



**DIPF**

Educational Research  
and Educational Information

# Knowledge for Education

Profile and Overview 2015 / 2016



German Institute for International  
Educational Research

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## 1. Profile of the Institute

The German Institute for International Educational Research (Deutsches Institut für Internationale Pädagogische Forschung - DIPF) supports scientists, politicians and practitioners in education. The Leibniz Institute prepares, indexes and transfers *knowledge for education* - by offering a combination of research, transfer and infrastructures that is unique in Germany. The Institute thus contributes to the success of education and to coping with challenges in the education sector.

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DIPF is a centre for educational research and educational information, working in the following areas:

- DIPF participates in educational debates with key scientific contributions. In this regard, DIPF focuses on early childhood education, instructional quality, individual support for children at risk, and effects of educational reforms.
- DIPF delivers a broad range of innovative digital information services for the entire field of education. This comprehends reference systems, data collections, and transfer services.
- Educational reports, comparative analyses and evaluations are prepared to ensure a scientific foundation for the improvement of quality in particular segments of the educational sector.

At DIPF, the work is interdisciplinary, nationally and internationally networked, and fundamental as well as application-oriented. The social and cultural sciences research at DIPF looks at the systemic,

## Centre for educational research and educational information

institutional and individual levels of educational processes. This research is based on theoretical analyses and empirical as well as educational historical findings.

Research from the areas of information science and computer science contributes to the further development of research and information infrastructures at the Institute. DIPF is user-oriented and committed to observing international standards.

To fulfil the tasks, five departments at DIPF collaborate closely (their respective research and work foci are presented in brackets):

1. *Information Center for Education / Informationszentrum Bildung – IZB* (Research and information infrastructures)
2. *Research Library for the History of Education / Bibliothek für Bildungsgeschichtliche Forschung – BBF* (Research library focusing on the history of education in Germany)
3. *Educational Quality and Evaluation / Bildungsqualität und Evaluation – BiQua* (Quality and effects of professional actions at school)
4. *Educational Structure and Governance / Struktur und Steuerung des Bildungswesens – SteuBis* (Societal, structural and institutional conditions of education)
5. *Education and Human Development / Bildung und Entwicklung – BiEn* (Individual development and supportive intervention concepts)



To find out more about the Institute, visit [www.dipf.de/en](http://www.dipf.de/en)  
or follow our Twitter account [@DIPF\\_en](https://twitter.com/DIPF_en)

## 2. Milestones in the Period of Reporting

### **First Services of „Information Service for Educational Science and Educational Research (FID)“ Online**

Early in 2015, a consortium of research libraries and providers of professional information began working on the “Information Service for Educational Science and Educational Research” (Fachinformationsdienst Erziehungswissenschaft und Bildungsforschung, FID). The German Research Foundation is funding this project to provide researchers across Germany with international publications that cannot be obtained from libraries in Germany. This service is integrated into the German Education Portal (Fachportal Pädagogik), hosted by the Institute. The FID consortium consists of two DIPF departments, i. e. the *Information Center for Education* and the *Research Library for the History of Education (BBF)*, together with the University Library of Friedrich-Alexander University Erlangen-Nuremberg, the University Library of Humboldt University Berlin and the Georg Eckert Institute for International Textbook Research (GEI). DIPF acts as the co-ordinator. Some FID services became already accessible online in the period of reporting: researchers can order international publications that are immediately delivered to them on direct loan. Moreover, the researchers can recommend journals for purchase and submit requests for the digitisation of printed sources and historical textbooks from the stocks of *BBF* and *GEI* that are not restricted by copyright legislation.

### **Future Topic: Open Educational Resources (OER) – The German Education Server as a Key Player**

In the past two years, the German Education Server (Deutscher Bildungsserver), which is co-ordinated at DIPF, has continued its involvement and activities concerning the educational political discourse and the many initiatives focusing on open educational resources (OER) in Germany. OER are freely accessible on the internet, and, subject to





a sound legal framework, they can be shared, changed and relayed. In March 2015, politicians, practitioners and researchers convened in Frankfurt to discuss pertinent new opportunities for learning and teaching with OER and the relevant conditions. The event had been organised by the German Education Server, the Society for Promoting Educational Research (Gesellschaft zur Förderung Pädagogischer Forschung) and the German Society for Educational Administration (Deutsche Gesellschaft für Bildungsverwaltung). In February 2016, a feasibility study was published on the infrastructural grounds of OER in the education system. The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) had commissioned the German Education Server and the Learning Lab at the University of Duisburg-Essen to jointly prepare this feasibility study. The German Education Server and the University of Duisburg-Essen also offer a social bookmarking tool, “edutags”, which received an OER award in March 2016. Moreover, the German Education Server successfully competed for funding from the BMBF, submitting a proposal to set up a central OER information service: OERinfo. Developmental work on that began in November 2016.

### **PISA at DIPF: Established Research on Learning Contexts**

In August 2015, DIPF and the US-American Educational Testing Service were commissioned to jointly develop and evaluate the questionnaires assessing learning contexts for the “Programme for International Student Assessment” (PISA) 2018. DIPF had already taken on this task for PISA 2015, and the respective report was published in December 2016. In this regard, DIPF had also developed a framework concept for the questionnaires. The Organisation for Economic Co-operation and Development coordinates the international study which focuses on subject-specific student achievement. However, PISA also assesses many aspects concerning so-called learning contexts of the targeted 15-year old students, focusing on learning conditions (e. g. social background) and educational outcomes beyond academic achievement (e. g. desired occupation/profession). DIPF has demonstrated its competence in this area of research and development, as became internationally visible in late 2016, when a team of DIPF researchers published the volume “Assessing Contexts of Learning – An International Perspective”, wherein many experts



inspect the assessment of learning contexts. The authors base their contributions on findings from PISA and other international student assessments, explaining their relevance for research, politics and practice. In parallel to this publication, DIPF made questionnaires developed for such assessments available via its online Database for the Quality of School (DaQs).

### **New Research Group: Long-term Educational Development from Adolescence to Adulthood**

In autumn 2015, the new research group “Individual Trajectories and Institutional Conditions Across the Lifespan” was set up involving two Leibniz Institutes, i. e. DIPF and IPN – Leibniz Institute for Science and Mathematics Education. The project is situated at DIPF and projected to run for six years, aiming to describe and explain longer-term educational trajectories of children, adolescents and young adults. The re-

searchers look at these trajectories in the context of school types and other institutional learning conditions. Given the example of gender

differences: are these differences between boys and girls reinforced during secondary education? And if different developmental trends can be described, do these represent ‘general’ patterns? Or does the tracked secondary school system that is so specifically German play a role? The group of researchers mainly analyses datasets from existing empirical educational studies. However, a general perspective is chosen in order to analyse relationships and – where possible – causal correlations: across longer periods of time, between different individual areas and considering several levels of analysis (from individuals to school education systems).

Assessing contexts of learning –  
an international perspective



### **Dialogue with Presidents of State, Members of Parliament, and the Federal Minister of Education and Research**

The Institute's knowledge is intended to support political decision-making and objectify discussions. Hence, DIPF experts are continually engaged in dialogue with politicians. Some exemplary and outstanding activities were carried out by Professor Dr. Marcus Hasselhorn in 2015 and 2016. In September 2015, the Executive Director of DIPF delivered a talk in Erfurt on the topic of "Education and Participation", following an invitation by German Federal President Joachim Gauck, who hosted this meeting of eleven non-executive European heads of state. Professor Hasselhorn outlined the important role of early childhood education for participation in society. In short order, Marcus Hasselhorn participated in a panel discussion at a Parliamentary Evening organised by the Leibniz Association in Berlin. Together with other educational researchers, he debated on quality in early education with speakers on family affairs of different parties represented in the German national parliament. In July 2016, also in Berlin, Professor Hasselhorn exchanged his expertise with the Federal Minister of Education and Research, Professor Dr. Johan-

na Wanka (see photograph). At one of the Leibniz Association's "Leibniz Debates", Professor Wanka, Professor Hasselhorn and Professor Kai Maaz, Director of the DIPF Department of *Educational Structure and Governance*, explored how education can facilitate integration.

### **DIPF Systematises Knowledge about Early Language Learning**

Since early 2016, a cross-disciplinary team at the Institute has been working to compile a "Systematic Review" to process and assess publications on early language learning and intervention programmes. Language competencies are essential to successful education. While the need to foster such competencies in early childhood is widely accepted, there is a substantial lack of knowledge as to which intervention approaches affect which outcomes given which conditions. The issue how language intervention should appropriately be practised in children's day-care settings is controversially discussed: integrated into daily routines or as part of additional targeted measures. Also, different research disciplines are involved, in many cases working on isolated issues. And finally, information about proven approaches is scattered and has hardly been processed. The Mercator Foundation is funding this project, enabling the team at DIPF to target this particular gap of knowledge. DIPF can draw on its profound experience as a central provider of educational research and information infrastructures when researching the necessary information. Additionally, DIPF is an intricately networked educational research institute that possesses the necessary expertise regarding the assessment of their contents. The cross-disciplinary team will process the findings in different ways to address administration, educational practice and research.

### **All-day School: Stocktaking and Research**

In spring 2016, several findings were published in the context of the long-term "Study on the Development of All-day Schools" (StEG). First, a nationwide interview of all-day school leaders delivered

a current account. This survey revealed, for instance, that the institutions offer rich educational opportunities to the students and collaborate closely with regional partners. At the same time, it was evident that there is barely a common definition or implementation of all-day schools, e. g. regarding opening times or the binding nature of participation in the provision of all-day education. Shortly afterwards, the consortium presented long-term findings from studies focusing on the quality and effectiveness of all-day schools which for instance revealed that good all-day services have positive impacts regarding the participants' personality development. No immediate effects were, however, evident regarding the children's academic achievement. StEG is funded by the Federal Ministry of Education and Research involving four research partners, i. e. DIPF, also responsible for co-ordination, the German Youth Institute (Deutsches Jugendinstitut), the Center for Research on Education and School Development at TU Dortmund University and Justus Liebig University Giessen.

### **National Report on Education: More Participation in Education and Continued Inequality**

DIPF acted again as a co-ordinator for a report compiled by a group of independent researchers who in June 2016 published the most recent volume in the series "Education in Germany" (Bildung in Deutschland). Every two years, the empirically based report informs politicians, administrators, practitioners and the interested public about current trends and challenges across the entire education system. In addition, "Education in Germany" always highlights one specific aspect of education. In 2016, this special chapter focused on "Education and Migration". Altogether, the report confirmed an unbroken trend regarding the growing participation and demand for education. At the same time, the spokesman of the authoring group – Professor Kai Maaz from DIPF – pointed out that access to education remains subject to critically unequal conditions. For example, social status, immigrant background and increasingly also

the region of residence have an influence on educational success. The special chapter illustrates the diverse and long-term nature of the task of integrating people with immigrant backgrounds. While Germany has been tackling this issue in the past, it has received fresh momentum owing to recent immigration movements. The authors represent the following institutions: DIPF, the German Youth Institute, the German Centre for Higher Education Research and Science Studies, the Institute of Sociology at Göttingen University and the statistical offices of the national government and the federal states. Compilation of the report is funded by the Standing Conference of the Ministers of Education and Cultural Affairs and the Federal Ministry of Education and Research.

#### **20<sup>th</sup> Anniversary of the German Education Server**

In November 2016, many high-ranking guests followed an invitation to celebrate the 20th anniversary of the German Education Server (Deutscher Bildungsserver), which is co-ordinated at DIPF (see photograph). Greetings and speeches were, for example, delivered by



Professor Dr. Dr. Friedrich W. Hesse, founding Director of the Leibniz Institute for Knowledge Media and Vice President of the Leibniz Association, Heidi Weidenbach-Mattar, Permanent Representative of the Standing Conference of the Ministers of Education and Cultural Affairs, Dr. Stefan Luther, Head of the sub-department “Strategy; Digital Transformation” of the Federal Ministry of Education and Research, and Jürgen Schlegel, former long-standing General Secretary of the Joint Science Conference. After twenty years, the German Education Server continues to be a reliable guide to education on the web – operating in a large network of competent partners. The services have experienced substantial developments. In its early years, the German Education Server mainly focused on indexing relevant information and presenting thematic catalogues. Nowadays, information is conveyed by means of new multimedia and publicist formats, also integrating social media services. Moreover, the German Education Server has united many publically funded web services and media products under its umbrella. Time and again, the German Education Server has initiated development projects and thus demonstrated its capacity for innovation. In this regard, the social bookmarking platform “edutags” presents an example. Another step towards innovation is about to be implemented: the German Education Server will be presented in a new design in 2017, paying particular attention to mobile devices.

### **Big Steps towards Campus Westend: The New DIPF Building is Making Progress**

The Institute will move to its purpose-built premises on Campus Westend in Frankfurt am Main in 2018. It will thus be possible to unite all of the Frankfurt employees under one roof and make even better use of the excellent networking opportunities in the scientific heart of the city. In the period of reporting, DIPF took some significant steps. In early 2015, the state of Hesse and the federal government approved a joint funding measure. In total, the building





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expenses will amount to 42.9 million euros. The ground-breaking and foundation stone ceremony soon followed. In July 2016, the Institute was thus able to hold a roofing ceremony (see photograph). Altogether, the building will comprise roughly 7,800 square metres of floor space across one basement and six semi-basement floors as well as seven tower floors. Besides the office space, the building will contain a complex of laboratory areas, a conference area, a library and a children's day-care centre. This child day-care centre is the first of its kind to be jointly financed by the national government and the federal state of Hesse and located at an institute belonging to the Leibniz Association. Both DIPF and the Senckenberg Nature Research Society will be using this day-care facility.



To find out more about milestones of the Institute, take a look at the current press releases:

[www.dipf.de/en/dipf-news/press/press-information](http://www.dipf.de/en/dipf-news/press/press-information)

or the project overviews: [www.dipf.de/en/projects](http://www.dipf.de/en/projects)

or brief descriptions of the online portals: [www.dipf.de/en/portals](http://www.dipf.de/en/portals)

### 3. Staff

In the past two years, numerous awards and appointments have confirmed that employees find very good conditions at DIPF to deliver excellent work. Moreover, the Institute was successful in finding distinguished experts for important positions.

#### 3.1 Awards for DIPF Employees and its Services

Professor Dr. Stefan Brauckmann (now Alpen-Adria University Klagenfurt and formerly a long-term academic staff member at DIPF) received an award in May 2015 for his contribution entitled “Autonomous leadership and a centralised school system – an odd couple? Empirical insights from Cyprus”. He published this paper while working at DIPF, together with his co-author Dr. Alexandra Schwarz. The “International Journal of Educational Management” judged this article to be the “Outstanding Paper of 2014”.

In August 2015, SELF awarded its biennial prize for the best doctoral thesis to Dr. Malte Jansen. SELF is an international network of researchers on self- concept, identity and motivation. Jansen wrote his thesis on the topic of “Academic self-concept in the sciences: domain-specific differentiation, gender, differences and dimensional comparison effects”.

The Jacobs Foundation granted Dr. Hanna Dumont an “Early Career Research Fellowship” in November 2015. The fellowship extends to three years of funding for research on child and youth development. Dumont is a psychologist working on conditions of inequality in education and individualised instructional processes.

In early 2016, Dr. Markus Sauerwein and Dr. Malte Jansen became Fellows of the “College for Interdisciplinary Educational Research”

(CIDER). CIDER provides a framework for experienced scientists to support post-docs in developing their projects. The college receives funding from the Federal Ministry of Education and Research and the Jacobs Foundation, it is supported by seven Leibniz institutes. At DIPF, Markus Sauerwein is engaged in the “Study on the Development of All-Day Schools”, while Malte Jansen works on the BERLIN study.

In March 2016, Professor Dr. Horst Weishaupt was awarded an honorary membership by the German Educational Research Association (Deutsche Gesellschaft für Erziehungswissenschaft). In the laudatory note, he was praised for his “merits with respect to observing educational science as a research discipline” and his collaboration in the data report for educational science. For many years, Horst Weishaupt was a Director at DIPF and during this time, he served as the speaker of the authoring group responsible for national educational reporting.

In March 2016, Dr. Judith Dirk received a publication prize at the conference of the Society for Empirical Educational Research (Gesellschaft für Empirische Bildungsforschung), in the post-docs category. This was awarded for the manuscript she co-authored with Professor Dr. Florian Schmiedek, entitled “Fluctuations in Elementary School Children’s Working Memory Performance in the School Context”.

The Social Bookmarking tool for education, “edutags”, received an OER award at the OER festival in March 2016 in the category “Fusion” (services connecting educational areas). DIPF is offering this tool in co-operation with the Learning Lab at the University of Duisburg-Essen. OER means Open Educational Resources, referring to digital educational materials that are freely available and changeable. “Edutags” enables users to store, order, retrieve and share bookmarks for learning and teaching materials on the internet. A large OER pool is thus accessible. The OER society praised its role as a pioneer in the field.

The International Association for Cross-Cultural Psychology honoured the doctoral thesis written by Dr. Jia He in August 2016, granting the “Harry and Pola Triandis Doctoral Thesis Award”. Jia He had written the thesis while working at Tilburg University in the Netherlands. Since October 2015, she has been researching at DIPF after receiving a two-year stipend from the Alexander von Humboldt Foundation. Her doctoral thesis is entitled “The General Response Style from a Cross-Cultural Perspective”. In December 2016, this thesis received another award for its exceptional quality, this time granted by the Dutch “Stichting Abbas Fonds”, a foundation focusing on research in the area of psychological assessment procedures.



The long-term deputy director of the *Information Center for Education*, Alexander Botte (see photograph) was awarded an honorary network membership of the European Educational Research Association (EERA), following a recommendation by the EERA Network 12, Library and Information Science Network (LISnet). The EERA thus recognised his work for “a sustainable infrastructure for research and practice in education in Europe”. Alexander Botte went into retirement in August 2016. The information specialist had previously held relevant positions for LISnet. At DIPF, Botte was, for example, responsible for literature information system provisions and co-ordination of the German Education Index. The latter is an alliance of ca. 30 information and documentation service providers in the German-speaking area.

In late 2016, PD Dr. Katrin Arens received a Heisenberg-Scholarship from the German Research Foundation (Deutsche Forschungsgemeinschaft), granting funding for three years. This scholarship is meant to support individuals on their way to becoming professors and enable them to further pursue their high-quality research. Katrin Arens is currently focusing on aspects of self-concept and school-related motivation. She intends to use the stipend for her work at DIPF.

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### 3.2 Appointments and Postdoctoral Qualifications

In August 2014, Professor Dr. Tobias Feldhoff was appointed a professorship for School Education at Johannes Gutenberg University Mainz and took on this position in March 2015. Feldhoff had until then held a junior professorship for Educational Science, esp. Empirical Educational Research and School Improvement, in the *Department of Educational Quality and Evaluation*.

In January 2015, Dr. Thomas Martens was offered a professorship for Pedagogical Psychology at Medical School Hamburg. He accepted the appointment as of April 2015. Martens had been an academic staff member at the *Department of Educational Quality and Evaluation*, Centre for Technology Based Assessment (TBA).

In March 2015, Dr. Margot Mieskes from the Computer Science Department at Technical University Darmstadt qualified as a professor and was subsequently offered a professorship for Research and Economic Data at the University of Applied Sciences Darmstadt, where she began working as of April 2015. Mieskes had until then been an academic staff member working for the “Information Management” unit at the *Information Center for Education*.

In June 2015, Professor Dr. Ulf Brefeld was offered a professorship for Economics and Computer Science, esp. on Machine Learning”,

by the Leuphana University of Lüneburg. He accepted this professorship as of October 2015. Brefeld had previously been Professor for Knowledge Mining and Assessment at the *Information Centre for Education*.

In June 2015, Dr. Katrin Arens qualified as a professor at the Department of Psychology and Sports Sciences at Goethe University Frankfurt. She is an academic staff member at the *Department for Education and Human Development* and works at the Centre for „Individual Development and Adaptive Education of Children at Risk” (IDeA).

In August 2015, Dr. Sven Lindberg was offered a professorship for Clinical Developmental Psychology at the Paderborn University, which he accepted beginning in mid-December 2015. Lindberg had previously been an academic staff member in the *Department of Education and Human Development* in the IDeA Center.

In September 2015, Ingo Barkow became a lecturer for data management at the University of Applied Sciences HTW Chur. Barkow had until then worked as an academic staff member at the *Information Center for Education – TBA Centre*.

In September 2015, Dr. Katrin Rakoczy was offered a professorship for Pedagogical Psychology at Döpfer University of Applied Sciences in Cologne, which she accepted the same month. Rakoczy is also continuing to research at DIPF part-time. She works as an academic staff member focusing on “Instruction and School” in the *Department for Educational Quality and Evaluation*.

In September 2016, Dr. Jasmin Decristan was appointed a professorship for “school intervention research in the context of special educational needs” at the University of Wuppertal. Decristan accepted

this professorship as of April 2017. For some years, she had been an academic staff member in the *Department for Educational Quality and Evaluation*, where amongst others she worked as a co-ordinator for the “Study on the Development of All-day Schools”.

Since October 2015, Dr. Oliver Schneider has held a stand-in professorship for Multimedia Technology at the University of Applied Sciences Darmstadt. He is also an academic staff member at the *Information Center for Education*, TBA Centre.

In October 2016, Professor Dr. Johannes Hartig was offered a professorship for Pedagogical Psychological Assessment at the University of Duisburg-Essen. He currently holds a professorship for Educational Measurement in the *Department of Educational Quality and Evaluation*.

### 3.3 Important Changes at DIPF

Throughout the period of reporting, both the Scientific Advisory Board and the Foundation Council experienced several changes. Professor Dr. Dr. h. c. Ingrid Gogolin (see photograph) became Chair of the Scientific Advisory Board as of January 2016. Gogolin is Professor for General, Intercultural and International Comparative Education at the University of Hamburg. She is a leading expert in the field of language education, multilingualism, qualitative methods and social inequality. In 2016, she was awarded an honorary membership by the German Educational Research Association (*Deutsche Gesellschaft für Erziehungswissenschaft*).



In her role as Chair of the Scientific Advisory Board at DIPF, she succeeds Professor Dr. Cordula Artelt (University of Bamberg), who remains a member of the Board.

In February 2016, Professor Dr. Hans-Christoph Hobohm joined the Scientific Advisory Board. He is Professor for Library and Information Sciences at the University of Applied Sciences Potsdam. His priorities of work focus on library and knowledge management and information behaviour research. Hobohm succeeds Dr. Beate Tröger on the Scientific Advisory Board. Tröger, who is the Director of the University and State Library Münster, left the Board in accordance with the rotations system after serving two periods. In July 2016, Professor Dr. Alexandra M. Freund was also appointed as a member to the Scientific Advisory Board. She holds a professorship for Developmental Psychology: Adulthood at the University of Zurich. Freund researches developmental regulation processes, the development of motivation and self-related cognitions and emotions across the lifespan and lifelong learning. The psychologist succeeds Professor Dr. Ulman Lindenberger from the Max-Planck Institute for Human Development, who also left the Advisory Board owing to the rotation system. In July 2016, Professor Dr. Klaus Tochtermann also became a member of the Scientific Advisory Board. He is Director of the ZBW – Leibniz Information Centre for Economics and Professor for Media Science at Kiel University. The computer scientist specialises in knowledge management and knowledge transfer, Web and Science 2.0, semantic technologies and Open Science. Tochtermann succeeds Professor Dr. Rainer Hammwöhner (University of Regensburg), who had suddenly passed away and is sadly missed by the Institute. In November 2016, the Scientific Advisory Board welcomed another member in the period of reporting: Professor Dr. Christian Wolff is Professor for Media Computer Science at the University of Regensburg. He works on the modelling and development of multimedia and multimodal information systems, e-publishing and text



technology, particularly text mining. Wolff succeeds Professor Dr. Martin J. Eppler from the University of St. Gallen. Professor Eppler had served as the Deputy Chair of the Scientific Advisory Board. He left the Board after serving two periods.

In November 2015, the Foundation Council welcomed Norbert Maritzen. He is Director of the Institute for Educational Monitoring and Quality Development (Institut für Bildungsmonitoring und Qualitätssentwicklung) in Hamburg. He focuses on educational monitoring, empirical school quality research and governance theory. On the Foundation Council, he succeeds Professor Dr. Hans Anand Pant (German School Academy (Deutsche Schulakademie)), previously Institute for Educational Quality Improvement). In July 2016, Sylvia Weber joined the Foundation Council. She is a member of the Social Democratic Party (SPD) and Head of Department for Integration and Education of the City of Frankfurt. In the Foundation Council she succeeds Sarah Sorge (Green Party). In October 2016, Dr. Manuel Lösel, undersecretary of state in the Hessian Ministry of Culture, joined the Foundation Council where he represents the Standing Conference of the Ministers of Education and Cultural Affairs. In this capacity he succeeds Dr. Jan Hofmann, who until April 2016 was undersecretary of state in the Ministry of Culture in Saxony-Anhalt.

**In October 2015, Dr. Dominique Rauch became Junior Professor for Educational Science, esp. Empirical Educational Research – Individual Support and Migration.** This professorship was assigned to the Center for “Individual Development and Adaptive Education of Children at Risk” (IDeA) which is co-ordinated at DIPF. Organisationally, the professorship is maintained by both Goethe University Frankfurt and the DIPF *Department for Educational Quality and Evaluation*. Rauch (see photograph) studied German and holds a doctorate in Psychology – she has been working at DIPF for several years. For example, Rauch has co-authored several publications reporting on



national outcomes of the “Programme for International Student Assessment”. As part of her professorship, she focuses on multilingualism and intercultural aspects in school contexts, use of first language in instruction, inequalities regarding academic competencies of young people with immigrant backgrounds and co-operative learning.



To find out more about the DIPF staff, visit [www.dipf.de/en/staff](http://www.dipf.de/en/staff)

## 4. Networking

### 4.1 Co-operations

The Institute co-operates in diverse areas of research and infrastructure development at an international and national level. Ever since it was established, DIPF has assumed an international perspective and initiates developments in the professional German world of education, providing a basis for an international comparison of education systems. These activities have been further intensified in recent years. The Institute is engaged in far-reaching projects of supranational organisations, e. g. the Organisation for Economic Co-operation and Development (OECD). For example, DIPF delivers central contributions to the “Programme for International Student Assessment” (PISA). DIPF supports international associations and networks, for example by taking on the role of co-ordinator for the Library and Information Science Network of the European Educational Research Association. Moreover, the Institute runs the “International Cooperation in Education” liaison office (ice) and thus offers support and advice to internationalisation endeavours of German educational researchers. Ice advises projects with regard to funding and co-operation.

In Germany, DIPF plays a fundamental role in educational research. At the same time, DIPF is the leading provider of research and information infrastructures in education. This is also evident in the dense co-operation network. The Institute co-operates with central partner universities: Goethe University Frankfurt, the University of Applied Sciences Darmstadt, Humboldt University Berlin and the University of Hildesheim. Many opportunities for co-operation are moreover provided by the umbrella of the Leibniz Association – see for example the research alliances “Science 2.0” and “Leibniz Educational Research Network” (LERN). The latter consists of more



than 20 educational research institutes and it is co-ordinated at DIPF. DIPF takes a leading role regarding large-scale co-operation projects, for instance by co-ordinating biennial national educational reporting. DIPF acts as a co-ordinator to the “Study on the Development of All-Day Schools”, the “Alliance for Research Data” and the OER information service OERinfo.

Two relevant research centres of the Institute will be portrayed here to illustrate the co-ordinating and networking activities. They, like the Institute as such, link experience, knowledge and disciplines even at the level of individual projects and collaborate with different partners.

#### **Research Center “Individual Development and Adaptive Education of Children at Risk” (IDeA)**

IDeA was jointly founded by DIPF, the Goethe University Frankfurt and the Sigmund-Freud Institute, subject to funding from the Hessian state initiative for the development of scientific –economic excellence. IDeA researches child developmental processes in the first

twelve years of life and develops learning intervention approaches – focusing on children at risk of failure to achieve in education. The three partners share the infrastructure that has meanwhile been institutionalised at DIPF. IDeA is co-ordinated at DIPF, where its laboratories are also situated. IDeA members are experts in the fields of psychology, educational science, psycholinguistics, neurosciences, diverse subject didactics, social science and psychoanalysis. At DIPF, two departments play a key role, i. e. the *Department of Educational Quality and Evaluation* and the *Department of Human Development*. To illustrate the interdisciplinary and co-operatively run projects enabled by IDeA, the project TRIO will be described below. TRIO was started in 2015 with the aim of increasing the language intervention competencies of pedagogical members of staff working in pre-primary and primary education settings by offering further training. Moreover, TRIO intends to assess the effectiveness of the training measures regarding the children who are enrolled in the respective institutions. The project brings together researchers from early childhood and primary education, linguistics and developmental psychology from DIPF and Goethe University. TRIO is funded by the Federal Ministry of Education and Research, subject to an initiative by the federal government and the federal states (“Bildung durch Sprache und Schrift”, BiSS). BiSS is a development programme targeting the improvement of language education services, which is scientifically monitored and supported by a consortium of scientific bodies. DIPF is a member of this consortium.

### **Centre for Technology Based Assessment (TBA)**

The TBA Centre realises innovative technology based procedures to assess learning outcomes. Its permanent task concerns the support of institutions and projects engaged in educational research in setting up and implementing such procedures (e. g. software development, psychometrical counselling). Moreover, the TBA Centre and its associated two DIPF professorships are engaged in inde-

pendent fundamental problem- and application-oriented research. The TBA Centre is sourced from expertise in the area of pedagogical psychological assessment (DIPF *Department of Educational Quality and Evaluation*) and computer science, information science (*Information Center for Education*). TBA participates in large-scale national and international educational research and assessment projects, e. g. the PISA study or the National Educational Panel. In the period of reporting, TBA was engaged in the second and third rounds of the OECD “Programme for the International Assessment of Adult Competencies” (PIAAC). Across many countries, this study presents a computer-based assessment of adult competencies from the age of 16 to 65 years. TBA supports PIAAC in the technical implementation and thus collaborates with the US-American Educational Testing Service and the Luxembourg Institute of Science and Technology.



To find out more about the co-operations of DIPF, visit [www.dipf.de/en/networks/science-alliances](http://www.dipf.de/en/networks/science-alliances)

#### 4.2 Visiting Researchers, Guests and the DIPF Research Fellowship

Staff members of DIPF can apply for research and internships at other scientific institutions to intensify exchanges with externally based colleagues. 28 such research visits were documented during the period reported here. Many of the respective employees visited English-speaking countries. In April 2015, for example, Professor Dr. Dr. h. c. Eckhard Klieme was a “Deans’s Distinguished Visiting Fellow” at the Harvard Graduate School of Education in Boston, USA. At the same time, the Institute has repeatedly welcomed recognised experts. In the current period, 62 visitors delivered talks, pursued research activities or engaged in discussions. In particu-



lar, Professor Dr. David Kaplan from the US-American University of Wisconsin-Madison (see photograph) spent a year at DIPF as of August 2015. Kaplan is a leading expert for quantitative methods in educational research. Following a recommendation by DIPF, Kaplan had been granted a research award by the Alexander von Humboldt Foundation.

David Kaplan is also one of the first DIPF Research Fellows. The Fellowship was launched in 2016 to tie leading external experts in educational research closer to the Institute. The Fellowship programme also welcomes internal experts who are approaching retirement. The programme provides resources for starting up a joint research project. Besides Professor Kaplan, Professor Dr. Jean-Paul Fox from the Department of Research Methodology, Measurement and Data Analysis (University of Twente, Netherlands) and Dr. Mareike Kunter, Professor for Pedagogical Psychology (Goethe University Frankfurt) have been awarded DIPF Fellowships.

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### 4.3 Events

DIPF also organises regular events that provide a platform for networking activities. 150 were organised in the past two years. For example, in August 2016, DIPF and Goethe University Frankfurt hosted the 22nd meeting of the section for Developmental Psychology of the German Psychological Society (Deutsche Gesellschaft für Psychologie), i. e. the central event for this sub-discipline. 400 researchers convened in Frankfurt. Thematically, the conference focused on “Development in at-risk situations”. With a view to fostering international exchange, the seminars organised by the “International Cooperation in Education” liaison office (ice) held at the annual meeting of the American Educational Research Association constitute an important element. In 2015, the seminar was held in Chicago, entitled “Education, Democracy and Justice: Transatlantic Perspectives”. In 2016, the event took place in Washington focusing on “International Perspectives on School Governance”. Each year, DIPF and several partners host a Forum

150 national and international events organised in the past two years

(Frankfurter Forum) which familiarises pedagogical practitioners with the opportunities invoked by empirical educational research. In 2015, the Forum focused on assessment in pre-primary education and in 2016 it addressed individual intervention. Each year, an educational political forum is organised in Berlin to foster dialogue with politicians and administrators. This event is organised by the Leibniz Educational Research Network (LERN) which is co-ordinated by DIPF. In 2015, the programme focused on educational reform, and in 2016 it dealt with migration and integration.



The *Research Library for the History of Education (BBF)* does not only serve as a workplace for many researchers, it is also a centre for communication. Therefore, high importance is attributed to hosting conferences, workshops and exhibitions. Here, recent findings from research on the history of education are discussed and the *BBF* can present its own projects. The *BBF* can thus advertise its many infrastructural services to the community, e. g. its stock of important collections. To give some examples: in February 2015, the *BBF*, together with Technical University Darmstadt, organised a workshop “Exam techniques? Procedures of assessment, measurement and judgement in the long 19th century”. The workshop explored how exam procedures in Theology, Psychology and Pedagogy and respective discourses developed between 1780 and 1920. Based on research findings, participants debated the historical and systemic relationship between testing techniques – psychometry which emerged at the end of the “long century of testing”– and pedagogical practices of testing. In May 2016, the *BBF* hosted an interdisciplinary conference, together with co-organiser Technical University

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Dresden: “on stepping out of the shadow”. This event focused on women, particularly in the 19th and 20th century who regardless of accepted conventions pursued their own scientific work or artistic endeavours while living with a recognised male scientist or artist. In September a final workshop was held to present findings from the research project on West German student journals from the 1950s and 1960s – this research project had been funded by the German Research Foundation. At the workshop, an international audience discussed the outcomes and possibilities for follow-up projects. The *BBF* holds a stock of student newspapers: more than 7,500 issues. Based on these sources – artefacts of an emerging youth culture particularly at grammar school –, it is possible to reconstruct changes in school practices and school life in post-war times. For instance, this concerns changes in authoritarian relationships and the increase of informal relationships between teachers and their students.

## 5. Promotion of Young Scientists

DIPF takes a keen interest in promoting young researchers and scientists. In this regard, 46 doctoral candidates successfully completed their studies in the period of reporting who were either internally or externally supervised by DIPF researchers.

DIPF offers an interdisciplinary, internal programme to its doctoral candidates: PhDIPF. The Institute aims to create optimal conditions so that the young academics can successfully manage their projects. Each year, an “academy programme” is organised by the programme spanning several days. Moreover, PhDIPF offers seminars and trainings. PhDIPF fosters a better understanding of different perspectives of educational research and computer science respectively information science, relevant for educational information. Doctoral candidates at DIPF are also expected to attend regularly held colloquia, engage in individual publication planning and profiling, attend annual conferences and spend research visits abroad. These activities are also available to postdoctoral researchers.

DIPF offers an internal programme to its doctoral candidates

Further activities:

- The *Research Library for the History of Education* offers short-term stipends to doctoral students and postdocs working in the area of Historical educational research, enabling them to pay a research visit to the Library in Berlin. During the period of reporting, ten such stipends were awarded, and they are meanwhile more frequently granted to international applicants.

- The Institute is a co-organiser of the “College for Interdisciplinary Educational Research” (CIDER). Altogether, seven Leibniz Institutes collaborate in this programme which is funded by the Federal Ministry of Education and Research and the Jacobs Foundation. It targets postdocs who are supported by experienced researchers in developing their research projects. CIDER holds regular workshops where the participants can get together.
- DIPF is a partner of the postgraduate programme “Knowledge Discovery in Scientific Literature”, run by the Technical University Darmstadt. This programme offers several stipends to doctoral students in computer science
- The Institute is part of the “Berlin Interdisciplinary Education Research Network” which is also funded by the Federal Ministry of Education and Research. Subject to this initiative is to liaise young educational scientists and educational researchers in Berlin.





- The liaison office “International Cooperation in Education – ice” at DIPF organises “English Training Workshops” for doctoral students and postdocs.

DIPF is moreover engaged in vocational training. The Institute trains information assistants (FaMI), IT specialists, and office management assistants (this latter apprenticeship is offered in co-operation with the Peace Research Institute Frankfurt (Hessische Stiftung Friedens- und Konfliktforschung). Moreover, the Institute offers placements to postgraduates wishing to train as information specialist (WissDok). FaMI and WissDok training in Frankfurt is offered to people with and without disabilities. In the past two years, five FaMi apprentices and one WissDok intern successfully completed their courses.

▶▶ To find out more about DIPF promoting young academics, visit [www.dipf.de/en/institute/careers-1/promoting-young-academics](http://www.dipf.de/en/institute/careers-1/promoting-young-academics)

## 6. Human Resource Development, Equal Opportunities and Harmonisation of Work and Family

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DIPF systematically supports and promotes employees, for example by offering further and continuing training opportunities. The principles of these human resource development activities are continually revised. In the time of reporting, DIPF introduced guiding principles for its leading staff. These principles target a high motivation of employees and a structured assessment of their work and its quality assurance. These guiding principles will be complemented by targeted trainings for leaders (superiors) in order to even better serve demands that are relevant in science contexts. DIPF has paid particular attention to health management. In late 2015, the Central Services office organised a health day for the first time, where the employees were invited to participate in informative talks and physical activity sessions. This event took place in Berlin and Frankfurt. Employees can now also book massage appointments

### Trainings and seminars targeting the career advancement of women

to compensate for long hours spent sitting at their desks. A circular newsletter is e-mailed to update employees on health issues.

DIPF asserts its clear commitment to responsibility concerning the promotion and assurance of equal opportunities for women and men. In this regard, trainings and seminars targeting the career advancement of women are a central element, and so is the work of the equal opportunities representatives and an equal opportunities plan. In 2015 and 2016, the proportion of women in nearly all salary groups corresponded to the targets set in the equal opportunities plan. The target has so far not been achieved in the group of professorships. Following the appointment of a woman to a junior



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professorship, the proportion of women among the professors increased from 25 to 30 percent. This figure still leaves leeway for improvement. In early 2017, new equal opportunities representatives were elected by the female employees. Following a new regulation in 2016, they can now also elect a stand-in to take the pressure of the representatives. At DIPF, the best possible balance of work and family demands is targeted to serve as a basis for equal opportunities and successful work. The Institute received the certificate “auditberufundfamilie” for its awareness concerning family-friendly policy. This certificate was once confirmed. It is tied to target agreements that are assessed every three years. The commitment is long-term and another milestone will be reached by moving into the new building on Campus Westend. On the premises, a child day-care centre will be opened and used by DIPF and Senckenberg Nature Research Society.



To find out more about DIPF supporting the balance of work and family, visit [www.dipf.de/en/about-us/institute/workplace-and-family](http://www.dipf.de/en/about-us/institute/workplace-and-family)

## 7. Outlook

### 7.1 Challenges in Education and Central Topics at DIPF

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In the near future, DIPF will continue its work on research, knowledge transfer and the development of infrastructures and contribute to the advancement of education. Great tasks are imminent: for the benefit of society as a whole, access to education and educational quality need to be improved. It is also important to provide for enhanced equal opportunities in the education system. A lot of the work pursued by the Institute concentrates on these issues, on pedagogical actions of staff, their dealing with diversity, aspects of integration and inclusion and the relationship of instructional variables and learning processes. The Institute also focuses on consequences of systemic and demographic changes, migration and social segregation regarding the education system. In recent years, the increasing number of refugees from conflict areas has added

DIPF will continue its work on research, knowledge transfer and the development of infrastructures

momentum to these issues. Altogether, across all departments a focus will be placed on the topics of **professionalism, individual intervention** and the **effects of educational reforms**.

Digital change in society raises further questions. We can assume that educational trajectories and provisions will be increasingly individualised, rendering it necessary to enable flexible transitions across educational areas. Moreover, there is a high demand for the alignment of formal, non-formal and informal education. Education policy-makers and administrators in Germany are reacting to this situation by adapting their governance mechanisms. These incor-





porate pedagogical and structural innovations while at the same time shifting responsibility to the educational institutional level. The entire process is linked to an outcome-oriented monitoring. Where possible, developments are grounded in systematic knowledge. The aim is to provide for “evidence- and information based policy and practice”. This entails challenges DIPF is prepared to face. Activities are projected in five institutional priority areas. The first of these key areas are already established, while the latter two promise high potential for development.

## 7.2 Strategic Priority: Further Development of Approved Tasks

**Educational monitoring:** At the Institute, educational monitoring is regarded as a continuous and data-based observation and analysis of the education system. The scope ranges from individual processes of acquiring education to institutional settings and societal conditions. The national report on education (Nationaler Bildungsbericht, “Education in Germany”) is the central instrument of such monitoring in Germany. The biennial report offers comprehensive empirical



accounts of the entire education system. Since the first volume, DIPF has acted as a co-ordinator of the national educational reports and will continue to do so. The concept shall be further developed: DIPF intends to take on new ideas and at the same time ensure a high degree of continuity. International large-scale assessments provide an important data source for educational monitoring, and DIPF is committed to its further involvement in this regard. The area of educational monitoring presents many synergy effects for the two areas of educational research and educational infrastructures at DIPF, and more potential is evident.

**Assessment:** The reliable and valid assessment of competencies, academic achievement and attitudes is highly relevant. Assessments are not only fundamental to empirical studies. They can also be used for educational monitoring, evaluations at school and in the classroom as well as on an individual level. DIPF therefore aims to continue its established line of work in the field of pedagogical-psychological assessment, and develop innovative tests respectively questionnaires. The interdepartmental and interdisciplinary

Centre for Technology Based Assessment (TBA) will continue to support educational researchers in developing and implementing technical solutions in the field. So far, work has mainly focused on the assessment of learning outcomes (TBA of learning). The Centre will now add assessments of learning processes to its profile (TBA for learning). Psychometrical and computer scientific innovations are thus required, for example to enable modelling of processing data (e. g. time spent on task), automatic assessment of paths taken to solve a problem and deduction of differentiated feedback information, and adapt digital learning and test environments accordingly. Regarding application and transfer, DIPF intends to utilise new technical developments, e. g. conducting online assess-

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ments in daily life scenarios. DIPF also intends to further develop traditional assessment procedures, e. g. questionnaires assessing learning conditions.

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**Research data for Education:** DIPF has traditionally been engaged in preparing information indexes and offering library and archive holdings. The Institute wishes to continue its commitment in the field, focusing on four priorities. (1) A research data centre for education has been established at DIPF and it is well frequented. This service will be enhanced pursuant to the continued intensive communication with the user community. The research data centre for education is obliged to offer services for the scientific re-usage of data from school and instructional quality studies according to the highest demands. (2) The Institute wishes to take a leading

A research data centre for education has been established at DIPF and it is well frequented

role in designing a research-based infrastructure that enables a central access to nationally distributed data in educational research. Appropriate steps have already been

taken by launching the pilot project “Research Alliance Education Data” (Verbund Forschungsdaten Bildung). Here, DIPF co-operates with the Institute for Educational Quality Improvement (Institut zur Qualitätsentwicklung im Bildungswesen) and the GESIS – Leibniz Institute for the Social Sciences. The role of clearinghouse and co-ordinating actor of the Alliance shall prospectively be further networked and broadened. (3) DIPF intends to support educational researchers better in their abilities to implement digital technologies and data for contributions in the Humanities and

Cultural Sciences (eHumanities). Such perspectives are for instance offered by digitised texts and images from the *BBF* stocks. The next projected step is a national access, information and networking point for eHumanities in educational research. (4) Particularly the context of eHumanities will enable assessment, development and testing of digital technologies that support collaborative research processes.

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### 7.3 Strategic Priority: Initiating Innovation

**Systematic reviews:** A rich and diverse body of findings from educational research is available today. There is a great demand for the use of these findings to address matters of educational practice in user-oriented, multi-disciplinary and balanced ways. Educational policy-makers, administrators and practitioners will thus be able to base their decisions on empirically founded knowledge. Systematic reviews are a suitable means of processing this knowledge. These reviews are valid, their scientific quality is high and they are



relevant for governance. Across Europe, such systematic reviews in the area of education have so far only been compiled by a few institutions. Their quality depends on the integration of all relevant research findings and a structured, scientifically grounded presentation. DIPF is experienced in processing research findings that deal with aspects relevant in political contexts. The Institute has been operating in respective international networks. DIPF is now tackling systematic reviews according to international standards in Germany. The Institute will thus provide for expertise that is accessible to decision-makers on demand. To this end, DIPF aims to closely collaborate with partners from educational information and educational research.



**Implementation studies:** In many ways, DIPF is actively engaged at the interface of research, politics and practice in education. DIPF accompanies reform processes and model projects and offers its conceptual and methodological expertise as well as its infrastructures for the purpose of transferring findings from science into pedagogical practice. On the one hand, the Institute assesses whether and how measures are effective. DIPF thus investigates student achievement, decisions for transition and instructional quality. On the other hand, the Institute aims to identify the conditions necessary for an implementation of scientifically proven measures in everyday settings in child day-care institutions and schools. Thereby, DIPF intends to contribute to a targeted realisation of educational reforms. DIPF aims to systematically study implementation factors and respective processes and contribute its experience from implementation projects. A specific research agenda has therefore been planned. In this context, different logic and time frames of diverse stakeholders in the education system need to be considered. It is thus necessary to engage in intensive communication with politicians and practitioners.

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To find out more about the Institute, visit [www.dipf.de/en](http://www.dipf.de/en)  
or follow our Twitter account [@DIPF\\_en](https://twitter.com/DIPF_en)

# 2015 and 2016: Facts and Figures

167

publications  
in peer-reviewed  
journals



150 

organised events

112 

national

38 

international

661 

talks

391 

national

270 

international



242  counsellings

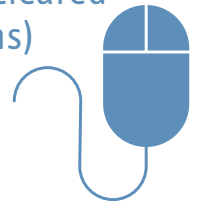
77  counsellings of  
policymakers

66  counsellings of  
practitioners

99  scientific  
advices

46  supervised  
completed  
doctoral projects

36,575,507  
online visits  
(robot-cleared  
sessions)

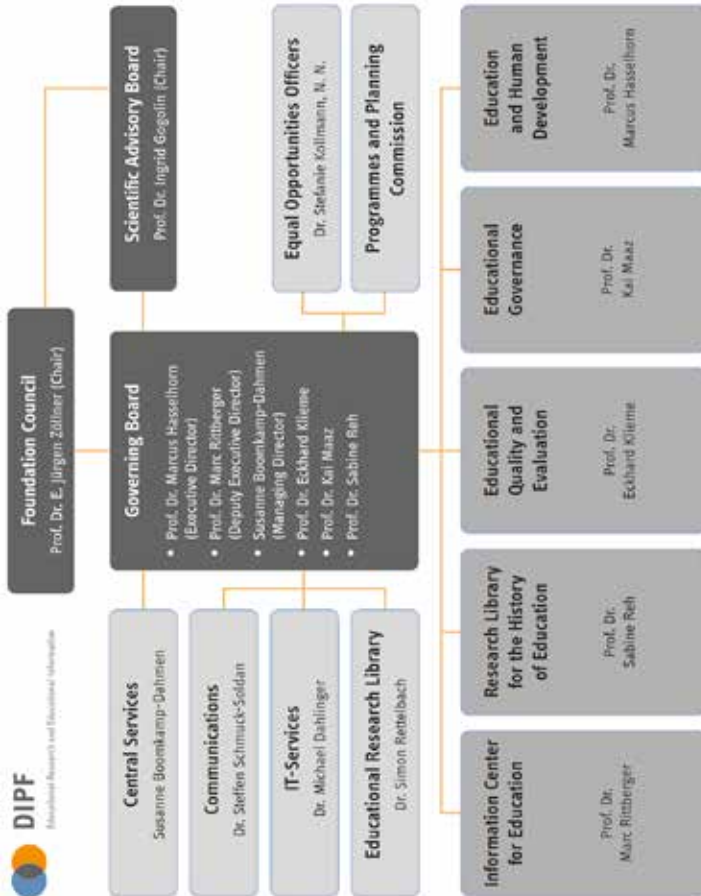


2,067,949



electronic  
data and media  
(as of 2016)

## Organization Chart



German Institute for  
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