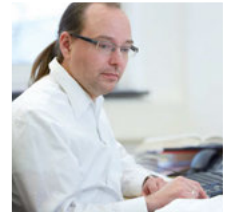




DIPF

Educational Research
and Educational Information

Knowledge for Education



Land	Jahr	Anzahl der Studierenden	Anzahl der Absolventen	Absolventenquote
Deutschland	2011	1.000	1.000	100,0
	2012	1.000	1.000	100,0
Frankreich	2011	1.000	1.000	100,0
	2012	1.000	1.000	100,0
Vereinigtes Königreich	2011	1.000	1.000	100,0
	2012	1.000	1.000	100,0
USA	2011	1.000	1.000	100,0
	2012	1.000	1.000	100,0

Profile and Overview 2011/2012

German Institute for International
Educational Research

Imprint

Published by:

German Institute for International
Educational Research

Represented by the board of directors:

Prof. Dr. Marcus Hasselhorn (Executive Director)
Prof. Dr. Marc Rittberger (Deputy Executive Director)
Susanne Boomkamp-Dahmen (Managing Director)
Prof. Dr. Hans-Peter Füssel
Prof. Dr. Iryna Gurevych
Prof. Dr. Eckhard Klieme
Prof. Dr. Sabine Reh

Editor:

Philip Stirm

Translation:

Dr. Gwendolyn Schulte

Typeset and Layout:

Sigrun Dosek

Image source:

Fotorismus for DIPF, Tom Baerwald for DIPF
DIPF archive, private, K9 Architekten

Knowledge for Education

German Institute for International
Educational Research

Profile and Overview 2011 / 2012

Contents

1. Remit and objectives of DIPF	5
2. Highlights 2011 – 2012	9
3. Honours, appointments, changes in personell	23
4. Co-operations	31
5. Promoting young researchers / professionals	37
6. Development of human resources, equal opportunities of women and men, harmonization of workplace and family demands	41
7. Outlook	43

1. Remit and objectives of DIPF

The German Institute for International Educational Research (DIPF) supports research, professional practice, policy making and administration in the field of education through scientific services and educational research. As a member of the Leibniz Association, the Institute pursues the overall remit of the Association i.e. connecting basic, insight-oriented research with innovative developmental work and applications for the benefit of society and its members.

1.1 Services

DIPF functions as a central facilitator for *knowledge for education* and it provides major contributions to improving quality and shaping education in Germany:

- DIPF generates knowledge for education and analyses its applicability as well as its validity.
- DIPF orders, preserves, indexes and transfers knowledge for education, disseminating it to diverse reference groups and the general public.
- DIPF preserves and indexes knowledge for education from a historical perspective.

The institute's work is characterised by two interlinked priorities, i.e. educational information and educational research. On the one hand, DIPF provides a central information infrastructure for education in Germany and it enhances the scientific foundations of this infrastructure by conducting research in its own right. On the other hand, DIPF is a national centre for educational research and thus delivers theoretical, methodological and empirical contributions to researching education from a systemic, organizational, individual and historical perspective.

6



The following services are provided by five departments:

1. *Information Center for Education (Informationszentrum Bildung – IZB)*: Research, development and provision of infrastructures and services in educational information; counselling, research and development on computer-scientifically based methods for educational research and educational information
2. *Research Library for the History of Education (Bibliothek für Bildungsgeschichtliche Forschung – BBF)*: Librarian and archival services and educational historical research and communication
3. *Educational Governance (Steuerung und Finanzierung des Bildungswesens – SteuFi)*: Contributions to educational monitoring and evidence-based governance, taking into account societal, economic, legal and administrative conditions of education
4. *Educational Quality and Evaluation (Bildungsqualität und Evaluation – BiQua)*: Contributions to the conceptual understanding, measurement and improvement of school effectiveness and instructional quality; educational measurement

5. *Education and Human Development (Bildung und Entwicklung – BiEn)*: Analysis of individual and differential development across the lifespan, focusing individual prerequisites of successful learning in the context of educational processes

1.2 Disciplines and networking

The Institute covers expertises from many disciplines. In particular, these are: educational science, psychology, economics, law, sociology and political science as well as educational computer science and information management. The human resources, organisation structure and independence of research as well as its design of being a research and an infrastructure institution enable DIPF to deliver and co-ordinate complex, permanent and multi-disciplinary services and projects.

Institutional work is conducted in a framework that is markedly networked. At a national level, DIPF closely collaborates with nearly all relevant institutions in its fields of work. DIPF co-operates with partners in other states and with international organisations and it renders its work accessible to international comparison. DIPF is actively engaged in international and European liaisons and participates in research and infrastructure networks. The Institute pursues collaborations with German and foreign universities, to the benefit of all parties concerned.

1.3 Knowledge transfer and management of quality

Owing to its broad competence profile in educational research and the national delivery of information in education, DIPF is unique even beyond the borders of Germany. This is also evident from the comprehensive knowledge transfer DIPF offers in the field of education. DIPF delivers results of its work, competencies and infrastruc-

ture services to science, but also to politics, administration, educational practice and the general public and seeks exchange with the above stated interest groups in many different ways. DIPF conducts knowledge transfer at different levels, e.g. by publications, research-based services, web-based and data-based Information brokerage, talks, trainings, engagement in networks, counseling of policy-makers, events, media presence, public relations work and marketing. DIPF thereby contributes to a rational design of education in terms of “evidence based policy“.

Management of quality is a central element in assuring and improving the high standard of work at DIPF. It is based on the strategic objectives of the Institute and is oriented toward a number of guidelines. For instance, each year the programme budget connects outcome-oriented work plans with target agreements. The publication concept determines orientation and targets of publications, based on “rules for good scientific work“, which are grounded in suggestions from the German Research Foundation (DFG) and recommendations from the Leibniz Association. Directors of the departments and project managers take care that target agreements are met and the quality of outcomes is assured.

At DIPF, quality assurance is supported by internal monitoring. Work is documented and assessed in a database. Moreover, internal and external assessments and evaluations ensure the quality of work and services. In addition, projects, products and outcomes are discussed in regular meetings and colloquia. Continuous reflection and thus optimisation of Institutional work is furthermore supported by working groups spanning several projects and institutions, colloquia for doctoral students or science and information events as well as information and exchange via the Intranet.

- To find out more about the mission of the Institute, visit http://www.dipf.de/en/institute/mission?set_language=en

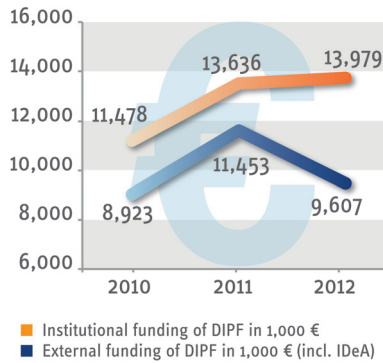


2. Highlights 2011 – 2012

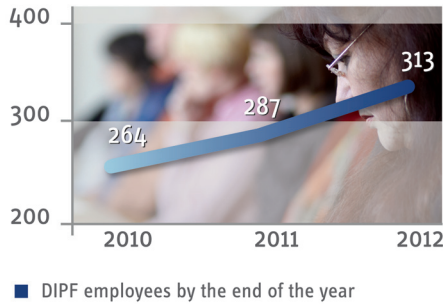
60 years of DIPF

In October 2011, DIPF celebrated its 60th anniversary, holding a festive event in Frankfurt am Main. Since it was founded on October 25, 1951, DIPF has delivered knowledge for education and thus contributed to the improvement of quality and success of education. About 400 guests from the fields of research, politics and practice were present while renowned guest speakers honoured achievements of the Institute, among them Cornelia Quennet-Thielen, state secretary at the Federal Ministry of Education and Research, and Eva Kühne-Hörmann, Hessian Minister of Science and the Arts. In the 60 years of its existence, DIPF has focused on priorities such as teacher education, school and intelligence tests, school legislation, international communication on education, international comparisons of education systems, educational information and empirical educational research. Outstanding work conducted by DIPF includes contributions to PISA studies, the national report on education, the German Education Server and the IDEa (Individual Development and Adaptive Education of Children at Risk) research centre.

Development of institutional funding and external funding



Development of number of employees



Positive evaluation

Each institute belonging to the Leibniz Association is subjected to an evaluation every seven years. Following its most recent evaluation in 2011, DIPF receives continued funding from the German federation (Bund) and the states (Länder). In May 2012, the German Joint Science Conference (GWK) thus agreed to a respective recommendation issued by the Science Senate of the Leibniz Association. Giving its vote, the Senate emphasized that DIPF conducts science infrastructural tasks to a substantial degree, and that by contributing its research, service and provisions, DIPF is a central institution for national and international educational research and educational information. In July 2011, an independent evaluation group had visited the Institute and subsequently compiled an evaluation report. According to the Senate, DIPF has shown a very positive and dynamic development in recent years; in particular, the Institute has succeeded in acquiring innovative and comprehensive projects and participated in central cutting-edge projects in national and international educational information and educational research. The Senate stated that DIPF was exceptionally well networked in the research landscape and co-operation with related universities was intensive. The report also praises the fact that the very good and in some cases even excellent working results of DIPF are highly recognized, and both priorities are well-balanced and well interlinked.

The new research priority “Educational Computer Science” (Bildungsinformatik): Co-operation with TU Darmstadt

Since early 2012, DIPF and the Technical University (TU) Darmstadt are intensively co-operating in setting up a new research priority, “Educational Computer Science” (Bildungsinformatik). Here, expertise of DIPF in the field of empirical educational research and educational information is interlinked with fundamental computer scientific research at TU Darmstadt and its expertise in the field of knowledge discovery on the web. The new research domain is concerned with foundations, means and methods as well as the

application of IT-based tools for educational scientific problems. For instance, the partners are working on the automatised analysis of texts for the intelligent design of online search operations. The information, counselling and development services at the *Information Center for Education (IZB)* benefit significantly from this research. Pursuant to the co-operation, Dr. Iryna Gurevych, professor for *Ubiquitous Knowledge Processing* at TU, was also appointed to DIPF. Together, Professor Marc Rittberger and Professor Gurevych have directed the IZB since November 2012, chairing the priorities of "Information Infrastructures" respectively "Educational Computer science". Furthermore, DIPF and TU have jointly established a professorship for *Knowledge Mining and Assessment* at DIPF and appointed Dr. Ulf Brefeld as its professor.

German Education Server: Expansion of liaison of portals, intensified co-operations



The German Education Server is the central internet guide to the education system in Germany. As a joint service offered by the federation (Bund) and the federal states (Länder), it is co-ordinated at DIPF. In March 2011, the German Education Server was awarded the media prize for education ("Medienpreis Bildung", see 3.1). In addition to the core task of functioning as a reference server, DIPF has more recently

enhanced the German Education Server, establishing it as an umbrella portal for networking educationally relevant internet services. From 2010 until 2012, for instance, the German Education Server and University of Duisburg-Essen jointly developed the social bookmarking platform "edutags" which supports teachers in collecting and collaboratively using educationally relevant content from the in-

ternet. Furthermore, co-operation with school and education portals provided by the federal states was sustainably intensified during the period of reporting. In this vein, German Education Server and FWU (Institute for Media Use in Science and Instruction), together with the state education server of Hesse and three other state education servers (Hamburg, Lower Saxony, Saarland) jointly developed the online platform "Mauswiesel", supporting self-regulated learning of primary school students. This service adds to the collaborative initiative "Elaborated Lists in XML for Internet Educational Resources" (ELIXIER). The latter targets a shared use of contents stored in education portals, facilitated by standardised metadata.

German Education Portal: Expansion and establishment of Research Data Centre for Education

Core services of the German Education Portal focus on information services for the scientific use of scholarly literature and research data. The institutionalisation of the document server "peDOCS", which received project funding from the German Research Foundation (DFG) until 2011 and the German Education Index (currently holding ca. 800,000 references) constitute two outstanding collections of references accessible via the portal. In the period of reporting, the German Education Portal integrated further databases (SOLIS, SOFIS, BASE, ERIC, eep) into its metasearch, thus strengthening the integration of related disciplines as well as international sources. Furthermore, usability is continually improved based on findings from research and development in its own right. Since 2012, such work is complemented by a strong computational linguistics component. Another significant step concerns the launch of the "Research Data Centre for Education" (Forschungsdatenzentrum (FDZ) Bildung) in early 2012. Here, existing project-based research data services are brought together and further enhanced – subject to funding from DFG, BMBF and Leibniz Association. Presently, central access to contents provided by the Data Centre is available on the German Education Portal (www.forschungsdaten-bildung.de).



Technology Based Assessment: Combining software solutions for educational measurement with research in psychometrics and computer science

Two departments (*IZB* and *BiQua*) collaboratively set up “Technology Based Assessment” (TBA), to research and develop new procedures in technology-based assessment of competencies. Thereby, TBA supports national and international studies – e.g. the National Educational Panel Study (NEPS) and the OECD “Programme for the International Assessment of Adult Competencies” (PIAAC). In addition to software development and support for assessment programmes, the multi-disciplinary team conducts basic research. For example, the use of process data such as response latencies and navigation paths to enhance diagnostic information. In the period of reporting, new fields of research were added owing to the co-operation with TU Darmstadt. Furthermore, particularly two software solutions were further developed. The “CBA Itembuilder” intends to enable experts e.g. educational scientists, to create complex tests autonomously, without requiring any programming skills. The scope of functionalities offered by CBA Itembuilder was considerably enhanced for PIAAC. The “Questionnaire Builder”, on the other hand,

is useful for a data-based creation of questionnaires. To support the manifold NEPS assessments, TBA developed a programme that can (re)construct tasks and questionnaires from the database due to a uniform storage of metadata. A reporting function allows for the production of paper-based questionnaires, computer-based queries and code books.

Centre for research on the history of education: Research at BBF strengthened

The *Research Library for the History of Education (BBF)* further expanded its position as a centre for research on the history of education. It contributes to linking the Institute's research on contemporary educational topics with a historical perspective. In November 2012, Professor Dr. Sabine Reh accepted the professorship



for *Research on the History of Education* at DIPF and at Humboldt University Berlin. At the same time, she became director of the *BBF*. The professorship focuses on modern national history of education and schools in an international context. In particular, it takes into account the history of institutions involved, the discipline of educational science and pedagogical professions. *BBF* is an international

research library and archive; it is the largest library specialising on education in Germany. The *BBF* team supports research on the history of education by offering librarian, indexing and archival services, it promotes scholarly communication and conducts research in its own right.

Educational report 2012: the fourth report was published

Under the auspices of DIPF, an independent group of scientists presented the “Report on Education in Germany” (“Bildung in Deutschland”) in June 2012, thus delivering the fourth empirical account of the state of education in Germany. The report is jointly funded by the Standing Conference of Ministers of Culture in the Federal Republic of Germany (KMK) and the Federal Ministry of Education and Research (BMBF). In 2012, the report – which is continually developed further– included a thematic chapter focusing on cultural education across the lifespan. The independent group of scientists, authoring this biennial standard volume for data-based educational policy consists of researchers from DIPF, the German Youth Institute (DJI), Hochschul-Informations-System GmbH (HIS), the Social Science Research Institute at Göttingen University (SoFI) as well as the Statistical Offices from the federation and the states. These “Reports on Education in Germany” present a comprehensive state-of-the-art account of education, respective progress and possible problems of the entire education system in Germany. Long-term, continuous monitoring targets the visibility of changes at an early stage of their emergence. A short version of that report has also been published in English.

Educational monitoring at the community level: Further extension of the project

In 2009, BMBF launched a programme for learning at the community-level (“Lernen vor Ort”), which now has been extended until August 2014. Correspondingly, the connected project led by DIPF, focusing on monitoring the quality of education in communi-

ties (“Kommunales Bildungsmonitoring“) was also extended. The project aims to advise communities and offer targeted training to support the systematic analysis and continuous monitoring of development, mostly on the basis of data. Work was highly successful: nearly 40 municipalities have published reports on education, many educational conferences were held at the local level and a broad scope of by-products was delivered. Furthermore, the team evaluated many reports, it published contributions to journals and issued two guidelines for municipalities. In a growing measure, sustainability of findings for the improvement of quality of the educational systems and transfer to other municipalities are focused. Advice and training are continually offered, aiming to pursue reporting where possible. Furthermore, efforts are made to establish national transfer agencies and liaisons between federal states, respective operations are monitored by the partners of the programme and the DIPF project.

PISA: For the first time in charge of a core area of the study at an international level

In the period of reporting, DIPF successfully competed for leading the questionnaire design of OECD’s “Programme for International Student Assessment” (PISA). Preparation for the Main Survey in 2015 already started at the end of 2011.

For the first time, a German institute is in charge of a core element of the PISA studies at an international level.

The task marks the continuation of a series of important functions held by DIPF in the recent past in the framework of the PISA studies – e.g. national project management of PISA 2009 and membership in the international consortium 2012. At an international level,

For many years, DIPF has served important functions for the PISA study

DIPF also participates in further OECD studies such as the study of adult competencies (PIAAC) and the study of teachers (Teaching and Learning International Survey, TALIS). Furthermore, the Institute is one of three German educational research institutions jointly constituting the Centre for International Student Assessment (Zentrum für Internationale Bildungsvergleichsstudien – ZIB) (see “4.3 national co-operations”). ZIB co-ordinates the conduct of PISA studies in Germany and German research in the field of comparative large scale assessments, work was begun in 2011. At DIPF, a ZIB research professorship was appointed focusing on technology-based assessment (see “3.3 Relevant changes in staff”).

Priority programme “Competence Models“: extension and planning of wrap-up event

In 2007, the German Research foundation initiated a priority programme called “Competence Models for Assessing Individual Learning Outcomes and Evaluating Educational Processes“, which was extended for another two years in 2011. At present, more than 25 science institutions are participating in the priority programme, which is co-ordinated by DIPF and the University of Duisburg-Essen. DIPF collaborates in six projects. The programme aims at a deeper understanding of cognitive psychological and subject didactic foundations of competencies. Furthermore, psychometric models and concrete technologies for their measurement are developed. In a long-term perspective, teaching of competencies as a central objective of general and vocational education and training are thus supported. Research findings gained from six years of work in “Competence Models“ will, for instance, be presented in the framework of the event that is being planned in the period of reporting, to be hosted by the priority programme and DIPF in Frankfurt in October 2013, i.e. the “Educational Policy Forum 2013 – measuring competencies“. At the event, representatives from educational policy and educational administration will discuss aspects concerning the use of competence assessments in the field of education.

IDeA-Center: positive evaluation and expansion of research on early education

In 2008, DIPF and Goethe-University Frankfurt, together with Sigmund-Freud Institute, founded the IDeA Center for Research on Individual Development and Adaptive Education of Children at Risk; it is an outstanding research priority at the Institute. DIPF is in charge of IDeA, which is funded in the framework of LOEWE (hessian state initiative for the development of scientific and economic excellence). IDeA conducts interdisciplinary research on individual developmental of children in the context of education during the first twelve years of life – paying particular attention to children with social and neuro-cognitive developmental risks. In March 2011,



an interim evaluation of IDeA was successful. The state of Hesse decided to continue funding until 2014 and submitted a proposal to the German Joint Science Conference (GWK) to establish IDeA as a permanent research priority at DIPF.

In 2011 and 2012, the centre was further extended and it now hosts nearly 40 projects. AT DIPF alone, almost 60 IDeA employees are engaged in research on aspects concerning individual resources and obstacles for successful learning, the development of diagnostic tools as well as prevention and intervention measures for children with (a risk for) learning disorders, the design of adaptive learning environments for optimising individual learning support at primary school and professional development for educators and teachers.



Knowledge for society

In the period of reporting, DIPF conducted diverse activities, organized events and continued work aiming to transfer knowledge to politics, practice and the general public as well as networking diverse actors in education – for instance, by the Frankfurt Forum (an annual event first hosted in March 2011). The Forum is an event organised by publishers of the series for pre-school and school tests (“HOGREFE Schultests / Vorschultests / Förderprogramme“), in co-operation with Goethe Teachers’ Academy, DIPF and the Society for the Promotion of Pedagogical Research (GPF). The Forum aims to familiarise pedagogical practice with opportunities arising from contemporary research. At each event, 200 guests followed the invitation to learn about working memory diagnostics (2012) and focusing on the early prognosis of school-related competencies (2011).

In 2012, the Leibniz Association repeated its action “Leibniz in Parliament”, to foster immediate exchange with policy-makers. In June 2012, Members from all parties of the national German parliament (Bundestag) engaged in discussions with researchers from Leibniz institutes – among them DIPF representatives. Furthermore, the office “International Cooperation in Education – ice“ of DIPF

organised a “Foundation Day for Education” in November 2012. In total, 15 relevant foundations and trusts presented their work. Furthermore, talks and forums were held to provide incentives regarding collaborations between foundations and scientists to the 120 participants. The continuously developed press and public relations work conducted at DIPF presents another element that is crucial for the dissemination of research and services conducted at DIPF. A particular highlight in this case concerned monitoring of the great and sustainable interest of media pursuant to the publication of the German national education report in 2012.

Erich-Hylla Award for Josef Erhard

The former head of administration of the Bavarian Ministry of Culture, Ministerialdirektor a. D. Josef Erhard, received the Erich-Hylla Award in October 2011. The award recognises Erhard's significant merits concerning education in Germany. DIPF and the Society for the Promotion of Pedagogical Research (GPPF) jointly award this prize. In his long-term role as chair of the KMK commission of head administrative officers in charge of quality assurance at schools, Josef Erhard drove a paradigm shift in favour of new governance of school development by regular international comparative assessments of achievement, educational standards and national educational reporting. The Erich-Hylla Award was initiated in 1977 to honour the first director of DIPF. Every three years, DIPF and GPPF award the prize to persons who have shown an exceptional commitment to education, science and care in research or practice.

Architecture competition for the new building

More than 20 architecture agencies contested in August 2012 in a competition for the new building of DIPF, to be erected on the newly developed campus for the Humanities, Cultural and Social Sciences at Goethe-University Frankfurt. An appealing design of the building was sought, which would also represent the north-westerly entrance to the campus. The concept submitted by “K9 Architekten“



from Freiburg (see picture) was awarded 1st prize. The 13-story tower house (main floor space: more than 7,000 square metres) will host office space for about 300 DIPF employees, a library, laboratories and a conference area. A new building is essential because the present building at Schloßstraße no longer affords enough space to accommodate all Frankfurt employees, as the Institute has grown significantly in recent years. The new building furthermore opens opportunities for closer collaborations with the neighbor university. Pursuant to the present planning stage, the building will be ready for occupancy in 2017. The new building is co-equally financed by the federation (Bund) and the federal state of Hesse.

- To find out more about the milestones of the Institute, have a look at the press releases:
<http://www.dipf.de/en/dipf-news/press/press-information>
or the project overviews
<http://www.dipf.de/en/projects>
or brief descriptions of the online portals:
<http://www.dipf.de/en/portals>

3. Honours, appointments, changes in personell

Accepted appointments, successfully completed postdoctoral theses (Habilitation), positive evaluations of junior professors, accepted stand-in professorships and diverse honours have once again confirmed that DIPF offers very good conditions of work to its employees which they use for exceptional scientific work. In the period of reporting, the Institute was moreover able to fill many leading positions with distinguished experts.

23



3.1 Honours

In March 2011, “Aktionsrat Bildung“ (action council education) awarded its 2010 media prize for education to the German Education Server, thus recognising the Server’s excellent work as a national guide to education (picture). For 13 years, the internet portal has functioned as a central guide to educational information for scientists, policy-makers and practitioners in Germany and beyond. “Aktionsrat Bildung” was initiated by the Bavarian business alliance and it is a board of independent and knowledgeable experts in

education. The media prize is awarded for high-quality German-language journalist work. In earlier years, the prize was awarded to DIE ZEIT (2006), Deutschlandradio (2007), SPIEGEL ONLINE (2008) and BR-alpha (2009).

Professor Dr. Florian Schmiedek received the science award from Wilhelm-Wundt Society in September 2012. The Society awards this prize to honour excellent fundamental psychological research. Schmiedek is professor for *Methods in Developmental and Educational Psychology* at the IDeA research centre, the professorship was jointly appointed by DIPF and Goethe-University Frankfurt. Wilhelm-Wundt Society is a science alliance that promotes fundamental psychological research.

As one of nearly 80 posters, the poster “on the borderline between subdisciplines: video database for school instruction” was awarded the third prize of the Barbara Budrich poster prize competition. The poster presents a co-operation project between Doris Bambey, German Education Portal (DIPF), and Vienna University. It was presented at the 2012 congress of the German Society for Educational Science (DGfE) in Osnabrück. The prize was awarded for theoretical, method and design quality.

The poster representing the project “BEWOHNT“ (living in later life, healthy aging) was awarded first prize in February 2012 at the annual congress of the Swiss Society for Gerontology and Geriatry. BEWOHNT is a project of the interdisciplinary working group on gerontology at the Department of Educational Science, Goethe University. Dr. Roman Kaspar from DIPF participates in this project.

In late 2012, Dr. Susanne Kuger, Dr. Dominique Rauch and Svenja Vieluf (DIPF) became Fellows at the newly established „College for Interdisciplinary Educational Research“ (CIDER) – see “5. Supporting young researchers/professionals“.

3.2 Appointments, habilitations and important transfers

PD Dr. Cora Titz, academic staff member of the department for *Education and Human Development*, took on a stand-in professorship for Educational Psychology at Georg-August University Göttingen from October 2010 until March 2012. She habilitated in April 2011.

In March 2011, PD Dr. Eveline Wittmann accepted the offer of a professorship for Pedagogy of Economics at Otto-Friedrich University Bamberg. She had previously worked at the DIPF department for *Educational Governance* e.g. participating in the national report on education.

Dr. Carola Carstens was the first successful doctoral candidate of the information science research group at DIPF. After completing her doctoral studies in August 2011, she became project officer at the European Commission (“Technologies for Information Management“) in Luxemburg in October 2011.

PD Dr. Johannes Naumann, researcher at the department for *Educational Quality and Evaluation*, accepted a stand-in professorship from October 2011 until September 2012 for Psychological Diagnostics, Evaluation and Intervention at TU Darmstadt. He habilitated in January 2012.

Stefanie Lotz, head of the Communications Office at DIPF, transferred to the position of press officer at the Rhineland-Palatinate Ministry of the Environment, Agriculture, Nutrition, Viniculture and Forestry in February 2012.

Professor Dr. Silke Hertel, junior professor for *Adaptive Learning Environments* at the IDEa research centre, was positively evaluated in April 2012.

Professor Dr. Caterina Gawrilow, junior professor for *Foundations of Learning Disorders and Learning Disabilities* at the IDEa research centre, was positively evaluated in March 2011. Furthermore, she habilitated in February 2012 and in October 2012, she accepted a professorship for School Psychology at Eberhard Karls University Tübingen.

3.3 Relevant changes of personnel at DIPF

Professor Dr. Marcus Hasselhorn new Executive Director of DIPF

Professor Dr. Marcus Hasselhorn (left) took on the office of Executive Director of DIPF in August 2012 – in a festive meeting, he thanked

his predecessor, Professor Dr. Marc Rittberger (right), for his work, assuring that he wished to continue the successful work of the Institute together with Rittberger. Hasselhorn has been at DIPF since 2007. He is director of the Department for *Education*



and Human Development – he holds a professorship for *Psychology focusing on Education and Human Development* at DIPF and Goethe-University Frankfurt. Moreover, Hasselhorn acts as “Scientific Coordinator“ and speaker of the IDEa research centre. The Executive Directorate was handed over after the statutory period of four years of office. Rittberger, director of the *Information Center for Education* at DIPF, was appointed Deputy Executive Director of the Institute.

Professor Dr. E. Jürgen Zöllner new chair of DIPF Foundation Council, successor of Dr. Christine Hohmann-Dennhardt

Professor Dr. E. Jürgen Zöllner is the new chair of the DIPF foundation council. He succeeds Dr. Christine Hohmann-Dennhardt. Hohmann-Dennhardt, former justice at the Federal Constitutional Court, is now a member of the executive board of Daimler AG. The Foundation Council of DIPF supervises the fulfillment of the foundation's objectives and legality, utility and cost effectiveness of management operations. Professor Zöllner, who was born in the state of Hesse, accepted a professorship for Physiological Chemistry at Johannes-Gutenberg-University Mainz in 1977. From 1983 until 1990, he was Vice President, in 1991 President of the University. In 1991, he became state minister, being responsible for science, research and education – for initially a period of 15 years in Rhineland-Palatinate, from 2006 until 2011 as senator in Berlin. Today, he is a member of the board of trustees of “Einstein Stiftung” and “Stiftung Charité”.



27

Professor Dr. Iryna Gurevych new at DIPF and director of IZB

Professor Dr. Iryna Gurevych, Professor for *Ubiquitous Knowledge Processing* at the Department of Computer Science, Technical University (TU) Darmstadt, was appointed to DIPF in early 2012, subject to the new co-operation between DIPF and TU. She chairs the new research priority domain of “Educational Computer Science” (Bildungsinformatik) at DIPF. Since November 2012, Professor Gurevych has acted as co-director of the *Information Center for Education (IZB)*, sharing the directorate with Professor Dr. Marc Rittberger. Gurevych studied Linguistics (diploma from Pedagogical University Winnyzja, Ukrai-



ne in 1998). She received a doctorate in Computer Linguistics from University Duisburg-Essen in 2003.

Appointment of Professor Dr. Sabine Reh

In October 2012, Professor Dr. Sabine Reh accepted the professorship for *Research on the History of Education* at DIPF and Humboldt-University Berlin. At the same time, she became director of the *Research Library for the History of Education (BBF)*.



A focus of her research at DIPF will be placed on modern national history of education and school in an international context. Reh previously held a professorship for General and Historical Educational Science at TU Berlin. In 1992, she received a doctorate from the Department of Educational Science, Hamburg University, habilitating in 2002 in General Educational Science and School Pedagogy.

Appointment of Professor Dr. Frank Goldhammer

Dr. Frank Goldhammer became new Professor of DIPF and Goethe-University, Frankfurt in October 2011, accepting a professorship for *Educational-Psychological Diagnostics focusing on Technology-Based Applications (Technology-Based Assessment and Instruction)*.



This professorship is jointly funded by the federation (Bund) and the states (Länder), as part of the Centre for International Comparative Assessments of Education (ZIB). At DIPF, the Professorship is located at the Department for *Educational Quality and Evaluation*. Goldhammer received a doctorate in Psychology in 2006. He will now become a member of the board chairing the Technology Based Assessment unit at DIPF, having already worked in this unit since 2007.

Dr. Torsten Zesch: Stand-in Professor for Knowledge Mining and Assessment

From January until September 2012, Dr. Torsten Zesch stood in as professor for *Knowledge Mining and Assessment* at DIPF and at TU Darmstadt. Presently, Zesch is working at TU Darmstadt and he is associate researcher of DIPF.



29

Appointment of Professor Dr. Ulf Brefeld

In October 2012, Dr. Ulf Brefeld accepted the professorship for *Knowledge Mining and Assessment* at DIPF and TU Darmstadt. The professorship is allocated to the priority research domain of „Educational Computer Science” of DIPF, it was newly established by both partners involved in 2012. Brefeld studied Computer Science at TU Berlin and received a doctorate in Computer Science from Humboldt University Berlin in 2008.



Appointment of Professor Dr. Tobias Feldhoff

In September 2011, Dr. Tobias Feldhoff accepted a junior professorship for *Educational Science focusing on Empirical Educational Research and School Development*. The professorship is appointed by DIPF and Goethe-University Frankfurt. Feldhoff studied Pedagogy, he received a doctorate from Dortmund University in 2010.



Dr. Steffen Schmuck-Soldan new head of Communications Office

In May 2012, Dr. Steffen Schmuck-Soldan became new head of the Communications Office at DIPF. In 2004, he received a doctorate in Political Science from Humboldt-University Berlin. He has acquired many experiences in the fields of communication and consultancy.



Schmuck-Soldan is a former Fulbright fellow and Bosch lecturer. Together with his team, he is now in charge of external and internal communication at DIPF.



Dr. Christine Hohmann-Dennhardt (left) and Jutta Ebeling

Changes in the Foundation Council and the Scientific Advisory Board

Besides the long-term chair, Dr. Christine Hohmann-Dennhardt, four more members left the Foundation Council in the period of reporting: Ministerial Director Wolfgang Fröhlich as representative of the federal states, Professor Dr. Frank-Olaf Radtke (Goethe-University Frankfurt), Professor Dr. Dr. h.c. Ekkehard Nuißl von Rein (German Institute for Adult Education) and Jutta Ebeling – for more than 20 years, Ebeling was in charge of education in the magistrate

of the city of Frankfurt, becoming mayor in 2006. She joined the Foundation Council in 1989, hence her period of membership was exceptionally long. Professor Radtke and Professor Nuissl von Rein had also been active in the Foundation Council for more than a decade.

Sara Sorge succeeds Jutta Ebeling, both as a member of the Foundation Council and as Head of Department of Education and Women in the city magistrate of Frankfurt. Dr. Jan Hofmann, state secretary in the Ministry of Culture, Saxony-Anhalt, is the new KMK representative. Professor Radtke is succeeded by Professor Dr. Andreas Gold, Professor for Pedagogical Psychology at Goethe-University and Deputy Director of the IDEA research centre. Professor Nuissl von Rein is succeeded by Professor Dr. Hans Anand Pant, Director of the Institute for Quality Development in Education.

In the past two years, changes have also occurred in the Scientific Advisory Board. Ute Schwens, Director of the German National Library in Frankfurt, and Professor Dr. Dr. Friedrich Hesse (Institute for Knowledge Media, Tübingen) have left the Board. Schwens had been a Board member for the maximum period of eight years. She is succeeded by Dr. Beate Tröger, Director of University and State Library Münster. Professor Hesse is succeeded by Professor Dr. Cordula Artelt, Professor for Empirical Educational Research, Otto-Friedrich-University Bamberg.

- To find out more about the DIPF staff, visit:
<http://www.dipf.de/en/staff>

4. Co-operations

As a research and infrastructure institution with national standing and reputation, DIPF participates in many co-operation projects, networks and alliances with other science institutions. DIPF con-

tributes its research and organisational expertise as co-ordinator and partner. Co-operations are located at national and international levels and in some cases they are permanent, in other cases limited to the duration of a project

32

4.1 Permanent co-operations

Based on long-term co-operation agreements, DIPF closely collaborates with a variety of national as well as international scientific institutions. Co-operations with the following universities are particularly relevant for the Institute:



Goethe-University Frankfurt, Darmstadt University of Applied Sciences, Humboldt-University Berlin and Technical University (TU) Darmstadt. These co-operations involve teaching, scientific infrastructure services and research; they enable the joint appointment of professorships at DIPF. In early 2012, DIPF signed the most recent agreement with TU Darmstadt, immediately followed by two joint appointments. In the period of reporting, such joint appointments were also carried out with Humboldt-University Berlin and Goethe-University Frankfurt (see “3.3 Relevant changes in personnel”).

DIPF co-operates continually with many other partners to fulfill relevant permanent tasks – e.g. in the field of information infrastructure. As co-ordinating office of the German Education Index, DIPF is in charge of delivering the German Education Index, a scholarly database of references that is produced by more than 30 co-operation partners¹,

¹ For a complete list of partners, see http://www.fachportal-paedagogik.de/fis_bildung/kooperationspartner.html

among them the leading German-speaking research and infrastructure institutions in education. Pursuant to a remit from the KMK and the BMBF, DIPF is in charge of co-ordinating another significant system of alliances, i.e. the German Education Server². This central information portal on education in Germany co-operates, among others, with FWU (institut for media in science and education), the Federal Institute of Vocation and Training, the German Society for Education Science, the German Institute for Adult Education, the German Youth Institute, different universities and the federal state education servers (the latter collaboration was sustainably intensified in the period of reporting). Further services offered by the liaison of portals co-ordinated by the German Education Server (such as the continuing education service “InfoWeb Weiterbildung”) and the German Education Portal (the scholarly document server peDOCS) benefit from the close and long-standing collaboration with different institutions.

4.2 International co-operations



In the past two years, DIPF also was involved in international co-operations. For instance, the service “International Cooperation in Education – ice“, located at the Institute, supports national educational researchers in establishing transnational networks. Recently, the advice and support given in the framework of PISA 2015 was highly successful. In this case, DIPF is the first German institution to hold responsible

² For an overview of all portals and partners, see <http://www.bildungsserver.de/Partner-3500.html>

for a central module of the international OECD study (see “2. Milestones”). The Institute has held responsible roles in PISA studies for many years, thus co-operating closely (owing to well-established relationships) with: the Australian Council for Educational Research, Educational Testing Service (ETS) in the USA and Statistics Canada. The international OECD study PIAAC also benefits from expertise at DIPF, particularly in the field of computer-based testing. International partners in this case are ETS, “cApStAn – Linguistic Quality Control” (Belgium), “Centre de Recherche Public Henri Tudor” (Luxemburg), “the International Association for the Evaluation of Educational Achievement”, “ROA – Research Centre for Education and the Labour Market” (both The Netherlands), Weststat (USA) and the University of Luxemburg.

Many of the Institute’s other teams and projects are actively seeking exchange with international experts– for instance in the context of work for international OECD studies such as TALIS, they maintain an exchange with Professor Dr. David Kaplan from the University of Wisconsin-Madison (USA). To give another example, the IDeA research center, co-ordinated by DIPF, co-operates with Professor Dr. Zvia Breznitz from the University of Haifa (Israel). DIPF is further engaged in international associations and organisations involved in educational research and scientific infrastructure institutes. For instance, DIPF plays a co-ordinating role in the “Network 12” of information institutions within the “European Educational Research Association”. Furthermore, DIPF conceptualizes and co-ordinates conferences of the “European Association for Research on Learning and Instruction” (EARLI), most recently DIPF hosted the “International Conference on Motivation” in Frankfurt in August 2012.



4.3 National co-operations

An intensive dialogue with partners and a common development of new insights is moreover pursued in national, longer-term large projects, most of which are subject to external funding. DIPF holds central positions here, e.g. in the “National Education Panel“ involving ca. 20 consortial partners under the auspices of Bamberg University. To give another example: in the “Study on the Development of All-Day Schools”, DIPF collaborates with the German Youth Institute, the Institute for Research on School development (TU Dortmund) and Justus-Liebig-University Gießen. In December 2011, funding from BMBF for this study was extended until late 2015. In mid-2012, the BMBF programme for learning in communities (“Lernen vor Ort“) and the participating project on educational management in municipalities (“Kommunales Bildungsmonitoring“) was also extended see “2. Milestones“). The project team advises and supports municipalities in systematically analysing and monitoring their education systems in co-operation with the German Institute for Adult Education, the statistical office Baden-Württemberg and the Federal Statistical Office.

Long-term perspective

Three great co-operation tasks bear a high relevance to DIPF, with a perspective of being permanently integrated into the Institute. First, this concerns the IDeA research centre, jointly founded by DIPF and Goethe-University in 2008, subject to involvement of the Sigmund-Freud Institute, in the context of the Hessian LOEWE initiative. Nearby 40 projects of the centre, which is co-ordinated by DIPF, are engaged in educational processes of children at risk (social and neuro-cognitive development). Pursuant to a successful evaluation, funding until 2014 was confirmed in June 2011. If possible, the scientific infrastructure of the centre shall receive permanent status. Furthermore, since 2004 DIPF has co-operated with several partners on behalf of KMK and BMBF in preparing the national report on education (see “2. Milestones“). The latest publication of the report appeared in June 2012. DIPF has initially been commissioned to fulfill the task until 2016 and there is an expressed understanding that the remit will continue beyond this date. In the same vein, this holds true for the DIPF participation in the Centre for International Student Assessment (ZIB) which began work in 2011. ZIB co-ordinates the operation of PISA studies in Germany and German research on international comparative assessments of education. The centre is funded by the federation (Bund) and the federal states (Länder). DIPF, TU Munich and the Leibniz Institute for Science Education at the University of Kiel (IPN) collaborate in ZIB. So far, the project has been granted for a period of six years – with the perspective of subsequent permanent establishment.

Most recently, the Institute has joined three research networks of the Leibniz Association - “Leibniz Education Research Network” (LERN), “Science 2.0.“ and “Healthy Ageing“. Since summer 2012, the Leibniz Association has so far founded nine such research networks for the strategic further development of research. Leibniz institutions forge links to conduct inter- and trans-disciplinary research on



scientifically and socially relevant problems. The alliances are envisaged with a perspective of five to fifteen years, they are open to co-operation with universities, other institutions as well as foreign research groups. In the case of the alliance LERN (16 participating institutions so far), DIPF acts as co-ordinator, its speaker is Professor Dr. Marcus Hasselhorn.

- To find out more about the cooperations of DIPF, visit <http://www.dipf.de/en/institute/co-operation>

5. Promoting young researchers / professionals

DIPF considers giving support to young people in academic and non-academic professions as a core task. Young people are promoted at different levels, in all areas of work. The support was further developed and extended in the period of reporting.

Young researchers will find that DIPF offers diverse thematic and disciplinary opportunities (see “1.2 Disciplines and networking“). The Institute offers systematic support and training opportunities, regular colloquia, individual planning of publications and sharpening of profiles as well as contacts abroad. In total, scientists at

DIPF in 2011 and 2012 supervised 107 doctoral students – in 91 cases scientists at DIPF were the first referees and in 63 of these cases, the doctoral students were contracted at DIPF. In the period of reporting, 28 of all the doctoral students supervised by DIPF researchers successfully completed their studies. In the case of 17 doctoral students successfully completing their studies, DIPF researchers acted as first referees, among them 8 doctoral students from DIPF. In the past two years, 25 researchers were working on their habilitation theses, three of whom were successfully habilitated in 2011 and 2012. Moreover, two junior professors of DIPF received positive evaluation results in the period of reporting.

Moving beyond its intensive individual supervision, DIPF introduced an intra-institutional, interdisciplinary programme for the promotion of doctoral students, i.e. PhDIPF. The programme aims to deliver optimal conditions for preparing excellent doctoral research. Furthermore, PhDIPF creates opportunities for co-operation and exchange among DIPF graduates and it aims to increase the international visibility of individual work as well as the entire programme. Core elements consist of seminars running in parallel to the semester, annual academies and needs-oriented additional training opportunities.

Furthermore, the Institution holds relevant positions in providing targeted training opportunities for doctoral students in educational research. For example, for several years DIPF has organised the programme for doctoral students that is part of the “BMBF Framework Programme for the Promotion of Empirical Educational Research”. Every six months, meetings are held where experts from the Institute and from different universities support the doctoral students in the programme (in addition to their supervisors at the respective universities) regarding doctoral studies in three priority areas: “Educational research on the basis of data from official and semi-official statistics”, “Educational Measurement/Competence

Diagnostics“ and “Empirical Foundation of Subject Didactics“. The programme is supplemented by methodological and transdisciplinary workshops. In the period of reporting, the programme for doctoral students was extended until late 2013. In addition, DIPF and TU Darmstadt launched the postgraduate programme “Knowledge Discovery in Scientific Literature“ in 2012. The programme provides the framework for awarding seven stipends dedicated to preparing doctoral theses in computer science. Priorities are given to the areas of text or data mining, automated language processing, information science – or a discipline related to the thematic scope of the programme. The programme will begin in March 2013.

The Institute puts into practice further structured offers targeting the promotion of young researchers, subject to large research programmes for instance within the co-ordination of the DFG priority research programme “Competence Models” (see “2. Milestones“), the BMBF programme on “Developmental Disorders of Scholastic Skills” or the LOEWE centre IDeA. Services offered by “ice“ also contribute to a continued qualification and training of internal and external young researchers, e.g. by regularly organizing “English training workshops“ for doctoral students and postdocs. In 2012, several partners founded the Leibniz programme for interdisciplinary educational research. The latter targets postdocs from social science, economics, psychology and educational science engaged in empirical educational research, with an interest in transgressing disciplinary boundaries. Funded by BMBF and Jacobs Foundation, the programme will be open to 30 Fellows by March 2013. Experienced researchers will support participants in developing their projects and they will be able to exchange ideas and experiences in regular workshops. Under the auspices of the Social Science Research Centre Berlin (WZB), DIPF and four other Leibniz institutes are engaged in the programme. DIPF is also actively involved and well networked in promoting women in science (see “6. Equal opportunities for women and men“). Since August 2012, DIPF therefore co-operates

with the “Career Support“ service offered by Goethe-University. The initiative offers further training opportunities to qualify young women researchers. DIPF also participates in ProProfessur 2012/13, a programme initiated by the five universities in the federal state of Hesse. ProProfessur 2012/13 prepares highly qualified female researchers for leading positions in science by offering long-term, individual support.

The departments *Information Center for Education and Research* *Library for the History of Education* and the Frankfurt Research Library at DIPF are moreover engaged in offering initial vocational training and scientific qualification, i.e. information assistants (Fachangestellte für Medien und Informationsdienste, FaMI) respectively information specialists (Wissenschaftlicher Dokumentar, WissDok). Training for information specialists and information assistants is project- and product oriented. In Frankfurt, integrative courses of initial vocational training and further training are offered for applicants with and without impairments. To this end, a far-reaching co-operation agreement has been signed with the “Frankfurter Stiftung für Blinde und Sehbehinderte“, a trust supporting visually impaired people. Four FaMIs and a WissDok completed their training in the period of reporting. Furthermore, the first two IT assistants successfully completed their training at DIPF in 2012, one of them focusing on “system integration“(FiSi), the other on “application development“(FiAe). DIPF had newly launched this training opportunity in 2009. The scope of training opportunities was even further enhanced in the period of reporting. Since 2011, Central Services at DIPF – in co-operation with the Frankfurt Leibniz-Institute for Research on Peace and Conflict (HSFK) are offering training for office clerks. At first, an apprentice from HSFK attended several training modules at DIPF, and in 2012 the first apprentice began at DIPF.

- To find out more about DIPF promoting young academics, visit: http://www.dipf.de/en/institute/promoting_young_academics

6. Development of human resources, equal opportunities of women and men, harmonization of workplace and family demands

The Institut supports a continual qualification of employees by offering training opportunities and a structured development of human resources, which was expanded and enhanced in the period of reporting. For instance, DIPF created a new post dedicated to human resources development, supported by activities of the working group on human resources development. Talks between employees



and supervisors (appraisals), a relevant instrument in human resources development, were evaluated and revised in 2011. The Institute has recently initiated a number of co-operations in the field of further training e.g. regarding the “Career Support“ service of Goethe-University, it began to plan leadership training measures and it is working on a concept for further training.

DIPF repeats its commitment to removing disadvantages and promoting and assuring factual equal opportunities for women and men. The equity plan constitutes a central element in this respect, its current version for 2011 until 2017 was signed in 2011. The Institute has implemented significant parts of the plan in the period of reporting. For example, the proportion of women in the highest salary group has risen significantly. Moreover, there is now nearly a balance between the sexes in the governing board. Too continually raise awareness and disseminate information on the topic of equal opportunities, DIPF regularly organizes talks and workshops – e.g. in

co-operation with the Leibniz-partner-institute HSKF. DIPF regards good framework conditions for the harmonisation of workplace and family demands as a central element of equal opportunities, whilst this is also a relevant success factor of the Institute's work.

A milestone in this direction is marked by the certification in the context of "audit berufundfamilie" in May 2011. The certificate is valid for three years. It targets a sustainable grounding of positive treatment of aspects concerning the harmonization of workplace and family demands in the institutional culture. Many of the necessary changes were already introduced in the period of reporting. A governing board decision ruled that contracts made with doctoral students were exclusively to be signed pursuant to the family-friendly § 2, 1 of the "temporary contract applicable in science professions law" (Wissenschaftszeitvertragsgesetz), regardless of the post being financed by the Institute or from external funding. Pursuant to this regulation, a contract is automatically extended if the employee takes parental leave. If owing to parental leave, a contract's duration exceeds the duration of an externally funded project and if there is no alternative source of funding, compensatory funding is made available from a general budget. In addition, the Institute is closely collaborating with a parental service ("ElternService AWO") offering employees individual advice and facilitation in the field of family care. At the DIPF main office in Schloßstraße in Frankfurt, a study room for parent and child was furnished integrating a play, rest and homework area for children. DIPF is moreover a founding member of the Dual Career network for the Rhine-Main area. It has also joined the Dual Career network Berlin. These networks aim to support partners of new employees from participating institutions in finding employment in the same geographical area. In May 2012, an agreement on introducing alternating home office was contracted. This agreement conditionally allows employees to carry out certain tasks at home.

- To find out more about DIPF supporting the balance of work and family, visit: <http://www.dipf.de/en/institute/beruf-und-familie>

7. Outlook

Far-reaching transformation processes currently entail considerable challenges. These relate to the development of a knowledge society, the worldwide intricacies of society, politics and economy, economic crises that are presently evident in many countries and the increasingly growing significance of digital information, communication and networking. Education systems need to respond to demographic change, migration and social segregation and make continuous efforts regarding integration and intervention. Aspects of educational quality and conditions of successful education are at the core of such processes. Educational policy and educational administration are meeting such challenges with new and further developed governance models. The approaches connect pedagogical and structural innovations (e.g. intervention concepts for the support of migrants or all-day schools) with outcome-oriented monitoring and they shift responsibility to actors in educational institutions. Delivery of systematic knowledge for the realization of “evidence-based policy and practice“ thus increasingly gains significance.

A further rise of expectations regarding educational research can thus be expected. On the one hand, scientifically reasoned information needs to be made available for politics and practice. Experience gained from the optimisation of educational processes need to be systematised and new insights need to be derived from research and evaluation. On the other hand, it is necessary to enable scientists to acquire information about research findings, theories and methods – in an efficient and comprehensive way. Scientists furthermore need access to relevant research instruments, e.g. measurement instruments and research data. Owing to its innovative work,

disciplinary diversity, a long-standing experience in co-ordinating large projects and the role of a competence centre for science communication and research in education, DIPF is particularly well able to react flexibly in view of these complex demands and the manifold developments in education. The sustainable structural and content-related linkage of educational research and educational information at DIPF contributes to this end. International networking constitutes a crucial element here. DIPF will continue to hold relevant positions in the implementation of large-scale international studies in Germany and national collaborations, as well as showing engagement in international networks, Information and research alliances.

At DIPF, educational information services will continue to professionally serve the growing need for application-specific and internationally networked information and advice services concerning all

aspects of education. In compiling information on literature and research data as well as in the further development of educational historical collections, high priority is given to an orientation towards the needs of recipient groups. Development of the services focuses on the core aspects of an expansion of an integrated portal structure (supported by modern information and communication techniques), timely and media-specific



archiving, research data management, rendering historical stock from educational history accessible, the close linkage of information services and educationally relevant research. A particular focus is placed on the enhancement of support systems for empirical educational research, delivery of instruments and services in the context of large-scale assessments and the further development of competence diagnostics and Individual diagnostics. Future research activities will be continually strengthened and broadened by the

two research priorities launched in 2012, i.e. “Educational Computer Science” and “History of Education”.

Today, DIPF is recognised as the German-language centre for multidisciplinary educational research with international capacity in educational science, psychology and social science, economic and



legislation research of educational systems. At DIPF, education will continue to be treated from different perspectives. For example, individual aspects of education, professional design, the shape education takes in different organisations and its systemic framework in current and historical

dimensions are taken into account. Exchange between projects and departments, collaboration under the umbrella of multi-disciplinary programmes and shared infrastructure tasks contribute to an ongoing exchange on objectives and principles of educational research. DIPF will retain its guiding theme of “educational quality”. In the coming years, priorities of work at DIPF will continue to address aligned infrastructure services for monitoring of educational policy, educational administration and professional educational practice (e.g. national report on education) and application-oriented research. Diverse activities in fundamentally oriented educational research add to the profile, e.g. regarding competence development in children at risk, correlations of effectiveness in learning and teaching processes, decisions in education and educational pathways.

In the near future, DIPF intends to further consolidate the position it has achieved and solidify departmental structures. Recommendations given by the group of evaluators who carried out the statutory evaluation of the Institute in July 2011 serve as a relevant guideline for a mid-term strategic orientation (see “2. Milestones“). Not least because of these recommendations, particular attention is paid to achieving a permanent integration of the work conducted at the LOEWE centre, IDeA, where DIPF bears a significant role, beyond 2014. The close co-operation with Goethe-University Frankfurt shall thus further be consolidated, signified by removal of DIPF to a new building on the university campus (planned removal date in 2017). The next national report on education in Germany, due in 2014, constitutes another outstanding research and service task. DIPF has received a remit to co-ordinate the report until 2016 and will strive to be granted a permanent remit. Further significant research and infrastructure tasks are envisaged, such as the expansion of the information service for educational research, as well as the setup of an information and sustainability structure for data and instruments in educational research, within the framework of the German Education Server respectively the German Education Portal. At an international level, the continuation of leadership in developing context questionnaires and its framing concept on behalf of the OECD study PISA 2015 is important. Last but not least, the research programme for the new priority domain of “ Educational Computer Science” and research capacity in the history of education, which has been boosted by appointment of the new professorship, need to be fully established and linked with other activities of DIPF.

- To find out more about DIPF in general, visit:
http://www.dipf.de/en/dipf-news/news?set_language=en

German Institute for
International Educational Research
A member of Leibniz Association



DIPF

Educational Research
and Educational Information

DIPF Frankfurt am Main
Schloßstraße 29, 60486 Frankfurt am Main,
Germany
Tel. +49(0) 69 24708-0,
Fax +49(0) 69 24708-444

DIPF Berlin
Warschauer Straße 34-38, 10243 Berlin,
Germany
Tel. +49(0) 30 293360-0,
Fax +49(0) 30 293360-25

dipf@dipf.de
www.dipf.de/en
Twitter [@dipf_aktuell](https://twitter.com/dipf_aktuell)

48



www.dipf.de/en

