

## Curriculum Vitae

### Personal information

**First name(s) / Surname(s)** **Dr Rolf Strietholt**  
**Professional e-mail** rolf.strietholt@iea-hamburg.de  
**Work phone** +49 (40)4 8500 760  
**Nationality** German  
**Date of birth** 16/09/1982  
**Gender** Male

### Position / Organisation

#### Work experience

<p><b>Dates</b></p> <p><b>Occupation or position held</b></p> <p><b>Main activities and responsibilities</b></p>	<p>2020 – Present</p> <p>Co-Head of Research &amp; Analysis Unit</p> <ul style="list-style-type: none"> <li>• Leadership of the unit</li> <li>• Coordination of research on educational effectiveness and educational measurement</li> <li>• Consultation of external researcher and international organizations</li> <li>• International Analysis Manager TALIS and ICILS</li> </ul>
<p><b>Name of employer</b></p> <p><b>Type of business or sector</b></p>	<p>Stichting IEA Secretariaat Nederland. IEA Hamburg</p> <p>Non-profit research organization</p>
<p><b>Dates</b></p> <p><b>Occupation or position held</b></p> <p><b>Main activities and responsibilities</b></p>	<p>2013 – Present</p> <p>Senior Researcher</p> <ul style="list-style-type: none"> <li>• International Project Coordinator of the EU-funded project (<a href="http://www.etn-occam.eu">www.etn-occam.eu</a>) that analyses data from international assessments</li> <li>• Involved in several national and international projects (PIRLS, NEPS, StEG)</li> <li>• Research and supervision of PhD students</li> </ul>
<p><b>Name of employer</b></p> <p><b>Type of business or sector</b></p>	<p>Technische Universität Dortmund Center for Research on Education and School Development (IFS)</p> <p>University</p>
<p><b>Dates</b></p> <p><b>Occupation or position held</b></p> <p><b>Main activities and responsibilities</b></p>	<p>2016 – 2020</p> <p>Senior Researcher</p> <ul style="list-style-type: none"> <li>• Involved in the projects CHOICE (Changes in Opportunity to Learn: Swedish Pupils' Outcomes in International Large-Scale Survey Studies over Time) and ELK (Effects of teacher qualification: development over time, across school subjects and between different groups of students - ELK)</li> <li>• Research and supervision of PhD students</li> </ul>
<p><b>Name of employer</b></p> <p><b>Type of business or sector</b></p>	<p>University of Gothenburg</p> <p>University</p>

## Other Professional Activities

### Research visits

Dates	2015 – 2015
Occupation or position held	Guest Associate Professor
Main activities and responsibilities	Research
Name of employer	University of Oslo Centre for Educational Measurement (CEMO)
Type of business or sector	University
Dates	2014 – 2015
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research
Name of employer	WZB-Social Research Center Berlin Research unit "Skill Formation & Labor Markets"
Type of business or sector	Research center
Dates	2013
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research
Name of employer	University of Gothenburg Research unit "Prerequisites, Education & Outcomes"
Type of business or sector	University
Dates	2013
Occupation or position held	Contract Researcher
Main activities and responsibilities	Research
Name of employer	University of Oslo TIMSS Norway
Type of business or sector	University
Dates	2011 – 2012
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research
Name of employer	University of Gothenburg Research unit "Prerequisites, Education & Outcomes"
Type of business or sector	University
Dates	2007 – 2008
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research

Name of employer	University of Gothenburg Research unit "Prerequisites, Education & Outcomes"
Type of business or sector	University
<b>Awards and Fellowships</b>	
Year(s)	2015
Title of award/fellowship	Rudolf-Chaudoire-Preis
Name of awarding organisation	Rudolf-Chaudoire-Foundation
Year(s)	2013 – 2016
Title of award/fellowship	Post Doc Fellowship
Name of awarding organisation	College for Interdisciplinary Educational Research (CIDER)
Year(s)	2014
Title of award/fellowship	IEA Bruce H. Choppin Memorial Award
Name of awarding organisation	International Association for the Evaluation of Educational Achievement (IEA)
Year(s)	2014
Title of award/fellowship	SIG Most Highly Scored Paper
Name of awarding organisation	American Educational Research Association (AERA), SIG School Effectiveness and School Improvement
Year(s)	2012
Title of award/fellowship	Martin-Schmeißer-Stipendium
Name of awarding organisation	Martin-Schmeißer-Foundation
Year(s)	2010 – 2013
Title of award/fellowship	PhD Fellowship
Name of awarding organisation	Research School Education and Capabilities (EduCap)
<b>Academic Committees/Boards</b>	
Current	<ul style="list-style-type: none"> <li>• Member of the Editorial Board Educational Assessment, Evaluation and Accountability</li> </ul>
Past	<ul style="list-style-type: none"> <li>• Appointment committee "Professur (W3) für Bildung und Erziehung in der Kindheit" at TU Dortmund</li> <li>• Appointment committee "Professur (W3) für Bildung und Erziehung in der Kindheit" at TU Dortmund</li> <li>• TIMSS Questionnaire Development Group</li> <li>• Representative (elected) of the Fellows at the Research School Education and Capabilities (Bielefeld/Dortmund)</li> </ul>
<b>Professional memberships</b>	
	<ul style="list-style-type: none"> <li>• American Educational Research Association (AERA)</li> <li>• Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF)</li> <li>• European Educational Research Association (ECER)</li> <li>• Comparative and International Education Society (CIES)</li> <li>• Deutsche Gesellschaft für Erziehungswissenschaft (DGfE)</li> </ul>

### Dissertation advertisement

- Dissertation committee of Rahim Schaufelberger, Postsekundäre Bildungsentscheidungen und Effekte sozialer Herkunft: Eine Analyse im Kontext des Nationalen Bildungspanels, TU Dortmund, 2020
- Supervisor of Olesya Gladushyna, The integrity of test scores for national monitoring and comparative research, TU Dortmund, since 2018
- Supervisor of Andrés Strello, Measuring educational inequality: competing normative foundations, TU Dortmund, since 2018
- Second supervisor of Victoria Rolfe, Educational Equity and Diversity in Learning Opportunities, University of Gothenburg, since 2016
- Supervisor of Isa Steinmann, Eine Evaluation der Effektivität ganztägiger Beschulung in Deutschland: Leistungssteigerung und Bildungsungleichheitsabbau, TU Dortmund, 2019
- First opponent of Stephan Daus, Profiling And Researching TIMSS by Introducing a Curriculum Lens on Eight-grade Science, University of Oslo, 2019
- Dissertation committee of Paul Fabian, Leistungsconsolidierung, Leistungssteigerung – oder etwas ganz anderes? Die Effekte einer Klassenwiederholung auf die Leistungsentwicklung von Schülerinnen und Schülern., TU Dortmund, 2018
- Dissertation committee of Andreas Sander, Sprachlich bedingte
- Bildungsungleichheiten im Kontext von Migration–Stereotypenbedrohung als eine Ursache sprachkompetenzbezogener Bildungsungleichheiten sowie implizite Sprachförderung als mögliche Reduktionsstrategie, TU Dortmund, 2018
- Dissertation committee of Denisa F. Dudas, Die prognostische Validität der nichtverbindlichen Gymnasialempfehlung am Ende der Grundschulzeit, TU Dortmund, 2014

### Grants and funding

- Outcomes and Causal Inference in International Comparative Assessments (OCCAM) (2018-2022; European Commission/Horizon 2020/Marie Skłodowska-Curie Innovative Training Networks; 3,882,563.64 € [TU Dortmund share is approx. 900,000.00 €]; with 11 partner organisations in Europa, Australia, and the US, my role: Network Coordinator and PI of the sub-project at Technische Universität Dortmund
- Changes in Opportunity to Learn: Swedish Pupils' Outcomes in International Large-Scale Survey Studies over Time (CHOICE) (2016-2020; Swedish Research Council; 1.037.374 €; Gothenburg University, with Kajsa Yang Hansen, Jan-Eric Gustafsson, & Monica Rosén)
- Annual EERA Spring School on Advanced Methods in Educational Research (2011-2016; German Ministry of Education and Research (BMBF), European Educational Research Association (EERA), about 180.000€; together with W. Bos)
- Rudolf-Chaudoire-Preis (2015; Rudolf-Chaudoire-Foundation, 5.000€)
- Evaluation of the Telefonseelsorge (Crisis Hotline) (2014-2015; Telefonseelsorge, 30.000€; together with M. Klein & E. Stuckstätte)
- Linking International Comparative Student Assessments (LINCS) (2013-2014; Ministry of Innovation, Science and Research in North Rhine-Westphalia, 100.022€; together with W. Bos)
- PhD scholarship (2010-2013; Research School EduCap, 52.800€)

- Conference 'Understanding the Causal Effects of Educational Policies on Educational Outcomes: The Role of International Comparisons' (2013; Thyssen Krupp Foundations, 14.000 €; together with W. Bos)
  - Contract research for TIMSS Norway (2013; University of Oslo, 5.000e)
  - Research Visit at University of Gothenburg (2012; Martin-Schmeißer-Foundation, 1.500€)
  - Research Grant for the project TREAT (2009; University of Gothenburg, 10.000€)
  - Contract research for an employee survey (2008/2013; DiakonischesWerk Münster, 28.000e; together with W. Böttcher & M. Keune)
- Conference organization**
- EERA Spring School on Advanced Methods in Educational Research 'Longitudinal Structural Equation Modeling [Lecturer: Todd D. Little, Texas]' (2016; Coordination; Germany, Norway, Sweden, United Kingdom)
  - EERA Spring School on Advanced Methods in Educational Research 'Measurement Theory and Models [Lecturers: Karen Draney & Mark Wilson, Berkeley University, Richard Shavelson, Stanford]' (2015; Coordination; Germany, Norway, Sweden, United Kingdom)
  - EERA Spring School on Advanced Methods in Educational Research 'Propensity Score Matching, Instrumental Variables, and Design Issues [Lecturers: Elisabeth A. Stuart, Johns Hopkins University Baltimore & Daniel Caro, Oxford]' (2014; Coordination; Germany, Norway, Sweden, United Kingdom)
  - Annual meeting of the German Educational Research Association, Section on Empirical Educational Research (AEPF/KBBB) (2013; conference manager; TU Dortmund)
  - Conference 'Understanding the Causal Effects of Educational Policies on Educational Outcomes: The Role of International Comparisons' (2013; conference manager; TU Dortmund)
  - EERA Spring School on Advanced Methods in Educational Research 'Multilevel Models: The Next Generation [Lecturer: Joop Hox, Utrecht]' (since 2013; Coordination; Germany, Norway, Sweden, United Kingdom)
  - EERA Spring School on Advanced Methods in Educational Research 'Methods for Causal Inference from Observational Data [Lecturers: Guido Schwerdt & Ludger Woessmann, ifo Institute Munich]' (2012; Coordination; Germany, Norway, Sweden, United Kingdom)
  - EERA Spring School on Advanced Methods in Educational Research 'Combining Categorical and Continuous Latent Variables Modeling with Mplus [Lecturer: Katherine E. Masyn, Harvard]' (2011; Coordination; Germany, Norway, Sweden, United Kingdom)
  - 4th IEA International Research Conference (2010; local team for organization; Gothenburg and Oslo)
- Chair and/or discussant**
- IEA International Research Conference (IEA-IRC)
  - Annual meeting of the American Educational Research Association (AERA)
  - Annual meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF)
  - Congress of the Deutsche Gesellschaft für Psychologie (DGPs)
  - European Conference on Educational Research (ECER)

**Reviewer**

**Journals and Edited Volumes**

- AERA open
- Comparative Education Review (CER)
- Critical Studies in Education
- Education Research International
- Educational Assessment, Evaluation and Accountability
- European Journal of Psychology of Education (EJPE)
- IERI Monograph Series
- Journal of Global Ethics
- Journal for Educational Research Online (jero)
- Large-scale Assessments in Education
- Routledge International Handbook of Teacher Quality and Policy
- School Leadership & Management
- Sociological Methods & Research (SMR)
- Springer Book Series
- Studies in Educational Evaluation
- Tertium Comparationis
- Zeitschrift für Bildungsforschung (ZfB)
- Zeitschrift für Erziehungswissenschaft (ZfE)
- Zeitschrift für Pädagogik (ZfPäd)

**Conferences**

- Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF)
- Comparative and International Education Society (CIES)
- European Association for Research on Learning and Instruction (EARLI)
- European Conference on Educational Research (ECER)

## Academic teaching

### Seminars (all-semester long)

- Analyse von Large-scale Assessments mit R (TU Dortmund, 2019)
- Schulqualität messen und modellieren: Latente Variablen und Mehrebenenanalysen in Mplus (TU Dortmund, 2019)
- Schulqualität messen und modellieren: Latente Variablen und Mehrebenenanalysen in Mplus (TU Dortmund, 2017)
- Datenanalyse mit R (TU Dortmund, 2017)
- Schulqualität messen und modellieren: Latente Variablen und Mehrebenenanalysen in Mplus (TU Dortmund, 2017)
- Comparative and International Education: An Introduction to Theory, Method, and Practice (TU Dortmund, 2017)
- Analyse von Large-scale Assessments mit R (TU Dortmund, 2016)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2015)
- The Impact of Educational Policies and Educational Settings on Educational Outcomes (TU Dortmund, 2015, in English)
- Causality is not a Crime - Causal Inference from Observational Data (TU Dortmund, 2015, in English)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2014)
- Introduction to Multilevel and Structural Equation Modeling with Mplus (TU Dortmund, 2013, in English)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2013)
- Kolloquium zur Präsentation von komplexen quantitativen Forschungsergebnissen (TU Dortmund, 2012)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2012)
- Einführung in die Datenanalyse mit SPSS (TU Dortmund, 2011)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2011)
- Internationale, nationale und regionale Schulleistungsstudien (Ringvorlesung TU Dortmund, 2010)
- Analyse von Bildung als lebenslanger Prozess: Anlage und Methodik des Nationalen Bildungspanels (TU Dortmund, 2010)
- Quantitative und qualitative Methoden (Katholische Hochschule Münster, 2010)
- Datenauswertung und Projektberatung (Universität Osnabrück, 2009)
- Was wirkt? Eine Einführung in die Evaluationsforschung (WWU Münster, 2008)
- Einführung in die Inferenzstatistik und Datenanalyse mit SPSS (TU Dortmund, 2007)
- Analysen zur Bildungsungleichheit im Schulwesen (WWU Münster, 2007)

### Short Workshops (1–2-days long)

- Educational Inequality in Student Achievement: Measures, Justice, and the Value of Education (University of Gothenburg, Sweden, 2019)
- Resampling zur Varianzschätzung bei komplexen Stichproben (TU Dortmund, 2016)
- Propensity Score Methoden zur Schätzung kausaler Effekte (TU Dortmund, 2016)
- Multiple Imputation fehlender Werte (TU Dortmund, 2016)
- Kategoriale und longitudinale Datenanalyse in Mplus (Bergische Universität Wuppertal, 2014)
- From correlation to causation (Bahcesehir University in Istanbul, Turkey, ECER 2013, in English)
- Jackknife technique and BRR for correct inference from complex samples (University of Gothenburg, Sweden, 2012, in English)
- Introduction to R (University of Gothenburg, Sweden, 2012, in English)

- Introduction to Structural Equation Modeling with Mplus (University Bielefeld, 2011, in English)
- The New National Educational Panel Study (NEPS) in Germany. Design, topics and availability of the Data (University of Gothenburg, Sweden, 2011, in English).
- Cross-sectional and longitudinal designs in educational research. Applications and implications (University Helsinki, Finland, ECER 2010, in English)
- Neue Lehrerausbildung in NRW: Langzeitbeurteilung von LAA in Form eines einzigen Seminargutachtens – Erfahrungen und Gestaltungsmöglichkeiten (Studienseminar Minden, 2010)
- Item Response Theory with PARSCALE (University of Gothenburg, Sweden, 2010, in English)
- National Educational Panel Study (NEPS). Anlage und Analysemöglichkeiten (TU Dortmund, 2009)
- Structural Equation Modeling with Mplus (Universität Bielefeld, 2009, in English)
- Referendare beurteilen (Studienseminar Jülich, 2009).
- Question Wording: Art or science (KBBB Conference in Münster, 2009)
- Empirische Ergebnisse zur Formulierung von Surveyfragen (WWU Münster, 2009)
- Einführung in die Datenanalyse mit SPSS. Skalenbildung mit Faktoren- und Reliabilitätsanalyse (TU Dortmund, 2008)
- Einführung in die Datenanalyse mit SPSS. Multiple lineare Regression (TU Dortmund, 2008)

## Education and training

Dates	2014 – 2017
Title of qualification awarded	Habilitation
Principal subjects/occupational skills covered	Education.
Name and type of organisation providing education and training	Technische Universität Dortmund – Dortmund, Germany
Dates	2008 – 2013
Title of qualification awarded	PhD in Education [Dr. phil.]
Principal subjects/occupational skills covered	Title of thesis: Using the World as an Educational Laboratory' Revisited: Methodological Foundations for Utilizing Recent and Older International Large-scale Studies for Educational Effectiveness Research.
Name and type of organisation providing education and training	Research School Education and Capabilities - Bielefeld/Dortmund, Germany
Dates	2003 – 2008
Title of qualification awarded	Master in Education [Diplom-Pädagoge]
Principal subjects/occupational skills covered	Major in Education, Minor Psychology, Economics, and Sociology



Name and type of organisation providing education and training | Westfälische Wilhelms-Universität Münster – Münster, Germany

**Personal skills and competences**

Mother tongue(s) | German

Other language(s) | English

Computer skills and competences | SPSS, Mplus, R, HLM, and some specialized software

## Publications

### Books

Strietholt, R. (2013). 'Using the World as an Educational Laboratory' Revisited: Methodological Foundations for Utilizing Recent and Older International Large-scale Studies for Educational Effectiveness Research. (Dissertation)

Bos, W., Strietholt, R., Goy, M., Stubbe, T.C., Tarelli, I., & Hornberg, S. (2010). IGLU 2006. Dokumentation der Erhebungsinstrumente. Münster: Waxmann

Böttcher, W., Krüger, H.-H., Liesgang, T., Winter, D., Strietholt, R., Kessel, A., & Schierner, M. (2009). Evaluation der Qualität der Promotionskollegs der Hans-Böckler-Stiftung: eine quantitative und qualitative Studie. Düsseldorf: Hans-Böckler-Stiftung. (Edition der Hans-Böckler-Stiftung; Bd. 234)

Strietholt, R. (2008). Kooperative Doktorandenausbildung. Die Promotion in den Promotionskollegs der Hans-Böckler-Stiftung. (Diploma Thesis)

### Editorials

Strietholt, R., Rosén, M. & Gladushyna, O. (2021), Special Issue in Educational Assessment, Evaluation and Accountability: The Integrity of Educational Outcome Measures in International Assessments

Strietholt, R., Bos, W., Holtappels, H. G. & McElvany, N. (eds.) (2016), Jahrbuch der Schulentwicklung. Band 19. Weinheim: Beltz/Juventa

Strietholt, R., Bos, W., Gustafsson, J.-E., & Rosén, M. (eds.) (2014). Educational Policy Evaluation Through International Comparative Assessments. Münster/New York: Waxmann

Drossel, K., Strietholt, R., & Bos, W. (eds.) (2014). Empirische Bildungsforschung und evidenzbasierte Reformen im Bildungswesen. Münster/New York: Waxmann

### Articles in journals and edited volumes

Strello, A., Strietholt, R., Steinmann, I., & Siepmann, C. (2021). Early Tracking and Different Types of Inequalities in Achievement: Difference-in-Differences Evidence from 20 Years of Large-scale Assessments. Educational Assessment, Evaluation & Accountability

Steinmann, I., Strietholt, R., & Braeken, J. (accepted). A Constrained Factor Mixture Analysis Model for Consistent and Inconsistent Respondents to Mixed-Worded Scales. In: Psychological Methods

Ye, W., Strietholt, R., & Blömeke, S. (2021). Academic Resilience: Underlying Norms and Validity of Definitions. In: Educational Assessment, Evaluation & Accountability

Strietholt, R., Högbe, N., & Zachrisson, H. D. (2020). Do increases in national-level preschool enrollment increase student achievement? Evidence from international assessments. International Journal of Educational Development, 79. doi:10.1016/j.ijedudev.2020.102287

Gladushyna, O., Strietholt, R., & Steinmann, I. (2020). Disentangling General Achievement Levels and Subject-Specific Strengths and Weaknesses in Mathematics, Reading, and Science. In: Educational Assessment, Evaluation & Accountability

Strietholt, R. (2020). Welches Wissen bewertet die empirische Bildungsforschung? In: U. Binder & J. Drerup (eds.). *Der Preis der Bildung. Dimensionen der Wertbestimmung schulischen Wissens Welchen Wert hat Wissen? Und welchen Preis? Zur Debatte über Fragen der Wert- und Preisbestimmung von schulischem Bildungswissen.* transcript.

Johansson, S. & Strietholt, R. (2019). Globalized Achieved Curricula? A Longitudinal and Cross-country Analysis of Convergence in Mathematics - Profiles. In: *Comparative Education*. DOI: 10.1080/03050068.2019. 1657711

Strietholt, R., Gustafsson, J.-E., Hogrebe, N., Rolfe, V., Rosén, M., Steinmann, I., & Yang Hansen, K. (2019). The Impact of Education Policies on Socioeconomic Inequality in Student Achievement: A Review of Comparative Studies. In: Volante, L., Schnepf, S., Jerrim, J., & Klinger, D (eds.), *Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices (Education Policy and Social Inequality Series)*, pp. 17-38. New York, NY: Springer. DOI:10.1007/978-981-13-9863-6

Fabian, P., Goy, M., Jarsinki, S., Naujokat, K., Porsch, A., Strietholt, R., Blatt, I., & Bos, W. (2019). Transition and Development from lower secondary to upper secondary school. In: Blossfeld, H.-P., Roßbach, H.-G. (eds.), *Education as a Lifelong Process. The German National Educational Panel Study (NEPS)*. Wiesbaden: Springer VS [Edition ZfE]

Steinmann, I. & Strietholt, R. (2019). Student achievement and educational inequality in half- and all-day schools: Evidence from Germany. In: *International Journal for Research on Extended Education*, 6(2), DOI:10.3224/ijree.v6i2.08 5. Steinmann, I. & Strietholt, R. (2019). Effekte nachmittäglicher Bildungsangebote auf sprachliche Kompetenzentwicklungen. In: *Zeitschrift für Pädagogik*, 65 (2), 285-306

Meyer, H.D., Strietholt, R. & Epstein, D.Y. (2018). Three Models of Global Education Quality and the Emerging Democratic Deficit in Global Education Governance. In Motoko Akiba & Gerald LeTendre (eds.), *Routledge International Handbook of Teacher Quality and Policy*. New York: Routledge

Yang Hansen, K. & Strietholt, R. (2018). Does schooling actually perpetuate educational inequality in mathematics performance? A validity question on the measures of opportunity to learn in PISA. In: *ZDM Mathematics Education*

Steinmann, I., Strietholt, R., & Caro, D. (2018). Participation in Extracurricular Activities and Student Achievement: Evidence from German All- Day Schools. In: *School Effectiveness and School Improvement*

DOI: 10.1080/09243453.2018.1540435

Strietholt, R., & Scherer, R. (2017). The unique contribution of international large-scale assessments to educational research: Combining individual and institutional data sources. In: *Scandinavian Journal of Educational Research*. DOI 10.1080/00313831.2016.1258729

Johansson, S. & Strietholt, R. (2016). Konvergieren Leistungsprofile in Mathematik? Evidenz aus fünf IEA Studien. In Strietholt, R., et al. (eds.), *Jahrbuch der Schulentwicklung*. Band 19. Weinheim: Beltz/Juventa

Gresch, C., Strietholt, R., Kanders, M., & Solga, H. (2016). Reading aloud versus Self-administered Student Questionnaires: An Experiment on Data Quality. In: Blossfeld, H.- P., von Maurice, J., & Skopek J. (eds):

*Methodological Issues of Longitudinal Surveys: The Example of the National Educational Panel Study* (p. 561-678. Wiesbaden: Springer VS

Klein, M, Strietholt, R., Stuckstätte, E.C. (2016). Der Seelsorgeauftrag der Telefonseelsorge im aktuellen gesellschaftlichen Kontext. Ergebnisse einer statistischen Untersuchung. In Hauschidt, E. & Blömeke, B.D (eds.), *Telefonseelsorge interdisziplinär* (p. 127-146.). Göttingen: Vandenhoeck & Ruprecht

Steinmann, I., Zieger, L. R., Hogrebe, N. & Strietholt, R. (2016). *Lesen Kinder, die nicht in der Kita waren, am Ende der Grund-*

schule schlechter? In Strietholt, R. et al. (eds.), Jahrbuch der Schulentwicklung. Band 19. Weinheim: Beltz/Juventa

Strietholt, R., & Rosén, M. (2016). Linking Large-Scale Reading Assessments: Measuring International Trends Over 40 Years. In: *Measurement: Interdisciplinary Research and Perspectives*, 14(1), 1-26. DOI 10.1080/15366367.2015. 1112711

Hogrebe, N., & Strietholt, R. (2016). Does Non-participation in Preschool Affect Children's Reading Achievement? International Evidence from Propensity Score Analyses. In: *Large-scale Assessments in Education*. 4(2), 1-22. DOI 10.1186/s40536-016-0017-3

Strietholt, R., Manitius, V., Berkemeyer, N., & Bos, W. (2015). Bildung und Bildungsungleichheit an Halb- und Ganztagschulen. In: *Zeitschrift für Erziehungswissenschaft*, (18)4, 737-716. DOI 10.1007/s11618-015-0634-6

Porsch, R., Strietholt, R., Macharski, T., & Bromme, R. (2015). Mathematikangst im Kontext: Ein Inventar zur situationsbezogenen Messung von Mathematikangst bei angehenden Lehrkräften. *Journal für Mathematik-Didaktik*, 36, 1-22. DOI 10.1007/s13138-014-0067-4

Becker, D., Strietholt, R., Schwanenberg, J., & Bos, W. (2015). Ganztagschule "ganz gut"? In: Roth, G. (ed.). *Zukunft des Lernens. Neurobiologie und Neue Medien*. Paderborn: Ferdinand Schöning

Strietholt, R. (2014). Studying educational inequality: reintroducing normative notions. In: R. Strietholt, W. Bos., J.-E. Gustafsson, & M. Rosén (eds.), *Educational Policy Evaluation Through International Comparative Assessments* (p. 51-58). Münster/New York: Waxmann

Strietholt, R., Gustafsson, J.-E., Rosén, M., & Bos, W. (2014). Outcomes and Causal Inference in International Comparative Assessments. In: R. Strietholt, W. Bos, J.-E. Gustafsson, & M. Rosén (eds.), *Educational Policy Evaluation Through International Comparative Assessments* (p. 9-18). Münster/New York: Waxmann.

Drossel, K., Strietholt, R., & Bos, W. (2014). Bildungsreformen und Bildungsplanung im Überblick. In: K. Drossel, R. Strietholt, & W. Bos (eds.), *Empirische Bildungsforschung und evidenzbasierte Reformen im Bildungswesen* (p. 7-10). Münster: Waxmann

Müller, N., Strietholt, R., & Hogrebe, N. (2014). Ungleiche Zugänge zum Kindergarten. In: K. Drossel, R. Strietholt, & W. Bos (eds.), *Empirische Bildungsforschung und evidenzbasierte Reformen im Bildungswesen* (p. 33-46). Münster: Waxmann

Böttcher, W., Hogrebe, N., & Strietholt, R. (2014). Frühe Hilfen und Frühe Bildung. Chancen zur Reduktion von Chancenungleichheit? In: U. Bauer, A. Bolder, H. Bremer, R. Dobischat & G. Kutscha (eds.), *Expansive Bildungspolitik - Expansive Bildung?* (p. 107-125). Wiesbaden: Springer VS

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### Conference presentations

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Strello, A, Strietholt, R., Siepmann, C., & Steinmann, I. (2019). Effects of Early Tracking on Performance Levels, Dispersion Inequality and Social Inequality in Student Achievement. Presentation at the IEA-IRC in Copenhagen, Denmark

Steinmann, I., Strietholt, R., & Rosén, M. (2019). International Reading Gaps between Boys and Girls from 1970-2011. Presentation at the American Educational Research Association (AERA) Annual Meeting, Toronto

Rosén, M, Strietholt, R. & Zieger, L. (2018). The Effect of Instructional Time on Student Achievement in 35 Countries: Evidence From A Within- Student Between-Subject Approach. Presentation at the European Conference on Educational Research (ECER), Copenhagen, Denmark

Steinmann, I. & Strietholt, R.. (2018). Does Participating in All-Day Programs Enhance Student Achievement in Germany? Roundtable Diskussion bei dem American Educational Research Association (AERA) Annual Meeting, New York City, USA

Steinmann, I. & Strietholt, R. (2018). Ganztags- versus Halbtagschule: Effekte auf Leistungsniveau und Bildungsungleichheit. Vortrag bei der Tagung Gesellschaft für Empirische Bildungsforschung (GEBF), Basel, Switzerland

Yang-Hansen, K., & Strietholt, R. (2017). Gauging the Measurement Property of Opportunity to Learn in TIMSS and PISA. Presentation at the IEAIRC in Prague, Czech Republic

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Steinmann, I. & Strietholt, R.. (2017). Effects of Participating in All- Day Schooling Programs on Student Achievement. The Case of Germany. Presentation at the WERA-IRN Extended Education Conference, Bamberg, Germany

Rolfe, V., Yang Hansen, K. & Strietholt, R. (2017). Tackling Unobserved Heterogeneity in Socioeconomic Status and Opportunity to Learn, and their Effects on Academic Achievement? Presentation at the European Conference on Educational Research (ECER), Kopenhagen, Denmark

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Strietholt, R., & Scherer, R. (2016). The unique contribution of international large-scale assessments to educational research: Combining individual and institutional data sources. Presentation at the 60th Anniversary of the Scandinavian Journal of Educational Research, University of Oslo, Norway

Steinmann, I., Zieger, L., Hoglebe, N., & Strietholt, R. (2016) The Effect of Preschool on Later Reading Literacy: Results for Germany Using Propensity Score Matching'. Presentation at the EARLY SIG 18 & 23 Joint Conference in Oslo, Norway

Strietholt, R. (2016). Monetary and Non-monetary Returns to Education: Supplement from Educational Science. Presentation at the CIDER kick-off meeting, DIW Berlin, Germany

Strietholt, R. [Session organizer] (2016). Studying Educational Inequalities from an International Perspective. Symposium at the

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Strietholt, R. & Borgna, C. (2016). How Is Inequality Measured in International Studies on Educational Achievement? Presentation at the AERA in Washington, USA

Steinmann, I, Strietholt, R., & Bos, W. (2016). Effekte nachmittäglicher Betreuung und Förderung auf sprachliche Leistungsmaße. Presentation at the GEBF, Berlin, Germany

Hogrebe, N., Strietholt, R., & Zieger, L.R. (2015, June). Preschool Attendance and Reading Achievement: Attendance and Fourth Graders' Reading Literacy. Presentation at the IEA-IRC in Cape Town, South Africa

Johansson, S., & Strietholt, R., (2015, June). Converging Patterns of Achievement in Mathematics? Evidence from 50 Years of IEA Studies. Presentation at the IEA-IRC in Cape Town, South Africa

Strietholt, R., & Borgna, C. (2015, March). What Does Inequality Mean in International Comparative Studies on Student Achievement. Presentation at the CIES in Washington DC, USA

Strietholt, R. & Rosén, M [Session organizer] (2014). 'Using the World as an Educational Laboratory': Merging Educational Effectiveness Research and International Comparative Studies. Committee session at the AERA in Philadelphia, USA

Hogrebe, N., & Strietholt, R. (2014, September). The emergence of unequal learning environments: segregation processes as a symptom of universal preschool systems. Presentation at the EECERA on Crete, Greece

Steinmann, I., & Strietholt, R. (2014, March). Eine Untersuchung der latenten Struktur von Rosenbergs Selbstwertkala im Rahmen von Factor Mixture Modeling. Presentation at the GEBF in Frankfurt

Strietholt, R., & Hogrebe, N. (2013, October). Effects of early home and preschool environments on reading literacy: Evidence from a country-level longitudinal study. Presentation at the AEPF/KBBB in Dortmund

Strietholt, R., & Gresch, C. (2013, September). Does Reading Questionnaires Aloud Improve the Validity of Student Responses? Presentation at the ECER in Istanbul, Turkey

Strietholt, R., Bos, W., Böttcher, W., & Hogrebe, N. (2013, June). Effects of Early Home and Preschool Environments on Reading Literacy: Differences-in-Differences Evidence from PIRLS. Presentation at the IEA International Research Conference in Singapore

Strietholt, R., & Gresch, C. (2013, March). Vorlesen oder Selbstlesen? Ein Experiment zu den Effekten des Erhebungsmodus auf die Datenqualität. Presentation at the GEBF at the IPN Kiel

Strietholt, R., Bos, W., & George, A.C. (2012, September). Factor Mixture Modeling for exploring the latent structure of Rosenberg's Self-Esteem Scale. Presentation at the ECER 2012 at the University of Cádiz, Spain

Strietholt, R., Rosén, M., & Bos, W. (2012, September). Long-term trends in educational inequality: The role of gender and parents' education. Presentation at the ECER 2012 at the University of Cádiz, Spain

Strietholt, R., Bos, W., Böttcher, W., & Hogrebe, N. (2012, September). What Large-scale assessments tell us about the effect of preschool – evidence from PISA, TIMSS, PIRLS and the Reading Literacy Study. Presentation at the ECER 2012 at the University of Cádiz

Goy, M., Strietholt, R., Bos, W., & McElvany, N. (2012, July). Reading engagement at Grade 4 in international comparison: analyses of the dimensionality of the construct and its relation to reading achievement. Paper presented in the Symposium 'Reading motivation of at-risk students' at the 19th Annual Conference of the Society of the Scientific Study of Reading, July 11-



14, Montreal, Canada

Böttcher, W., Hoglebe, N., & Strietholt, R. (2012, July). Hoffnungsträger Prävention. Eine kritische Betrachtung von Maßnahmen in der frühen Kindheit. Presentation at the SGBF-Kongress in Bern, Switzerland

Hoglebe, N., Strietholt, R., Böttcher, W., & Bos, W. (2012, April). The effect of preschool education on student achievement in school. Differences-indifferences evidence across countries. Presentation at the AERA in Vancouver, Canada

Strietholt, R., Berkemeyer, N., Förster, M., Manitius, V., & Bos, W. (2011, September). Schulleistung und herkunftsbedingte Disparitäten an Halb- und Ganztagschulen. Presentation at the AEPF in Klagenfurt, Austria

Strietholt, R., Rosén, M., & Bos, W. (2011, April). Die Verlinkung neuerer und älterer Schulleistungsstudien: Entwicklung der Lesekompetenz über 35 Jahre in 18 Staaten. Presentation at the AEPF in Klagenfurt, Austria

Rosén, M., Strietholt, R., & Bos, W. (2011, April). Trends in reading literacy over 35 years. An international comparison on a common IRT scale. Presentation at the AERA in New Orleans, USA

Strietholt, R., & Rosén, M. (2010, August). Choosing between the 1-, 2- and 3-PL Models in a trend study. Presentation in the symposium 'Modelling Longitudinal Data' at the ECER 2010 'Educational and Cultural Change', Helsinki, Finland

Strietholt, R., & Rosén, M. (2010, August). Linking reading literacy tests for a 35 year trend study. Analysis of the bridge items. Presentation in the symposium 'Modelling Longitudinal Data' at the ECER 2010 'Educational and Cultural Change', Helsinki, Finland

Goy, M., Strietholt, R., & Bos, W. (2010, August). Reading instructions and reading engagement at fourth grade. Results from PIRLS 2006. Presentation at the symposium 'Towards explaining achievement: Findings from international comparative achievement studies' at the ECER 2010 'Educational and Cultural change', Helsinki, Finland

Strietholt, R., & Rosén, M. (2010, June). On the degree of comparability in trend studies as a function of differences in age and schooling. Presentation at the 4th IEA Research Conference, Gothenburg and Oslo, Sweden

Rosén, M., & Strietholt, R. (2010, June). Trends in reading literacy from 1970 to 2006. A comparison on 9-10 year olds in Sweden, Hungary, Italy and the USA. Presentation at the 4th IEA Research Conference, Gothenburg and Oslo, Sweden

Strietholt, R. (2009, December). Referendare beurteilen. Presentation at the Workshop of the Studienseminar, Jülich

Strietholt, R., & Bos, W. (2009, October). Sind zentral administrierte Leistungstests ein geeignetes Mittel um die Diagnosekompetenz von Lehrern zu stärken? - Erkenntnisse aus IGLU 2006. Presentation at the KBBB Conference, Münster

Goy, M., Kowoll, M., Mai, T., Strietholt, R., & Bos, W. (2009, September). Schulautonomie, dezentrale Steuerung und Leseleistung. Ergebnisse aus IGLU 2006. Poster presentation at the 73. AEPF, Bochum

Strietholt, R., Liesgang, T., & Böttcher, W. (2009, Oktober). Promotionsmotive und deren Einfluss auf die Dauer der Promotion. Poster presentation at the 12th DeGEval 'Evaluation und Gesellschaft', Münster

Bos, W., Johansson, S., Rosén, M., & Strietholt, R. (2009, September). On the validity of negatively worded items in a PIRLS 2006 context. Presentation at the ECER 2009, University Vienna, Austria

Goy, M., Strietholt, R., & Bos, W. (2009, September). Reading engagement of fourth-grade students results from PIRLS 2006 for students from different socio-economic backgrounds. Presentation at the ECER 2009, University Vienna, Austria

Goy, M., Strietholt, R., & Bos, W. (2009, May). Reading engagement of fourth-grade students. Poster presentation in the 2nd

annual conference of the Society for the Study of Motivation (SSM) in San Francisco, CA, USA

Strietholt, R. (2009, May). Anlage und Ergebnisse der Internationalen Grundschul-Lese-Untersuchung (IGLU 2006). Presentation at the University Wuppertal

Strietholt, R., & Terhart, E. (2008, September). Ergebnisse aus einem Projekt zur Beurteilung von Referendaren. Presentation at the DGfE-Tagung 'Professionelle Handlungskompetenz von Lehrkräften – Professionsforschung versus Kompetenz-forschung' University Gießen

Strietholt, R., Walter, K., Böttcher, W., & Krüger, H.-H. (2008, May). Kooperativ gefördert? Erste Ergebnisse der Evaluierung der Promotionskollegs der Hans-Böckler-Stiftung. Presentation at the DGfE-Tagung 'Verändernde Bedingungen und Formen des Promovierens', FU Berlin

Grewe, C.M., & Strietholt, R. (2007, Oktober). Unterrichtsqualität aus Schülersicht. Presentation at the 15th annual conference of the commission 'Grundschulforschung und Pädagogik der Primarstufe' of the DGfE, Münster

#### **Public Science**

Strietholt, R. (2021, Januar). Kinder und Jugendliche aus bildungsbenachteiligten Familien. Neue Berliner Redaktionsgesellschaft

Strietholt, R. (2020, August). Schulöffnung nach Corona. ZDF heute journal

Strietholt, R. (2020, July). "Lernferien" gegen Lernlücken: Welche Angebote gibt es und was bringen sie? Deutschlandfunk, Campus und Karriere. [www.podcast.de/episode/471670342/](http://www.podcast.de/episode/471670342/)

Strietholt, R. (2020, May). Corona und Bildung. Interview für Hessischer Rundfunk

Strietholt, R. (2020, May). Bildungsforscher über benachteiligte Schüler "Alle wieder in die Schule". Interview für Tagesspiegel

Strietholt, R. (2019, February). Übergänge im Schulsystem. Interview für WDR2

Strietholt, R. (2018, November). Kein Abschluss - keine Chance? Interview zur ARD Themenwoche "Gerechtigkeit"

My work on educational justice (Strietholt, & Bos, 2014) appeared in a school book for upper secondary schools: Meyer-Heidemann (2015). Politische Theorie. Reihe: Wochenschau, Sek. II. Wochenschau Verlag

Strietholt, R. (2014, March). CIDER und die Suche nach dem heiligen Gral. Zur Wahl der Analysestrategie bei der Evaluierung von Bildungspolitik. Science Slam in Frankfurt

Strietholt, R. (2013, November 6). Tötet die Schule die Kreativität? Radiointerview für detektor.fm.