

## Curriculum Vitae

### Personal information

**First name(s) / Surname(s)** **Dr Agnes Stancel-Piątak**  
**Professional e-mail** agnes.stancel-piatak@iea-hamburg.de  
**Work phone** +49 (0)40 48500 675  
**Nationality** German  
**Date of birth** 26/03/1973  
**Gender** Female

### Position / Organisation

#### Work experience

<p>Dates</p> <p>Occupation or position held</p> <p>Dates</p> <p>Occupation or position held</p> <p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p>	<p>03/2020 – Present</p> <p>Senior Research Analyst</p> <p>10/2017 – 02/2020</p> <p>Deputy Unit Head</p> <p>02/2013 – 10/2017</p> <p>Research Analyst</p> <ul style="list-style-type: none"> <li>• Research           <ul style="list-style-type: none"> <li>○ Project leadership: Scaling and analysis for the OECD Teaching and Learning International Survey and the OECD TALIS Starting Strong Survey</li> <li>○ Development of the theoretical foundations and selected instruments (practitioners' questionnaire and assessment design) for the OECD Starting Strong Survey</li> <li>○ Research in the field evaluation of educational systems with focus on social inequalities and school effectiveness</li> <li>○ Data analysis (Structural Equation Modelling, Mixture Modelling, Multilevel Modelling), publication and dissemination of results from the IEA large-scale assessments such as TALIS, PIAAC, PIRLS, TIMSS (<a href="http://www.iea-dpc.de/studies/introduction.html">http://www.iea-dpc.de/studies/introduction.html</a>)</li> </ul> </li> <li>• Management           <ul style="list-style-type: none"> <li>○ Unit coordination and development</li> <li>○ Staff management (staff leadership, performance reviews, hearing procedures)</li> <li>○ Participation in management meetings</li> </ul> </li> <li>• Training and consultancy           <ul style="list-style-type: none"> <li>○ Training and support in data analysis of researchers from universities, ministries and other public and private organization</li> <li>○ Methodological support to researchers</li> <li>○ Evidence based advise of policy makers and educational stakeholders</li> </ul> </li> </ul>
<p>Name of employer</p>	<p>Stichting IEA Secretariaat Nederland. IEA Hamburg (formerly IEA Data Processing and Research Center)</p>
<p>Type of business or sector</p>	<p>Non-profit research organization</p>
<p>Dates</p> <p>Occupation or position held</p>	<p>10/2007 – 11/2012</p> <p>Postgraduate Research Assistant</p>

Main activities and responsibilities	<ul style="list-style-type: none"> <li>• Collaborative Project: Teacher Education and Development Study: Learning to Teach (TEDS-LT) <ul style="list-style-type: none"> <li>○ Supported the development and implementation of the measurement instruments</li> <li>○ Statistical analysis (IRT-scaling, multivariate analysis)</li> <li>○ Management of the data collection</li> </ul> </li> <li>• Doctor of Philosophy in Education (equivalent to PhD) research project <ul style="list-style-type: none"> <li>○ Title of the dissertation: Reproduction of Social Inequalities at the Transition from Primary to Secondary School and Interaction with Environmental Factors. An example from the German School System</li> </ul> </li> <li>• International collaboration <ul style="list-style-type: none"> <li>○ Application for sponsorship for the EU-project in The Public Sector of the Future within the Cooperation Work Programme: Socio-Economic Sciences and the Humanities of the 7th Framework Programme (FP7)</li> </ul> </li> <li>• Organisation and Management <ul style="list-style-type: none"> <li>○ Organisation and development of joint work in the team</li> <li>○ Instruction and support for student assistants and support of new staff members</li> <li>○ Participation in the Examination Committee (Prüfungsausschuss)</li> <li>○ Hiring procedures</li> <li>○ Management and organisation of the Postgraduate Student Colloquium</li> </ul> </li> <li>• Teaching <ul style="list-style-type: none"> <li>○ Workshops of advanced statistical methods</li> <li>○ Lectures on statistical methods and school effectiveness research</li> </ul> </li> </ul> <p>Examinations of students</p>
Name of employer	University of Hamburg, Faculty of Education, Psychology and Human Movement, Department of Education
Type of business or sector	University
Dates	12/2006 – 09/2007
Occupation or position held	Postgraduate Research Assistant
Main activities and responsibilities	<ul style="list-style-type: none"> <li>• BLK-Program: Project FörMig (<i>Advancement Promotion of Children and Adolescents from Foreign Countries</i>) <ul style="list-style-type: none"> <li>○ Preparation of the feedback report for participating schools and kindergartens</li> <li>○ Data imputation with statistical software (NORM), documentation and staff-training</li> <li>○ Data analyses with statistical software (SPSS)</li> </ul> </li> </ul>
Name of employer	University of Hamburg, Faculty of Education, Psychology and Human Movement, Department of Education
Type of business or sector	University
Dates	01/2006 – 02/2006
Occupation or position held	Student Research Assistant
Main activities and responsibilities	<p>Construction and documentation of the mask for data entry with EpiData Staff-training and quality monitoring of the data entry</p> <ul style="list-style-type: none"> <li>• BLK-Program: Project FörMig (<i>Advancement Promotion of Children and Youth from Foreign Countries</i>) <ul style="list-style-type: none"> <li>○ Construction and documentation of the mask for data entry with EpiData</li> </ul> </li> </ul> <p>Staff-training and quality monitoring of the data entry</p>
Name of employer	University of Hamburg, Faculty of Education, Psychology and Human Movement, Department of Education

Type of business or sector	University
Dates	02/2002 – 04/2005
Occupation or position held	Student Research Assistant
Main activities and responsibilities	<ul style="list-style-type: none"> <li>• Large-Scale Surveys <ul style="list-style-type: none"> <li>○ PIRLS 2001 (Progress in International Reading Literacy Study)</li> <li>○ KESS4 (Competencies and Attitudes of 4th Grade Students)</li> </ul> </li> <li>• Participation in questionnaire-construction and preparation for the final report</li> <li>• Statistical analysis <ul style="list-style-type: none"> <li>○ Scale reliability with SPSS, documentation</li> <li>○ Analyses of missing values with SPSS</li> <li>○ Statistical revision of the social index with LISREL and Mplus</li> </ul> </li> <li>• Staff-training Procedures of the scale reliability analysis, Power Point</li> </ul>
Name of employer	University of Hamburg, Faculty of Education, Psychology and Human Movement, Department of Education, Germany
Type of business or sector	University
<b>Education and training</b>	
Dates	10/2012
Title of qualification awarded	Dr of Philosophy (eq. to PhD) Grade: <b>summa cum laude</b>
Principal subjects/occupational skills covered	Submission and defence of the doctoral thesis  Dissertation: Effektivität des Schulsystems im Abbau sozialer Ungleichheit. Mehrebenen-Modellierung von individuellen und institutionellen Faktoren der sozialen Reproduktion [School effectiveness on reducing social inequalities. Multilevel model of individual and institutional factors of social reproduction]
Name and type of organisation providing education and training	University of Hamburg
Dates	05/2007
Title of qualification awarded	Diplom in Education (equivalent to M.A.) Grade: <b>excellent</b>
Principal subjects/occupational skills covered	Diploma paper Einfluss der Gleichaltrigen auf Persönlichkeitsentwicklung und Leistungen im schulischen Kontext – Sekundäranalysen der Hamburger KESS-4 Untersuchung [The Influence of Peers on Development of Personality and Capability in Schools – Secondary Analysis of the KESS4 Study in Hamburg (Competencies and Attitudes of 4th Grade Students)]
Name and type of organisation providing education and training	University of Hamburg
Dates	10/2001 – 05/2007
Title of qualification awarded	Educational Science

Principal subjects/occupational skills covered	Study of educational science at the University of Hamburg, Faculty of Education, Psychology and Human Movement, Department of Education, Germany
Name and type of organisation providing education and training	University of Hamburg
<b>Personal skills and competences</b>	
Mother tongue(s)	Polish
Other language(s)	German, English, Russian
Computer skills and competences	<ul style="list-style-type: none"> <li>Professional in: MPLUS, SPSS, ConQuest, HLM, LISREL</li> <li>European Computer Driving Licence: MS Office, Access</li> </ul>
<b>Other Professional Activities</b>	
	<b>International collaboration and networks</b> <ul style="list-style-type: none"> <li>Outcomes and Causal Inference in International Comparative Assessments (OCCAM) (<a href="https://etn-occam.eu/">https://etn-occam.eu/</a>)</li> <li>Advanced educational program for doctoral students aimed at training in statistical methods for analysing large data sets in education (EC)</li> <li>New Public Management and Equity in Education</li> </ul>
	<b>Consortia membership in international studies</b> <ul style="list-style-type: none"> <li>Member of the Study Consortium of the OECD Starting Strong Survey</li> <li>Member of the Study Consortium of the OECD Teaching and Learning International Survey</li> <li>Member of the Study Consortium of IEA Early Childhood Education Study</li> <li>Member of the Study Consortium of TEDS-LT - Teacher Education and Development Study: Learning to Teach</li> <li>Member of CIES (Comparative and International Education Society)</li> <li>Member of AERA (American Educational Research Association)</li> <li>Member of EERA (European Educational Research Association)</li> <li>Reviewer of peer-reviewed journals "Large-scale Assessments in Education"; "British Journal of Educational Studies"; "Comparative Education Review"; "Tertium Comparationis"</li> <li>Reviewer in conferences: ECER Network 9; IRC</li> </ul>
	<b>University lectures</b>
2011	<ul style="list-style-type: none"> <li>Complex Methods in quantitative empirical research Evaluation, quality and effectiveness of the school system</li> </ul>
2010	<ul style="list-style-type: none"> <li>Quality, effectiveness und evaluation of the school system. Secondary analysis of the PIRLS-data 2006</li> <li>Theories, methods and practice in education</li> </ul>
2009	<ul style="list-style-type: none"> <li>Quality, effectiveness und evaluation of the school system. Secondary analysis of the PIRLS-data 2006</li> <li>Evaluation, quality and effectiveness of the school system</li> </ul>
2008	<ul style="list-style-type: none"> <li>Empirical Testing of the Interaction of Psychological Characteristics and Achievement with Quantitative Methods (Structural Equation Modelling)</li> <li>Statistical Methods in Education</li> </ul>

## Publications

- Stancel-Piatak A., Wild, J., Chen, M., Rozman, M., Mirazchiyski, P. & Cigler, H. (2019). Validation of Scales and construction of scale scores. In: OECD (2019), TALIS 2018 Technical Report (pp. 197-436), OECD, Paris. Retrieved from [http://www.oecd.org/education/talis/TALIS\\_2018\\_Technical\\_Report.pdf](http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf).
- Koop, A., Brese, F. & Stancel-Piatak A. (2019). Table production and verification, analyses. In: OECD (2019), TALIS 2018 Technical Report (pp. 437-447), OECD, Paris. Retrieved from [http://www.oecd.org/education/talis/TALIS\\_2018\\_Technical\\_Report.pdf](http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf).
- Stancel-Piatak A., Wild, J., Chen, M., Rozman, M., Mirazchiyski, P. & Cigler, H. (2019). Validation of Scales and construction of scale scores. In: OECD, TALIS Starting Strong 2018, OECD, Paris. Retrieved from [http://www.oecd.org/education/talis/TALIS\\_Starting\\_Strong\\_2018\\_Technical\\_Report.pdf](http://www.oecd.org/education/talis/TALIS_Starting_Strong_2018_Technical_Report.pdf).
- Koop, A., Brese, F. & Stancel-Piatak A. (2019). Table production and verification, analyses. In: OECD, TALIS Starting Strong 2018 Technical Report, OECD, Paris. Retrieved from [http://www.oecd.org/education/talis/TALIS\\_Starting\\_Strong\\_2018\\_Technical\\_Report.pdf](http://www.oecd.org/education/talis/TALIS_Starting_Strong_2018_Technical_Report.pdf).
- Rozman, M., Wild, J. & Stancel-Piatak A. (2019). Analysis using TALIS 2018 scale scores. In: OECD (2019), TALIS 2018 and TALIS Starting Strong 2018 User Guide (pp. 129-141), OECD, Paris. Retrieved from [http://www.oecd.org/education/talis/TALIS\\_2018-TALIS\\_Starting\\_Strong\\_2018\\_User\\_Guide.pdf](http://www.oecd.org/education/talis/TALIS_2018-TALIS_Starting_Strong_2018_User_Guide.pdf)
- Meinck, S., Stancel-Piatak, A., Verdisco, A. (2018). Preparing the ground: The importance of early learning activities at home for fourth grade student achievement. IEA Compass: Briefs in Education No. 3. Amsterdam, The Netherlands: IEA
- Sim, M. P. Y., Belanger, J., Stancel-Piatak, A., Karoly, L. (2019) Starting Strong Teaching and Learning International Survey 2018 Conceptual Framework. OECD Education Working Papers No. 197
- Stancel-Piatak, A. (2017). Effektivität des Schulsystems beim Abbau sozialer Ungleichheit: Latentes Mehrebenenmodell individueller und institutioneller Faktoren der sozialen Reproduktion (PIRLS). [School effectiveness on mitigating social inequalities. Latent multilevel model of the individual and institutional factors of social reproduction (PIRLS)]. Empirische Erziehungswissenschaft: Band 63. Münster, New York: Waxmann.
- Meinck, S., Stancel-Piatak, A., Hastedt, D., & Sibberns, H. (2017). Developments and methodological challenges in international large-scale assessments in education: An IEA perspective. *Tertium Comparationis: Journal für International und Interkulturell Vergleichende Erziehungswissenschaft*, 23(1), 92–112.
- Stancel-Piatak, A., & Desa, D. (2014). Multilevel SEM in large scale assessment data: Improving reading achievement. In R. Strietholt, Bos Wilfried, Gustafson, Jan-Eric, & Rosén (Eds.), *Educational policy evaluation through international comparative assessments* (pp. 75–93). Münster: Waxmann.
- Stancel-Piatak, A. & Hencke, J. (2014) Participation in Early Childhood Education and Reading Literacy Skills of Fourth-Grade (or Sixth Grade) Students: Results from PIRLS 2011. (Policy Brief No. 2). Retrieved from [http://pub.iea.nl/fileadmin/user\\_upload/Policy\\_Briefs/ECE-in-PIRLS.pdf](http://pub.iea.nl/fileadmin/user_upload/Policy_Briefs/ECE-in-PIRLS.pdf).
- Stancel-Piatak, A., Buchholtz, Ch., Dämmer, J. & Schwippert, K. (2013) Anlage und Design der Studie TEDS-LT. [Framework and design of TEDS-LT]. In S. Blömeke, A. Bremerich-Vos, G. Kaiser, J.-U. Keßler, G. Nold, K. Schwippert (Hrsg.) *Professionelle Kompetenzen im Studienverlauf: Weitere Ergebnisse zur Deutsch-, Englisch- und Mathematiklehrerbildung aus TEDS-LT*. [Professional competencies during the lectureship study. Subjects: German, English and Mathematic. Further results of TEDS-LT] (pp. 20-41) Münster, München, Berlin [u.a.]: Waxmann.
- Stancel-Piatak, A., Faria, J. A., Dämmer, J., Jansing, B., Keßler, J.-U., & Schwippert, K. (2013). Lerngelegenheiten und Veranstaltungsqualität im Studienverlauf: Lehramt Deutsch-, Englisch- und Mathematik. [Opportunities to learn and quality of teaching during the lectureship study. Subject: German, English and Mathematics]. In S. Blömeke (Ed.), *Professionelle Kompetenzen im Studienverlauf: Weitere Ergebnisse zur Deutsch-, Englisch- und Mathematiklehrerbildung aus TEDS-LT*. [Professional competencies during the lectureship study. Subjects: German, English and Mathematic. Further results of TEDS-LT] (pp. 185–224). Münster, München, Berlin [u.a.]: Waxmann.
- Stancel-Piatak, A., Mirazchiyski, P., & Desa, D. (2013). Promotion of reading and early literacy skills in schools: A comparison of three European countries. *European Journal of Education*, 48(4), 498–510. <https://doi.org/10.1111/ejed.12050>
- Stancel-Piatak, A., Schwippert, K. & Doll, J. (2011). Lerngelegenheiten von Deutsch-, Englisch- und

Mathematiklehramtsstudierenden. [Opportunities to learn of the lectureship students in German, English and Mathematics]. In S. Blömeke, A. Bremerich-Vos, H. Haudeck, G. Kaiser, G. Nold, K. Schwippert, & H. Willenberg (Eds.), *Kompetenzen von Lehramtsstudierenden in gering strukturierten Domänen: Erste Ergebnisse aus TEDS-LT*. [Competencies of the lectureship students. Preliminary results of TEDS-LT] (pp. 159–176). Münster, Westf: Waxmann.

Buchholtz Ch., Doll J., Stancel-Piątak A., Blömeke S., Lehmann R. & Schwippert K. (2011). Anlage und Durchführung der Studie TEDS-LT [Framework and implementation of TEDS-LT]. In S. Blömeke, A. Bremerich-Vos, H. Haudeck, G. Kaiser, G. Nold, K. Schwippert, & H. Willenberg (Eds.), *Kompetenzen von Lehramtsstudierenden in gering strukturierten Domänen: Erste Ergebnisse aus TEDS-LT*. [Competencies of the lectureship students. Preliminary results of TEDS-LT] (pp. 25–46). Münster, Westf: Waxmann.

Buchholtz N., Kaiser G. & Stancel-Piątak A. (2011). Professionelles Wissen von Studierenden des Lehramts Mathematik [Professional knowledge of the lectureship students. Subject: Mathematics]. In S. Blömeke, A. Bremerich-Vos, H. Haudeck, G. Kaiser, G. Nold, K. Schwippert, & H. Willenberg (Eds.), *Kompetenzen von Lehramtsstudierenden in gering strukturierten Domänen: Erste Ergebnisse aus TEDS-LT*. [Competencies of the lectureship students. Preliminary results of TEDS-LT] (pp. 101–134). Münster, Westf: Waxmann.

Jansing, B., Haudeck, H., Keßler, J.-U., Nold, G., & Stancel-Piątak, A. (2011). Professionelles Wissen von Studierenden des Lehramts Englisch. [Professional knowledge of the lectureship students. Subject: English]. In S. Blömeke, A. Bremerich-Vos, H. Haudeck, G. Kaiser, G. Nold, K. Schwippert, & H. Willenberg (Eds.), *Kompetenzen von Lehramtsstudierenden in gering strukturierten Domänen: Erste Ergebnisse aus TEDS-LT*. [Competencies of the lectureship students. Preliminary results of TEDS-LT] (pp. 159–175). Münster, Westf: Waxmann.

Roters B., Nold G., Haudeck H., Keßler J.-U. & Stancel-Piątak, A. (2011). Professionelles Wissen von Studierenden des Lehramts Englisch [Professional knowledge of the lectureship students. Subject: English.]. In S. Blömeke, A. Bremerich-Vos, H. Haudeck, G. Kaiser, G. Nold, K. Schwippert, & H. Willenberg (Eds.), *Kompetenzen von Lehramtsstudierenden in gering strukturierten Domänen: Erste Ergebnisse aus TEDS-LT*. [Competencies of the lectureship students. Preliminary results of TEDS-LT] (pp. 77–100). Münster, Westf: Waxmann.

## Presentations, Invited Talks, Symposia

Wild, J. & Stancel-Piątak, A. (2019, September). Investigating the validity of background scales in TIMSS & PIRLS. ECER, Hamburg, Germany.

Daus, S., Stancel-Piątak, A. & Braeken, J. (2019) Instructional sensitivity of the TIMSS science test: Adjacent-grades within schools. Presentation at the IRC 2019 (Copenhagen, Denmark)

Kaplan, D. & Stancel-Piątak, A. (2019) Optimally Predictive Cross-Country Growth Models with Applications to TIMSS. Presentation at the IRC 2019 (Copenhagen, Denmark)

Stancel-Piątak, A. (2017) Cross-cultural Comparability of Scales on Adaptive Teaching and Differentiation: Evidence from Teaching and Learning International Survey 2018. ECER (Copenhagen, Denmark)

Stancel-Piątak, A., Nilsen, T., Van Damme, J., Hansen, K. Y., Rosén, M., Gustafsson, J.-E., (2017) Symposium: Symposium: Evidence from TIMSS on Teacher and School Characteristics and Changes in Mathematics Achievement from 2011 and 2015. ECER (Copenhagen, Denmark)

Stancel-Piątak, A. (2017) Cross-cultural Comparability of Scales on Adaptive Teaching and Differentiation: Evidence from Teaching and Learning International Survey 2018. ECER (Copenhagen, Denmark)

Stancel-Piątak, A., Nilsen, T., Van Damme, J., Hansen, K. Y., Rosén, M., Gustafsson, J.-E., (2017) Symposium: Evidence from TIMSS on Teacher and School Characteristics and Changes in Mathematics Achievement from 2011 and 2015. ECER (Copenhagen, Denmark)

Stancel-Piątak, A., Cigler, H., Chen, M. (2018) Cross-cultural comparability of scales using partial invariance analysis. IMPS 2018 | July 9–13 | New York, USA

Stancel-Piątak, A. & Schulz-Heidorf, K. (2017) Presentation: Cross-cultural Comparability of Scales on Adaptive Teaching and Differentiation: Evidence from Teaching and Learning International Survey 2018. ECER 2017, Network 9 Session, Copenhagen

Stancel-Piątak, A. & Nilsen, T. (2017) Session: Evidence from TIMSS on Teacher and School Characteristics and Changes



in Mathematics Achievement from 2011 and 2015. ECER 2017, Network 9 Session, Copenhagen

Stancel-Piątak, A. & Nilsen, T. (2017) Session: Changes over time at the country level: value-added for education policy and practice. IRC 2017, Prague

Stancel-Piątak, A. & Radermacher, N. (2017) Presentation: School Potential for Mitigating Social Inequalities in Selected European Educational Systems: Evidence from TIMSS 2015. IRC 2017, Prague

Gretel Crafford, Rene Ehlers, Agnes Stancel-Piątak, Cas Prinsloo & Lolita Winnaar (2017) Presentation: The use of multilevel modeling to assess the mathematics achievement of Grade 9 learners in South Africa for the TIMSS 2015 data. IRC 2017, Prague

Nilsen, T. & Stancel-Piątak, A. (2017) Session: Changes in classroom and school characteristics and changes in outcome: relations across time within and between countries. IRC 2017, Prague

Sabine Meinck, Agnes Stancel-Piątak, Ipek Eraydin (2017) Presentation: Trends in the relationships between early learning activities, parental education and child performance (PIRLS & TIMSS). AERA 2017 (American Educational Research Association), San Antonio, Texas (USA)

Meinck, Sabine; Stancel-Piątak, Agnes (Eds.) (2016): Presentation: Preparing the grounds. Early literacy and numeracy activities founding reading, mathematics and science achievement. 60th Annual Conference of the Comparison and International Education Society (CIES).

Stancel-Piątak, A. (2015) Invited Lecture: Using Multiple Group Multilevel Latent Models for Cross-Country comparisons. 57th Annual Conference of the South African Statistical Association (SASA) in Pretoria (South Africa)

Stancel-Piątak, A. (2015) Presentation: Causal Mediation with Latent Variables, An Example from PIRLS 2011. 6th IEA-IRC 2015, Cape Town (South Africa)

Stancel-Piątak, A. (2015) Presentation: Multiple Group Multilevel SEM with LSA Data. 3M Modern Modeling Methods Conference. Connecticut (USA)

Stancel-Piątak, A. (2015) Presentation: Using Multiple Group Multilevel Latent Models for Cross-Country Comparisons. Empirical Application with Educational Data (PIRLS 2011). 60th World Statistics Congress ISI2015 IPS076, Multilevel Modelling in Evaluation and Large-Scale Assessments, Rio de Janeiro (Brasilien)

Sandoval-Hernández, A. & Stancel-Piątak, A. (2015) Presentation: Are teachers' years of experience associated with mathematics achievement of fourth Graders? ECER 2015, panel: The Use of International Large-Scale Assessments in National Policy-Making, Budapest (Ungarn)

Stancel-Piątak, A. (2015) Invited Lecture: School potential for mitigating social inequalities: Analysis of selected European school systems. Seimar: Quantitative Methoden in der Erziehungswissenschaft [Quantitative Methods in Education]. University of Hamburg

Stancel-Piątak, A. & Hencke, J. (2014) Symposium: Operationalization and Assessment of Quality in Early Childhood Education through Large Scale (International) Studies, 3rd Biennial EARLI SIG 5 Conference (European Association for Research on Learning and Instruction, Special Interest Group 5: Learning and Development in Early Childhood), Yyvaskyla

Hencke, J. & Stancel-Piątak, A. (2014) Presentation: Conceptualizing cross-national comparisons in early childhood education: Theoretical underpinnings design in Early Child Education Study (ECES), 3rd Biennial EARLI SIG 5 Conference (European Association for Research on Learning and Instruction, Special Interest Group 5: Learning and Development in Early Childhood), Yyvaskyla

Stancel-Piątak, A. (2014) Invited Lecture: Learning in Schools Individual, Classroom and School Factors Mitigating Social Inequalities, SWPS (Szkoła Wyższa Psychologii Społecznej) [University of Social Sciences and Humanities], Warsaw

Stancel-Piątak, A. (2014) Presentation: School Management and Leadership in the Light of Global Social Change. Promotion of reading literacy skills in schools – an example of three European countries, 27th ICSEI Conference (International Congress for School Effectiveness and Improvement), Yogyakarta

Stancel-Piątak, A. (2014) Presentation: School potential for mitigating social inequalities: Analysis of selected European school systems, 58th Annual Conference of the CIES (Comparative & International Education Society), Toronto

Stancel-Piątak, A. & Desa, D. (2013) Presentation: Implementation of Multilevel SEM in the Analysis of Large Scale

Assessment Data: Schools' Potential for Reducing Social Inequalities, EduPol Conference (Educational Policy Evaluation through International Comparative Assessments), IFS (Institut für Schulentwicklung) [Institute for School Development Research], TU Dortmund

Stancel-Piątak, A. (2013) Presentation: Practitioners in Early Childhood Education: Study Framework and Questionnaire Development, National Research Coordinators meeting of ECES (Early Childhood Education Study) of the IEA (International Educational Association), Hamburg

Stancel-Piątak, A. & Schwippert, K. (2012) Presentation: Skalierung von gering strukturierten Domänen [Test scaling of less structured domains], 23th Kongress of the DGfE (Deutsche Gesellschaft für Erziehungswissenschaft) [GERA, German Educational Research Association], Osnabrück

Stancel-Piątak, A., Schwippert, K. & Doll, J. (2011) Presentation: Lerngelegenheiten in der Deutsch-, Englisch- und Mathematiklehrausbildung: Institutionelle Bedingungsfaktoren des Kompetenzerwerbs von Lehrkräften [Opportunities to learn of the lecturership students. Subjects: German, English and Mathematics. Institutional conditions of learning], Conference of the AEPF (Arbeitsgruppe Empirische Pädagogische Forschung) [Division Educational Research and Planning], Bamberg

Stancel-Piątak, A. (2010) Presentation: Reproduction of Social Inequalities at the Transition from Primary to Secondary School. An example from the German School System, Second Biennial Meeting of the EARLI SIG 18 (European Association for Research on Learning and Instruction, Special Interest Group 18: Educational Effectiveness: Models, Methods and Applications), Leuven

Stancel-Piątak, A. (2010) Presentation: Reproduction of Social Inequalities at the Transition from Primary to Secondary School. An example from the German School System, 4th IRC of the IEA (International Research Conference of the International Association for the Evaluation of Educational Achievement), Goteborg

Stancel-Piątak, A. (2010) Poster: Reproduction of Social Inequalities at the Transition from Primary to Secondary School: An Example from the German School System, IV European Congress of Methodology, IQB, Humboldt University Berlin, Potsdam

Stancel-Piątak, A. (2009) Poster: Multilevel Analysis of the Primary and Secondary Inequalities by the Transition from Primary to Secondary School Level with the IGLU/PIRLS Data, European Conference on Educational Research (ECER), Vienna

## Workshops and lectures

### Workshops on Multilevel Modelling

Stancel-Piątak, A., Twele, N., Meinck, S. (2018) Multilevel Linear Modeling (MLM) with MPlus using Large-Scale Assessment Data. IEA Workshop, Hamburg

Stancel-Piątak, A. (2017) Multilevel Modeling (MLM) with MPlus using Large-Scale Assessment Data. Pre-conference workshop at the ECER 2017, Copenhagen

Stancel-Piątak, A. & Rutkowski, L. (2017) Multilevel Modeling with IEA Data. Pre-conference Workshop. IEA IRC 2017 (International Research Conference), Prague

Stancel-Piątak, A., Meinck, S., Radermacher, N. (2017) Multilevel modeling with IEA data. IEA-Hamburg

Stancel-Piątak, A. (2015) Anwendungen mit Mplus: Mehrebenenanalyse (MLM) [Applications with Mplus: Multilevel Modelling (MLM)], School on Methods, University of Osnabrück

Stancel-Piątak, A. (2014) Multilevel Linear Modeling with Large-Scale Assessment Data with Mplus, University of Social Sciences and Humanities (SWPS), EU Post Graduate Program, Warsaw

Stancel-Piątak, A., Meinck, S., Mirzachiyski, P., Neuschmidt, O., Sandoval-Hernández, A., Savaşçı, D. (2013) Hierarchical Linear Modeling with TIMSS and PIRLS Data, IEA Data Processing and Research Center, Hamburg

Stancel-Piątak, A. (2013) Multilevel Modeling with data from large-scale assessments, Pre-conference Workshop at the 15th Annual Conference of the AEA-EU, Paris

Stancel-Piątak, A. & Sandoval-Hernández, A. (2013) Hierarchical Linear Modeling with TIMSS and PIRLS Data Using



Mplus. Pre-conference workshop #3 at the AEPF/KBBB (Arbeitsgruppe für Empirische Pädagogische Forschung / Kommission Bildungsorganisation, Bildungsplanung, Bildungsrecht) [Division Educational Research and Planning / Subdivision Policy and Educational Law] Dortmund

Rutkowski, L. & Stancel-Piątak, A. (2013) Using HLM with International Large-Scale Assessment Data. Pre-conference workshop at the IEA IRC 2013 (International Research Conference), Singapore

Stancel-Piątak, A., Meinck, S., Mirazchiyski, P., Neuschmidt, O., Sandoval-Hernández, A., Savaşçı, D. (2013) Hierarchical Linear Modeling with TIMSS and PIRLS Data, IEA Data Processing and Research Center, Hamburg

Stancel-Piątak, A. (2013) Hierarchical Linear Modeling with TIMSS and PIRLS Data, IEA Data Processing and Research Center, Hamburg

Stancel-Piątak, A. (2013) Einführung in die Mehrebenenanalysen mit MPLUS [Introduction to Multilevel Modelling with MPLUS], School on Methods, University of Osnabrück

Stancel-Piątak, A. (2011) Mehrebenenmodellierung in Regressionsanalysen mit MPLUS [Multilevel Modelling in Regression Analysis with MPLUS], Post Graduate Program, University of Hamburg

Stancel-Piątak, A. & Lenkeit, J. (2011) Mehrebenenmodellierung in Regressionsanalysen und Strukturgleichungsmodellen mit MPLUS [Multilevel Modelling in Regression Analysis and Structural Equation Modelling with MPLUS], School on Methods at the University of Osnabrück

Stancel-Piątak, A. & Lenkeit, J. (2010) Mehrebenenmodellierung und Strukturgleichungsmodelle mit MPLUS [Multilevel Modelling and Structural Equation Modelling with MPLUS], School on Methods, University of Osnabrück

#### **Workshops on latent modelling**

Stancel-Piątak, A. (2018) Einführung in MG-CFA (Multiple Group Confirmatory Factor Analysis). Pre-conference workshop at the ECER 2017, Copenhagen

Stancel-Piątak, A. (2015) Anwendungen mit Mplus: Strukturgleichungsmodelle (SEM) [Applications with Mplus: Structural Equation Modeling (SEM)], School on Methods, University of Osnabrück

Stancel-Piątak, A. (2014) Structural Equation Modeling with Large-Scale Assessment Data with Mplus, University of Social Sciences and Humanities (SWPS), EU Post Graduate Program, Warsaw

Stancel-Piątak, A. & Mirazchiyski, P. (2014) Introduction to Latent Modeling with Mplus Using Large-Scale Assessment Data, Pre-conference workshop at the 58th Annual Conference of the CIES (Comparative and International Education Society), Toronto

Stancel-Piątak, A. (2013) Mehrebenen-Strukturgleichungsmodelle (MSEM) [Multilevel Structural Equation Modeling], Post Graduate Program, University of Hamburg

Stancel-Piątak, A. (2012) Strukturgleichungsmodelle (SEM) mit komplexen Datensätzen in MPLUS [Structural Equation Modelling with complex data sets], 23th Congress of DGfE (Deutsche Gesellschaft für Erziehungswissenschaft) [GERA, German Educational Research Association], Osnabrück

Stancel-Piątak, A. (2010) Strukturgleichungsmodelle. [Structural Equation Modelling with MPLUS], Post Graduate Program at the University of Kiel, IPN Leibniz-Institut

Stancel-Piątak, A. (2008) Analysen mit MPLUS: Strukturgleichungsmodelle [MPLUS Analysis: Structural Equation Modelling], Graduate Student Colloquium, University of Hamburg

#### **Workshops in IRT based modelling**

Stancel-Piątak, A. (2011) IRT-Skalierung mit ConQuest. [Test scaling with ConQuest], Research lectures program: empirical educational research, University of Paderborn

Stancel-Piątak, A. (2010) IRT Skalierung [IRT-scaling with ConQuest], Post Graduate Program, University of Hamburg

Stancel-Piątak, A. (2010) IRT Skalierung [IRT-scaling], Meeting of the TEDS-LT working group (Teacher Education and Development Study: Learning to Teach), Hamburg

Workshops on quantitative methods and the use of international large-scale assessment data for secondary analysis

- Stancel-Piątak, A. & Tieck, S. (2018) Introduction to sampling and analysis methods in international large-scale assessments. CXC Caribbean Examinations Council, Barbados
- Sandoval-Hernández, A. & Stancel-Piątak, A. (2014) Using TIMSS Data for Secondary Analysis, workshop at the World Bank Armenia Country Office, Yerevan
- Sandoval-Hernández, A. & Stancel-Piątak, A. (2014) Using the International Databases from Large-Scale Education Studies for Secondary Analysis, Symposium #4 at the 27th ICSEI Conference (International Congress for School Effectiveness and Improvement), Yogyakarta
- Carstens, R., Jaschinski, K., Meinck, S., Stancel-Piątak, A. (2014) Einführung in die Analyse von PIAAC-Daten [Introduction to the analysis of the PIAAC data], Pre-conference workshop of the PIAAC Research Conference at the GESIS Leibniz Institute for the Social Sciences, Mannheim
- Mirazchiyski, P. & Stancel-Piątak, A. (2013) Report Writing, Romanian Ministry of Education, Bucharest
- Stancel-Piątak, A. (2010) Multivariate Methoden [Multivariate Methods], 7th Summer School, University of Hamburg
- Stancel-Piątak, A. (2009) Quantitative Methoden in der Erziehungswissenschaft [Quantitative Methods in Educational Research], Collaborative Research Centre "Multilingualism" (538), University of Hamburg