but not within level parameters. Further simulation results comparing models with continuous indicators to models with dichotomous indicators will be presented. Consequences and future directions will be discussed.

## **Efficiency and robustness in nonlinear multilevel structural equation modeling: How complex should a model be?**

*Holger Brandt*

Multilevel structural equation modeling has received increasing interest both from applied and quantitative researchers. The extension of these models to also include latent nonlinear effects such as interaction or quadratic effects allows to appropriately test research hypotheses in education science (e.g., frame-of-reference effects). New statistical approaches try to increase the robustness of the method, for example, against nonnormality by including mixture models. Other approaches increase the flexibility of modeling curvilinear functions in order to identify the functional relationship between latent variables by including semi-parametric spline models. However, by extending these models, the parsimony of the model decreases. Consequently, the power to detect effects (for example, cross-level interaction effects) decreases, too. This problem rapidly aggravates if more variables are included in the model and cluster-specific effects (e.g. due to clustering in school or class) need to be accounted for in the model by random effects (that can be viewed as additional latent variables). In this conceptual paper, recent developments on robust nonlinear multilevel structural equation models are summarized and critically reviewed. We discuss the merits of using more efficient estimators – such as lasso estimators – in this latent multilevel framework in order to provide simultaneously robust and efficient estimation.

## Issues in estimation of nonlinear multilevel latent variable models

*Augustin Kelava*

In the past 2 decades latent variable modeling has become a standard tool in the social sciences. Recently, latent variable models have been extended to include non-linear interaction and quadratic effects (e.g., Klein and Moosbrugger, 2000), and multilevel modeling (Rabe-Hesketh et al., 2004). In a comprehensive framework, Kelava and Brandt (2014) have proposed a general non-linear multilevel structural equation mixture model (GNM-SEMM) that combines semiparametric modeling techniques and multilevel structural equation mixture models (Muthén and Asparouhov, 2009) for clustered and non-normally distributed data. The proposed approach allows for semiparametric relationships at the within and at the between levels. In this talk, we present issues of the estimation of submodels of this framework and current developments.

**CVs**

Michelle Bellino, University of Michigan



Michelle Bellino's research centers on young people's understanding of historical injustice, whether experienced directly or shaped through school curriculum, family narratives, or social movements. In her work, she traces youth experiences from schools to their homes and communities in order to understand how knowledge and attitudes toward historical injustice travel across public and private spaces, as well as between generations. She asks how young people construct the past while shaping an evolving sense of themselves as local and global civic actors. Bellino is committed to exploring the relationship between historical consciousness and civic development in conflict-affected and post-conflict contexts undergoing transitional justice or democratic transition. Trained as a cultural anthropologist, she has carried out ethnographic and interview-based research in Guatemala, Afghanistan, and Bosnia and Herzegovina. Currently, she is engaged in a youth participatory action research project aimed at exploring the role of formal education for refugees living in Kenya. Her work has been featured in *Education, Citizenship, and Social Justice*; *International Journal of History Teaching, Learning, and Research*; *International Journal of Social Education*; and several collections on history education and human rights. She has been selected as a Peace Scholar by the United States Institute of Peace; a Concha Delgado Gaitan Presidential Fellow by the Council of Anthropology and Education; and a Gail P. Kelly Dissertation Award recipient by the Comparative and International Education Society for her work on equity and social justice in international contexts.

Holger Brandt, University of Kansas



Holger Brandt is an Assistant Professor for Quantitative Psychology in the Department of Psychology at the University of Kansas. He received his PhD at the University of Frankfurt in 2013 and worked as a postdoctoral scholar at the University of Tuebingen from 2013 to 2016 in the DFG funded research project “The estimation of nonlinear effects in latent variable models under the condition of non-normally distributed data” (PI’s: Augustin Kelava & Holger Brandt). His research focuses on nonlinear effects in latent variable models, including structural equation models, multilevel models and mixture models. Further, he develops new methods to model heterogeneous growth patterns in longitudinal data. Dr. Brandt has published several articles in international prominent journals such as Structural Equation Modeling, Multivariate Behavioral Research and the Journal of Statistical Software. Dr. Brandt primarily teaches advanced graduate courses on multilevel and longitudinal modeling, factor analysis and research methods.

Stefan Brauckmann, University of Klagenfurt



Stefan Brauckmann is holding the chair of quality development and quality assurance in education at the Institute of instructional and school development (IUS) of the University in Klagenfurt, Austria. Before, he had been academic staff member for more than ten years at the German Institute for International Educational Research (DIPF) in Berlin. As a researcher he participated in several international comparative studies, such as the “Education Systems in Canada and Germany – An In-depth Comparison of System Governance” and “Educational Attainment and Education systems in Europe”. His main academic fields and interests lie within framework conditions



to the education system as well as the different governing mechanisms in educational administration, which affect the development of quality assurance in education. Recent research activities focus on the relationship between leadership styles of school principals and their beliefs about contextual and educational governance structures.

Rebecca Callahan, University of Texas, Austin



Rebecca Callahan's primary research interests center on the academic preparation of immigrant, language minority adolescents as they transition from high school into young adulthood. She is presently involved in several research projects which explore the effects of school context, social and academic processes, and teachers' pedagogical practices on the academic and civic development of language minority students, as well as students identified with learning disabilities. She also heads the NSF-DRK-12 Project, [link <https://sites.utexas.edu/dteel/>] Design Technology in Engineering education for English Learners" (DTEEL). Recent publications have focused on the effects of English as a second language (ESL) placement on college preparatory achievement outcomes among language minority adolescents; primary language use and college-going among language minority students; and school context and academic preparation on the political participation of immigrant young adults. Her recently published work appears in American Educational Research Journal, Educational Policy, Social Science Quarterly, Theory and Research in Social Education, and the Bilingual Research Journal. Dr. Callahan is also a Faculty Research Affiliate with the Population Research Center, Education in the Transition to Adulthood Group.

Miriam Roth Douglas, West Liberty University, West Virginia



Miriam Roth Douglas is Director of Community Education and Assistant Professor of Education at West Liberty University in West Virginia. Her research interests are Arts Integration – Art Education/ Arts-Integrated Curriculum (AIC), Community Education/Non-Formal Education Flexible & Creative Learning Spaces

Phenomenology, STEAM (Science, Technology, Engineering, Arts and Mathematics), The Concepts of Aesthetics & Beauty and The Ophelia Cult and its Development (in art and literature).

Laura C. Engel, George Washington University



Laura C. Engel is an Assistant Professor of International Education and International Affairs at the George Washington University (GW), where she is Director of the International Education Program, co-director of the certificate program, Incorporating International Perspectives into Education, and

co-chair of the GW UNESCO Chair in International Education for Development. Prior to her appointment at GW, Dr. Engel spent two years as a research fellow in the UNESCO Centre for Comparative Educational Research at the University of Nottingham, UK, where she conducted research on two cross-national, European Union-funded projects in education and social policy. Dr. Engel's research interests include globalization, citizenship, and education policy in federal systems. She focuses on two areas: (1) global education policy trends affecting educational governance and policy; 2) the contribution of education policies and practices to global citizenship and social cohesion. She has published journal articles, book chapters, and education policy briefs on these topics, including in the Journal of Educational Research,

Comparative Education Review, European Education, Journal of Curriculum Studies, Globalisation, Societies and Education, and Research in Comparative and International Education. Her current projects include (1) a study of trends in global standardization in decentralized systems, including the U.S., Germany, Australia, and Canada, where she is studying the local and state-level education policy uses of international assessments in the U.S; (2) a multi-year research and evaluation project focused on the impacts of the DCPS Study Abroad initiative on student engagement, global learning, and inequality; (3) a pilot project, #60above60, focused on locally bound global competence and environmental literacy in the U.S., connecting communities in DC and Alaska, Norway, and Finland, as part of the National Science Foundation Arctic PIRE project. She holds a Ph.D. in Education Policy Studies and a Master of Education in Curriculum and Instruction from University of Illinois Urbana-Champaign, and a Bachelor of Arts in Spanish and Global Cultures from University of Wisconsin-Madison.

#### Frank Torres Fonseca, American Institutes for Research (AIR)



Frank Torres Fonseca is a research assistant at the American Institutes for Research (AIR), where he has worked since February 2016. He provides research and technical support to the International Activities Branch of the National Center for Education Statistics (NCES) in its administration of large-scale international studies, including the Program for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), etc. He has expertise in the use of online data tools, including Country Profiles and the International Data Explorer (IDE), for doing comparative and international education research. Before joining AIR, Mr. Fonseca was a staff teaching assistant for two introductory psychology courses as well as a faculty research assistant at the Center for Addictions, Personality, and Emotion Research

(CAPER) at the University of Maryland. As an undergraduate, he occupied several positions, each concentrated in some aspect of helping other psychology majors (through academic advising, mentoring, Psi Chi events, etc.). In May 2014, Mr. Fonseca won the Department of Psychology's annual Award for Excellence in Student Leadership and graduated with a Bachelor of Science degree in Psychology from the University of Maryland.

Norman Friesen, Boise University, Idaho



Norm Friesen has been developing and studying Web technologies in educational contexts since 1995, and is the author of several editions of guidebooks on the effective use of online instructional software and the implementation of technical standards for educational resources. Dr. Friesen is also the author of *Re-Thinking E-Learning Research: Foundations, Methods and Practices* (2009), and of *Media and Education: No more Pencils, No more Books!* (forthcoming from Johns Hopkins University Press). Besides co-editing numerous collections and special issues, Dr. Friesen has also recently edited and translated the pedagogical classic *Forgotten Connections: On Culture and Upbringing* (Routledge, 2014), and edited *Media Transatlantic: Media Theory in North America and German-Speaking Europe* (Springer, 2016). His Research interests are: Curriculum Studies Research, Educational Technologies, Higher Education, History of Education, Media, Pedagogy, Philosophy, Research Design and Method, Philosophy and critical theory of technology, media and education, Traditional and new media and technologies in education, Phenomenology and hermeneutics as methods, Human Science research and theories of Bildung, Qualitative research methods (for investigating teaching practices) and Information systems for instruction and data management, and their interoperability.

### Wangari Gichiru, Central Connecticut State University



Wangari Gichiru is an Assistant Professor in the Department of Educational Leadership, Policy and Instructional Technology at Central Connecticut State University. She is the coordinator of the Educational Studies Program and serves on the International Studies Committee at CCSU. She received a master's degree in in Special Education from the University of Wisconsin Eau Claire, and a master's degree in International Public Policy and a PhD in Curriculum and Instruction from the University of Wisconsin-Madison. She teaches courses in International and Comparative Education, Politics of Education, Sociological Foundations of Education among others. Her research focuses on education and development in contested areas and the perspectives of key stakeholders regarding the education of African refugee students. Her most recent publication entitled 'Reflection on Building 'Glocal' competence among Pre-service and In-service Teachers' calls on the critical need for additional research on using international and comparative education studies to inform long-term educational practices in teacher preparation programs.

### Ingrid Gogolin, University of Hamburg



Ingrid Gogolin is specialized in Intercultural Education and Multilingualism. She is professor of international comparative and intercultural education research at the Faculty of Education, University of Hamburg (Germany). Her research is focused on problems of migration and linguistic diversity in education. Key aspects of her activity include teaching and learning in multilingual contexts and the evaluation of innovative education models. Ingrid was spokesperson of the model programme Support for

Immigrant Minority Children and Youth (FörMig) and coordinated a research cluster on Linguistic Diversity Management in Urban Areas (LiMA) until 2013. Currently she is Head of the Coordination Office for Multilingualism and Language Education (KoMBi) and coordinator of the interdisciplinary research project Multilingual Development: A Longitudinal Perspective (MEZ). From 2009 – 2010, she served as the interim president of the World Education Research Association (WERA). She is a past president of the European and the German Educational Research Associations (EERA and DGfE). In 2016, she was elected on the Review Board of the German Research Foundation (DFG) and became President-Elect of the World Education Research Association (WERA). In 2013, she was awarded an honorary doctor's degree by the Technical University of Dortmund (Germany).

Stefanie Greubel, Alanus University of Arts and Education,  
Faculty of Education



Stefanie Greubel holds a Junior Professorship of Early Childhood Education at the Alanus University of Arts and Education in Alfter near Bonn, Germany since September 2012. Before joining Alanus she has also worked at the German institute for Adult Education, Leibniz Centre for Lifelong Learning (DIE) and the University of Bonn, Germany.

Her main research interests are education policies and circumstances of early childhood education and transitions in family and childhood biographies.

She teaches mainly in the field of transitions and empirical research methods. Her high priority lays in the connection between theory, empirical findings and practical relevance.

Joann Halpern, German Center for Research and Innovation,  
New York



Joann Halpern is the founding director of the German Center for Research and Innovation (GCRI), an adjunct professor of international education at New York University, and a consultant for the Institute of International Education. GCRI, a joint initiative of Germany's Federal Foreign Office and the Federal Ministry of Education and Research, was created as a cornerstone of the German government's initiative to internationalize science and research. Before she joined the GCRI, Dr. Halpern was director of academic affairs at Global College of Long Island University and from 1996-2001 she was director of international programs at Harz University in Wernigerode, Germany. She also co-founded Knowledge Transfer Beyond Boundaries, an NGO with projects in Cameroon, Nigeria, Yemen, and Antigua. Halpern received her B.A. from Dartmouth College, her M.A. from Harvard University, and her Ph.D. from New York University. She is a recipient of the Harvard University Award for Distinction in Teaching as well as fellowships from the Fulbright Commission, the National Endowment for the Humanities, the Robert Bosch Foundation, and the German Academic Exchange Service. She serves on the advisory boards of the German Accelerator, Technical University of Dortmund, Charité Entrepreneurship Summit, University Alliance Ruhr, LIU Global, and Virtual Enterprises International.

Jeffrey R. Harring, University of Maryland, College Park



Jeffrey R. Harring is an Associate Professor of Measurement, Statistics and Evaluation in the Department of Human Development and Quantitative Methodology at the University of Maryland, College Park. Dr. Harring teaches advanced quantitative graduate seminars on longitudinal data analysis, simulation design, computational statistics, and finite mixture models. His research focuses on methods for repeated measures data, nonlinear structural equation models, and mixtures of both linear and nonlinear growth models. Dr. Harring has published methodological papers in prominent journals such as *Multivariate Behavioral Research*, *Psychometrika*, *Psychological Assessment*, *Psychometrika*, *Journal of Educational and Behavioral Statistics*, *Structural Equation Modeling*, *Psychological Methods*, as well as an invited submission in the *Annual Review of Psychology*. Dr. Harring co-authored a book entitled, *Comparing groups: Randomization and bootstrap methods using R*, which was published by Wiley in June, 2011 and authored chapters and co-edited two contributed volumes, *Advances in longitudinal methods for the social and behavioral sciences*, which was published in 2012, and *Advances in multilevel modeling for educational research: Addressing practical issues found in real-world applications*, which was recently published in early 2016. He served as the program chairs for AERA: Division D, Section 2 – Statistical Theory and Methods from 2008-2010 and the Structural Equation Modeling Special Interest Group from 2013-2014 and sits on the editorial boards of several flagship quantitative methods journals.



Sigrid Hartong, Helmut-Schmidt-University, Hamburg



Sigrid Hartong is a postdoctoral research fellow at the Department of Education at the Helmut-Schmidt-University in Hamburg, Germany. In 2008, she received her diploma in sociology at the University of Bamberg, with a main focus on education research, urban studies as well as comparative sociology. In this context, Dr. Hartong early focused on the mechanisms between globalisation trends and the transformation of educational governance and practice. In her dissertation, she conducted a multi-level analysis of the transformation of German school policy after the so-called “PISA-shock” in 2001. Between 2012 and 2014, Dr. Hartong led part of the DFG-founded research project “Transnationalisation of Education Policy” at the University of Bamberg, which comparatively analysed the global recontextualisation of education reforms in four different education policy systems, ultimately fabricating new “globalised” fields of education governance. Her particular focus here was on the simultaneous, yet contradictory emergence and implementation of national curriculum standardisation policies in Germany and the United States in the 2000s. Dr. Hartong has published high-reviewed journal articles as well as book chapters on these topics, including in the *Journal of Education Policy*, *Comparative Education Review*, *European Educational Research Journal*, *Journal of International and Comparative Social Policy*, *Schweizer Zeitschrift für Soziologie* or *Leviathan*. Since November 2014, Dr. Hartong is a member of the Department of Education at the Helmut-Schmidt-University in Hamburg, where she is currently working on the growing establishment of data infrastructures and data mobilities as new modes of digitalized educational governance, as well as on particular manifestations of global policy trends within federal architectures.

## Julia Heimler, University of Hamburg



Julia Heimler is a research assistant at the University of Hamburg. Her bachelor's degree in educational science and sociology at the University of Potsdam followed a master's degree in educational science at Freie Universität Berlin. From 2015 to 2016 she was working as a research assistant at the f-bb (research institute for vocational education and training) with a focus on disadvantaged young people. Since 2015 she is a doctoral student at the Faculty of Education, University of Hamburg. Her research is focused on migration and language diversity as well as education in the context of ethnic and social disparities.

## Sieglinde Jornitz, DIPF Frankfurt



Sieglinde Jornitz works for the office “International Cooperation in Education - ice” at the DIPF since 2006 and teaches at the Goethe University in Frankfurt/Main. She holds a degree in education and library science, and a PhD in educational science. Working for ice, she concentrates on linking German educational research with international research communities. She is also responsible for keeping in touch with European agencies to facilitate information on European educational policies and research funding opportunities for the German educational research community. From the beginning, Sieglinde was involved in the European discussion on the issue of evidence-based education policy and is member of the European Network EIPPEE (Evidence Informed Policy and Practice in Education in Europe) that works as a platform for institutions that deal with all aspects of evidence-informed education policies and practice. Furthermore she coordinated several evaluation studies on educational topics for the German Society for international

Cooperation (giz) that is engaged in the field of international cooperation for sustainable development and in international education work around the globe. The studies shaped her interest in the interplay between politics and educational practices at an international level.

Sieglinde combines her overall interest in national and international education policies with the analysis of specific documents from educational practice, like school interaction transcripts or images.

Her theoretical background is the classical critical theory of the Frankfurt School.

### Nina Jude, DIPF Frankfurt

Nina Jude is a senior researcher at the German Institute for International Educational Research in Frankfurt, Germany (DIPF). She has been involved in large scale assessments since 2001, working on the assessment of cognitive and non-cognitive variables in national and international large scale settings. Her research focuses on the dimensionality of constructs in multilevel-settings, and the relevance of context factors for education.

Nina has graduated at the University of Frankfurt with a master degree and a Ph.D. in Psychology, focussing on educational measurement and quantitative methods. Since 2007, she has been responsible for managing large scale assessment projects at DIPF. In PISA 2009, Nina has been responsible for the national project management in Germany, representing the national centre for PISA. Since 2012, Nina Jude is the project manager for PISA 2015 (questionnaire framework and development) and PISA 2018 (questionnaire development). She is also coordinating the work of the new German centre for research in international large scale projects (ZIB) at the DIPF.

Augustin Kelava, University of Tübingen



Augustin Kelava is Full Professor of Educational Science at the Hector Research Institute of Education Sciences and Psychology, University of Tübingen. His main research interests lie in the fields of quantitative research methods and competence modeling.

In his methodological research, he focuses on psychometrics (including nonlinear semi- and non-parametric latent variable modeling, multilevel structural equation and item response modeling, mixture modeling, non-stationary time series). His research focuses on the relaxation of distributional and functional assumptions in latent variable modeling for nested and cross-sectional educational data. Furthermore, he is interested in psychophysiological measures for the quantification of coherence of emotional responses and in self-regulation. In his substantive research, he focuses on competence modeling in the context of mathematics teacher education (content knowledge and pedagogical content knowledge).

Dominique Klein, University of Duisburg-Essen



Dominique Klein did the teacher education program to teach English and social studies in upper track secondary schools. As a PhD student, she was research employee at the Johannes Gutenberg University Mainz and the University of Duisburg-Essen. She finished her PhD in 2012 with a thesis on statewide exit

exams as a tool for governance and school improvement. Dominique has been postdoc at the University of Duisburg-Essen ever since. In 2015 and 2016, she spent 12 months at the University of California, Berkeley, as a postdoc fellow funded by the German Research Foundation. There, she has started a comparative research study that contrasts the role principals

and leadership play for the success of schools serving disadvantaged communities.

Ulf Kröhne, DIPF Frankfurt



Ulf Kröhne studied psychology at the Friedrich-Schiller University Jena and received his PhD in 2010. In his thesis he focused on causal inference using data from quasi-experimental designs (Supervisor: Rolf Steyer). Since 2009 he is working at the Centre for Technology-based Assessment (TBA) at the German

Institute for International Educational Research (DIPF) in Frankfurt am Main. His research interests include latent variable modelling, analysis of causal effects, educational assessment and computer-based testing with special focus on mode effects and the analysis of log- and process data. He is currently involved in various assessment projects, for example the National Educational Panel Study (NEPS) in Germany and he is author of a software for multidimensional adaptive testing.

Fikriye Kurban, Arizona State University

Fikriye Kurban is an independent researcher obtained her PhD degree from Arizona State University on Early Childhood Education. She was a fellow of the Turkish Ministry of Education in the USA. Kurban conducted her dissertation research on Muslim Immigrant parents' experiences and views on early childhood education in France and Germany and did extensive work on video-cued ethnography method. She is currently working as a consultant in video-cued ethnography method, filming an inclusive Headstart preschool in San Antonio, TX. She has a son with autism and gained extensive training and experience in methods of special education. Kurban presented her work in AERA, and Reconceptualizing Early Childhood Education conferences and published her work in peer-reviewed journals and in edited books.

## Bob Lingard



Bob Lingard (PhD) is a Professorial Research Fellow in the School of Education at The University of Queensland, Australia. He is a sociologist of education. He researches international large scale assessments and the impacts of globalization upon education policy. He is Editor of the journal, *Discourse: Studies in the Cultural Politics of Education* and of a book series with Routledge, New York, *Key Ideas in Education*. His most recent books include, *Globalizing Educational Accountabilities* (Routledge, 2016), *National testing in Schools* (Routledge, 2016), *Politics, Policies and Pedagogies in Education* (Routledge, 2014) and *Globalizing Education Policy* (Routledge, 2010). He is currently researching data infrastructures in education, commercialization in schooling and the history, impact and usage of international and national testing. He has published widely in these domains.

## Déborá B. Maehler, Leibniz-Institute for the Social Sciences, Mannheim



Déborá B. Maehler is senior researcher at the Leibniz-Institute for the Social Sciences (GESIS) in Mannheim. She is a psychologist and focuses on migration and integration research in Germany. Those processes have been analyzed from an emotional (i.e. identity), a cultural (i.e. literacy) and also from an economic (i.e. employment) perspective. Furthermore Déborá is head of the Research Data Centre PIAAC and coordinates follow-up projects to the Programme for the International Assessment of Adult Competencies (PIAAC). Until recently she was a postdoctoral fellow at the College for Interdisciplinary Educational Research (CIDER).

## Gwen Marchand, University of Nevada, Las Vegas



Gwen Marchand is an Associate Professor of Educational Psychology at the University of Nevada, Las Vegas. She currently serves as the Director of the UNLV Center for Research, Evaluation, and Assessment (CREA). Active CREA projects include an outcome evaluation of Nevada state education policy initiatives and assessment support for the Southern Nevada Center for Biomedical Research Excellence Center for Neurodegeneration and Translational Neuroscience. Prior to assuming the role of CREA Director, Dr. Marchand acted as the Associate Director for Quantitative Research for CREA and contributed to program evaluation of projects for CREA such as the Clark County School District Empowerment Schools Evaluation and various grants through the Nevada Teaching Improvement Program (NeCoTIP). She has been published in prominent journals such as the *Journal of Educational Psychology* and *The International Journal of Science Education*. Dr. Marchand has broad experience working with schools on program evaluation projects and in developing evaluation to assess the impact of multiple aspects of the educational system on student outcomes.

#### Jutta von Maurice, University of Bamberg



Jutta von Maurice studied psychology at the University of Trier. She received her diploma in 1993 with a thesis on the effects of chance events and interests on decision-making behavior in college freshmen. She received her doctorate from the University of Trier in 2004 with a thesis on intergenerational interest relations from the perspective of person-environment fit theory. In 2009 she was appointed as Executive Director of Research of NEPS and has since been responsible for coordinating research activities of the National Educational Panel Study. As of January 2014, she became Executive Director of Research at the Leibniz Institute for Educational Research

(LifBi) at the University of Bamberg. Her research interests are in the fields of vocational psychology, developmental psychology, and quantitative research methods.

David Miller, American Institutes for Research (AIR)



David C. Miller, Ph.D., is a principal researcher at the American Institutes for Research (AIR), where he has worked for almost 18 years. Since 2007 Dr. Miller has served as project director of a team providing research and technical support to staff in the International Activities Branch at the National Center for Education Statistics (NCES), U.S. Department of Education. He has written or co-written more than 50 peer reviewed journal articles, book chapters, and conference papers, and has taught courses in educational psychology and lifespan human development. He has published findings from studies including the National Education Longitudinal Study of 1988 (NELS:88), the Program for International Student Assessment (PISA), the Progress in International Reading Literacy Study (PIRLS), and the Trends in International Mathematics and Science Study (TIMSS). He has also spent many years serving as an instructor at professional development and training workshops conducted nationally to train people how to use databases from large-scale international studies and related web tools for doing comparative and international education research. Prior to his work on international studies, he managed a research team that did analyses with longitudinal datasets and managed a team of technical reviewers responsible for the comprehensive review of statistical reports prior to publication by NCES. Dr. Miller is a graduate of the Educational Psychology Program at the University of Maryland, where he received both his master's degree and Ph.D.

Rick Mintrop, University of California, Berkeley





Rick Mintrop is Associate Professor and Director of the Doctoral Program in Leadership for Educational Equity at the Graduate School of Education, University of California, Berkeley. His research focus lies on how educational policies form institutional structures that in turn shape teaching and learning in schools.

He examines the issue of school accountability, particularly in low performing schools and is interested in the tension between student achievement and citizenship, accountability and democratization. His work has recently resulted in the book “Schools on Probation: How Accountability Works (and Doesn’t Work), at Teachers College Press.” Heinrich “Rick” Mintrop has been awarded a Carnegie Corporation scholarship to study school accountability systems comparatively in the United States and Germany. He also has firsthand experience in the field as he worked as a teacher in both the United States and Germany before he entered into his academic career.

#### Deborah Palmer, University of Colorado Boulder



Deborah Palmer is an Associate Professor of Bilingual Education in the program in Educational Equity and Cultural Diversity in the School of Education at the University of Colorado Boulder. A former two-way dual language bilingual teacher in California, she conducts qualitative research using

ethnography and discourse analysis in linguistically diverse settings. Her interests include bilingual education policy and politics; critical additive bilingual education; teacher preparation for linguistically/culturally diverse teaching contexts; language, power and identity; and bilingual teacher leadership/agency. Dr. Palmer has traveled, studied, and/or volunteered abroad in Mexico, Guatemala, Ecuador, and Chile. She led study abroad programs for education students at the University of Texas at Austin in 2007, 2013, and 2015. Currently working on a book for Multilingual Matters titled “Proyecto

Maestría: Bilingual Teacher Leadership for Social Change,” her publications have appeared in a wide range of journals in the fields of bilingual education and teacher preparation including *TESOL Quarterly*, *Multilingua*, *Teacher Education Quarterly*, *Language in Education*, *International Journal of Bilingual Education and Bilingualism*, and *Review of Research in Education*.

#### Petros Pashiardis, Open University of Cyprus



Petros Pashiardis is a Professor of Educational Leadership at the Open University of Cyprus. He has worked or lectured in many countries including Great Britain, India, New Zealand, Greece, Germany, and the United States. At various periods he was invited as a Visiting Associate Research Scientist with the Texas A & M University. He has also been a Visiting Professor with the University of Pretoria, in South Africa in 2004, and a Visiting Scholar at the University of Stellenbosch, South Africa., as well as Visiting Professor at the Centre for Principal Development, Umeå University, Sweden (2013-14). He is also an External Examiner for Doctoral Dissertations for universities in Australia, England, India, and South Africa.

For the period 2004-2008, Professor Pashiardis has been President of the Commonwealth Council for Educational Administration and Management (CCEAM). During his travels as president of the CCEAM, he has collaborated extensively with CSOs in the areas of School Leadership and Educational Policy, training school leaders and creating school leadership organizations in various countries around the Commonwealth in an effort to contribute towards the attainment of MDGs, as they relate to improving equality of opportunity for Education for All. Further, he is a member of the Executive Board for the University Council for Educational Administration (UCEA) Center for the International Study of School Leadership.

In 2008 he co-edited the International Handbook on the Preparation and Development of School Leaders, together with Jacky Lumby and Gary Crow. In 2014 his book, *Modeling School Leadership Across Europe: In Search of New Frontiers*, was published by Springer Publications. His latest book in English (together with Olof Johansson) was published by Bloomsbury Publications in 2016, under the title: “Successful School Leadership: International Perspectives”.

Marcus Pietsch, Leuphana University of Lüneburg



Marcus Pietsch is a senior researcher at the Hamburg Institute for Education Monitoring and School Improvement (IfBQ), Germany, and holds a postdoctoral fellowship for Empirical Educational Research from the Leuphana University Lueneburg. He has been a visiting professor for educational measurement at the

Center for International Student Assessment (ZIB) and a visiting researcher at the national Institute for Education Quality Improvement (IQB), which is situated at the Humboldt University Berlin. After a two-year employment at the International Association for the Evaluation of Educational Achievement (IEA) he also worked as researcher at the Institute for International Comparative and Intercultural Education at the University of Hamburg as well as at the Hamburg State Institute for Teacher Training and School Development (LI). His research interests include school effectiveness and improvement, evaluation and accountability in education as well as effectiveness of educational reforms and programs with a strong focus on leadership, teaching and student achievement. As a lecturer he is actively involved in the academic collaboration between the Leuphana University Lueneburg and the Education University of Hong Kong. He is an invited participant at the Asia Leadership Roundtable and serves as a co-convenor for the ICSEI Methods of Researching Educational Effectiveness (MoRE) network.

Steffen Pötzschke, Leibniz-Institute for the Social Sciences in Mannheim (GESIS)



Steffen Pötzschke is a researcher at the department Survey Design and Methodology at GESIS – Leibniz-Institute for the Social Sciences in Mannheim (Germany). He holds a B.A. in Cultural Studies (European University Viadrina, Frankfurt/Oder, Germany) and a M.A. in International Migration and Intercultural Relations (University of Osnabrück, Germany). Steffen’s main research interests are in the areas of international migration, transnational studies and (cross-cultural) survey methodology.

Paul Pritchard, University of Toronto



Paul Pritchard is a PhD student in sociology at the University of Toronto. His research examines processes of inclusion/exclusion associated with global migration and the production of non-citizenship in Canada. Specific themes include research on migrant youth-to-adult transitions, especially as they relate to the labour market, and the social integration of refugee-migrant youth.

Howard Ramos, Dalhousie University, Halifax



Howard Ramos is a political sociologist and Professor of sociology at Dalhousie University (Halifax, NS, Canada). His research on immigration focuses on non-economic categories of immigrants, migration to secondary cities and regions, data and methods to measure integration, and evaluation of immigration programs. He is also President of the Canadian Sociological Association.

Martin Rehm, University Duisburg-Essen



Martin Rehm obtained his Master degree in International Economics Studies at Maastricht University. In 2003, he became lecturer at the School of Business and Economics at Maastricht University. In 2004, Martin started his career on the general topic of “online learning” as a project team member of a Dutch initiative that designed and implemented online remedial teaching courses (Economics) for incoming Bachelor students. From 2006 onwards, he became project manager e-Learning at the Maastricht Graduate School of Governance (MGSoG), where he acquired, coordinated, and participated in a variety of different (blended) learning projects, including work for the United Nations Children’s Fund (UNICEF), the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) and the Russian Ministry for Economic Development. From 2009 until 2013, Martin Rehm conducted and finalized his Ph.D. research at the MGSoG on the topic of “UNIFIED YET SEPARATED - Empirical Study on the Impact of Hierarchical Positions within Communities of Learning”. During his Ph.D. Martin Rehm gained first experience with social network analysis and mixed methods to analyze large text corpora. Martin Rehm is currently a Postdoctoral Research Fellow at the

LearningLab, University Duisburg-Essen, Germany. Here, his research interest include, among others: informal learning of adults (mainly educational professionals); informal communication and learning processes in social media; formation & development of social capital in social media; the potential of social media for social (learning) networks in the context of lifelong learning; diffusion of (innovative) ideas and information in social media. In order to analyze and assess the underlying research questions, Martin Rehm employs a mixed methods approach, including: Social Network Analysis; Bibliometric Analysis; Interview Studies. In this context, he mainly employs R, where he uses and re-combines already established packages and libraries to analyze big data from Twitter, YouTube and social bookmarking platforms (including the scraping of websites and the usage of Twitter and Google APIs).

#### Heiko Rölke, DIPF Frankfurt



Heiko Rölke holds a doctoral degree in Computer Science from the University of Hamburg. He works as a senior software architect and group leader at the DIPF, the German Institute for International Educational Research in Frankfurt, Germany. He manages several national and international projects in collaboration with research institutions, governmental agencies and companies as the head of the Technology Based Assessment group at DIPF. Heiko Rölke has in-depth expertise in the development of complex and distributed systems. In recent years, he has designed and developed important parts of the computer-based item development and delivery for PISA 2009, PIAAC, PISA 2012, and the Swiss national school monitoring, amongst several smaller-scale studies. He manages the implementation of the Computer-Based Assessment (CBA) ItemBuilder authoring system and supervised the international work on reengineering and further developing the survey delivery platform TAO, used in the PISA and PIAAC surveys.

## Hans-Günther Roßbach, University of Bamberg



Hans-Günther Roßbach is the Director of the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg. He also holds the Chair of Early Childhood Education at the University of Bamberg. He became Managing Project Director of the National Educational Panel Study in August 2012 before taking on the position of Director in 2014. He studied pedagogy, psychology, and sociology at universities in Bonn, Cologne, and Münster (Dipl.-Päd., 1977; Dr. phil., 1981; Habilitation in educational science with a focus on empirical educational research, 1993). His research mainly focuses on early childhood education, elementary pedagogy, and longitudinal studies, and in these areas he has published numerous books and articles.

## Verena Schmid, Heidelberg University



The research focus of Verena Schmid, M.A. lies on the issues of civil society and civic engagement. Furthermore, questions on the field of knowledge sociology and the sociology of the body are included in her scientific work. One additional focus is placed on the methods of qualitative social research.

As a researcher at the Centre for Social Investment (CSI) at Heidelberg University in the project “Real World Lab Asylum”, she focuses on the motivations behind civic engagement and the types of engagement undertaken by citizens and the associated organisations working in the fields refugee aid. Moreover, she is a scientific member of the chair of political sociology on the University of Heidelberg and does research on learning in volunteer’s work.

Her doctoral thesis sheds light on how memories of the past construct the presence of the volunteers in the refugee aid. She passed her master degree in sociology, specialising in

organisation and personnel development, in 2015 at the University of Heidelberg, with her thesis on “the body as a vehicle of knowledge workers”. In 2013, she completed her bachelor degree in social science with the subjects, sociology, political science and ethnology at the University of Augsburg.

### Sam Sellar, Manchester Metropolitan University

Sam Sellar is Reader in Education Studies at Manchester Metropolitan University. He was previously Postdoctoral Senior Research Fellow in the School of Education at The University of Queensland. Sam’s research focuses on intersections between education policy, governance and data. He is currently involved in a four nation (US, Canada, Australia and Japan) comparative study of the development of data infrastructures in schooling. Sam has worked closely with teacher associations around the world to develop understanding about the politics of educational accountability and the commercialization of public education through data-focused products and services. He is currently an associate editor of *Discourse: Studies in the Cultural Politics of Education* and was formerly an editor of *Critical Studies in Education*. Sam is co-author of *Globalizing Educational Accountabilities* (2016, Routledge) and co-editor of *National testing in schools: An Australian assessment* (2016, Routledge).

### Janna Teltemann, University of Hildesheim



Janna Teltemann is Assistant Professor of Sociology of Education at the University of Hildesheim, Germany. Her research interests include the sociology of education and educational inequality, immigrant integration, education policy and education systems, and quantitative methods. She has been a Senior

Researcher in the project “Internationalization of Education Policy” within the TranState Research Center at the University of Bremen, Germany. In her PhD thesis she analyzed the



impact of institutions on educational achievement of immigrants with data from the OECD PISA study. She has published several papers on determinants of educational inequality as well as on results and methodological implications of the PISA study. In a current paper in the International Journal of Comparative Sociology, she presented a quasi-longitudinal approach to analyzing PISA data in order to derive more robust findings on the determinants on (ethnic) educational inequality.

Michael Uljens, Åbo Akademi University, Vaasa



Michael Uljens is Chair Professor of General Education (Allgemeine Pädagogik) and Educational Leadership at Åbo Akademi University, Vaasa, Finland).

<http://www.vasa.abo.fi/users/muljens/> He is leading, with Rose Ylimaki in Arizona, a theoretical and empirical project on "Non-Affirmative Educational Leadership Theory and Practice" since 2013. The project works with bridging and transcending curriculum studies, Didaktik, leadership research, and policy as developed in the US and in Europe. Theoretically the project draws on core concepts in the German-Nordic education theory contrasted with post-national theories of (inter)subjectivity as well as on discursive institutionalism (V. Schmidt), policy research and globalization studies. Empirically the project informs research on 1) educational leadership as national curriculum work, 2) regional school turnaround processes, and 3) data-informed school development practices.

Annika Wilmers, DIPF Frankfurt



Annika Wilmers works for the office “International Cooperation in Education - ice” at the DIPF since 2009. She holds a degree in Modern History, Medieval History and German Literature, and a PhD in Modern History (University of Tübingen). Since working for ice, Annika concentrated on linking German educational research with international research communities. During the last few years, she was involved in projects that aimed at fostering research exchange between North American and German scholars as well as working for OECD and EU projects, particularly in the field of evidence-informed education policy and practice.

Rose Ylimaki, University of Arizona, Tucson



Rose Ylimaki is Professor of Educational Leadership and Policy at the University of Arizona. She is leading, with Michael Uljens in Finland, a theoretical and empirical project on “Non-Affirmative Educational Leadership theory and Practice” since 2013. The project works with bridging and transcending curriculum theorizing, Didaktik, leadership research and policy as developed in the US and in Europe. Her work has been published in the American Educational Research Journal and Educational Administration Quarterly among other journals. She is also the author of Critical Curriculum Leadership (Routledge) and a co-editor (with Michael Uljens) of a forthcoming volume (Spring 2017), Beyond Leadership, Curriculum and Didaktik: Non-Affirmative Theory of Education Framing a Comparative and International Dialogue (Springer-Kluwer).

Michelle D. Young, University of Virginia



Michelle D. Young, Ph.D., is the Executive Director of the University Council for Educational Administration (UCEA), and a Professor in Educational Leadership at the University of Virginia. UCEA, is an international consortium of research institutions with master and doctoral level programs in educational leadership and administration. As Executive Director of UCEA, Young works with universities, practitioners, professional organizations and state and national leaders to improve the preparation and practice of school and school system leaders and to develop a dynamic base of knowledge on excellence in educational leadership. Young has been instrumental in both increasing the focus of research in the field of educational leadership on leadership preparation and development as well as strengthening research translation, dissemination and utilization processes. Young's work is published in highly ranked peer-review journals and is the editor of the *Handbook of Research on the Education of School Leaders*. Currently, Young is chairing the revision of the national educational leadership preparation standards.

Jinwang Zou, University of Maryland, College Park



Jinwang Zou is a current doctoral student of Measurement, Statistics and Evaluation in the Department of Human Development and Quantitative Methodology at the University of Maryland, College Park. His research focuses on methods for nonlinear structural equation models and item response theories.

## List of Participants

Name	Organisation	Contact	Table
Michelle Bellino	University of Michigan	bellino@umich.edu	2
Holger Brandt	University of Kansas	holger.brandt@ku.edu	5
Stefan Brauckmann	University of Klagenfurt, Austria	Stefan.Brauckmann@aau.at	1
Rebecca Callahan	The University of Texas, Austin	callahan@prc.utexas.edu	2
Miriam Roth Douglas	West Liberty University, West Virginia	miriam.douglas@westliberty.edu	4
Laura C. Engel	George Washington University	lce@gwu.edu	3
Frank Torres Fonseca	American Institutes for Research (AIR)	FFonseca@air.org	3
Norman Friesen	Boise University, Idaho	normfriesen@boisestate.edu	4
Wangari Gichiru	Central Connecticut State University	gichiru@ccsu.edu	2
Ingrid Gogolin	University of Hamburg	Gogolin@uni-hamburg.de	2
Stefanie Greubel	Alanus University of Arts and Education, Alfter	Stefanie.Greubel@alanus.edu	2

Name	Organisation	Contact	Table
Joann Halpern	German Center for Research and Innovation, New York	halpern@germaninnovation.org	1
Jeffrey R. Harring	University of Maryland, College Park	harring@umd.edu	5
Sigrid Hartong	Helmut-Schmidt-University, Hamburg	hartongs@hsu-hh.de	3
Julia Heimler	University of Hamburg	julia.heimler@uni-hamburg.de	2
Sieglinde Jornitz	German Institute for International Educational Research DIPF, Frankfurt	jornitz@dipf.de	4
Nina Jude	German Institute for International Educational Research DIPF, Frankfurt	jude@dipf.de	3
Augustin Kelava	University of Tübingen	augustin.kelava@uni-tuebingen.de	5
Dominique Klein	University of Duisburg-Essen	dominique.klein@uni-due.de	1
Ulf Kröhne	German Institute for International Educational Research DIPF, Frankfurt	kroehne@dipf.de	2

<b>Name</b>	<b>Organisation</b>	<b>Contact</b>	<b>Table</b>
Fikriye Kurban	Arizona State University		2
Bob Lingard	University of Queensland, Australia	r.lingard@uq.edu.au	3
Gwen Marchand	University of Nevada, Las Vegas	gwen.marchand@unlv.edu	3
Jutta von Maurice	Leibniz Institute for Educational Research (LifBi), University of Bamberg	jutta.von-maurice@lifbi.de	2
David Miller	American Institutes for Research (AIR)	DMiller@air.org	3
Deborah Palmer	University of Colorado Boulder	debpalmer@colorado.edu	2
Petros Pashiardis	Open University of Cyprus, Greece	p.pashiardis@ouc.ac.cy	1
Marcus Pietsch	Leuphana University of Lüneburg	pietsch@leuphana.de	1
Howard Ramos	Dalhousie University, Halifax, NS, Canada	howard.ramos@dal.ca	2
Martin Rehm	University of Duisburg-Essen	martin.rehm@uni-due.de	4
Hans-Günther Roßbach	Leibniz Institute for Educational Research (LifBi), University of Bamberg	hans-guenther.rossbach@lifbi.de	2

<b>Name</b>	<b>Organisation</b>	<b>Contact</b>	<b>Table</b>
Verena Schmid	Heidelberg University	verena.schmid@csi.uni-heidelberg.de	2
Sam Sellar	Manchester Metropolitan University		3
Janna Teltemann	University of Hildesheim	telteman@uni-hildesheim.de	3
Michael Uljens	Åbo Akademi University, Vaasa, Finland	Michael.Uljens@abo.fi	1
Rose Ylimaki	University of Arizona, Tucson, Arizona	rylimaki@email.arizona.edu	1
Michelle D. Young	University of Virginia	mdy8n@eservices.virginia.edu	1
Jinwang Zou	University of Maryland, College Park	jwzou@terpmail.umd.edu	5