

Education Democracy and Justice: Transatlantic Perspectives

German-American Seminar at
the 2015 AERA Annual Meeting

Friday, April 17 2015 8:30 AM – 2:00 PM

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Preface

This German-American seminar aims at providing a platform for exchanging ideas among educational researchers from various countries. The concept of the seminar allows not only to present a variety of research questions and projects, but to discuss international aspects of each project, international research contexts and possibilities of international comparisons that can shed light both on national specificities as well as on overarching similarities.

Starting from the AERA conference theme “Toward Justice, Culture, Language, and Heritage in Education, Research and Praxis” the seminar investigates the development of democratic educational ideas and questions of equity in education on both sides of the Atlantic. The first session will start with a symposium that offers a historical perspective on progressive education and transnational educational discourses before opening up to broader questions of democracy in educational research and practice.

The second half of the morning will offer opportunities for discussing precise research projects within four workshops covering the fields of educational equality, educational policies and praxis (workshop 1), learning environments, school cultures and democracy (workshop 2), learning achievements and questions of leadership in schools (workshop 3) and links between assessment, standards and questions of equality and justice in education (workshop 4).

We hope the seminar offers both a platform for discussion and networking and thus serves as a helpful step for further international collaboration. We would like to thank all participants in making this seminar a basis for future exchange of ideas and joint research!

On behalf of the ice-team
Annika Wilmers

Content

Preface	2
Agenda	6
Abstracts	10
Protection against Violence? Teaching and Learning Justice and Peace in a High School	11
<i>Martin Bittner</i>	
Towards Justice and Democracy in Language Education: Gender Distinction in Language Learning Gender-specific functional differences and didactical consequences	13
<i>Heiner Boettger</i>	
Jane Addams and Alice Salomon: Social Work as a Profession	14
<i>Rita Braches-Chyrek</i>	
Justice and Democracy reflected by an inclusive Community Education Program: Research & Praxis	15
<i>Keely Camden, Miriam Roth-Douglas</i>	
Changes in Socioeconomic Achievement Gaps in International Comparison, 1964-2012	17
<i>Anna Katyn Chmielewski</i>	
Resources and Choices. How do local Actors construct the School-Market in an underprivileged District in Berlin?	18
<i>Tilman Drope</i>	
How Tracking can amplify Educational Inequality: Primary and Secondary Effects at the Transition into Secondary School Tracks in Germany	19
<i>Hanna Dumont, Denise Klinge, Kai Maaß</i>	
The Frankfurt School in North American Educational Scholarship	21
<i>Norman Friesen</i>	
Child Poverty and Educational Inequality: Political Ideas and Educational Reality in Germany and the	

United States of America	22
<i>Stefanie Greubel</i>	
The Eclipse of Democratic Education Research	23
<i>Kenneth Howe</i>	
School Cultures and Differences in Germany and the USA	24
<i>Merle Hummrich, Astrid Hebenstreit</i>	
Challenges for Teacher Education in the United States and the Socio-Cultural Context of the Work of Teaching	25
<i>Ute Kaden</i>	
Educational Politics from below and Social-Work-Discourses	26
<i>Tilman Kallenbach</i>	
Leadership in Schools in Challenging Circumstances in Germany and the USA	27
<i>Esther Dominique Klein</i>	
Experiencing the Common Core: Dewey and the Implementation of New Standards in Secondary ELA Classrooms	29
<i>Richard A. Ludka</i>	
Origins of the Community School Idea in the U.S.: Jane Addams and John Dewey in Chicago, 1892 –1904	30
<i>John Puckett</i>	
Between Facts and Perceptions: A multilevel Approach to Leadership in Challenging School Environments	31
<i>Alexandra Schwarz, Stefan Brauckmann</i>	
Political Culture, Curriculum, Structure and Equity: Questions (No Answers)	34
<i>Karen Seashore</i>	
Embodying Deweyan Democratic Principles for International Educational Collaboration	35
<i>Deborah Seltzer-Kelly</i>	
Educational Inequalities and Educational Justice	36
<i>Krassimir Stojanov</i>	

Minority Language Education and Identity within Multiculturalism and Liberalism. A comparative analysis of Germany, the USA and Canada	37
<i>Tanja Tretter</i>	
The Adventures of traveling Policy-Models in Education: The US-Policy Model as a misbehaving Stranger in Europe	39
<i>Daniel Troebler</i>	
Relationships between Social Origins and Academic Achievements within US Faculties	41
<i>Jim Vander Putten</i>	
Experiencing Discrimination: A new Approach to Cross-Cultural Measurement	42
<i>Svenja Vieluf, Eckhard Klieme</i>	
The Impact of Democratic Learning Environments on School Students' perceived Well-Being, Classroom-Climate and Confidence	44
<i>Verena Young</i>	
International Perspectives on Assessing Academic Learning Outcomes – Challenges and Implications for Justice in Higher Education	46
<i>Olga Zlatkin-Troitschanskaia, Hans Anand Pant, Christiane Kubn, Miriam Toepfer, Corinna Lautenbach</i>	
CVs	48
List of participants	67

Agenda

8:30-9:00	<p>Welcome and Introduction to the Topic of the Seminar <i>Annika Wilmers (DIPF Frankfurt) and Sabine Reb (DIPF Berlin)</i></p>
9:00-11:00	<p>Origins and Perspectives</p> <p>Chair: Kathrin Berdelmann (DIPF Berlin)</p> <p>Origins of the Community School Idea in the U.S.: Jane Addams and John Dewey in Chicago, 1892 –1904 <i>John Puckett (University of Pennsylvania)</i></p> <p>Jane Addams and Alice Salomon: Social Work as a Profession <i>Rita Braches-Chyrek (University of Bamberg)</i></p> <p>The Adventures of traveling Policy-Models in Education: The US-Policy Model as a misbehaving Stranger in Europe <i>Daniel Troebler (University of Luxembourg)</i></p> <p>The Eclipse of Democratic Education Research <i>Kenneth Howe (University of Colorado Boulder)</i></p>
11:00-11:15	<p>Coffee Break</p>
11:15-1:15	<p>Transatlantic Panels on Education, Democracy and Justice Four parallel workshops</p>
	<p>Workshop 1: Factors Influencing Educational (In)Equality, Educational Policies and Educational Praxis</p> <p>Chair: John Puckett (University of Pennsylvania)</p> <p>Child Poverty and Educational Inequality: Political Ideas and Educational Reality in Germany and the USA <i>Stefanie Greubel (Alanus University Alfter)</i></p> <p>Resources and Choices. How do local Actors construct the School-Market in an underprivileged District in Berlin <i>Tilman Drope (DIPF Berlin)</i></p>

	<p>Justice and Democracy reflected by an inclusive Community Education Program. Research and Praxis <i>Keely Camden, Miriam Roth Douglas (West Liberty University)</i></p> <p>Embodying Deweyan Democratic Principles for International Educational Collaboration <i>Deborah Seltzer-Kelly (Wabash College, Crawfordsville)</i></p> <p>Towards Justice and Democracy in Language Education: Gender Distinction in Language Learning <i>Heiner Boettger (Catholic University of Eichstätt-Ingolstadt)</i></p> <p>Educational Politics from below and Social-Work-Discourses <i>Tilman Kallenbach (University of Bamberg)</i></p>
	<p>Workshop 2: School Cultures, Learning Environments and Democracy</p> <p>Chair: Kenneth Howe (University of Colorado Boulder)</p> <p>The Frankfurt School in North American Educational Scholarship <i>Norman Friesen (Boise State University)</i></p> <p>School Cultures and Differences in Germany and the USA <i>Merle Hummrich (University of Flensburg)</i></p> <p>The Impact of a Democratic Learning Environment on School Students' perceived Well-Being, Classroom-Climate and Confidence <i>Verena Young (University of Bielefeld)</i></p> <p>Challenges for Teacher Education in the United States and the Socio-Cultural Context of the Work of Teaching <i>Ute Kaden (University of Alaska Fairbanks)</i></p> <p>Protection against Violence? Teaching Justice and Peace in a High School <i>Martin Bittner (DIPF Berlin)</i></p>

	<p>Workshop 3: Educational (In)Equalities: Learning Achievement and Questions of Leadership in Schools</p> <p>Chair: Heinrich Mintrop (University of California Berkeley)</p> <p>How Tracking can amplify Educational Inequality: Primary and Secondary Effects at the Transition into Secondary School Tracks in Germany <i>Hanna Dumont, Denise Klinge, Kai Maaß (DIPF Berlin)</i></p> <p>Changes in Socioeconomic Achievement Gaps in International Comparison, 1964-2012 <i>Anna Chmielewski (University of Toronto)</i></p> <p>Political Culture, Curriculum, Structure and Equity: Questions (No Answers) <i>Karen Seashore (University of Minnesota Minneapolis)</i></p> <p>Between Facts and Perceptions: A Multilevel Approach to Leadership in Challenging School Environments <i>Alexandra Schwarz (University of Wuppertal), Stefan Brauckmann (University of Klagenfurt)</i></p> <p>Leadership in Schools in Challenging Circumstances in Germany and the USA <i>Esther Dominique Klein (University of Duisburg-Essen)</i></p>
	<p>Workshop 4: Assessment, Standards and Equality in Education</p> <p>Chair: Wolfgang Boettcher (University of Münster)</p> <p>Experiencing Discrimination: A new Approach to Cross-Cultural Measurement <i>Svenja Vieluf, Eckhard Klieme (DIPF Frankfurt)</i></p> <p>Minority Language Education and Identity within Multiculturalism and Liberalism <i>Tanja Tretter (Catholic University of Eichstätt-Ingolstadt)</i></p> <p>Relationships between Social Origins and Academic Achievements within US Faculties <i>Jim Vander Putten (University of Arkansas Little Rock)</i></p>

	<p>International Perspectives on Assessing Academic Learning Outcomes – Challenges and Implications for Justice in Higher Education <i>Olga Zlatkin-Troitschanskaia, Hans Anand Pant, Christiane Kuhn, Miriam Toepper, Corinna Lautenbach (University of Mainz and Humboldt-University Berlin)</i></p> <p>Educational Inequalities and Educational Justice <i>Krassimir Stojanov (Catholic University of Eichstätt-Ingolstadt)</i></p> <p>Experiencing the Common Core: Dewey and the Implementation of New Standards in Secondary ELA Classrooms <i>Richard Ludka (Columbia University New York)</i></p>
1:15 – 2:00	Lunch
3:00	Optional: Visit to Hull House
7:00	Dinner (at own expense)

Abstracts

Protection against Violence? Teaching and Learning Justice and Peace in a High School

Martin Bittner

Violence in its various situations can be seen as a matter of jurisdiction and its violation of law and order. Protection against violence thus understood is a matter of the state and its politics. We expect public institutions to be stable and secure. Since official reports in 2010 revealed systematic cases of sexual violence within pedagogical institutions in Germany, the institutions became aware of their instability. The public assumes that professionals in educational institutions act to reassure the wellbeing of children. Due to the awareness of sexual violence in educational institutions we have to expand the questions on violence. Most of the debates on violence in the field of pedagogy deal with questions on: How to educate aggressive children? How to cope peer-violence? How to teach democracy? On the other hand, power relations and the abuse of power relations plus sexual violence committed by “pedagogical professionals” becomes an issue to be scrutinized. In particular, protection against violence becomes a matter of pedagogical institutions. Questions of the pedagogical interaction between adults and children/youth, the necessity of closeness and distance for educational processes arise. In the paper I want to present findings from a research in a secondary school on these questions. Additionally, I will discuss methodological aspects on the difficulty of doing ethnography on violence.

Teachers in Germany have only started to collect experience and develop practices (Praxis) of all-day schooling. The arrangement of schooling over a period of more than eight hours varies from increasing subject-lessons and idle time to sharing time in small groups of teachers and pupils focusing on special interests, spending lunchtime together. The latter comes along with practices of adapting family principals. How do these family principals protect pupils against sexual violence? How do family practices in schools serve justice and peace?

Ethnographic data was collected in a high school. Lessons in the subject of methods and social competences had been observed, where pupils “have learned to develop competences for dealing with violence”. In addition, situations of counseling as well as public school events show how the school under research practices “family”. I will give insights into these findings and answer the titled question – and question its interrelation with the institutional setting.

Towards Justice and Democracy in Language Education: Gender Distinction in Language Learning

Gender-specific functional differences and didactical consequences

Heiner Boettger

Learning languages is strongly influenced by an existing, but mostly still disregarded diversity.

In many parts, boys and girls, men and women obviously learn and use languages in a completely different way. This initially hypothetic claim, based on pedagogical and educational as well as psychological observations, can currently be newly restarted on neuro-scientific references.

Differences between boys and girls, men and women are many in number - from average body height to muscle growth to several endocrine functions. However, locating them in the learning center, the brain, is not so easy. The dimorphisms are small, scarce and usually still have unknown functions.

Correlating existing findings cross-sciences worldwide, including my own on a neuro-didactical basis, in order to prepare and identify implications for (foreign) language learning on a didactical level and therefore to implement another specific aspect of justice in the learning and teaching process, here right at the rock bottom of education – in institutionalized settings of language learning, will be the main focus of the presentation. It will also not exclude the culture-bound gender differences in immigrants' language learning.

Constitutional as well as conceptual differences may not lead to discrimination or injustice of any kind – not even through school didactics or pedagogy for example – but have to be considered an asset.

Jane Addams and Alice Salomon: Social Work as a Profession

Rita Braches-Chyrek

In this paper I argue that at the beginning of the 20th Century there was a significant differentiation of the newly formed field of Sociology, driven by the nature of the development of practical Social Work on the one hand, and reformist politics on the other. In addition, this differentiation was uniquely international in character. Due to the intellectual professional relationship between Jane Addams and Alice Salomon the social, theoretical and progressive elements in Jane Addams' articles shaped the contours of various social scientific discourses at this time. Her influence through her involvement in specific international political debates on the process of discipline development in social work was fundamental. For example her impact on Social Work in Germany led to its developing into a discipline, an apprenticeship training and a degree programme, which in turn led to the foundation of a great number of schools, colleges and inevitably universities, as well as to the establishment of national and international associations, such as the 'Conference of Social Women's Schools' in Germany and the International Committee of Social Schools. These institutions were the starting point for conceptual initiatives, which became nationally and internationally significant. At the same time, in Germany, Alice Salomon's extensive studies of the American welfare schools, which she deepened through scientific analysis of American text books on welfare, supplemented by visits to the USA, led her to publish her own guidelines and methods textbooks, and later establish the Academy for Social and Educational Women's Work.

Justice and Democracy reflected by an inclusive Community Education Program: Research & Praxis

Keely Camden, Miriam Roth Douglas

This presentation will discuss the newly designed Community Education Program (Bachelor of Arts) at West Liberty University and how justice and democracy are reflected in the program via research and praxis. The presenters will describe how the program was designed on the basis of a comparative research study, in connection with a document analysis of data on Community Education/non-formal education, available in research articles and on the web. Using this theoretical research as a foundation, theory was put into practice by designing the Community Education Program with its six majors: Community Arts, Museum Education, Outdoor Education, Sports, Recreation and Wellness, Disabilities Services, and Educational Leadership in Faith Organizations. The program was developed for students interested in becoming educators working with children, adolescents, and adults outside of the traditional classroom in an informal learning environment, unrestricted by the formal classroom or school settings. Justice and democracy are concepts, deeply reflected in this program. Graduates of this program will be able to work in non-profit sectors and community-based organizations with the goal to achieve social justice and democracy.

In order to put this idea into reality, the idea of a collaboration of non-profit organizations and higher education was born. The connection between these two appears to be a reflection of the progressive education movement that took place at the end of the 19th century, when John Dewey and his progressive colleagues put a new spin on education at the time. Something similar appears to be happening right now, as educators are advocating for Community Education/non-formal education. Students and graduates of this program want to serve the underserved by keeping and/or starting non-profit

organizations in their smaller cities instead of migrating to wealthy, larger cities and communities.

Transatlantic perspectives of justice in education and democratic education concepts are easily linked to this program. Since Germany is a country that focuses more on values of Community Education/non-formal education in a broader sense, the program was intentionally designed with an international/transatlantic aspect to allow our students to experience the much different culture and approach in a comparative way, during a study abroad trip to Germany. This idea was so well received that the HEPC (Higher Education Policy Commission) for the state of West Virginia awarded a grant to our university/program, to support this endeavor.

Changes in Socioeconomic Achievement Gaps in International Comparison, 1964-2012

Anna Katyn Chmielewski

Recent evidence from the US shows that the gap in academic achievement between students from high-income and low-income families has grown substantially over the past 40 years (Reardon 2011). This study examines whether these increasing socioeconomic achievement gaps are part of a worldwide trend. It is the first to compare SES achievement gaps over the entire history of large-scale cross-national assessments, dating back to the First International Mathematics Study (FIMS) in 1964. The study combines 27 datasets across 108 countries and 47 years and represents about 4.8 million students. Three measures of family socioeconomic status are available in most of the datasets: parents' education, parents' occupation, and the number of books in the home. Results indicate that on average worldwide, SES achievement gaps have increased dramatically for all three measures of SES. Among OECD countries, achievement gaps based on parents' education have increased by about 25%, gaps based on parents' occupation have increased by about 35%, and gaps based on books in the home have increased by about 70%. In less developed countries, the increases are even greater. In multivariate models, it appears to be those countries that have expanded their tertiary education the least and/or where SES segregation between schools has increased the most that have seen the largest increases in SES achievement gaps.

Resources and Choices. How do local Actors construct the School-Market in an underprivileged District in Berlin?

Tilman Drope

In my talk, I will introduce selected findings from my current doctoral project, which focuses on the implementation of the Berlin school reform 2010/11 in a Berlin district (establishment of a two-track school system, strengthening the families' choice of a school). I will most of all look at the participating actors' perspectives, to investigate how the school reform has affected local educational provisions, to what extent market-type mechanisms are observable, and what consequences they bear. As the Berlin school reform expressly aims at "better opportunities for all students", my ethnographically oriented research targets a better identification of such elements of the reform that might contribute to achieving this objective, and what unintended effects might be counteractive.

How Tracking can amplify Educational Inequality: Primary and Secondary Effects at the Transition into Secondary School Tracks in Germany

Hanna Dumont, Denise Klinge, Kai Maaz

Germany is known to have one of the most rigid tracking systems in the world: Students are selected into different secondary school tracks – often located in separate school buildings – at the end of Grade 4 or 6, when they are about 10 or 12 years old. This type of explicit between-school tracking has been subject of much criticism, as it is commonly argued that it increases educational inequality. Besides the fact that students in lower tracks may have less opportunity to learn (Oakes, 1985; Pfof, King, Lorenz, & Artelt, 2010), research has found that the assignment to tracks is often biased by ethnicity or social class (Maaz, Trautwein, Lüdtke, & Baumert, 2008). The present paper analyzes the mechanisms underlying this social bias at the transition into secondary school tracks using Boudon's (1974) distinction between primary and secondary effects of social stratification. We analyze whether social bias at the transition into secondary school tracks stems from achievement differences between students of different backgrounds (primary effect) or whether students' family background exerts an effect independent of students' achievement (secondary effect). For the present paper, we draw on questionnaire and achievement test data from 3935 students and their parents as well as on data from 25 narrative interviews with parents after the transition of their children into secondary school in the city of Berlin, Germany. Using the quantitative data, we find evidence for both primary and secondary effects: High SES students have higher academic achievement and higher course grades and are thus more likely to receive a teacher recommendation for the high track, and ultimately move to the high track. Moreover, even when controlling for achievement, high SES students receive higher course grades from their teachers, have a better chance at receiving a

recommendation for the high track and high SES parents are more likely to override teacher recommendations and place their children in the high track. The qualitative data from the interviews provide in depth insights into the underlying mechanisms of these primary and secondary effects. Taken together, the results show how the transition into different tracks in Germany can amplify educational inequalities.

The Frankfurt School in North American Educational Scholarship

Norman Friesen

The Institute for Social Research, more commonly known as the Frankfurt School, has significantly influenced educational scholarship in North America over the past 35 years. However, this influence is very different from that exercised in German educational theory and practice. In North America, the Frankfurt School became important in education largely in the context of “critical pedagogy” in the 1980’s. At this time, there was keen interest in the late Herbert Marcuse’s interpretation of capitalism and alienation, and in Jürgen Habermas’ developing account of knowledge, human interests and communicative action. In Germany, reference to the Frankfurt School in educational research and reform can be found as far back as the 1960s, with particular emphasis on the early critical and psychoanalytic work of Max Horkheimer and Theodore Adorno. In this presentation, Norm Friesen will explore these differences, tracing the North American reception of Marcuse’s *One Dimensional Man* and Habermas’ *Knowledge and Human Interests* in particular. This examination will conclude by highlighting not so much variations in interpretation and application between Germany and North America, but the larger linguistic, cultural and disciplinary differences that subtend the two, very different dynamics of reception and integration.

Child Poverty and Educational Inequality: Political Ideas and Educational Reality in Germany and the United States of America

Stefanie Greubel

Although recent studies (i.e. AID-A 2012, World vision Kinderstudie 2010) show that most children in Germany grow up under good living conditions, there is a raising gap between children regarding educational inequality and heterogeneous living standards (i.e. Rauschenbach 2012). Almost thirty percent of children in Germany younger than 18 years are members of households with a higher risk of economic disadvantages (Autorengruppe Bildungsberichterstattung 2010). In the United States of America, even a greater number of children with a low socio-economic status exist and there is a considerable gap between children with regard to education and social participation (i.e. Childrens' Defense Fund 2014).

From the viewpoint that children are active creators of their own reality and not only passive members of society, there is an urgent need to a) focus on the different circumstances of living at risk and b) to define those terms of at risk conditions, c) to focus on the consequences for social and educational participation, and most important d) to improve the opportunities for all children.

This paper addresses the living conditions of children in Germany and the United States of America and the programs both states fund to target children in early Childhood. It aims to investigate political movements affecting children, parents and educational settings to advance children's wellbeing. Moreover, it is a task to find out how political goals can be linked successfully with pedagogical fields of activity. The analysis will be based upon literature review data.

The Eclipse of Democratic Education Research

Kenneth Howe

In the *Public and Its Problems*, John Dewey identified various obstacles that kept a genuine and robust democratic polity in eclipse – a misconception of science prominent among them. Research in this conception is applied from *without* human activity, *to* rather than *in* its concerns. Today, much educational research – arguably, including that most valued by the AERA – is rooted in just such a *tacitly positivist* conception. The consequence is that democratic education research – a kind of research that is consistent with and fosters genuine and robust democracy – remains in eclipse.

School Cultures and Differences in Germany and the USA

Merle Hummrich, Astrid Hebenstreit

Although the thought of universalization of education is spreading constantly, national cultures form specific cultures of education. An illustrative example is the comparison of US-American and German Schools in dealing with differences. Whereas the ‚celebration of diversity‘ has a long tradition in the USA, the German system is very selective and differentiated. But at the same time, the schools have to deal with the differences of students and the heterogeneity they represent. How school cultures conceptualize themselves in dealing with differences and what those concepts can tell about spaces for professionalization and education is the question of this contribution.

Challenges for Teacher Education in the United States and the Socio-Cultural Context of the Work of Teaching

Ute Kaden

Deeply concerned about poor educational outcomes in the United States, policy makers and educational leaders are calling for improving teacher education and development of ambitious evaluation systems to measure progress. The presentation shows examples of what might be involved in preparing and retaining teachers in rural and indigenous schools in Alaska and cautions against simplified standardization of teacher preparation. Challenges to prepare a teacher workforce that can educate, inspire, and engage all young people in the socio-cultural contexts of today's schools will be discussed.

Educational Politics from below and Social-Work-Discourses

Tilman Kallenbach

Since autumn 2012 a new increase in refugee organization can be observed. In Würzburg, Bavaria, a new movement of self-organized protest has been launched and has spread to other German cities. The refugees demand to reflect – albeit often not in a direct way – the theoretical discourses of academic social work theory.

This research project aims to analyze these counter-hegemonic discourses (Laclau/Mouffe, 2006 (1985)). As a first step major demands and conflicts within the social movement of refugees will be identified, as they are potential clients of social work.

Since a strong link between social movements and social work is well documented for the development of social work in theory and profession, as a second step this is taken into consideration and is questioned toward its validity in the case of the present protests. For this reason the influence on educational policies in the field of social work with asylum seekers is discussed.

Leadership in Schools in Challenging Circumstances in Germany and the USA

Esther Dominique Klein

Schools in challenging circumstances (SCC) serve communities in which less favorable social characteristics, such as a high risk of poverty or a low education, are accumulated. Despite these disadvantageous conditions, some SCC provide educational opportunities in which their students achieve much higher than expected. Research shows that one important component of these successful SCC is the principal (e.g., Muijs et al., 2004), who acts as “change agent” or transformational and instructional leader.

Referring to *Educational Governance* (e.g., Kussau & Brüsemeister, 2007), how principals in SCC act is contingent on structural, political, and historical-cultural characteristics of their macro context. Most of the research on SCC, however, comes from the USA, and there is little evidence as to whether the results are transferrable to Germany. The study therefore compares (1) the macro context for principals in SCC in Germany and the USA, and (2) actual leadership activities in SCC in the two countries on a broad scale. The goal is to “map the terrain” for an in-depth analysis of leadership in SCC in the two countries.

Document analyses and interviews with representatives of the administration are used to elaborate the preconditions of principals in SCC in two contrastive states (NRW/Bavaria and California/Texas). Additionally, a reanalysis of the school data in PISA 2012 is used to analyze the possibilities to exert influence and the leadership strategies applied in German and US schools with differing local contexts.

The interviews reveal substantial differences in the roles and tasks of principals between the two countries and the interdependencies with other actors (local administration, teachers, parents), and thus in the pressure to improve for SCC in the two countries. The reanalysis of the PISA data confirms these substantial differences and reveals that in the USA,

principals in SCC differ from other principals regarding their influence especially on pedagogical decisions, whereas in Germany, principals in SCC partly differ from the other principals in their leadership strategies.

The analyses indicate that principals in German SCC can hardly be put on a level with their counterparts in the USA; however, a more in-depth analysis of their actual leadership activities is needed and will be focused in a follow-up study.

Experiencing the Common Core: Dewey and the Implementation of New Standards in Secondary ELA Classrooms

Richard A. Ludka

Employing John Dewey's theory of instrumentalism as its footing, this paper will outline the Common Core State Standards (CCSS) for secondary English Language Arts (ELA) and their influence on classroom implementation as expressed in scholarly literature. The Common Core State Standards have delimited a new set of standards-based educational goals. The relevant academic literature will be discussed in detail, offering a synthesis of existing research regarding classroom implementation of ELA for secondary students under the Common Core policies. The paper argues that the current round of standards-based reform offered by the CCSS has flaws similar to that of previous reforms, though still capable of increasing student achievement in ELA when accompanied by creative educators and alternative modes of thought.

Origins of the Community School Idea in the U.S.: Jane Addams and John Dewey in Chicago, 1892 –1904

John Puckett

At the turn of the twentieth century, Jane Addams and John Dewey were friends and colleagues in Chicago. Addams and the women of Hull-House strongly influenced Dewey's casting of schools as levers of social reform and democracy. This presentation, illustrated with historical images, focuses on the contributions of Addams and Dewey to the community school idea. John Puckett traces the Addams-Dewey heritage from the social center movement of the 1910s to the community school experiments of the 1930s–40s, to the present-day project of “university-assisted community schools” at the University of Pennsylvania.

Between Facts and Perceptions: A multilevel Approach to Leadership in Challenging School Environments

Alexandra Schwarz, Stefan Brauckmann

Concepts of new school governance, which have been introduced since the 1990s (van Amelsvoort and Scheerens, 1997), aim at changing the competences of school leaders towards autonomy and accountability and these concepts did indeed considerably change school leaders' responsibilities. According to specific legal and administrative conditions, they have to acquire new skills that address personnel management, curriculum development, and administrative tasks. Due to this changing role from administrators to creators, research on school leadership recently focusses the question which fields of managing activity particularly affect school principals (Brauckmann & Herrmann 2013). It is quite apparent that the interrelation between changing contexts and managing activities has not yet been a central issue of leadership research (Brauckmann & Schwarz, 2014). Even more, researchers have criticized formal professionalization to produce uniformly designed school leaders (Southworth 2002) who are not able to respond adequately to their own specific management context (Goldring et al. 2008; Heck & Moriyama 2010).

Information on contextual conditions is usually acquired by analyzing qualitative school portraits or survey data where characteristics of schools are measured on the organizational level (e.g. type and size of school, personnel and material resources). So far, only little is known about contextual conditions of wider environments of schools (social area close to schools, schooling structure in terms of alternative supply and competition between schools) and their impact on school management. In this paper, we aim at a more comprehensive, empirical picture of the social, economic and cultural environments of schools and their possible relations to management activities. Since the collection of contextual information (e.g. immigrant status of students, socioeconomic

resources of their families) is usually based on interviews with school principals, the information gained is inevitably exposed to subjective distortion, which can be considerably (e.g., Anderson 1982). We therefore propose to describe the context of school management activities by features of the school and the school-related environment which are of administrative origin (e.g. official school statistic, administrative data on population structure).

Our analysis is based on survey data collected in the project 'School leaders' activities between more responsibility and more power' (funded by the Federal Ministry of Education and Research). In this nationwide project, school principals were asked for regional, institutional, personal and situational settings of their school management activities. We enrich this survey by administrative data on a low aggregation level. Based on a sample of about 100 school leaders we analyze (1) the extent by which reported context factors go in line with a more objective description of the school environment, and (2) the relation between subjective and objective context features and the workload of school principals in specific areas of leadership activity.

As expected, we find that school principals' perceptions of challenges at school (e.g. low ability students) differ by the social school context (students from low income families, welfare dependency rate). However, some principals acting in disadvantaged areas even appreciate their school's situation to be more positive than principals acting in less challenging environments (e.g. more wealthy districts). Social context and challenges are differently linked to school leaders' satisfaction and to their workload in specific areas of leadership activity (time spend on, e.g., counselling students and teachers, personnel management and development). From these results we conclude that the 'individual context', in terms of personality traits of the school leader, contribute significantly to leadership activities, work satisfaction and workload. We discuss the extent by which quality of management activities – and thus of school quality – do actually depend on socio-spatial conditions, as is often postulated. Future research should

further address the question which factors drive perceptions of school principals' own context, which appears to be less affected by the school environment than expected.

Political Culture, Curriculum, Structure and Equity: Questions (No Answers)

Karen Seashore

Political Culture, Curriculum, Structure and Equity: Questions (No Answers). This presentation will draw on a recent comparative study of political cultures and their effects on educational policy in several European countries and the U.S., as well as evidence from other comparative studies. The focus will be on political culture and the position/role of vocational and career education, which are eroding rapidly in the United States, while remaining quite vibrant in some European countries (including Germany). Some questions will also be raised about between country differences on the role of testing and national accountability regimes.

Embodying Deweyan Democratic Principles for International Educational Collaboration

Deborah Seltzer-Kelly

During his busy lifetime, John Dewey traveled extensively to meet and collaborate with philosophers and educators worldwide. Through his own careful observations and experiences, Dewey became an incisive commentator upon the imperialist aspirations of assorted world powers, as well as a pointed critic of a U.S. international posture that varied between isolationism and paternalism even as it sought to develop democratic collaboration. In this paper, I explore the strands of Dewey's thought in relation to my own contemporary experiences in international educational collaboration. These include the tensions involved in effective mentoring of international students in U.S. universities, as well as the risks and rewards offered by collaborative studies of educational systems in colonial, postcolonial, and neocolonial settings.

Educational Inequalities and Educational Justice

Krassimir Stojanov

The aim of my paper is to identify and justify a normative principle that allows for an identification of inequalities incompatible with educational justice. The question, which educational inequalities are unjust and why, became very urgent in the last years both in Germany after the publication of the outcomes of the PISA-Studies, and in the USA with regard to the evaluation of the NCLB policies. In order to answer that question, three alternative versions of egalitarianism shall be discussed: luck egalitarianism, threshold (minimalist) egalitarianism, and respect egalitarianism.

I shall argue that the approaches of both luck egalitarianism and threshold egalitarianism are inadequate to provide satisfactory answers to the central question of the paper – and I also shall discuss various shortcomings of both models, which the approach of respect egalitarianism avoids. According to this approach, the most crucial form of educational injustice is treating certain groups of students with disrespect by disregarding their particular beliefs, experiences, ideals, and specific achievements by classifying the students according to constructed levels of “talents” or “cognitive abilities.” This classifying is embodied in the highly selective practice of school allocation of the students after their absolving the elementary school in Germany. Thus, this practice should be seen as more devastating with regard to educational justice as the unequal financing of schools which is common in the American school system.

Minority Language Education and Identity within Multiculturalism and Liberalism. A comparative analysis of Germany, the USA and Canada

Tanja Tretter

The abstract presents a part of the PhD project „Biliteracy in the context of personal identity and the politics of institutional minority language teaching“ at the Catholic University of Eichstätt-Ingolstadt.

As is by now widely accepted language plays an important role for identity. The space accorded to it by society and individuals has an impact on access to cultural heritage and identity construction. It is therefore crucial for the willingness of migrants to participate in a new linguistic and cultural community. Access to cultural heritage requires literacy competence, including the necessary cognitive abilities. The question of whether or not supporting biliteracy in the education system is based upon the fundamental ideas about the principles of living together in culturally and linguistically diverse contexts.

With regard to people with linguistically diverse backgrounds - compared to mostly monolingual majorities - three questions will be discussed: First, what kind of political actions have been taken in reaction to increasing linguistic diversity? Second, how have these actions affected the education system? And third, how does the debate between multiculturalism and liberalism generate arguments in favour of the one or the other position?

Methodologically, the first question can be answered by analyzing the previous and current language policies in Germany, Canada and the USA. Enforcing one, respectively, for the Canadian case two official language/s by the dominant language group/s was one of the main tools for creating and promoting a homogeneous culture and nation. Besides the fact that these three countries historically had an ethnically and linguistically diverse background that led to conflicts in several

fields, they have all gained an increasingly multiethnic and multilingual character by migration movements that resulted in different minority language policies.

The second issue will be explored briefly by a selection of educational programs representative for the different political actions. They range from enrichment and maintenance programs to “sink-or-swim”-methods and transitional-bilingual-education programs.

In order to answer the third question it is necessary to present the parties concerned (individuals, groups, state institutions). Having the different perspectives of these parties in mind, the discussion will start with multiculturalism theories that emerged in Canada, a country with an official Multiculturalism Policy, and will be compared to theories that plead for (what has been termed procedural) liberalism as a sufficient tool for recognizing and defending individual cultural differences.

The Adventures of traveling Policy-Models in Education: The US-Policy Model as a misbehaving Stranger in Europe

Daniel Troebler

The so-called output-steering model in education policy, focusing on statistics deriving from psychometric large scale testing, was developed in the specific context of the United States in the 1960's. Three aspects are essential: The post-Sputnik Cold War phobia of a nation heading for world leadership, the preference of expertocratic and technocratic governance as a result of the war experience, and the culturally and constitutionally anchored local authority in education that was circumvented by a federal system of financial incentives.

The global agenda of the United States required a transnational organization to disseminate this out-put steering model, and this organization was the OECD rather than the UNESCO, where the 'enemy' was too influential. It resulted in the foundation of the *Centre for Educational Research and Innovation* (CERI) in 1967 that under the US pressure in 1983 was engaged in collecting and analyzing statistical education inputs and outcomes. This policy approach 'coerced' the participating members to cooperate in projects such as *Education at a Glance* from 1993 on and in *PISA* from 2000 on. The latter – in its endeavor to compare the different national education systems – had to refrain from focusing on learning the curriculum and instead focus on allegedly culturally indifferent "competences" that could be measured as output of the individual system. The pressure of the triennial rankings, the PISA-results, lead then the decision makers to reform the curricula towards those competences that could be measured as output-data in a comparative way.

The result of this transition is that many European educational policies did not only follow an expertocratic and technocratic (and by that a potentially undemocratic) turn, but also implemented a strategy that is alien to its own system, for

in contrast to the US every European country is empowered to develop its education system either on a national or regional (federal states, Cantons) level. Notwithstanding their constitutionally guaranteed right to develop the education system, they implemented a policy model (output-steering) that had been developed as an “emergency solution” in an alarmed Cold War anxiety and a political context where the constitution does not allow federal intervention in the school. Consequently, democracy is constrained and quality development is interrupted concerning in all three aspects of the classical input-steering, curriculum, teaching materials and teacher education.

Relationships between Social Origins and Academic Achievements within US Faculties

Jim Vander Putten

The study of higher education as a profession is one salient area of scholarly inquiry in the sociology of higher education. In the 1950s, Lazarsfeld and Thielens conducted one of the first American studies of faculty worklife that included faculty social class origins, and this quantitative study applied contemporary statistical analysis techniques to reexamine Lazarsfeld and Thielens' historical data using faculty social class origins as a primary construct to investigate relationships between faculty social origins, productivity, and employing institutional types. Descriptive results indicated that relationships existed between faculty social origins and scholarly productivity, and that institutions were stratified by faculty social origins. The findings underscore the importance of investigating social origins in contemporary research on diversity in the professoriate.

Experiencing Discrimination: A new Approach to Cross-Cultural Measurement

Svenja Vieluf, Eckhard Klieme

Linguistic and cultural diversity are basic facts of life in most regions of the world. In OECD countries, immigrant students currently comprise 10 to 20% of the student population (OECD, 2010a; 2010b). At the same time, this group often face particular challenges: In a number of education systems, immigrant students perform at significantly lower levels than their native peers in key school subjects (Stanat and Christensen, 2006), and they are often faced with overt or covert discrimination with potentially detrimental consequences for their psychological development and well-being (e.g., Sellers, Copeland-Linder, Martin, & Lewis, 2006; Wong, Eccles, & Sameroff, 2003).

Studying the school experience of minority students, especially experiences of being discriminated is a challenge for educational research in a national context, and even more so in international comparison. This paper reports on a new approach to measure such experiences which has been developed and field trialed in an international student survey in more than 50 countries, where diversity-related aspects of the school climate were believed to be an important area of study. Students were asked about their membership in a group they believed to be discriminated against in their country. If they identified themselves as belonging to such a minority group, they were asked whether they felt treated in a culturally respectful manner by their teachers and equal to their classmates. Findings from this measure were expected to help better understand educational inequalities and stimulate teacher training programs, school development activities focusing on diversity management strategies, or related policy interventions.

The presentation will provide theoretical background, inform about the measure, and present findings on quality of measurement in the international data set, such as reliability, cross-cultural equivalence and validity of the indicators. First

analyses suggest a high quality of the indicators and also provide some evidence for their validity and relevance: students identifying themselves as belonging to a group that is discriminated against lag behind in cognitive achievement. In most educational systems, experiencing discrimination has a stronger effect than belonging to a linguistic minority.

The Impact of Democratic Learning Environments on School Students' perceived Well-Being, Classroom-Climax and Confidence

Results of the Graduation Study at the Laboratory School Bielefeld in Germany

Verena Young

“I had realized through John Dewey, that one can acquire and secure insights better through action than by collecting words”. (von Hentig 2007: 272)

Many of Dewey's ideas about education and democracy have influenced the conception of the Laboratory School in Bielefeld, which was founded in 1974 by Prof. Dr. Hartmut von Hentig. This German experimental school is an elementary and middle school, which is maintained and funded by the federal state of North Rhine-Westphalia. It incorporates grades 0 to 10 with about 60 students in each of the grades (cf. Hollenbach/Tillman 2011: 201).

When the original class 0 of 1974 completed the school after 11 years in 1985, a graduation study was initiated to survey retrospective assessments of Laboratory School student's experience and repeated on a yearly basis since then. Today this study can be described as a long-term study with longitudinal research design with two consultation dates (upon leaving the school and three years after graduation).

Currently, the graduation study has collected the data of 1376 alumni and of 844 participants three years after they have left school. The amount of data gathered so far allows for delivering comprehensive findings about Laboratory School students' retrospective perception of their learning environment. Against this background, I would like to present the results dealing with well-being, classroom-climate and confidence. Furthermore, the student body of the Laboratory School is, regarding to its inclusive character, highly heterogeneous, with students of different backgrounds,

achievements and needs. Based on the following research questions, I would like to examine differences between the aforementioned student groups with regards to their perceived well-being, classroom-climate and confidence:

- How do students experience their learning environment at the Laboratory School in Bielefeld?
- Is it possible to identify significant differences between boys and girls, students with high, middle or low school achievements, with or without migratory background, and with or without special needs?

International Perspectives on Assessing Academic Learning Outcomes – Challenges and Implications for Justice in Higher Education

Olga Zlatkin-Troitschanskaia, Hans Anand Pant, Christiane Kuhn, Miriam Toepper, Corinna Lautenbach

The research program KoKoHs, funded by the German Federal Ministry of Education and Research (BMBF), includes 24 interdisciplinary research alliances, comprising nearly 70 single projects with approximately 220 researchers at more than 50 higher education institutions throughout Germany. This project helps to provide systematic, internationally compatible and clear fundamental research on theoretical modeling and empirical assessment and validation of academic competencies in higher education (Zlatkin-Troitschanskaia, Kuhn & Toepper, 2014).

KoKoHs focuses on recent developments in the higher education sector and the challenges of assessing learning outcomes in higher education. According to international comparisons, current research shows that the assessment culture and established practices differ. Particularly seen in the US, numerous testing institutes exist (e.g. Educational Testing Service (ETS), CAE, etc.) while in Germany, testing institutes for higher education are still fairly uncommon (Zlatkin-Troitschanskaia, Pant, Kuhn, Toepper & Lautenbach, 2014). Culture, heritage, and the country's political and local environment, which then ultimately influences the culture of education research and assessment, could all be plausible reasons for this difference.

In the field of modeling and measuring competencies in higher education in Germany, KoKoHs has already established a common scientific language, theoretical sound competency constructs¹, and has obtained initial assessment results. Further

¹ In accordance with Weinert's (2001) holistic definition of competencies.

research on the international comparisons of these assessment cultures and practices in higher education could provide interesting insights and promote the discussion - not only on university admission - but also on higher education learning conditions and their justice in a broader sense. With higher education being exposed to an ever increasing trend in internationalization and globalization, international cooperation and collaboration in this field of research is becoming more and more in demand.

Maintaining a direct dialogue with international experts is of key relevance for the overall success of this program. International experts could provide the program with important input which would then support KoKoHs' researchers in making better progress, especially in regard to further methodical developments and innovative perspectives on modeling and measuring competencies in higher education.

To date, KoKoHs has already benefited greatly from the contacts made at various events within and outside of the research program (e.g. Autumn Academy, International Colloquium for Young Researchers, AERA group meeting etc.). In addition, these contacts have all been experts from different areas of study. In order to expand on the program's communication network, the International Cooperation in Education (ICE) event provides an excellent stage for further discussions and networking in the scientific community.

CVs

Kathrin Berdelmann, DIPF Berlin



Kathrin Berdelmann works at the Research Department of the Research Library for the History of Education (DIPF) in Berlin, Germany. Her research interests are the history of education in the field of pedagogical observation, time theory of pedagogy and operative pedagogy and qualitative research on school and space.

Martin Bittner, DIPF Berlin



Martin Bittner studied Educational Science focusing on Social Pedagogy at the Freie Universität Berlin. Since 2014 he holds a PhD in Educational Science. He is an academic staff member at DIPF and works in the project “Institutional risk constellations of sexual violence in family-type pedagogical contexts,” which is funded by the Federal Ministry of Education and Research. His main research interests are School Ethnography, Relation of Practice and Discourse as well as Violence and Risk-prevention.

Heiner Boettger, Catholic University of Eichstätt-Ingolstadt



Heiner Boettger is Full Professor of English Didactics and EFL at the Catholic University of Eichstätt-Ingolstadt, Germany. Since 2004 he is Chairman of the early language learning advisory board in Munich, Germany. He has published numerous articles on English didactics and Language research. His main research interests are Early English & Foreign language learning, Language acquisition & didactics of multilingualism, Brain research & Neurodidactics, Aspects of University didactics & academic instruction and Adult English learning.

Wolfgang Boettcher, University of Münster



Wolfgang Boettcher is Professor of Management and Evaluation in Education and Social work at the University of Münster, Germany. He is a former co-chair of the Empirical Research Section in the German Society of Research in Education. Currently he is president of DeGEval, the German and Austrian Society for Evaluation.

His research interests include questions of evidence informed policy, governance, economy of education, and equality. His most recent books are „Evaluation in Deutschland und Österreich“ (Co-Editor) and „Individuelle Förderung in der Ganztagschule“ (Co-Author) (both Waxmann Verlag 2014).

Rita Braches-Chyrek, University of Bamberg



Rita Braches-Chyrek is Full Professor of Social Pedagogy at the Otto-Friedrich-University of Bamberg. She has long-term teaching experience in social science, cross-cultural education, history and politics. She is member of the Center for International Studies in Social Policy and Social

Services and the Gender Studies Association. She is author of “Jane Addams, Mary Richmond und Alice Salomon: Professionalisierung und Disziplinbildung Sozialer Arbeit.“ Her research interests are History and Theory of Social Work, Childhood and Gender Studies.

Stefan Brauckmann, University of Klagenfurt



Stefan Brauckmann is holding the chair of quality development and quality assurance in education at the Institute of instructional and school development (IUS) of the University in Klagenfurt, Austria. Before, he had been academic staff member for more than ten years at the German Institute for International

Educational Research (DIPF) in Berlin. As a researcher he participated in several international comparative studies, such as the “Education Systems in Canada and Germany – An In-depth Comparison of System Governance” and “Educational Attainment and Education systems in Europe”. His main academic fields and interests lie within framework conditions to the education system as well as the different governing mechanisms in educational administration, which affect the development of quality assurance in education. Recent research activities focus on the relationship between leadership styles of school principals and their beliefs about contextual and educational governance structures.

Keely Camden, West Liberty University



Keely Camden has earned her PhD for her study on The Preparation of Pre-Service Teachers in Word Structure Knowledge. She has long-term experience as special education teacher before she became Assistant and Associate Professor of Education at Bethany College in West Virginia. Since 2009 she is Associate Professor of Education at the West Liberty University in West Virginia.

Anna Chmielewski, University of Toronto



Anna Chmielewski is Assistant Professor for Educational Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto. She is interested in socioeconomic disparities in academic achievement, school segregation, curricular streaming/tracking/ability grouping and university access, as well as the consequences of childhood inequality for adult skills, educational attainment and income. Recent publications include Chmielewski, Anna K. 2014. “An International Comparison of Achievement Inequality in Within-

and Between-School Tracking Systems.” *American Journal of Education* 120(3): 293-324.

Tilman Drope, DIPF Berlin



Tilman Drope holds a Master’s Degree in History, Educational Studies and History of Art. Since 2012 he is Doctoral Student at the Research Library for the History of Education at DIPF in Berlin. His main research interests are competition and marketization in education systems, educational governance, inequality in education and social history of pedagogical institutions.

Hanna Dumont, DIPF Berlin



Hanna Dumont is Research Scientist at the German Institute for International Educational Research (DIPF) in Berlin. She holds a PhD in Educational Psychology from the University of Tuebingen, Germany. She has also worked at the Center for Educational Research and Innovation (CERI) at the Organisation for Economic Development and Cooperation (OECD), at the Max-Planck-Institute for Human Development, the University of Potsdam and stayed as a visiting researcher at the School of Education at Stanford University, USA. Her research interests are educational inequality, consequences of ability grouping and tracking, parental involvement and individualized instruction.

Norman Friesen, Boise State University



Norman 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. Norman Friesen is also the author of *Re-Thinking E-Learning Research: Foundations, Methods and Practices* (2009), and *The Place of the Classroom and the Space of the Screen: Relational Pedagogy and Internet Technology* (2011). His articles have appeared in AERA's *Educational Research*, the *British Journal of Educational Technology*, the *Journal of Curriculum Studies* as well as *C-Theory*. Besides co-editing numerous collections and special issues, Dr. Friesen has also recently edited and translated the pedagogical classic *Forgotten Connections: On Culture and Upbringing* (Routledge, 2015). His research interests are Curriculum Studies Research, Educational Technologies, Higher Education, History of Education, Media, Pedagogy, Philosophy, Research Design and Method, Technology.

Stefanie Greubel, Alanus University of Arts and Education



Stefanie Greubel holds a Junior Professorship of Early Childhood Education at the Alanus University of Arts and Education in Alfter near Bonn, Germany, since September 2012. Her main research interests are education policies and circumstances of early childhood education as well as transitions in family and childhood biographies. She teaches mainly in the field of transitions and empirical research methods. Her high priority lays in the connection between theory, empirical findings and practical relevance. She has recently published the article *The developmental and social ramifications of the transition from kindergarten to primary school*. *Research on Steiner Education* 2014, 5 (2).

Kenneth R. Howe, University of Colorado Boulder



Kenneth Howe is Professor in Educational Foundations, Policy, and Practice and past president of the Philosophy of Education Society. He has conducted research on a variety of topics, ranging from the quantitative/qualitative debate to a philosophical examination of constructivism to a defense of multicultural education to education policy analysis, particularly school choice. He teaches courses in the social foundations of education, the philosophy of education, and philosophical issues in education research.

Professor Howe's scholarship has been historically concentrated in three major areas: educational ethics, social justice in education, and the philosophical dimensions of educational research. Each is ongoing and each informs his recent work in educational policy.

His fourth and newest area of scholarship is empirical research on educational policy. He has published several articles in the *Phi Delta Kappan* and in *Educational Leadership* (both with Margaret Eisenhart and Damian Betebenner) on an empirical study of the school choice system in Boulder, Colorado. He also conducted a study of the role of the American College Testing (ACT) examination in Colorado's standards-based accountability system (with Damian Betebenner).

Merle Hummrich, University of Flensburg



Merle Hummrich is Full Professor of Education Science and (qualitative) Empirical Research at the Europe-University Flensburg in Germany. After completing the PhD in educational science Hummrich was post doctoral researcher in Mainz and at the Martin-Luther-University in Halle. From 2005 to 2010 she was assistant professor in Halle. During this time she was also Fellow at the Centre of Religion, Economy and Politics in Zurich (Switzerland) and visiting

researcher at the universities of Östersund and Gothenburg (Sweden). Hummrichs research interests are migration, intercultural education, comparative education, social inequalities, youth and school research as well as methodological questions of reconstructive qualitative research.

Ute Kaden, University of Alaska Fairbanks



Ute Kaden, Ed.D., is an Assistant Professor of Secondary Education at the University of Alaska Fairbanks. She earned her doctoral degree in Curriculum & Instruction in 2007 from the University of Houston. Her experiences as educator have occurred in such diverse locations as Germany, New Zealand, the United Kingdom, Texas, and Alaska. Her fields of expertise are in science (geosciences/physics) and mathematics education. Her current research includes STEM teacher preparation, assessment, and place informed teaching for rural areas and indigenous communities. She actively promotes all fields of STEM education and is involved in field experience supervision of teacher candidates in rural and urban areas of Alaska.

Tilman Kallenbach, University of Bamberg



Tilman Kallenbach is working at the Social-pedagogy-Chair of Otto-Friedrich-University Bamberg. He is a PhD-candidate with research interests in migration, gender, political theories and discourses in social work.

Esther Dominique Klein, University of Duisburg-Essen



Esther Klein is Research Assistant at the University of Duisburg-Essen in Germany. She holds a PhD in educational science and is interested in international comparative analysis. Currently, she works as a Postdoc in the Education System and School Development Research unit of the bifo working group, Institute of Education, University of Duisburg-Essen. Her main research interests and areas of expertise comprise school development, educational governance, and international comparative education research.

Eckhard Klieme, DIPF Frankfurt



Eckhard Klieme is Full Professor for Educational Sciences at the Johann Wolfgang Goethe-University in Frankfurt/Main and head of the Center for Educational Quality and Evaluation at the German Institute for International Educational Research (DIPF). From 2004-2008 he served as the Director of the DIPF. Eckhard has a strong background in educational measurement, educational effectiveness, quantitative methods, and comparative studies. He graduated from University of Bonn with master degrees both in mathematics and psychology, and a PhD in Psychology. Before joining DIPF, he was a senior researcher at the Institute for Test Development and Talent Research in Bonn (1982-1997), and the Max Planck Institute for Human Development in Berlin (1998-2001). Eckhard has been involved in several large-scale assessment programs, both at a national and an international level. He has been involved in the OECD PISA studies since 1998, and is currently Study Director for Questionnaire development, and chair of the International Questionnaire Expert Group in PISA 2015. Also, he directed research on instructional quality and school effectiveness, including classroom studies on physics education, simulation-based learning, secondary mathematics and early

science education, as well as large scale evaluation programs for school improvement. Eckhard Klieme's research focuses on Educational Effectiveness, School Development, and Assessment of Student Competencies.

Christiane Kuhn, University of Mainz



Christiane Kuhn is a Research Associate and lecturer at the Chair of Business and Economics Education at Johannes Gutenberg University Mainz. She earned her doctoral degree in 2013 with a project on valid assessment of pedagogical content knowledge of pre-service and in-service teachers in business and economics. For her doctoral project, she received a three-year scholarship by the Federal Ministry of Education and Research (BMBF), awarded to outstanding young scientists in the area of empirical education research. In 2014, she received two research awards for her dissertation. In addition to teaching and conducting research on teacher training and test development, she focuses on national and international research on competency in higher education. Since 2011 she is member of the coordination office of the BMBF-funded research initiative “Modeling and Measuring Competencies in Higher Education (KoKoHs).”

Corinna Lautenbach, Humboldt University Berlin



Corinna Lautenbach is a Research Assistant in the Department of Education at the Humboldt University Berlin. She has been working for the coordination office of the BMBF-funded research initiative Modeling and Measuring Competencies in Higher Education (KoKoHs) since she earned her degree in Sociology and English studies from the University of Potsdam in 2012. Besides giving classes in educational studies, she conducts research in the field of higher education. Her research focuses

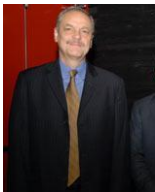
on teacher education and on social inequality in higher education.

Richard Ludka, Columbia University New York



Richard Ludka has earned a B.A. in Anthropology from the University of Kentucky, Lexington and a Masters Degree in Anthropolpy and Education from the Teacher's College at Columbia University, New York. His research interests are informal education, cultural transmission, history and philosophy of education, American Pragmatism, education reform, anthropology of education.

Rick Mintrop, University of California, Berkeley



Rick Mintrop is Associate Professor and Director of the Doctoral Program in Leadership for Educational Equity at the Graduate School of Education, University of California, Berkeley. His research focus lies on how educational policies form institutional structures that in turn shape teaching and learning in schools. He examines the issue of school accountability, particularly in low performing schools and is interested in the tension between student achievement and citizenship, accountability and democratization. His work has recently resulted in the book "Schools on Probation: How Accountability Works (and Doesn't Work), at Teachers College Press." Heinrich "Rick" Mintrop has been awarded a Carnegie Corporation scholarship to study school accountability systems comparatively in the United States and Germany. He also has firsthand experience in the field as he worked as a teacher in both the United States and Germany before he entered into his academic career.

John Puckett, University of Pennsylvania



John Puckett is Professor of Education at the University of Pennsylvania. He is a former National Academy of Education Postdoctoral Fellow, a Fulbright Scholar to Germany, a former Associate Dean for Faculty Affairs at Penn GSE, and a former chair of the Education Policy Division. He was one of the founders of Penn's Netter Center for Community Partnerships, and has long been involved in the development of academically based community service courses at the University. His research interests include American education history, university-community relations, community schools, urban secondary education, and, more broadly, the American city. He is a co-author of *Dewey's Dream: Universities and Democracies in an Age of Education Reform* (Philadelphia: Temple University Press, 2007). His most recent book, with Mark Frazier Lloyd, is *Becoming Penn: The Pragmatic American University, 1950-2000* (Philadelphia: University of Pennsylvania Press, 2015).

Sabine Reh, DIPF Berlin



Sabine Reh is Professor for the history of education at the Humboldt University of Berlin and director of the Research Library for the History of Education (BBF) at the German Institute for International Educational Research (DIPF). She earned her doctoral and post-doctoral degree at the University of Hamburg and was professor of school pedagogy and education at the Pedagogical University of Freiburg, Westfälische Wilhelms-Universität Münster and Technical University Berlin. Her fields of expertise are cultural and social history of pedagogical institutions, professions and discourses, theory and methodology of historical and reconstructive-hermeneutical educational research and ethnographical research in education.

In her current research she focuses on institutions and knowledge practices in the pedagogical field after 1945 as well as the transformations of practices in education and teaching in modern school. She is member of the executive board of the DGfE (German Educational Research Association) and of the editorial boards of diverse educational research journals. Recent English publications are “Can we discover something new by looking at practices? Practice theory and the history of education. In: Encounters in Theory and History of Education 15 (2014), p. 183–207” and “Observing the Doings of Built Spaces. Principles of an Ethnography of Materiality.” In: Historical Social Research/Historische Sozialforschung (HSR), Special Issue Spatial Analysis in the Social Sciences and Humanities. Towards Integrating Qualitative, Quantitative and Cartographic Approaches, Vol. 39, No. 2, pp. 167-180 (together with Robert Temel).

Miriam Roth Douglas, West Liberty University



Miriam Roth Douglas is Director of Community Education and Assistant Professor of Education at West Liberty University in West Virginia. Her research interests are Arts Integration – Art Education/ Arts-Integrated Curriculum (AIC), Community Education/Non-Formal Education Flexible & Creative Learning Spaces Phenomenology, STEAM (Science, Technology, Engineering, Arts and Mathematics), The Concepts of Aesthetics & Beauty and The Ophelia Cult and its Development (in art and literature).

Alexandra Schwarz, University of Wuppertal



Alexandra Schwarz is Senior Researcher at the WIB, University of Wuppertal, Germany. In 2008 she earned her Doctoral Degree in Economics.

From 2009 to 2012 she worked as Scientific Assistant at the German Institute for International Educational Research (DIPF), in the Department of Educational Governance in Frankfurt/Main, Germany.

Alexandra has been Scientific Coordinator of the National Report on Education. Her research interests are Cost-Benefit Analysis of Education Policies, Education Funding, Supply and Demand Analysis in Education Systems, School Network Planning, Implementation of Inclusive Education.

Karen Seashore, University of Minnesota Minneapolis



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