# International Perspectives on Public School Systems

International Session

## Preface

Welcome to our sixth international session at the Annual Meeting of the American Educational Research Association!

This year, the conference theme focuses on "The Dreams, Possibilities, and Necessity of Public Education" and we are looking forward to tackling the question of public education systems from various perspectives. Our session aims at providing a forum for the exchange of ideas among educational researchers from various countries, examining national characteristics as well as identifying overarching similarities.

The opening plenary session will shed light on the connection between public education and citizenship education: Joel Westheimer and Hermann Josef Abs are invited to present their views on the topic.

This first panel is followed by six round-tables that will offer the opportunity to discuss research projects in the fields of 1) school leadership, 2) migration, refugees and public education, 3) the impact of large-scale assessments on education policy, educational quality and research, 4) international perspectives on data-driven education, 5) the economization of education and 6) challenges of translation.

We would like to thank all participants for their valuable contributions to turning this session into a lively exchange of ideas and a starting point for joint research activities! And we also wish to thank AERA for hosting our event and specifically the International Relations Committee of the AERA for supporting our international session.

Annika Wilmers, Sieglinde Jornitz and Ellen McKenney
International Cooperation in Education – ice
Frankfurt, April 2018

# Content

# Agenda

**8:00 – 9:00 Breakfast Talk**

Welcome: Annika Wilmers (DIPF, Frankfurt) and Gustavo Fischman (Arizona State University; Chair of the International Relations Committee/AERA)

**Raising Standards and Educating for Democracy: Contradiction or Interdependency in Public Education?**

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| Chair: | Jeanne Powers (Arizona State University) |
| *Speakers:* | *Hermann Josef Abs (University of Duisburg-Essen)* |
| | *Joel Westheimer (University of Ottawa)* |

**9:00 – 10:30     Six Parallel Roundtables**

**Table 1: School Leadership and Public School Development – Is it about the Position or is it about the Person?**
Chair: Rick Mintrop (University of Berkeley)

**Introduction to the Topic: School Leadership and Public School Development**
Stefan Brauckmann (University of Klagenfurt), Petros Pashiardis (Open University of Cyprus), Pierre Tulowitzki (The Ludwigsburg University of Education)

**School Leaders and the Take-up of State-Wide Voluntary Programs: Gatekeepers or Facilitators?**
Ellen Goldring (Vanderbilt University)

**Supporting Schools in Challenging Circumstances in Germany: The Berlin Bonus-Program**
Susanne Böse (DIPF, Berlin)

**Local School Governance in Switzerland: Professional Claims, Civic Expertise and "Human Chemistry"**
Carsten Quesel (FHNW University of Applied Sciences and Arts Northwestern Switzerland)

**Is School Leadership about the Person or the Position? Insight from the new School Leadership Standards in the US**
Michelle D. Young (University of Virginia, UCEA Executive Director)

**School Leadership in Austria: Facts and Challenges**
David Kemethofer (University of Teacher Education Upper Austria)

*Participants: Rose Ylimaki (University of South Carolina), James P. Spillane (Northwestern University), Jonathan Supovitz (University of Pennsylvania), Nina Bremm (University of Duisburg-Essen)*

**Table 2: Migration, Refugees, and Public Education: Challenges and Opportunities**
Chair: Lisa Damaschke-Deitrick, Alexander W. Wiseman (Lehigh University)

Plenary Introduction: Alexander W. Wiseman

**The Integration of Refugee Children and Youth: A Systematic Review of German- and English-Language Literature**
Débora B. Maehler, Steffen Pötzschke (GESIS - Leibniz-Institute for the Social Sciences)

Roundtable 2a
Chair: Alexander W. Wiseman

**The German Longitudinal Refugee Study "Refugees in the German Educational System (ReGES)" – Progress Report**
Jutta von Maurice (Leibniz Institute for Educational Trajectories - LIfBi)

**Exploring Opportunities for the Establishment of a Cross-National Comparative Cohort Study of Mental Health and Educational Outcomes among Migrant Children and Youth**
Kathy Georgiades (McMaster University)

**The Impact of Teacher Preparation and Professional Development on Refugee and Asylum-seeking Student Outcomes in OECD Countries**
Alexander W. Wiseman, Ericka Galegher (Lehigh University)

> **Interdisciplinary Centre for Integration and Migration Research (InZentIM)**
> Hermann Josef Abs (University of Duisburg - Essen)

Roundtable 2b
Chair: Lisa Damaschke-Deitrick

> **Language Practices in Multilingual Families**
> Julia Heimler, Ingrid Gogolin (University of Hamburg)
>
> **Peer Building Processes in ECEC Systems. Challenges and Opportunities for Refugee Children**
> Stefanie Greubel (Alanus University of Arts and Social Sciences)
>
> **Education for Refugees as a Solution for Integration: Between International Scripts and National Adaptations**
> Lisa Damaschke-Deitrick, Elizabeth Bruce (Lehigh University)
>
> **Female Refugee Transitions into Higher Education**
> Ericka Galegher, Maureen Park (Lehigh University)

> **Table 2a/b: Plenary Discussion: Lisa Damaschke-Deitrick**

Table 3: International Large Scale Assessments and their Effects on Policies, Educational Quality and Research
Chair: Nina Jude (DIPF, Frankfurt), Janna Teltemann (University of Hildesheim)

> **Assessments, Accountability and Educational Outcomes in OECD Countries – Patterns and Changes over Time**
> Nina Jude (DIPF, Frankfurt), Janna Teltemann (University of Hildesheim)
>
> **When ILSA Results are Discrepant with National Assessment Results: What Does this Mean? Examining the U.S. PIRLS-NAEP Reading Discrepancy**
> Yemurai Tsokodayi, David C. Miller (American Institutes for Research - AIR, Washington DC)

International Trends in Reading over 40 Years
Rolf Strietholt (TU Dortmund University)

**Data-Based School Development Processes as the Basis of a Long-Term Reorganization of Individual Schools**
Barbara Muslic (Freie Universität Berlin), Viola Hartung-Beck, Anne Gisske (University of Applied Sciences and Arts Dortmund)

*Participants: Kerstin Martens (University of Bremen), Bob Lingard (University of Queensland, Australia)*

**Table 4: International Perspectives on Data-Driven Education. Between Individualization and Standardisation**
Chair: Sigrid Hartong (Helmut-Schmidt-Universität, Hamburg), Sieglinde Jornitz (DIPF Frankfurt/Main)

**Governing Schooling through 'What Works': The OECD's PISA for Schools**
Steven Lewis (Deakin University, Melbourne)

**Promises and Pitfalls of Big Data for Education**
Kim Schildkamp (University of Twente)

**The Hasso Plattner Institute: Using Big Data Analytics to Improve Teaching, Learning and Research**
Joann Halpern (Hasso-Plattner-Institute, New York), Nils Karn (University of Cologne)

**The Implementation and Transformation of Monitoring Infrastructures in German and US State Departments of Education – Understanding Data Flows and Practices**
Sigrid Hartong, Annina Förschler (Helmut-Schmidt-Universität, Hamburg)

**How Standardized Assessments in Germany serve Education Policy and can be neglected by Educational Practice**
Sieglinde Jornitz (DIPF, Frankfurt/Main)

*Participant: Ellen Mandinach (Head of AERA-SIG on Data-Driven*

*Decision Making in Education)*

**Table 5: The Economization of Education. Towards a Global Education Industry?**
Chair: Marcelo Parreira do Amaral (University of Münster), Sabine Hornberg (Technical University Dortmund)

**Artefacts of Privatization in Public Schools: Transnational Educational Spaces**
Sabine Hornberg (Technical University Dortmund)

**Regulation in a Contested Space: Economization and Standardization in Adult and Continuing Education**
Alexandra Ioannidou (German Institute for Adult Education – DIE, Bonn)

**Changing Systems of School Governance and Accountability and their Intended and Unintended Effects on School Development**
Hans-Georg Kotthoff (University of Education, PH Freiburg)

**International Education Hubs in Higher Education. Policy and Governance in the Global Education Industry**
Marcelo Parreira do Amaral (University of Münster)

*Participants : Antoni Verger (Universitat Autònoma de Barcelona, Christopher Lubienski (Indiana University Bloomington, Paul Fossum (University of Michigan)*

**Table 6: Challenge of Translation: International Perspectives on Translation Processes in the Field of Education**
Chair: Norm Friesen (Boise State University)

**The Challenge of Translation: The German "Science" of Education and English Educational Scholarship**
Norm Friesen (Boise State University)

**When Dictionaries are not enough: Subtle Distinctions, Slight Displacements and Ambiguities as Challenges to Translating Historical German Terms in Educational Research**
Kathrin Berdelmann (DIPF, Berlin)

**Research in Translation: A Project to Challenge the Geopolitics of Knowledge**
Inès Dussel (CINVESTAV, Mexico City)

**Translation in International Large-Scale Assessment Studies**
Britta Upsing (DIPF, Frankfurt)

*Participants: Musab Hayatli (cApStAn, Philadelphia), Michael Uljens (Åbo Akademi University, Turku)*

# Abstracts

## Raising Standards and Educating for Democracy: Contradiction or Interdependency in Public Education?

*Chair: Jeanne Powers*

*Speakers: Joel Westheimer, Hermann Josef Abs*

The notion of public education as education under the responsibility of the state is closely linked to the political idea of the state as such. If the state is just a frame that opens space for individual activities, public education will consist of little more than subsidiary resources for what citizens like doing themselves. If the state is considered to be responsible for the welfare of all, public education may be conceived to be a part of equality policies. If the state is seen as serving some common good that exists beyond the current citizenry of the state, public education will be shaped in a different way again. In this case, it will serve not only the interests of contemporary stakeholders, but also the interests of future generations. Different theories of the state will lead to different concepts concerning the idea how the state should take care of education. Nowadays, states and even international governmental organizations like the European Union are recognizing the challenge that public education systems have to contribute to the social cohesion of their societies. "Social cohesion refers to the property by which whole societies and the individuals within are bound together" (Green et al., 2009). Institutional and interpersonal trust, tolerance, sense of belonging, and willingness to participate are seen as core components of social cohesion (Chan et al. 2006).

Citizenship education was introduced alongside the establishment of national educational systems during the 19th century. In the beginning, citizenship education as part of public education was committed to nurturing the desired behavior of the individual as a citizen of the nation state. In this sense, citizenship education is neither necessarily connected to democracy nor to the rule of law or human rights. Later, democracies adopted the established structure of citizenship education in public schools and aligned the content to their

respective ideas of the state and the desired role of the individual as a citizen. In due course, the scope of public education was widened. Failing citizenship does not only refer to individual disobedience against state authorities, but any lack of mutual respect among the citizenry. How does this broadened scope affect the formal and informal approaches of citizenship education in public schools? In how far has public education been successful in adapting to the widened scope? Hermann Josef Abs and Joel Westheimer will discuss these questions by referring to current studies and examples from Northern America and Germany as well as other European countries. The clarification of these questions will be important for establishing revised curricula and developing new opportunities to learn.

## Table 1: School Leadership and Public School Development – Is it about the Position or is it about the Person?

*Stefan Brauckmann, Petros Pashiardis, Pierre Tulowitzki*

*Chair: Rick Mintrop*

In recent years and in the light of increasing accountability, public education systems have been characterized by granting more autonomy for decision making at the school level. The scope of leadership tasks has been broadened and individual schools are facing higher demands regarding self-organization and responsibility. A reorganization of individual school processes has thus been initiated clearly referring to role models from the domain of economics, as is evident from the emphasis on management and organization, as well as explicit reference to topics from organizational development and new forms of coordination. The Länder, the German federal states, have to varying degrees enhanced school autonomy and strengthened the formal role of school leaders. From the perspective of research on school effectiveness and school development, tribute is paid to the key role assigned to school leaders with respect to quality assurance and quality development (Wissinger 2011, Bonsen et al. 2002).

Moreover, school leadership is positioned at the interface between external and internal operations and leaders are responsible for the school in its entirety. In the federal states of Germany, this changed understanding of school leadership has affected requirement profiles for leadership functions and positions at school. According to the concept of New Educational Governance, school leaders are assumed to principally possess leadership potential but also to be fully committed to and held responsible for a high-quality development of the organization and its staff. Thus, the school leader holds the key to "quality-oriented school development", owing to increased autonomy and decision-making power but also to the increase

in accountability concerning educational administrators and the school maintaining body.

In today's diverse societies, a reliable, accessible public education system that delivers educational opportunities for all children is of the utmost importance for democratic societies. While we know a lot about the importance of school leaders vis-à-vis school development (Hattie, 2015; Brauckmann & Pashiardis 2011; Robinson, Hohepa, & Lloyd, 2009, Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010), the search for a framework that enables a deep understanding of school leadership within and across contexts is still ongoing, as is the search for a framework that can serve to strengthen public education.

- Which concrete measures of implementation follow the governance measures newly stipulated by educational policy, targeting a sustainable change in the organisation and function of schools?
- Which leadership styles, domains, behaviours, and actions seem to be particularly relevant and more effective in dealing with newly stipulated education policies?
- How can a holistic view of school leadership be constructed that takes into account position, person, and the context?
- Which organizational/ environmental circumstances would provide for a "best fit" between what is externally (and rationally) required and what is internally (and organically) being offered as a response from a leadership perspective?
- How can the apparent paradox of "leadership matters" be resolved, i.e. leadership being viewed as a key to successful schools) and "context matters"?
- How can the school leader as a person best be separated from the school leader as a position?
- What are the most important structural constraints of school leaders in the US and Germany and what aspects are most influenced by the person(alities) of school leaders?

# School Leaders and the Take-up of State-Wide Voluntary Programs: Gatekeepers or Facilitators?

*Ellen Goldring*

State education agencies are often tasked with implementing improvement initiatives. While the education literature has addressed the difficulty of implementation at scale (Bryk et al., 2015) there is little attention to the stage prior to program implementation, that of program take-up. Program take-up in this context refers to the extent to which school principals agree to participate in a voluntary state initiative. The literature in non-education program areas such as social welfare benefits and health insurance has addressed questions of program take-up, often using a cost-benefit framework (Remler, et.al, 2001). This literature focuses on access to information, perceived benefits, and cultural attitudes to explain program take-up. The purpose of this paper is to explore the role of school leaders in program uptake or the lack of program take-up in schools.

This paper will examine program take-up of a voluntary state-wide initiative in Tennessee to improve teaching quality, the Instructional Partnership Initiative (IPI). As with many other improvement initiatives, principals and teachers ultimately determine whether to implement IPI. It is important to understand why educators choose to adopt certain programs and what policymakers can do to encourage the take-up of an effective initiative. The paper has three goals: 1) to understand the challenges of program take-up for a state education agency introducing a new, voluntary program, 2) to develop a conceptual framework to understand that support or inhibit program take-up, and 3) to examine external factors, individual reasoning, and within-school conditions influencing principal decision-making about take-up.

The Instructional Partnership Initiative (IPI) is a teacher development program in which teachers with low evaluation scores in certain areas of professional practice are matched with other teachers within their schools who excel in those same areas. The Tennessee Department of Education provides

principals with suggested teacher partnership matches based on specific observation indicator scores from the teacher evaluation rubric. IPI was offered to hundreds of Tennessee schools during the 2015-2016 academic year as part of a state-wide randomized control trial. The state does not mandate participation in IPI but is interested in understanding the strategies and policy levers that can encourage principals and teachers to take-up the program.

The paper presented here is part of a researcher-practitioner partnership; researchers have worked closely with the state to examine the impact of randomly-assigned take-up interventions and to explore the challenges of program take-up. This paper examines take-up of the Instructional Partnership Initiative during its first year of state-wide rollout. The data include a state-wide survey of principals and teachers, interviews of principals who took up and declined to take up the program and interviews with teachers who participated in the program.

Results suggest that perceived costs and benefits around program burden (i.e. time), relational trust dynamics, and school culture and climate drove principals' decisions to adopt the voluntary initiative. Principals often considered alignment with school culture and programs, and issues of relational trust amongst teachers in their cost/benefit calculations. When principals weighed the potential of IPI to affect relational dynamics, they also used a cost/benefit frame. For example, some take-up principals hoped IPI could open up conversations around evaluation, shifting the culture away from one of secrecy. Non-take-up principals cited concerns that IPI would overstep privacy boundaries surrounding evaluation, or create hierarchical divisions amongst teachers.

These findings contribute to literature that examines what policymakers must consider to encourage program adoption by clarifying principals' cost/benefit considerations when weighing new initiatives. Findings suggest that efforts must attend to principals' perceptions of in-school factors, in addition to broader external influences when considering voluntary program initiatives.

# Supporting Schools in Challenging Circumstances in Germany: The Berlin Bonus-Program

*Susanne Böse, Marko Neumann, Theresè Gesswein, Eunji Lee, Stefan Brauckmann, Kai Maaz*

In recent years, school-related developments in Germany have been characterized by many reforms and transformation processes. In this context, political, public, and scholarly debates have increasingly focused on schools located in challenging social environments. This is not least owed to the findings that learning at schools in disadvantaged locations is to a remarkable extent influenced by measures related to school quality (Baumert, Stanat, & Watermann, 2006; Palardy, 2008). In this light, students from less privileged families seem to be exposed to a "double burden", because their individual family background as well as the learning context at school can have a negative impact on their learning success (Sachverstaendigen-rat deutscher Stiftungen fuer Integration und Migration [SVR], 2013; Solga & Wagner, 2001). Therefore, compensatory measures are being considered in order to counterbalance family background related disadvantages at the level of resource allocation. The approach of need-oriented resource allocation, for instance, is based on the assumption that equal educational opportunities can only be achieved by allocating resources unequally (Tillmann & Weishaupt, 2015). The Berlin Bonus Program is based on such an approach. The Bonus Program provides schools dealing with an especially high proportion of socially disadvantaged students with additional financial resources. Respectively, school principals are allowed to spend the funds almost completely autonomously and use them for specific measures in order to address areas of problems at their schools. The German Institute for International Educational Research (DIPF, Frankfurt am Main/Berlin) scientifically monitors the Bonus Program in the context of the BONUS study (Boese, Neumann, Gesswein, & Maaz, 2017; Maaz, Boese, & Neumann, 2016). The BONUS study

examines the implementation process and the effects of the Bonus Program and hence analyzes the program from a process-related as well as a result-oriented perspective. The research design comprises a period of three years and includes several components like school principal and teacher surveys as well as semi-structured interviews. Firstly, based on the data from the first school principal survey, school principals' assessment of the program as well as the connection of their use of funds with their program acceptance and estimations of their competence in professional practice will be examined from an implementation-theoretical perspective. Secondly, key findings from the final report of the BONUS study will be discussed. Lastly, future works in the context of the study will be presented. Those deal with the questions of which factors can be identified as predictors of the program and which targets the schools pursued with the additional funds. Accordingly, results of multivariate analyses as well as results of a predetermined coding system concerning the written target agreements of schools will be displayed.

## Local School Governance in Switzerland: Professional Claims, Civic Expertise and "Human Chemistry"

*Carsten Quesel*

To a large extent, the governance of compulsory schools in Switzerland is shaped by the cooperation between professional principals and lay commissions who articulate the position of citizens or parents. In some cases, these commissions have a strategic leadership function; in other cases, they are limited to consultative participation. A survey on principal views indicates a preference for consultative public participation and scepticism about citizen control (Quesel, Näpfli & Buser, 2017). The presentation uses these findings as a starting point, combining them with qualitative data derived from interviews with principals and members of school commissions from four cantons. The qualitative data are analyzed with a focus on the

question: How are professional claims of principals conciliated with civic expertise? Regarding the challenges of civic and parental participation in school governance, the results reveal two patterns of attribution: one pattern relates to inconsistencies in formalized role expectations, the other to imponderables of "human chemistry".

## Is School Leadership About the Person or the Position? Insight from the new School Leadership Standards in the US

*Michelle D. Young*

A historic shift is happening in the field of educational leadership. Policy makers, families and other constituents of PK‑12 schools are increasingly holding education leaders accountable for the academic success and personal well‑being of every student. No longer is it enough to manage school finances, maintain a spotless and safe building and keep the busses running on time. Education leaders must also provide clear evidence that the children in their care are being better prepared for college, careers and life. Importantly, no individual leader is able to accomplish these goals alone. Today, education leadership is a collaborative effort distributed among a number of professionals in schools and districts. School‑level leaders include administrators, teacher leaders and department chairs. Their titles may vary, but they are all charged with the same fundamental challenge: support every student's learning and development.

It has been argued that clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations, and the first set of national standards in the US was published in 1996 (Canole & Young, 2013). Since that time, the context in which schools operate has continued to shift and so too have the national leadership standards. In November of 2015 the Professional Standards for

Educational Leaders (PSEL) were approved by the NPBEA and the new National Educational Leadership Preparation (NELP) standards are under consideration by CAEP. These standards, formerly known as ISLLC and ELCC respectively, are grounded in current research and leadership experience and articulate the knowledge and skills expected of educational leaders (Canole & Young, 2013, CCSSO, 1996; CCSSO, 2008).

This paper examines the focus of PSEL and NELP in terms of the question: "is school leadership about the person or the position?" Without question the new standards have a people focus. For example, they have "a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21$^{st}$ century" (CCSSO, 2015, p. 2). Furthermore, the NELP standards have an explicit focus, as well, on the different adults that work within the school building. This is represented within the stem statement of the NELP standards. The NELP standards expands PSEL's concern for supporting "the success of every student" to promoting the "current and future success and well-being of each student and adult." With regard to the principal specifically, the focus of each standard is the competencies the principal/person needs to develop in order to be effective in the position.

## School Leadership in Austria: Facts and Challenges

*David Kemethofer*

In particular, since the first PISA-results were published at the beginning of this millennium, the school system in Austria has undergone major changes. Following other European countries, a stronger evidence-based governance system has been introduced in addition to traditional input-oriented approaches to govern education. The new governance model includes new tools such as performance standards, statewide comparative student assessments, school inspections and education reports.

Therefore, autonomy and accountability have become of major concern for school leaders. Consequently, leadership in Austria has undergone a huge transformation, which led to an expansion of their duties. Principals are responsible for (a) leadership and management, (b) quality management, (c) school and curriculum development, (d) human resource development and (e) public relations management. In other words, the principal is responsible for the running of the school (Schratz, 2016). Administrative and organizational tasks and especially the documentation thereof however have increased primarily.

A recent study from Huber et al. (2013) identified work-related stressors and preferences. Overall tasks related to administration and organisation were regarded as most stressful, followed by quality assurance. The most preferred task consist of activities referring to content and teaching related issues such as talking to other school leaders, discussing with colleagues or preparing lessons and teaching in class. According to Brauckmann and Schwarz (2015), both, preferred and stressful tasks are those tasks on which principals spent most of their time. At the same time, principals lack time for the most important leadership activities coming along with the implementation of "new governance" concepts. Against this background, the school leaders' organizational skills seem to be highly relevant.

Regarding the implementation of reforms, school leaders have a decisive role as well. Principals may be seen as mediating agents who act as gatekeepers in processes of translating structural offers into feasible versions of action on the level of individual schools. Altrichter and Kemethofer (2015) have asked principals about their view of different strategies of school governance. The majority of principals feel that most of the strategies presented to them are adequate to develop the quality of schools, however input-oriented instruments were preferred compared to strategies related to evidence-based governance.

Based on principals' opinions and experiences Schratz (2016, p. 315) describes key competencies for effective leadership. In total, five domains integrate knowledge, skills and attitudes for successful principals; they lead and manage learning and teaching, change, others, the institution and oneself. Effective leadership in this sense means to provide a supportive learning environment and to use the resources of the school primarily for this purpose. According to international comparisons, however, the degree of school autonomy over curricula, assessment policies and resource allocation is limited for principals in Austria (OECD, 2016).

## Table 2a/b: Migration, Refugees, and Public Education: Challenges and Opportunities

*Chair: Lisa Damaschke-Deitrick, Alexander W. Wiseman*

The movement of people through both voluntary and forced migration poses unique challenges for public education systems in receiving or host countries. The papers presented as part of these roundtables address both the challenges that youth and educators face posed by refugees and other migrant children in public education systems in different country contexts. In many contexts, educators and the educational system may not be prepared for the unique concerns and real problems that migration and refugee needs pose. Yet, there are also examples of programs and contexts where refugee and migrant children are served and may even complement the ongoing education of mainstream children in receiving countries' schools. Papers presented here address both these challenges and these opportunities for refugee children, migrant families, and their teachers and educators using evidence from original research as well as project-specific experiences.

## The Integration of Refugee Children and Youth: A Systematic Review of German- and English-Language Literature

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

Political turmoil around the globe has led to mass migration over the last few years which have led to increasing numbers of children, adolescents and young adults, searching for refuge in other countries. The United Nations High Commission for Refugees reports that more than half of the 65 million refugees identified worldwide are under the age of 18. This situation re-quires researchers, practitioners, and policymakers to under-stand the extent of the psychological consequences of involun-

tary migration as well as possible factors that moderate them. To this end we have conducted a systematic review of academic research published in in German- and English-language academic journals. We coded n=234 German peer reviewed publications and n=1,134 English. We could identify key policy concerns and areas in need of research. Results show, for instance, that almost three quarters of English publications investigate refugees' social integration. Issues of the emotional integration were discussed in two thirds of these publications, whereas educational issues were reviewed in more than half of the studies. For most of the articles published in German the focus was on educational integration. Most English language research was conducted in the United States, Australia and Canada. Studies which realized fieldwork in Europe mainly originated in the United Kingdom and Sweden. The most pre-dominant data collection periods were the years 2007 and 2008. With regard to the design of the empirical research a clear dominance of cross-sectional and ethnographic studies can be observed and qualitative research methods were used in almost half of the studies. Most studies likewise do not focus on a single migrant group. In a further step we will conduct a meta-analysis, and explore which factors influence second language acquisition as well as the emotional integration and recognize methodological gaps in migration research on refugees.

## The German Longitudinal Refugee Study "Refugees in the German Educational System (ReGES)" – Progress Report

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

The authors will give a progress report of the panel study "Refugees in the German Educational System (ReGES)" – funded by the German Federal Ministry of Education and Research (BMBF). ReGES focusses on two cohorts: (1) children aged 4 or older but still not jet in the school system; (2) adolescents aged 14 or older but still within the school system.

Sample size is 2.400 in each cohort at wave 1; fieldwork started in winter 2017/2018. Half of the sample will be followed longitudinally for three years. The major aims are (1) to intensely describe the newly immigrated groups and their educational trajectories and (2) understand of the influence of migration and refugee specific factors on educational achievements. The presentation will focus on challenges and solutions in data collection processes and give first insights into fieldwork experiences.

## Exploring Opportunities for the Establishment of a Cross-National Comparative Cohort Study of Mental Health and Educational Outcomes among Migrant Children and Youth

*Kathy Georgiades*

The objectives of this roundtable discussion are to: (1) present the methodological aspects and substantive evidence arising from a large scale, school-based study of migrant students in Ontario, Canada; and (2) explore opportunities to adapt and enhance these methodologies and begin collaborations on the establishment of a cross-national comparative cohort study of mental health and educational outcomes among migrant children and youth. The 'Hamilton Youth Study' was designed to examine social inequalities in migrant students' mental health, academic achievement and social outcomes and the role that schools can play to mitigate these inequalities. It was explicitly designed to enlist a representative sample of migrant students in grades 5-8 and a non-migrant comparison group, living in similar socio-economic circumstances and attending similar schools. We employed a 2-stage (school, student) stratified random sampling approach and enlisted 1,500 migrant (immigrant and refugee) and non-migrant students in grades 5-8 attending 36 schools in our community. We worked in close partnership with our local school boards to ensure the inclusion

of vulnerable populations that are often systematically excluded from research, including individuals who did not speak one of our official languages, refugees and those exposed to extreme poverty and socio-economic adversity. We translated all of our materials into 9 different languages and trained a team of research interviewers who spoke over 16 languages. We conducted face-to-face structured interviews with youth and their primary caregiver separately in their homes or school, and collected assessments from teachers and school administrative data. Evidence arising from this study clearly demonstrates heterogeneity in student outcomes as a function of migrant background. Students identified as English Language Learners (ELL) are at elevated risk for emotional difficulties (i.e., depression and anxiety) as reported by parents, youth and teachers independently. Teachers, but not parents and youth, also reported elevated levels of behavioral problems among these students –raising important questions about the school experiences for ELL students. ELL students were also more likely to have poorer school related outcomes, such as increased absenteeism, suspension and poorer learning skills (as reported by teachers). In contrast, 1st generation migrant youth (i.e., foreign born) who were not identified as ELL, were performing better on mental health and academic outcomes, relative to their non-migrant peers. This body of evidence, consistent with the larger literature, suggests both risk and resilience amongst the migrant youth population and the need to begin to disentangle and identify sub-groups who are doing well and those who warrant additional attention and intervention.

## Impact of Teacher Preparation and Professional Development on Refugee and Asylum-Seeking Student Outcomes in OECD Countries

*Alexander W. Wiseman, Ericka Galegher*

Given the relevance and importance of formal education to the successful transition and resettlement of refugee youth, there is

a remarkably thin research base on teacher preparation and pedagogy with refugee students in destination countries. In fact, the widespread lack of regular and legitimized training on the teaching and care of refugee youth in most destination countries' teacher preparation or professional development programs, suggests that there is a genuine refugee crisis at hand in receiving country's national education systems. This research investigates this crisis using international education data on teachers, refugee and asylum-seeking youth, and characteristics of formal education, teaching, and learning in destination countries that are member states in the Organization for Economic Cooperation and Development (OECD). The question this research asks is: How does teacher training and professional development in Western, developed countries' national education systems prepare them to meet both the academic and non-academic needs of refugee and asylum-seeking youth?

## Interdisciplinary Centre for Integration and Migration Research (InZentIM)

*Herman-Josef Abs*

InZentIM was established in 2016 at the University of Duisburg-Essen located in the German Ruhr-Metropolitan Region, which has strongly been characterized by immigration for the last 170 years.

The purpose of InZentIM is to...

1. enhance interdisciplinary and international cooperative approaches in research,
2. increase visibility of the various research activities undertaken at the University during the last decade,
3. facilitate collaboration with practice projects in order to make research more relevant to different professional domains.

Current activities are, for instance, focused on the areas of language learning and linguistics, intercultural schooling, colonial studies, policy analysis, labor sociology, philosophical ethics, and psychic trauma therapy.

Together with six other Centers, InZentIM is engaged in a national initiative for setting up a German Center for Integration and Migration Research (DeZIM) which will lead to an improved infrastructure for integration and migration research.

**Exemplary activity 1**

2nd InZentIM Conference 2018, August 27-29, Conference Theme: Migration, Social Transformation, and Education for Democratic Citizenship

Migration both causes and requires societal change. To date, processes of acculturation have been insufficiently addressed as a context for civic and citizenship education. Also, specific measures of civic and citizenship education purposely targeting societal change as caused by migration have seldom been investigated so far, as have their potential effects. The conference aims at an internationalisation of the discourse relating to issues of civic and citizenship education in immigration societies.

The 2nd InZentIM Conference will be organized in close cooperation with the Special Interest Group on Moral and Democratic Education of the European Association for Research on Learning and Instruction (EARLI SIG 13).
For more information, see http://www.inzentim.de/sig13-2018/

**Exemplary activity 2**

Project ReNeEd: Research Needs at the crossroads of the Right to education and Integration Research

The project aims to identify and systematize research requirements at the intersection of education research and integration research. Policy documents on the right to education (United Nations, 1989) and the right to quality education (Council of Europe, 2012) are taken as starting points for a mapping of the field. Qualitative and quantitative data collections are used for a needs assessment from the perspective of different non‑university‑actors. Moreover, the methodological aim of the project is to develop a needs assessment method for the field of integration and migration research. New ideas should thus emerge as well as basic principles in content and method approaches to further developing integration and migration research in Germany.

## Language Practices in Multilingual Families

*Ingrid Gogolin, Julia Heimler*

On the basis of data from roughly 2000 students, the contribution examines language practices in multilingual families with Turkish and Russian language backgrounds in Germany. Based on our data we can illuminate the multitude of patterns of everyday language practice and behavior in multi‑lingual families. We get different pictures of language behavior, for example, * if we look at practices in the family as a whole unit or in the families' inner 'groups' (parents, siblings ...), * if we look at the nuclear family or if we include a larger family network; et cetera. We will present the diversity of information and show the potential effects of different perspectives on research based conclusions about teaching and learning in multilingual classrooms."

# Peer Building Processes in ECEC Systems. Challenges and Opportunities for Refugee Children

*Stefanie Greubel*

Across the globe, millions of families are forcibly being dis-placed due to regional conflicts, persecution, or threat of starvation. Germany is one of the countries that opened their borders to receive people in need of a safe place. In 2016 and 2017, Germany received about 900,000 applications from those seeking asylum (BAMF 2017). Refugee families have to deal with the challenge of providing their children basic needs and edu-cation. One option for refugees to participate in social life and education is access to local early childhood education and care systems (ECEC). Although research in this field is increasing, we still know little about refugee children's transitional processes in those systems. By running explorational pre-studies (Greubel/Harling 2017), researchers have revealed that children who experienced the circumstances of displacement tend to take longer to feel comfortable in their new environment and to adapt to the rules of a new system than children with a similar immigrant but non-critical background. Data has also shown that children who have been on the run from a young age tend to liaise with other child refugees regardless of their language or cultural identity (ibid.). It is well known that peers and peer culture are central to children's evolving membership in their culture (e.g. Corsaro 2011) and that interactions among children can be seen as excellent learning arrangements (e.g. Berk, 2011). In particular, social and emotional developmental processes benefit from bonding relationships between peers (ibid.).

Looking at this picture, the planned follow up study will more closely examine refugee children's transitional processes into ECEC systems and focus on the ability and preferences of refugee children to liaise with other children of their age. The study is aimed at finding out how refugee children deal with different socializing processes in ECEC systems and how educators can support these developmental steps.

Data will be gathered by qualitative interviews with educators and observation cycles in ECEC systems. Researchers will create an observation sheet to document children's developmental and social processes for approximately one year.

## Education for Refugees as Solution for Integration: Between International Scripts and National Adaptations

*Lisa Damaschke-Deitrick, Elizabeth Bruce*

In recent years, Europe and North America have experienced a higher influx of refugees, many of whom are children and adolescents. To cope with the challenge of their integration, it has been argued that the idea of education as a solution or panacea for integration has become ubiquitous. Though aligning with this expectation, countries in Western Europe and North America have pursued education and policies for educating refugees differently. These differences arise from variations in goals for integration. This research focuses on the integration of refugee children and adolescents through education specifically in Germany and the United States, examining how integration objectives differ on the policy level and how this impacts educational policies and practices to place refugees on a path to achieving these objectives. Two propositions are investigated. First, it is proposed that in the United States, education policies and practices focus on preparing refugee students to achieve economic integration. Second, it is proposed that German education policies and practices have been instituted to prepare refugees for social integration, particularly through German language acquisition, in addition to economic integration. This paper uses qualitative content analysis for a critical comparison of these two cases to identify where differences in refugee education policies and practices occur for achieving the integration objectives.

# Female Refugee Transitions into Higher Education

*Damaschke-Deitrick, Maureen Park, Ericka Galegher, Alexander W. Wiseman*

This research explores the ways in which the specific needs of refugee girls and women can be supported through higher education. Research was conducted through a comparative study of refugee women preparing to enroll, or enrolled in institutes of higher education in Kyrgyzstan, Germany, and Egypt. The comparative analysis between the three countries highlights the similarities and differences between the integration experiences of refugees in these countries as well as the institutional preparedness for their integration. This research fills a dire gap in studying refugees' academic experiences in transitioning to higher education and provides vital information to higher education institutions to better address the diverse and complex needs of refugee students.

# MySkills – Identifying Professional Competencies

*Handout by Britta Upsing*

Access to the German job market is difficult for many refugees, immigrants or people with low formal skills, especially if they cannot produce a formal proof in a profession like a diploma or a certificate.

Therefore, the German Federal Employment Agency and the Bertelsmann Stiftung as well as the Research Institute for Vocational Education and Training in Germany (Forschungs-institut Berufliche Bildung, f-bb) have jointly developed 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", i.e., identifying professional competencies. The first eight tests were officially launched in November 2017.

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 on the basis of the open source assessment platform TAO. Moreover, TBA computerizes all tasks in multiple languages and provides the online delivery of tests.

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

## Table 3: International Large Scale Assessments and their Effects on Policies, Educational Quality and Research

*Chair: Nina Jude, Janna Teltemann*

International Large-Scale Assessments (ILSAs) have long played an essential part in national educational monitoring. A substantial body of literature demonstrates the impact of international school assessments, most importantly the OECD PISA study, on national reform projects in education. However, the effects on policies are complex and often mediated through cultural, institutional and organizational dynamics. Evidently, ILSAs have affected the justification and the design of national reform projects. But it is not yet well researched whether these reforms have led to (desired) changes in educational outcomes – which could then in turn be monitored by international testing projects.

Amongst others, the rationale of data in reference to theoretical models of educational quality has to be analysed and different interpretations might emerge depending on national needs. Thus, a currently open question relates to the association between assessments, their policy directions, educational reform, and educational outcomes. More evidence in this respect could help to judge the justification of concerns and doubts about the value of ILSAs for fostering "quality education".

ILSAs have raised a lot of criticism, including well-grounded scepticism about data comparability for implementation of these studies in national context, theoretical soundness of study design but also about the legitimacy of the power some of these studies exert. The alignment of PISA with the New Public Management Paradigm constantly feeds debates about the incompatibility of economic efficiency and holistic and equal education.

Thus, the question remains whether ILSAs can be designed, implemented and interpreted in a way that is effective with

regard to desired outcomes. Educational researchers could contribute to such an advancement of ILSAs by critically assessing and advising the theoretical and methodological foundations, and by providing and disseminating thorough secondary data analyses. This role of research requires a productive and open discussion among critics and proponents of ILSAs.

The roundtable aims at discussing recent empirical findings on the effects of ILSAs on policies and educational outcomes and on methodological challenges and advancements with regard to ILSAs.

## Assessments, Accountability and Educational Outcomes in OECD Countries – Patterns and Changes over Time

*Janna Teltemann, Nina Jude*

International Large-Scale Assessments (ILSAs) have long been an essential part of national educational monitoring. A substantial body of literature has established the impact of international school assessments, most importantly the OECD PISA study, on national reform projects in education. However, the effects on policies are complex and often mediated through cultural, institutional and organizational dynamics. Evidently, there are effects of ILSAs on the justification and on the design of national reform projects. But it is not yet well researched whether these reforms have led to (desired) changes in educational outcomes – which could in turn be monitored by international testing projects.

A currently open question relates to associations across assessments, their policy directions, educational reform, and educational outcomes. The alignment of PISA with the New Public Management Paradigm constantly feeds debates about the incompatibility of economic efficiency and holistic and equal education. More evidence in this respect could help to judge the

justification of concerns and doubts about the value of ILSA's for fostering "quality education".

We present results of a longitudinal approach to analyzing PISA data for OECD countries. We looked at assessment and accountability policies at school level and their changes over time. By using cluster analyses, we identified groups of countries with similar assessment and accountability practices and similar outcomes in terms of average competences.


## When ILSA Results are Discrepant with National Assessment Results: What does this Mean? Examining the U.S. PIRLS-NAEP Reading Discrepancy

*Yemurai Tsokodayi, David Miller*

When the most recent results from the Progress in International Reading Literacy Study (PIRLS) were released in December 2017, many news stories in the United States focused on the drop in performance of U.S. fourth-graders from 556 scale points in 2011 to 549 in 2016 and the corresponding drop in the U.S. relative standing: In 2011 there were only 5 education systems that scored higher than the United States on average, while in 2016 the number jumped to 12. But how are educators, researchers, and policymakers supposed to interpret these results, especially given that fourth-graders' average reading performance on the U.S. national assessment, NAEP (the National Assessment of Educational Progress), increased during almost the same time period – from 221 scale points in 2011 to 223 in 2015? Has Germany or other countries experienced discrepancies between ILSA and national assessment results and, if so, what has been the reaction, and have efforts been made to systematically compare the assessments to try to understand the discrepancy? This paper will examine the fourth-grade reading trends for PIRLS and NAEP (including breakdowns at varying percentiles of performance) and share results from a special study done by a team of reading experts

that compared the PIRLS 2016 and NAEP 2015 assessments in-depth, including framework and item comparisons. There will also be some discussion about efforts to link national and international assessments, including the 2011 NAEP-TIMSS linking study in the United States (National Center for Education Statistics, 2013) and a study linking PIRLS 2006 and the German National Assessment (Pietsch et al. 2009).


## International Trends in Reading over 40 Years

*Rolf Strietholt, Isa Steinmann, & Monica Rosén*

The present study aims to combine recent and older internatio-nal large-scale assessments to study long-term trends in achievement levels and gender gaps in reading comprehension at the end of primary school. We used data from the six IEA (International Association for the Evaluation of Educational Achievement) assessments including the Reading Comprehen-sion Study (1971), the Reading Literacy Study (1991, 2001) and the Progress in International Reading Literacy Study (PIRLS; 2001, 2006, 2011). We excluded countries that participated in only one year because such countries do not contribute infor-mation on change over time. The sample sums up to N=588933 pupils from 51 countries or regions. Five countries contributed data for all five years, 9 countries for four years, 17 countries for three years, and 20 countries for two years. The number of country-by-year observations is 152.

In all studies, the reading tests comprised text passages and corresponding items which the students respond to after reading. In order to establish a common metric, we equated the tests using overlaps in the assessment material. For each country-by-year observation, we computed the weighted mean achievement and gender gap, the level of analysis being the country level. We regressed the performance level on a time variable, adding country-fixed-effects to eliminate possible bias related to changes in the composition of the countries across

studies. We used the same model to analyze change in gender gaps.

Our analyses suggest that the international performance level has increased over time and that gender gaps widened over time, although the changes are small. More than 95 percent of the total variances in achievement levels and gender gaps originate from differences between countries and less than five percent from variation (change) within countries. The international variation emphasizes that macro systems such as culture, values, and social structure play an important role in children's acquisition of reading literacy.

## Data-Based School Development Processes as the Basis of a Long-Term Reorganization of Individual Schools

*Barbara Muslic, Viola Hartung-Beck, Anne Gisske*

Questions regarding the controllability of school development processes represent one of the main topics of educational research in Germany, not only since the PISA study. Since the 2000s the related research areas can be categorised under the term 'new governance' in education. Since then various studies have generated comprehensive knowledge on, for example, the use of data from comparative studies or centralized state-wide examinations (e.g. van Ackeren et al., 2013).

Currently there are two further desiderata, which can be summarised as follows:

- How has organizational action changed in conjunction with particular education policy instruments with the change in school environment over an extended period?
- How stable or sustainable are any shifts in action undertaken within the schools?

Theoretically, the study assumes that the implementation of these education policy instruments creates a need to change, which can be described as a need to reorganize the organization, i.e. the redesign of organizational structures in schools (Thiel, 2008).

The primary purpose of this study is to analyze a long-term and systematic reorganization of schools with reference to the changes in school environment. The study aims to systematize organizational school development in a qualitative typology (Kelle & Kluge, 2010; Yin, 2009) as a pattern of reorganization for schools, in order to contribute to the development of existing models of school development research.

Methodologically, the analysis focusses on organizational action in schools which is related to shifts and changes in organizational structure and is associated with the implementation of education policy instruments such as mandatory proficiency tests. This approach allows an insight into sustained and established development processes or patterns of reorganization in school development. The study based on a secondary analysis of longitudinal qualitative school case- studies consisting of 351 problem-based interviews (in 28 schools) resulting from three projects (2005 to 2013). Therefore, we assess the interview data according to the qualitative content analysis by using categories (Kuckartz, 2016; Mayring, 2010) which based on the design parameters of professional organizations.

Against this background, we present the concept of our project and first results (e.g. category system).

## Table 4: International Perspectives on Data-Driven Education. Between Individualization and Standardization

*Chair: Sigrid Hartong, Sieglinde Jornitz*

Digitization is one of the leading topics in education worldwide. Tremendous efforts are being made in the domains of policy, practice and research to integrate digital media into education and set up digital infrastructures to make the best use of technology. An emerging body of research on datafication and education explores how data infrastructures, instruments and software produce knowledge and social relations by recording "education" in terms of computerized data (e.g. Selwyn 2016; Williamson 2018).

At the same time, the data that are generated and produced by these instruments and tools serve as a basis for practical and political decision making in the field of education. They have been used as arguments for two opposite poles. While educational practice is focused on the need of the child or student, technology has to support the individualized approach of practice. On the other hand, political and administrative institutions are focused on the aspect of structure and standardisation. They have to maintain a certain standard of education and data will help to inform about the respective achievement.

Although such developments can be observed in many countries, phenomena, reasons and structures underlying data-driven education might be different, but of interest for a comparative perspective. Therefore, the roundtable will discuss recent trends of digitization and how collected data are used in educational settings in different countries. Based on research on the topic, the participants will share and exchange their insights.

## Governing Schooling through 'What Works': The OECD's PISA for Schools

*Steven Lewis*

This paper explores 'PISA for Schools', a local variant of the Organisation for Economic Cooperation and Development (OECD's) influential Programme for International Student Assessment (PISA) that not only assesses an individual school's performance in reading, mathematics and science against international schooling systems, but also promotes 17 identical examples of 'best practice' from 'world class' schooling systems (e.g. Shanghai-China, Singapore). Informed by 33 semi-structured interviews with actors across the PISA for Schools policy cycle, and supplemented by the analysis of relevant documents, the paper provides an account of how these concrete examples of best practice are represented in the report received by participating schools. Drawing upon thinking around processes of commensuration and the notion of 'governing by examples', the paper argues that PISA for Schools discursively positions participating schools as somehow being commensurable with successful schooling systems, eliding any sense that certain cultural and historical factors – or 'out of school' factors – are inexorably linked to student performance. Beyond encouraging the problematic school-level borrowing of policies and practices from contextually distinct schooling systems, I argue that this positions the OECD as both the global expert on education policy and now, with PISA for Schools, the local expert on 'what works'.

## Promises and Pitfalls of Big Data for Education

*Bernard Veldkamp, Kim Schildkamp, Adrie Visscher, Ton de Jong*

Data use for optimizing teaching and learning processes in schools, and for educational administration, has become more important during the last decade. The use of (big) data in

education has potential for improving education. This study focused on the following three questions: (RQ1). What (big) data sources are available in education? (RQ2). What are the goals of the use of big data in education? (RQ3). What are the enablers and barriers of the use of big data in education? An exploratory study on the promises and pitfalls of big data for education was conducted in the Netherlands. The sources for this work were an international literature review, and a set of 33 in-depth interviews that were conducted with big data stakeholders in education: (1) organizations that generate data (e.g., schools), (2) organizations that store data, (3) scientific researchers in the field of (big) data, (4) policy makers, (5) commercial organizations, (6) legal advisors, (7) ethical experts, and (8) technology experts. Our results showed that several types of structured (e.g., quantitative data from assessments, surveys) and unstructured (e.g., qualitative data from notes, unstructured observations) data are available. The goal of the use of big data can be described as: (1) to monitor and to obtain more insight into educational processes, and to disprove myths and assumptions; (2) to predict (achievement, success, drop-out etc.); (3) to develop actions to improve education. With regard to enablers and barriers several big data paradoxes were identified, such as: The limited willingness to share data versus the (large) willingness to use data; privacy versus public interest; accessibility versus the potential of the data; safety versus openness; and technical possibilities to produce data versus the available human capacity to process data. Both our literature study and the interviews with stakeholders revealed the complexity and the diversity of opinions. It is a challenge for researchers, schools, and policy makers to overcome these issues.

## The Hasso Plattner Institute: Using Big Data Analytics to Improve Teaching, Learning and Research

*Joann Halpern, Nils Karn*

The Hasso Plattner Institute for Software Systems Engineering GmbH (HPI) is Germany's university excellence center for IT Systems Engineering. Among its numerous innovative projects is Schul-Cloud, which, in collaboration with Germany's Federal Ministry of Education and Research, is currently being tested throughout the country by approximately 300 schools. Schul-Cloud is enabling teachers and students in every subject - at schools with modern as well as those with outdated IT infrastructures - to have access to modern digital content. One of the primary goals of Schul-Cloud is to optimize both the teaching and learning processes. In addition to videos, apps, and interactive digital textbooks, it utilizes big data and learning analytics to provide teachers and learners with content suited for their specific needs. Learning analytics are also an integral part of openHPI, HPI's cutting-edge MOOC platform, which is being used by organizations, such as the WHO and SAP. Researchers are using openHPI to better understand how to increase retention rates among MOOC users, how to successfully integrate MOOCs into organizations, and how to improve content delivery to enhance learning.

## The Implementation and Transformation of Monitoring Infrastructures in German and US State Departments of Education — Understanding Data Flows and Practices

*Sigrid Hartong, Annina Förschler*

This presentation takes up the implementation and ongoing transformation of (digital) education monitoring systems in state departments of education, understanding these

departments as infrastructural 'data hubs' in between national and local contexts. The overall question of the presented project (funded by the German Research Foundation) is whether and how growing datafication of state‑level school monitoring, as well as a growing number of data‑mediating actors and practices, have contributed to fabricating new 'topological' spatializations of governance (Lewis & Lingard 2015, Hartong 2016). Building on actor network analysis, document analysis as well as on six extended case studies, the project compares the transformation of state monitoring infrastructures and data flows in Germany and the US. Building on different examples from the first round of data collection, initial findings will be presented that illustrate the shifting relations between state department monitoring and international, national and local data infrastructures, while simultaneously fabricating "standardized individualization".

## How Standardized Assessments in Germany Serve Education Policy and can be Neglected by Educational Practice

*Sieglinde Jornitz*

Other than many Anglophone countries, Germany has a short history in standardized educational assessments but the landscape has changed since 2000. A central assessment strategy is agreed and a testing procedure is developed and carried out in grade 3 and 8 as a complete survey across Germany. The so‑called VerA‑test ‑ a German acronym for comparative testing (Vergleichsarbeiten) ‑ is explained to the teachers as an instrument to improve their knowledge about the students' achievements that helps to adapt their teaching to the needs of the class. As a monitoring instrument for education policy, it serves as a tool for standardizing educational governance procedures. Although the Länder (federal states) agreed to this national strategy, they remain key responsible for their own monitoring systems. Therefore, it depends strongly on

the educational governance of the Länder whether they support the national assessment strategy or stay distant and develop their own instruments to support educational practice. The presentation will highlight this ambivalent infrastructure ranging from standardisation to de-standardisation in regard to the German instrument of the so-called VerA-test.

## Table 5: The Economization of Education. Towards a Global Education Industry?

*Chair: Marcelo Parreira do Amaral, Sabine Hornberg*

The roundtable will take a closer look at the theme of economization of education on a global scale. From a comparative perspective, it will discuss a fairly new phenomenon described by several observers: the fast pace with which the private sector is conquering the world of public education as providers of soft- and hardware, test developers, publishers, policy analysts, and consultants. More recently, it has been pointed out that in an era characterized by globalization across myriad sectors, industries, technologies and social movements, it may come as no surprise that we are also seeing the rise of an education industry on a global scale (Verger, Steiner-Khamsi & Lubienski 2016). The rise of a Global Education Industry (GEI) goes along with a rapid dissemination and adoption of a range of global education policies including accountability systems and common core standards. Economization of education thus concerns not only its provision – privatization, commodification – and implementation/management – standards, accountability and quality systems. Education increasingly is also becoming an object of investment and profit making by the interests of (for example) philanthropic organizations, education businesses and technology companies on a global scale. Arguably, this has been also accompanied by a changed role of the state, which now acts itself as a key player paving the way for the economization of education by devising education policies that aim at generating profit, by allowing/fostering the privatization of political decision-making processes.

Drawing from research on the topic, the roundtable aims at discussing the (potential) consequences for education practice, policy and research. Organized along four short input presentations, participants will deliberate on how education changes in response to these new developments. The contributions focus on higher education (Parreira do Amaral), K-12 schooling

(Hornberg), school development as a cross-sectional issue (Kotthoff), and on adult and continuing education (Ioannidou).

## Artefacts of Privatization in Public Schools: Transnational Educational Spaces

*Sabine Hornberg*

Since World War II and especially since the turn of the millennium, the number of schools labeled 'IB World Schools' has steadily grown. Schools are authorized as such by the International Baccalaureate Organization (IBO), a non-profit organization founded in 1968 to offer an international university entrance qualification (the International Baccalaureate (IB)) and since accepted by a growing number of universities worldwide, and K-12 education programmes (Diploma Programme/DP, Middle Years Programme /MYP, Primary Years Programme and Career oriented Programme/CP). While originating in the international private school sector, today over half of the schools offering IB programmes or parts of them are public schools. All programmes or other services offered by the IBO have to be paid for privately. In my contribution, I will briefly outline the spread of IB programmes worldwide and refer to the concept of transnational educational spaces (Adick; Hornberg) to enquiry why public schools offer IB education programmes, and to discuss what consequences may ensue for K-12 public education in general and for single schools in particular, for example in view of a rising, state sponsored 'first and second class' education and respective qualifications.

# Regulation in a Contested Space: Economization and Standardization in Adult and Continuing Education

*Alexandra Ioannidou*

The field of adult and continuing education is less regulated and less standardised as compared to other educational sectors. Adult learning systems are embedded in characteristic regimes of economic and social institutions, they are linked to a diverse range of stakeholders and thus, differ considerably across countries.

The logic of the market is not unfamiliar to adult and continuing education as adult learning providers operate in an open and competitive setting. While relying on acceptance and voluntary participation they compete with one another to obtain resources and legitimation. In order to attract participants – and survive in the marketplace – they have to commit themselves to serve public or private interests and provide innovative formats, integrative marketing concepts, reliable learning services and flexible support structures. However, the extent to which market principles and commodification have been introduced in adult learning provision as well as the degree of economization as systematic application of managerial and economic principles into the adult educational field differ substantially from country to country.

Operating in a less regulated educational field means that conforming to national, regional or local standards might not be a legal requirement for adult learning providers. In this case, the introduction of quality assurance mechanisms aims at assuring standardization in developing and implementing learning services, safeguarding the quality of the services provided and obtaining competitive advantages in the market. Transnational certification of systems, processes and services appear as new regulatory forms in a contested space of weak authority and international organizations, e.g. the International Organization for Standardization (ISO), take over a standard setting function. The contribution aims at discussing the

rationale and effects of economization, standardization and commodification in adult learning provision.

## Changing Systems of School Governance and Accountability and their Intended and Unintended Effects on School Development

*Hans-Georg Kotthoff*

The economization of education and the rise of a Global Education Industry have not only led to an increase of private schooling in many education systems, but also to significant changes in the governance and accountability of schools within the public state sector. In the changing systems of school governance and accountability, 'new' modes of steering such as new public management and target-setting as well as 'new' monitoring instruments such as school inspections and comparative assessment studies play a central role. Taking selected steering mechanisms and/or monitoring instruments as examples, this contribution analyses and discusses the intended effects of these new mechanisms and instruments on school development and contrasts them with their unintended effects, which have been identified in several empirical studies.

## International Education Hubs in Higher Education. Policy and Governance in the Global Education Industry

*Marcelo Parreira do Amaral*

The contribution discusses current developments in higher education for which the term International Education Hub has been coined. Higher education is being currently framed as a panacea for all pressing social and economic issues in globalized discourses about its role in the relationship between

economic demands and social cohesion. This framing signals a changing relationship between the state, economy, society, and higher education, pointing to an intensified role of economic rationales and interests in this education sector.

The first part of the presentation expounds the discursive framing of International Education Hubs as a social imaginary, relating it to more structural aspects in the political and economic realms. The second part enquires into the (potential) implications for policy and governance in higher education.

## Table 6: Challenge of Translation: International Perspectives on Translation Processes in the Field of Education

*Chair: Norm Friesen*

International cooperation in education necessarily involves interpretation and translation across cultures and languages. Education as a field brings with it strong ties to national and local cultures and histories, which makes such interpretation and translation all the more important. This can be particularly challenging between German and English, given the differences separating some of the most basic educational terms – such as the untranslatable term Bildung, or the words Erziehung and education, which coincide only partially. Norm Friesen (Boise State University), translator of Klaus Mollenhauer's Forgotten Connections: On Culture and Upbringing, will lead this round-table, which will provide an opportunity for sharing experience and expertise regarding translation and the negotiation of cultural heterogeneity – both between German and English and across other lines of linguistic and cultural difference.

## The Challenge of Translation: The German "Science" of Education and English Educational Scholarship

*Norm Friesen*

Working internationally and across cultures requires translation – translation of ways of thinking, communicating and acting, if not also translation across languages themselves. While German and English share some of the same linguistic roots, and a propensity for borrowing and adaptation, translation between these two languages presents challenges for those in education. In this presentation, Professor Norm Friesen, translator of Klaus Mollenhauer's Vergessene Zusammen-haenge (Forgotten Connections, 2014), discusses a number of these difficulties, and their implications for English-German

connection and collaboration. Beginning with the fundamental differences separating English "Education" and "Pedagogy" from the German triumvirate of "Bildung", "Erziehung" and "Pädagogik", Friesen also explores the close linguistic connections between German and English sociological theory. He concludes by discussing the differences separating specific developments and areas of study in English (e.g., progressive education, curriculum studies, philosophy of education) from related but notably distinct movements and sub-fields in German Erziehungswissenschaft (e.g., Reformpädagogik, Allgemeine Pädagogik, Sozialpädagogik).

## When Dictionaries are not enough: Subtle Distinctions, Slight Displacements and Ambiguities as Challenges to Translating Historical German Terms in Educational Research

*Kathrin Berdelmann*

This contribution addresses the question whether for historical educational research there are specific challenges and problems of translation from one language into another, using source texts from schools in the 18th Century as examples. Because of their historicity and site-specific terminologies, expressions and styles of phrasing, historical sources are not easy to translate, and translations carry the risk of changes or even losses of meaning.

Source languages commonly include quite sophisticated and subtly nuanced terms and expressions that are embedded in contemporary concepts and ways of thinking, which are typical for a certain time and geographical location. The sources have to be understood in a specific temporal and geographical-historical context. More specifically, it is not unproblematic to translate dated German terms and expressions, such as vocabulary from 18th Century enlightenment, into today's English. Nevertheless, this is what is normally done. Problems would not

be solved by translating historical German terms into historical English terms. This would invoke other kinds of differences in meaning, for example owing to deviating terminologies and bodies of knowledge of 'German enlightenment thinking' from that in other countries.

Yet, the impossibility of translating terms from one language into another could bear a certain productive potential of facilitating understanding. According to Walter Benjamin (2002{1972}), limitations of translatability of original terms point to what the actual meaning is and to what is necessary to transfer this meaning into another language. This imparts discursive knowledge, too.

These issues shall be discussed by means of examples taken from selected sources used for a praxeological‑historical study on observation and assessment of students at the end of the 18th Century. These sources contain detailed descriptions of students' behaviour, produced as part of everyday school‑practice by the teachers. The sources will be analysed with respect to typical terms of German pedagogy of the enlighten‑ment and their potential and limitations with respect to translations into English.


## Research in Translation: A Project to Challenge the Geopolitics of Knowledge

*Inés Dussel*

In this paper, I would like to reflect on a project that we have started together with colleagues from the International Studies in the Sociology of Education journal, which is set to promote scholarship on the challenges and obstacles for translation in educational research. Grounding on data about the linguistic imbalances in published research, this project wants to bring attention to the differential flows and directions in the trans‑lation movements; it also wants to discuss specific cases of untranslatability of research concepts and frameworks, and to

open up dialogues that bridge these limitations. I will conclude with a reflection on alternatives that connect academics, publishers, and educational communities across linguistic and territorial boundaries.

## Translation in International Large-Scale Assessment Studies

*Britta Upsing*

Translation is a prerequisite for international large-scale assessment (iLSA) studies like PISA (the Programme for International Student Assessment) and PIAAC (the Programme for the International Assessment of Adult Competencies). Before the same test can be administered in different countries and languages, both the accompanying questionnaire and the competency test items require translation. The main goal of the translation process for test items is that "a person of the same ability will have the same probability of answering any assessment item successfully independent of his or her linguistic or cultural background" (Thorn, 2009, p. 9). Therefore, when a test is translated, the test should not become easier or harder to respond to because of its translation.

This presentation will discuss the quality control processes that have been developed for the translation of test items in international large-scale assessments during the past decades and the underlying assumptions that may have led to the development of these processes.

For this particular area of translation, cooperation between psychologists and translators is inevitable. This cooperation poses several problems as psychologists are most often not experienced with translation, whereas translators lack experience with the peculiarities of the translation of the text type "test". A review of the translation quality control processes for iLSA – which were in most cases developed by psychologists – shows that they may unintentionally reduce the translators'

58

role in the process to a mere transcoder of text. Here the question arises if translation output – and therefore the quality of a translated test – may benefit from an approach based on functionalist translation theory.

**CVs**

## Hermann-Josef Abs, University of Duisburg-Essen

Hermann J. Abs is Professor of Educational Research and Schooling at the University of Duisburg-Essen. After teaching in High School for two years, he worked as a researcher and project manager at the German Institute for International Educational Research (DIPF) in Frankfurt, where he was responsible for the evaluation of a pilot program on school democracy. In 2008, he was nominated professor of research in schooling and teaching at the University of Giessen, and in 2013 he followed a call from his current university, where he also serves as the director of the Interdisciplinary Centre for Research on Integration and Migration (www.inzentim.de). His research focus is on international comparison in teacher education and in civic and citizenship education.

## Kathrin Berdelmann, DIPF, Berlin

Kathrin Berdelmann is postdoctoral researcher at the Research Library for the History of Education at the German Institute for International Educational Research in Berlin, Germany. She studied Education at the Universities of Bielefeld and Freiburg and completed her PhD at the University of Education in Freiburg in 2010 with a qualitative study on time in teaching-learning interaction. Presently she is conducting research on the history of pedagogical observation. Other research interests include qualitative research on pedagogical practices in schools, especially on temporal and spatial practices; practices of showing/pointing and of attention-management.

## Susanne Boese, DIPF, Berlin

Susanne Boese is a researcher and scientific co-ordinator at the German Institute for International Educational Research (DIPF) within the "BONUS study", the scientific monitoring and evaluation of the Bonus Program for schools in challenging circumstances in Berlin.

She completed her Ph.D. in Educational Science at the University of Potsdam in 2015 and currently holds the position of a Post Doc with main research interests in the fields of Innovation and Implementation, Educational Leadership, and School Improvement.

## Nina Bremm, University of Duisburg-Essen

Nina Bremm is Senior Lecturer at the Department of Educational Sciences, Institute of Education at the University of Duisburg-Essen. She manages the school development project 'Developing Potentials – Empowering schools'. After her studies of sociology at the University of Münster und the Max-Planck Institute for Human Development in Berlin, she worked as a Researcher at the University of Hamburg where she obtained a doctoral degree in education in 2014. She specializes on Education under the effects of globalization, migration and social change. Her research focuses on issues of leadership, teaching development and organizational learning under the circumstances of social deprivation in segregated areas. She is also interested in students' drop-out of universities. Nina Bremm has paid particular attention to sociological theory explaining the persistence of social inequalities in modern societies as well as theory of social justice. She works with qualitative and quantitative empirical methods, and is also interested in the practical work with schools and teachers during school development processes.

**Stefan Brauckmann, Alpen-Adria-University Klagenfurt**

Stefan Brauckmann is the holder of the Chair on Quality Development and Quality Assurance in Education at the Institute of instructional and school development (IUS) of the Alpen-Adria-University Klagenfurt, Austria.

He earned his doctorate from Free University in Berlin. For more than ten years, Stefan had worked as a research scientist at the German Institute for International Educational Research (DIPF). He also held a stand-in full professorship at the University of Erfurt. His main academic fields and interests concern framework conditions to the education system as well as the different governing mechanisms in educational administration, management and leadership which affect the development of quality assurance and learning in education.

He has participated as a researcher, scientific coordinator and project manager in several inter-(national) comparative studies. He was the principal investigator of the SHaRP study "School leaders´activities between more responsibility and more power" which identified task structures and work load of school principals in six German federal states (Länder) differing in their degree of school autonomy. More recently, his research has focused on the relationship between the leadership styles school principals adopt when leading their schools towards higher student achievement, and their beliefs about the contextual and educational governance structures within which they operate.

Stefan Brauckmann has been a visiting scholar at the Institute PACE (Policy Analysis for California Education) of UC Berkeley and Stanford University, the Open University of Cyprus, the University of Stellenbosch and the University of Umea, Sweden.

### Elizabeth R. Bruce, Lehigh University, Bethlehem

Elizabeth received a Master of Education degree in Globalization and Educational Change from Lehigh University, Pennsylvania, USA. Her personal research interests center on Africa, including the intersection of HIV/AIDS and education. She has also been part of collaborative work examining the scientization of mass education worldwide. Currently, she works as a freelance consultant, combining her knowledge of the Comparative and International Education field with her skills in editing to assist clients in polishing their English language academic writing and presentations. Her freelance work also includes consulting on various research projects. As an intern at the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, she contributed to the WISE-Qasimi Foundation report examining the implications of the global decline in educational attainment and retention of boys as well as research and editing on other projects. Presently, as a Non-resident Researcher with the Al Qasimi Foundation, she is involved in research examining philanthropy in education across the MENA region.

### Lisa Damaschke-Deitrick, Lehigh University, Bethlehem

Lisa joined the Comparative and International Education Program at Lehigh University, Pennsylvania, as a Professor of Practice in January 2016. Prior, she was a visiting research scholar at Lehigh for two years. She received her Ph.D. in Social Sciences at the University of Tübingen, Germany, her M.S. in International Relations at the Free University of Amsterdam, Netherlands, and her B.A. in Political Science at the University of Bielefeld, Germany. She teaches courses in comparative and international education for Master and PhD-students. In her research, she focuses on how education is used

as a solution or cure-all for various societal issues. Her research areas include educational poverty policies primarily in education systems in Europe and other welfare states with the focus on early-school leavers. She also conducts research on socio-economic issues arising through the refugee influx and on the educational policies and practices designed to facilitate refugee youth's participation in their new communities of resettlement. She has been part of a team supporting refugee capacity-building and teacher training. She is also part of a research group investigating the global phenomenon of "scientization" in education.

Additionally, Lisa works as the coordinator of TüLIP, the "Tübingen-Lehigh International Partnership". This partnership encompasses academic, research-related, and practical exchanges between Lehigh University and Tübingen University.

### Inés Dussel, Cinvestav, Mexico City

Inés is a Researcher and Professor at the Department of Educational Research, CINVESTAV, Mexico. She received her Ph.D. at the University of Wisconsin-Madison. She was Director of the Education Area, FLACSO/Argentina, from 2001 to 2008. She has published extensively on educational theory and history. Her current research interests are related to digital media and schooling, and the history of visual technologies in schools.

In the last years she gave conferences at the University of Wisconsin-Madison, Université de Paris VIII, University of Luxembourg, University of Melbourne and Catholic University of Leuven, among others. She has given keynote lectures at the German Congress for Educational Sciences (Berlin), the Comparative Education Society of Europe (Freiburg), the Australian and New Zealand History of Education Society (Melbourne), the Brazilian-Portuguese Congress on Curriculum (Belo Horizonte), at the History of Education Society in UK (Worcester), the Spanish History of Education Society (El

Escorial) and the Argentinean Society for the History of Education (Cipoletti).

### Annina Förschler, Helmut-Schmidt-University, Hamburg

Annina Förschler (M.A. educational science) is a research fellow at the Department of Education at the Helmut-Schmidt University in Hamburg, Germany. In 2011, she graduated with a Bachelor of Arts degree in sociology from the University of Hamburg, with a main focus on economic transformation within the social sector, especially the "Hartz"-reforms that had a fundamental impact on the welfare system in Germany. In this context, she focused on Foucault's 'govern-mentality' perspective as well as on discourse analyses as research methods. Consequently, in her master thesis 2015 (University of Hamburg), Annina Förschler used these approaches to analyze economization processes and gover-nance practices within rising local education networks. Since September 2017, she has been a member of the Department of Education at the Helmut-Schmidt University in Hamburg, where she is currently a member of the DFG-funded research project "Data Infrastructures and the Digitization of Education Policy – A Comparison between Germany and the United States". The project investigates the implementation and the usage of (multi-level) data infrastructures in education policy from an international-comparative perspective.

### Paul Fossum, University of Michigan-Dearborn

Paul Fossum is Professor of Education Foundations in the College of Education, Health, and Human Services (CEHHS) at the University of Michigan-Dearborn.  His teaching emphases are in the social and philosophical foundations, comparative education, and higher education.

He co-authored a college-level textbook in

66

comparative education, and additional works in international and comparative education have appeared in multiple languages and countries. Fossum has also written about the instructional potential and limitations of classroom technology, and he co-directed a $1.8 million U.S. Department of Education grant project focused on improving the capacities of postsecondary and K-12 teachers in their use of instructional technology. Fossum did postdoctoral work at Minnesota's Institute of Community Integration focused on systems change in inclusive school settings, and he has been a University of Michigan faculty fellow working in the areas of institutional outreach and interdisciplinary studies.

He coordinated the Master of Arts in Teaching (MAT) program in the CEHHS and he served an additional term as chair of the UM-Dearborn Faculty Senate and Senate Council.

### Norm Friesen, Boise State University



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. He is also the author of Re-Thinking E-Learning Research: Foundations, Methods and Practices (2009), and The Lecture and the Textbook: Education in the Age of new Media (2018). Besides co-editing numerous collections and special issues, Norm has also edited and translated the pedagogical classic Forgotten Connections: On Culture and Upbringing (Routledge, 2014), and Existentialism and Education: An Introduction to Otto Friedrich Bollnow (Palgrave, 2017). His research interests also include media and education, phenomenology and hermeneutics as research methods, human science pedagogy and the critical theory of technology.

### Ericka Galegher, Lehigh University, Bethlehem

Ericka is a Ph.D. candidate in Lehigh University's Comparative and International Education program. She has a M.A. in Middle East Studies from the American University in Cairo, B.A. in International Affairs from the George Washington University, and Graduate Certificate in Secondary Education from the College of New Jersey. She has lived in Egypt for over ten years working in education as a teacher, administrator, and researcher. She has worked on educational development projects in Cambodia and Egypt in addition to working in global finance in Munich, Germany. Her research interests include education in the Middle East and North Africa, education for refugees, localization in education, and elite schooling.

### Katholiki Georgiades, McMaster University, Hamilton, Ontario

Katholiki Georgiades is an Associate Professor in the Department of Psychiatry and Behavioral Neurosciences at McMaster University, the Offord Centre for Child Studies and McMaster Children's Hospital. She holds the David R. (Dan) Offord Chair in Child Studies. Using population based studies, her research focuses on understanding risk and resilience among migrant children and their families. She currently co-leads two provincial studies of children's mental health and a local, Hamilton based study designed to characterize the mental health needs and academic outcomes of migrant youth. Through this research, she hopes to build a strong evidence base that will inform the development, implementation and evaluation of preventative intervention strategies for migrant children and youth.

### Anne Gisske, University of Applied Sciences and Arts Dortmund & University of Wuppertal

Anne is a research assistant in the DFG-project "Data-based school development processes as the basis of a long-term reorganization of individual schools" at the University of Applied Sciences and Arts in Dortmund. In addition she is a research associate and PhD student in the working area „research methods in education" at the School of Education of the University of Wuppertal. Her main research interests are qualitative research, school development und organizational sociology.

### Ingrid Gogolin, University of Hamburg

Ingrid 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 and 2017, she was awarded honorary doctor's degrees by the Technical University of Dortmund (Germany) and the Kapodistrian University of Athens.

## Ellen Goldring, Vanderbilt University



Ellen Goldring is Patricia and Rodes Hart Professor and Chair, Department of Leadership, Policy and Organizations, Peabody College, Vanderbilt University.  Her research interests focus on the intersection of education policy and school improvement with particular emphases on education leadership. Her research examines leadership practice, and the implementation and effects of interventions such as professional development, coaching, and performance feedback. A fellow of the American Educational Research Association and Past Vice-President of AERA's Division L-Policy and Politics, she is the recipient of the University Council for Educational Administration's Roald F. Campbell Lifetime Achievement Award; she has appeared on the Edu-Scholar Public Influence Rankings of top scholars in education policy for the past four years.

Her current research projects include, the evaluation of the Wallace Foundation's Principal Supervisor Initiative, a district reform initiative that aims to revise the role of principal supervisors in urban districts; the study of the implementation of the Instructional Partnership Initiative, a teacher professional learning approach across the state of Tennessee; and, a validation study of a diagnostic assessment of instructional leadership capacity.

## Stefanie Greubel, Alanus University of Arts and Education

Stefanie has held a Junior Professorship for Early Childhood Education at the Alanus University of Arts and Education in Alfter near Bonn, Germany since September 2012. Before joining Alanus, she 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 mainly teaches in the field of transitions and empirical research methods. Her priority clearly lies in the connection of theory, empirical findings and practical relevance.

## Joann Halpern, Hasso Plattner Institute, New York

Joann Halpern is the Director of the Hasso Plattner Institute, New York where she is developing HPI's US strategy, setting up new collaborations for HPI in North America, enhancing its visibility, establishing educational programs, and a variety of other activities. She is also an adjunct professor of International Education at New York University. Before joining HPI, Halpern lived and worked in Cologne, Germany where she helped to prepare a new, global university for accreditation. She moved to Cologne from New York City where she was Founding Director of the German Center for Research and Innovation (GCRI). Before she joined GCRI, Joann was Director of Academic Affairs and Senior Studies and Assistant Professor of International Education at Global College of Long Island University. She also co-founded Knowledge Transfer Beyond Boundaries, an NGO with projects in Cameroon, Nigeria, and Yemen. From 1996 to 2001, Halpern was Director of International Programs at Harz University of

Applied Sciences in Wernigerode, Germany. She received her B.A. from Dartmouth College, her M.A. from Harvard University, and her Ph.D. from New York University. Joann is a recipient of the Harvard Award for Distinction in Teaching as well as scholarships and fellowships from the Fulbright Association, German Academic Exchange Service, Robert Bosch Foundation, and the National Endowment for the Humanities. Joann serves on the advisory boards of the German Accelerator, Charité Entrepreneurship Summit, Technical University of Dortmund, University Alliance Ruhr, and Virtual Enterprises International.

### 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, she 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, 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. Since November 2014, Sigrid 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. Since fall 2017, she is principal investigator in the DFG-founded research project "Data Infrastructures and the

Digitalization of Education Policy – A Comparison between Germany and the United States".

## Viola Hartung-Beck, University of Applied Sciences and Arts Dortmund

Viola is a professor for qualitative methods of empirical social research. At the moment she is one of two project leaders in the project "Data-based school development processes as the basis of a long-term reorganization of individual schools" (funded by the German Research Foundation, DFG) at the location of Dortmund. Her main research interests are qualitative methodology, (school) organization research and school development.

## Musab Hayatli, cApStAn, Philadelphia

Musab Hayatli grew up in Syria and studied English at Al Baath University, Homs, and Linguistics at Damascus University in Syria. He did his graduate studies in linguistic at Oxford, England. He is a certified translator, English to Arabic and a member of the Institute of Translation & Interpreting in the UK. Musab worked as a freelance translator for nearly 10 years, before joining the editorial board of Forced Migration Review, a magazine published by the Refugee Studies Centre in the Oxford Department of International Development, University of Oxford, where he has been the editor of the Arabic edition of the journal. Musab later joined Good Harbor Consulting, a USA consultancy active in the UAE advising their staff on linguistic, cultural, social, and religious matters.

Musab joined cApStAn in 2011 to help with business development efforts. cApStAn focuses on translation and translation quality control of tests, assessments, and associated surveys, and has been in charge of translation quality control of PISA Study, TIMSS, PIRLS, among others. As such, issues such

as linguistic and cultural adaptation, particularly in educational contexts are of great interest and concern for cApStAn, whether in school, higher education, or adult education.

### Julia Heimler, University of Hamburg

Julia 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 2014 to 2015 she was working as a research assistant at the f-bb (research institute for vocational education and training) and focused on disadvantaged young people. Since 2015 she is a doctoral student at the Faculty of Education, University of Hamburg and since 2016 she is also an employee in the interdisciplinary research project Multilingual Development: A Longitudinal Perspective (MEZ). Her research is focused on migration and language diversity as well as education in the context of ethnic and social disparities.

### Sabine Hornberg, Technical University of Dortmund

Sabine Hornberg is Professor of School Pedagogy and General Didactics in the Context of Heterogeneity, Director of the Institute for General Didactics and School Pedagogy and Vice Dean of the Faculty of Education, Psychology and Sociology at Technical University of Dortmund, Germany. She has been active in comparative and international education for many years, was President of the Section 'International und Intercultural Comparative Education' (SIIVE) in the German Association of Educational Research (GERA) / (Deutsche Gesellschaft für Erziehungswissenschaft (DGfE) and is currently President of the Commission for International Comparative Education (GERA). Her research interests focus on education and schools in the process of

74

internationalization and privatization, transnational educational spaces, intercultural education, teaching and learning in the context of heterogeneity, and empirical research. Sabine was project coordinator of PIRLS 2006 Germany and PIRLS 2006 Luxemburg and has widely published in the field of international and intercultural comparative education.

### Alexandra Ioannidou, German Institute of Adult Education – Leibniz Centre for Lifelong Learning, Bonn

Alexandra Ioannidou studied Philosophy, Psychology and Educational Studies in Thessaloniki (Greece) as well as Adult Education and Intercultural Education in Hannover (Germany). She holds a PhD in Educational Science from the University of Tuebingen. She has worked as a lecturer and research associate at the University of Tuebingen (2004-2009), at the Open University of Cyprus (2010-2015), and as a project manager at the Friedrich-Ebert Foundation (Athens Office) (2012-2015). She has been an Advisor to the Greek Minister of Education (2009-2012), member of the Cedefop Governing Board, member of the Advisory Group on the European Qualifications Framework of the European Commission and she is a member of the ISO Technical Committee on learning services outside formal education. She works as a research staff, Staff Unit Internationalisation, at the German Institute of Adult Education – Leibniz Centre for Lifelong Learning. Her research interests are international comparative adult education research, educational governance, educational monitoring, internationalisation of education policies in the field of vocational education and training and basic education, lifelong learning policies.

### Sieglinde Jornitz, DIPF, Frankfurt

Sieglinde Jornitz works for the office "International Cooperation in Education – ice" at the DIPF since 2006. 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.

Sieglinde has been engaged in various projects at DIPF that are focused on national, European and international developments in education and information science. Her main research interests focus on international and European education policy and school education. 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.

Furthermore, she is an expert in qualitative analysis of visual documents and a regular lecturer for the Goethe University in Frankfurt/Main in the field of teacher education.

Together with Marcelo Parreira do Amaral (University of Münster, Germany) she has started editing the handbook on "The Education Systems of the Americas". She is a member of several research groups on reconstructive hermeneutics in education and on digital media in Germany.

## Nina Jude, DIPF, Frankfurt

Nina Jude is a Psychologist and senior researcher at the German Institute for International Educational Research (DIPF) in Frankfurt, Germany. 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 educational measurement and quantitative methods, especially the dimensionality of constructs in multilevel-settings and the relevance of context factors for education.

Since 2012, Nina Jude is the project manager for the Programme of International Student Assessment (PISA) responsible for the framework and development at DIPF, coordinating the team of international questionnaire experts and QEG as well as staff at DIPF for preparing and analysing the PISA questionnaire data. She has recently been appointed the chair of the Questionnaire Expert Group for the PISA 2021 Context Assessment.

## David Kemethofer, University of Teacher Education Upper Austria, Linz

David Kemethofer studied Sociology and received his Ph.D. in Pedagogy at the Johannes Kepler University in Linz, Austria. Since November 2017, he is Professor at the University of Teacher Education Upper Austria working at the Institute of further education and school development. Before, he was employed as a researcher at the Federal Institute for Educational Research, Innovation and Development of the Austrian school System in Salzburg, Austria. David Kemethofer teaches at the Universities of Innsbruck, Linz and Salzburg. He also supports principals as part of a

professionalization programme with their action research projects.

David is network coordinator for school research and school development in the Austrian Society for Education and acts as co-convener in the educational leadership network of the European Educational Research Association. His main academic fields and research interests are educational leadership and the concept of new governance. He published on school inspections, performance standards, and school leadership.

### Hans-Georg Kotthoff, University of Education Freiburg



Hans-Georg Kotthoff is Professor of School Pedagogy and Comparative Education at the University of Education Freiburg, Germany. After his graduation at the University of Münster (teaching degree in Education, English and Theology), he continued his studies at the Institute of Education, University College London, where he received his Master of Arts in Curriculum Studies (M.A.) in 1990. In 1993 Hans-Georg Kotthoff was awarded a Ph.D. in Education with a comparative study on curriculum development in England and Germany and in 2003 he received his venia legendi for 'Education with a special focus on school pedagogy and comparative education' at the University of Münster with a post-doctoral study (Habilitation) on school evaluation in international comparative perspective. Before Hans-Georg took up his current position as full professor at the University of Education Freiburg in 2004, he has held various professional positions as a school teacher in Germany and England, as a lecturer at the University of Münster and as a curriculum developer and researcher at the State Institute for Schools in Northrhine-Westfalia, Germany. Between 2012 and 2016 he was the president of the Comparative Education Society in Europe (CESE). His research interests include comparative education, European educational policy, educational governance and evaluation and teacher education. Currently he is involved in a

large European project on 'Lifelong Learning Policies Supporting Young Adults in their Life Course' (www.young-adulllt.eu).

### Steven Lewis, Deakin University, Melbourne

Steven is a Research Fellow at the Education Policy and Governance group within the REDI (Research for Educational Impact) Strategic Research Centre at Deakin University, Australia. He completed his Ph.D. in the School of Education at The University of Queensland in May 2016, focusing on the development and effects of the OECD's PISA for Schools programme, as well as emergent spaces and relations of educational governance and policymaking more broadly. His research interests are concerned with new modes and forms of educational accountability and data, and how these help shape how teaching and schooling are governed, understood and practised. After beginning his career as a high school mathematics and science teacher in Queensland, Steven worked as a Research Fellow on several Australian Research Council-funded projects, based at The University of Queensland and the University of Melbourne. He relocated to Deakin University to pursue a research-intensive trajectory as the Alfred Deakin Postdoctoral Research Fellow (2017–2019). His current research focuses on how new global modes of standardised testing and data, and evidence around 'what works', help to form new spaces and relations of educational governance, and how these, in turn, reshape local schooling practices, teachers' work and student learning.

His current Research Projects are: 1) New data-driven modes of standardised assessment, international evidence and the reshaping of schooling reform (Chief Investigator) and 2) The global history of the OECD in education (Associate Investigator)

## Bob Lingard, University of Queensland

Bob Lingard 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, Polices 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.

## Christopher Lubienski, Indiana University, Bloomington

Christopher Lubienski is a Professor of education policy at Indiana University. He is also a fellow with the National Education Policy Center at the University of Colorado, Visiting Professor at East China Normal University in Shanghai, and Adjunct Professor at Murdoch University in Western Australia, where he has served as Sir Walter Murdoch Visiting Professor.  His research focuses on education policy, reform, and the political economy of education, with a particular concern for issues of equity and access. His current work examines (1) organizational responses to competitive conditions in local education markets, including geo-spatial analyses education opportunities, and research on innovation in education markets, and (2) policymakers' use of research evidence as influenced by advocacy organizations. He was named a Fulbright Senior Scholar for New Zealand, where he

studied school policies and student enrollment patterns. His work has been funded by the federal Institute of Education Sciences, the William T. Grant Foundation, the Australian Research Council, the Organisation for Economic Cooperation and Development, and the Spencer Foundation.

## Débora B. Maehler, Leibniz-Institute for the Social Sciences (GESIS), Mannheim

Débora 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 Débora 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).

## Kerstin Martens, University of Bremen

Kerstin Martens is an Associate Professor of International Relations at the University of Bremen, Germany. Her research interests include social and education policy in international and comparative perspectives, international organisations – in particular the OECD and the UN –, NGOs and qualitative methodology. She holds a PhD in Social and Political Sciences from the European University Institute, Florence, Italy. From February to May 2018 she is a Visiting Fellow at the Minda de Gunzberg Center at Harvard University.

## Jutta von Maurice, Leibniz Institute for Educational Trajectories (LIfBi)

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 Jutta was appointed Executive Director of Research of the National Educational Panel Study (NEPS) and has since been responsible for coordinating research activities of NEPS. As of January 2014, she became Executive Director of Research at the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg. Since 2016 she is also the principle investigator of the panel study "ReGES - Refugees in the German Educational System" which investigates the conditions leading to a successful integration of refugees into the German educational system. Her research interests are in the fields of vocational psychology, developmental psychology, and quantitative research methods.

## David C. Miller, American Institutes for Research (AIR), Washington D.C.

David Miller is a managing researcher at the American Institutes for Research (AIR), where he has worked for almost 19 years. Since 2007 he 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. 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 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.

### Barbara Muslic, Freie Universität Berlin
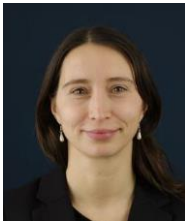
Barbara Muslic is a project leader in the DFG-project "Data-based school development processes as the basis of a long-term reorganization of individual schools" at the location of Freie Universität Berlin.

She is a Post Doc with main research interests in (school) organization research, school development and school leadership research.

### Maureen Park, Lehigh University, Bethlehem

Maureen Park is a Ph.D student in Comparative and International Education at Lehigh University. She has a B.A. in Political Science and a M.Ed. in Multicultural Education. Maureen's research interests have been guided by her work with indigenous Mayan women and children in Guatemala as well as her experience teaching multilingual students in Uzbekistan and Kyrgyzstan where she worked as a teacher in international schools. Her research focuses on mother tongue based multilingual education in Nepal, gender equity, and refugee and post-conflict education. In addition to her experience as a bilingual educator in urban schools in the U.S., Maureen has worked abroad for organizations including the Peace Corps, World Vision and the World Food Programme.

### Marcelo Parreira do Amaral, University of Münster

Marcelo Parreira do Amaral is Professor of International and Comparative Education at the Institute of Education, University of Münster, Germany. After majoring (magister artium) in Education and American Studies at the University of Frankfurt, he obtained a doctoral degree in Social Sciences (Dr. rer. soc) at the University of Tübingen, Germany,

in 2010. He was invited guest professor at the University of São Paulo (2012), State University of Ceará (2013), and 2016 University of Brasília, Brazil.

Parreira do Amaral has wide experience in the field of Education, in particular Comparative and International Education, Policy Studies, and Social Pedagogy. In the focus of his current work are various topics of international and comparative research such as the international dimension of education policy and governance. His recent contributions focus on the role of different non-state actors in education policy-making and governance, in particular the role of the OECD and the European Union/Commission, as well as the role of institutions and discourses in framing the governance of educational trajectories of young people in Europe.

Marcelo has wide experience in collaborative, international comparative research projects. Currently, he coordinates the European YOUNG_ADULLLT project funded under the European Research Framework Programme Horizon 2020. The project 'Policies Supporting Young People in their Life Course'. A Comparative Perspective of Lifelong Learning and Inclusion in Education and Work in Europe' investigates lifelong learning policies (LLL) for young adults in nine European member states (see: www.young-adulllt.eu).

## Petros Pashiardis, Open University of Cyprus



Petros Pashiardis is a Professor of Educational Leadership at the Open University of Cyprus. Petros studied Educational Administration at the University of Texas at Austin as a Fulbright Scholar from 1987 to1990. He was also the recipient of the Armand Hammer Fellowship at the LBJ School of Public Affairs of the University of Texas at Austin.

Petros has been an external examiner for doctoral dissertations or adviser to the Ministry of Education in Greece, the University of Tasmania, the University of Lincoln in the UK, the University of Thessaloniki in Greece, the University of Utkal in India, the

University of Pretoria and the University of Johannesburg in South Africa. He has also acted as consultant and adviser to schools, colleges and local, regional and national authorities on a variety of themes. He has also advised the Government of Cyprus on the introduction of a new teacher evaluation and promotion scheme in its primary and secondary schools and also on the development and training of a national educational inspectorate.

In 2008, he co-edited the International Handbook on the Preparation and Development of School Leaders, together with Jacky Lumby and Gary Crow (published by Routledge).

Over the last twenty years Petros Pashiardis has researched and published a variety of areas of education management, leadership and policy making at institutional, local, national and international levels.

### Jeanne M. Powers, Arizona State University

Jeanne Powers is an associate professor in the Mary Lou Fulton Teachers College, at Arizona State University. She received her PhD in Sociology from the University of California, San Diego. Her research agenda is oriented around issues of equity and access in education policy. Recent projects have focused on school segregation, school choice, and the educational achievement of immigrant students. She has published in the Review of Research in Education, American Educational Research Journal, Educational Policy, American Journal of Education, Equity and Excellence in Education, and Law and Social Inquiry. In 2015 Jeanne was awarded the AERA Review of Research Award for her article, "From Segregation to School Finance:  The Legal Context for Language Rights in the United States" (2014). Jeanne is the editor of Review of Research in Education (2018, 2020), and has served on the editorial boards of the American Educational Research Journal, Race, Ethnicity and Education, and the National Education Policy

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## Carsten Quesel, University of Applied Sciences and Arts Northwestern Switzerland

Carsten Quesel is professor for sociology of education at the School of Teacher Education of the University of Applied Sciences and Arts Northwestern Switzerland. His research focuses on education governance, school inspection, school improvement, professional development and project-based learning.

## Kim Schildkamp, University of Twente

Kim Schildkamp is an associate professor in the Faculty of Behavioural, Management, and Social Sciences of the University of Twente in the Netherlands. Kim's research, in the Netherlands but also in other countries, focuses on (professional development in) data-based decision making and formative assessment. She is a Fulbright scholarship recipient, which she used to study data use in primary and secondary education in Louisiana. She has been invited as a guest lecturer and keynote speaker at several conferences and universities, including AERA (American Educational Research Association), the University of Pretoria in South Africa, and the University of Auckland in New Zealand. She is the president-elect of ICSEI (International Congress on School Effectiveness and Improvement), and she is chair of the ICSEI data use network. She developed the data team® procedure, which has been used in different countries (e.g., The Netherlands, Sweden, Belgium), and has received the European Association for Practitioner Research on Improving Learning (EAPRIL) best research-practice award.

### James P. Spillane, Northwestern University

James P. Spillane is the Spencer T. and Ann W. Olin Professor in Learning and Organizational Change at the School of Education and Social Policy at Northwestern University. Spillane has published extensively on issues of education policy, policy implementation, school reform, and school leadership. His work explores the policy implementation process at the state, district, school, and classroom levels, focusing on intergovernmental and policy-practice relations. He also studies organizational leadership and change, and distributed leadership in schools. Recent projects include studies of relations between organizational infrastructure and instructional advice-seeking in schools and the socialization of new school principals.

### Rolf Strietholt, TU Dortmund University

Rolf Strietholt is a researcher at TU Dortmund University. He is also affiliated to the University of Gothenburg. His current research interests lie in the field of international comparisons of educational systems, so-called comparative education, and include educational effectiveness studies with a special focus on measuring and explaining inequalities in student performance. He is particularly interested in combining recent and older international assessments to trace long-term trends in achievement since the late 1960s, and in innovative research designs and causal inferences with international data. He is currently coordinating the Horizon 2020 project OCCAM (Outcomes and Causal Inference in International Comparative Assessments) that is funded by the European Commission. OCCAM is an interdisciplinary, intersectoral, and international research school with partners from seven European countries, Australia, and the US. Rolf teaches courses on educational

measurement and causal analysis. Recently, he was a guest researcher at the WZB Berlin Social Science Center and the Centre for Educational Measurement at the University of Oslo (CEMO).

## Jonathan Supovitz, University of Pennsylvania

Jonathan Supovitz conducts research on how education organizations use different forms of evidence to inquire about the quality and effect of their systems to support the improvement of teaching and learning in schools. He also leads the evidence-based leadership strand of Penn's mid-career leadership program and teaches courses on how current and future leaders can develop an inquiry frame of thinking about continuous improvement and the skills necessary to compile, analyze, and act upon various forms of evidence.

Jonathan is an accomplished mixed-method researcher and evaluator, employing both quantitative and qualitative techniques. His current work focuses on how districts develop a coherent vision of instructional improvement and devise systems to support instructional focus in schools, and how organizations build a culture of inquiry that supports sustained organizational learning and improvement.

## 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.

### Yemurai Tsokodayi, American Institutes for Research (AIR), Washington D.C.

Yemurai Tsokodayi is a research associate at American Institutes for Research (AIR). She works primarily on the Teaching and Learning International Survey (TALIS), a study on teachers' and principals' work environments; the Progress in International Reading Literacy Study (PIRLS), a fourth-grade reading assessment; and the Trends in International Mathematics and Science Study (TIMSS), a fourth- and eighth-grade assessment. In this role, Yemurai provides support through technical reviews, data checks, and data analysis. In addition to working on these studies, Yemurai works in direct communication with clients on outreach tasks for the National Center for Education Statistics, creating tweets and newsletters, designing brochures, and collecting website usage statistics using Google Analytics. Yemurai holds a Master's degree in Industrial-Organizational Psychology from the University of Maryland, Baltimore County, and Bachelor's degree in International Business and in Psychology from the University of Maryland, College Park.

### Pierre Tulowitzki, Ludwigsburg University of Education

Pierre Tulowitzki is an assistant professor at the Ludwigsburg University of Education (LUE) in Germany. He is the Head of the Department of International Educational Leadership and Management as well as the German Director of the International Education Management Program, an international master's program that is offered in collaboration with the Helwan University, Egypt.

Pierre Tulowitzki has conducted, published and presented research on a vast array of topics from the realm of educational leadership and school improvement. Through workshops and conferences, he works together with schools to navigate educational change. He serves as a board member of the International Congress for School Effectiveness and Improvement (ICSEI) and as the Link Convenor of the Educational Leadership Network of the European Educational Research Association (EERA).

### 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. 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.

### Britta Upsing, DIPF-Frankfurt

Britta Upsing is the project manager of "MySkills – Identifying Professional Competencies" at the TBA Centre at the German Institute for International Educational Research (DIPF). The TBA Centre is a research and infrastructure centre that develops technology-based procedures for the survey of learning result. Britta Upsing joined the TBA Centre in 2007, and was the project coordinator for PIAAC at DIPF between 2007 and 2012.

Britta majored in applied linguistics and information sciences in 2005. She obtained her PhD in information science at the University of Hildesheim in 2017. In her thesis, she analysed translation and adaptation processes in PIAAC and other international large-scale assessment studies from the point of view of information sciences, focusing on the interplay between information needs of translation players and the information provided for the translation process.

### Antoni Verger, Universitat Autònoma de Barcelona

Antoni Verger is associate professor at the Department of Sociology of the Universitat Autònoma de Barcelona, and general deputy of the European Master program Education Policies for Global Development. A former post-doctoral fellow at the Amsterdam Institute for Social Science Research, Antoni's research analyses the relationship between global governance institutions and education policy. He has specialized in the study of public-private partnerships, quasi-markets and accountability policies in education. Currently, he coordinates the ERC funded project REFORMED - Reforming Schools Globally: A Multiscalar Analysis of Autonomy and

Accountability Policies in the Education Sector. He is currently one of the lead editors of the Journal of Education Policy and of the World Yearbook of Education.

### Joel Westheimer, University of Ottawa



Joel Westheimer is University Research Chair in Democracy and Education at the University of Ottawa and education columnist for CBC Radio's Ottawa Morning and Ontario Today shows. Popular author, speaker, and education advocate, Westheimer's work addresses the purposes of public education in democratic societies and issues of social justice, public policy, and school reform. His research and writing around citizenship education has been translated into more than 17 languages and is highly-cited in research, policy, and practice. Westheimer's critically acclaimed books have received multiple awards and include What Kind of Citizen: Educating Our Children for the Common Good, Pledging Allegiance: The Politics of Patriotism in America's Schools (foreword by Howard Zinn) and Among Schoolteachers: Community, Autonomy and Ideology in Teachers' Work (foreword by Larry Cuban). He is currently directing (with John Rogers, UCLA) The Inequality Project, investigating what schools in North America are teaching about economic inequality.

### Annika Wilmers, DIPF Frankfurt



Annika Wilmers is an academic staff member at "International Cooperation in Education - ice", an office that provides advice and support to empirical educational institutions and individual educational researchers for establishing and improving international research initiatives. She is an experienced science manager and has worked for various higher education and research institutions. Since working for ice at DIPF, she has concentrated on linking German

educational research with international research communities. Most recently, she has been engaged 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. She holds a B.A. and M.A. in Modern History, Medieval History and German Literature (Université de Provence and University of Tübingen), and a PhD in Modern History (University of Tübingen).

### Alexander W. Wiseman, Lehigh University, Bethlehem



Alexander Wiseman is Professor and Director of Comparative and International Education in the College of Education at Lehigh University. He holds a dual-degree Ph.D. in Comparative & International Education and Educational Theory & Policy from Pennsylvania State University, a MA in International Comparative Education from Stanford University, a MA in Education from The University of Tulsa, and a BA in Letters from the University of Oklahoma. Alexander conducts internationally comparative educational research using large-scale education datasets on math and science education, information and communication technology (ICT), teacher preparation, professional development and curriculum as well as school principal's instructional leadership activity, and is the author of many research-to-practice articles and books. He serves as Senior Editor of the journal FIRE: Forum for International Research in Education, Series Editor for the International Perspectives on Education and Society volume series (Emerald Publishing), and has recently published in the journals Compare: A Journal of International and Comparative Education, Prospects: Quarterly Review of Comparative Education, Research in Comparative and International Education, Journal of Supranational Policies of Education, and Computers & Education.

## Rose M. Ylimaki, University of South Carolina

Rose M. Ylimaki is a Professor and Chair of the Department of Educational Policies at the University of South Carolina. She locates her work at the intersection of curriculum studies and educational leadership. Ylimaki brings her knowledge of complex education ideologies, curriculum policies and practices at international, national, and local (community and school) levels to administrative audiences. Her most recent project bridging curriculum and educational leadership studies with Michael Uljens (Abo Akademi, Finland) bridges educational leadership studies, curriculum theory, and Didaktik with a deeper root in education theory.

Ylimaki has also studied leadership in schools with under-served populations as part of an international study of school leadership and a school development project in low performing schools.

Her journal articles appear in Educational Administration Quarterly, Journal of School Leadership, Leadership and Policy in Schools, and the American Educational Research Journal among others. She also has two books published by Routledge and two edited volumes published by Springer Press.

Prior to her academic career, Rose Ylimaki served as a principal and curriculum director in K-12 schools. She received her Ph.D. from the University of Wisconsin-Madison.

## Michelle D. Young, University of Virginia



Michelle D. Young is the Executive Director of the University Council for Educational Administration (UCEA), and a Professor of Educational Leadership at the University of Virginia. Young received her PhD in Educational Leadership Policy, Planning and Leadership in 1997 and her Masters of Education in Special Education with an emphasis on Learning Disabilities and Second Language Learners in 1993 from the University of Texas at Austin.

As Executive Director of UCEA, Young works with universities, practitioners, 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. Currently, she is chairing the effort to develop the National Educational Leadership Preparation (NELP) standards which will guide the development and accreditation review of educational leadership preparation programs.

In addition to serving as UCEA's Executive Director, Young is a full professor at the University of Virginia. She also serves on a number of national policy and academic boards, including the National Policy Board for Educational Administration (NPBEA) and top tier journal Editorial Boards like the Educational Administration Quarterly. Young has led both state-wide and institutional reviews of educational leadership development programs.

Her scholarship focuses on the development of school leaders as well as how school leaders and school policies can support equitable and quality experiences for all students and adults who learn and work in schools.

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