

## Curriculum Vitae

### Personal Information

First name(s)/Surname(s)	<b>Dr. Lauren Musu</b>
Professional email	l.musu@iea.nl
Work phone	+31 (0) 20 625 36 25
Nationality	American
Gender	Female

### Position/Organization

#### Work Experience

Dates	04/2023–Present
Occupation or position held	Head of Translation Verification and International Quality Control (TIQ)
Main activities and responsibilities	Lead the TIQ team and ensure that the responsibilities of the TIQ team in international projects are met and delivered efficiently Oversee and contribute to improvements and innovations in TIQ procedures Help coordinate proposals for and outcomes from the IEA Research and Development Fund
Name of employer	Stichting IEA Secretariaat Nederland, IEA Amsterdam
Type of business or sector	Non-profit research organization
Dates	02/2019–04/2023
Occupation or position held	Senior Research Officer
Main activities and responsibilities	Responsible for the International Quality Control Program for ICCS, ICILS, and other studies including training and oversight Assisted with translation verification processes and procedures Conducted statistical analyses of IEA data for use in social media posts or presentation at international conferences
Name of employer	Stichting IEA Secretariaat Nederland, IEA Amsterdam
Type of business or sector	Non-profit research organization
Dates	10/2014–01/2019
Occupation or position held	Statistician
Main activities and responsibilities	Planned, organized, wrote, and supervised contract staff on the production of U.S. indicator reports and publications Represented the United States as the delegate for several OECD networks involved in the production of Education at a Glance
Name of employer	National Center for Education Statistics (NCES), U.S. Department of Education
Type of business or sector	Government
Dates	2009–2014
Occupation or position held	Research Associate and PhD Candidate
Main activities and responsibilities	Initiated and wrote substantive analytic and research papers and conference presentations based on education survey data including completing complex statistical analyses in SPSS, SAS, and other statistical programs
Name of employer	University of Maryland, College Park
Type of business or sector	University
Dates	2004–2009
Occupation or position held	Research Technician
Main activities and responsibilities	Coordinated data collection for 500 classrooms in secondary classrooms across

Name of employer	University of Michigan, Ann Arbor
Type of business or sector	Research Technician
<b>Other Professional Activities</b>	
Current	Member of the International Test Commission (ITC); Member of Comparative and International Education Society (CIES); Ad hoc reviewer for academic journals
Past	Adjunct Professor, American University School of Education Course taught: Overview of Quantitative and Qualitative Research Strategies Adjunct Professor, University of Maryland School of Education Courses taught: Research Methods, Adolescent Development, and Educational Psychology
<b>Education and Training</b>	
Dates	2014
Title of qualification awarded	Ph.D.
Principle subjects/occupational skills covered	Motivational Processes and the Pursuit of Postsecondary Education/Specialization in Educational Psychology
Name and type of organization providing education and training	University of Maryland, College Park; Department of Human Development and Quantitative Methodology
Dates	2013
Title of qualification awarded	Master of Arts
Principle subjects/occupational skills covered	Educational Measurement, Statistics, and Evaluation
Name and type of organization providing education and training	University of Maryland, College Park; Department of Human Development and Quantitative Methodology
Dates	2004
Title of qualification awarded	Bachelor of Arts
Principle subjects/occupational skills covered	Psychology and English Literature
Name and type of organization providing education and training	University of Michigan, Ann Arbor
<b>Personal Skills and Competencies</b>	
Mother tongue(s)	English
Computer skills and competencies	Microsoft Office, SPSS, R, IEA IDB Analyzer

## Publications

**Musu, L., & Hartmanová, K. (2024).** Quality assurance in ICCS 2022. In: Schulz, W., Friedman, T., & Fraillon, J. (Eds), *IEA ICCS 2022 Technical Report*, pp. 95–116. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). <https://www.iea.nl/sites/default/files/2024-07/ICCS%202022%20Technical%20Report.pdf>

**Musu, L., Hartmanová, K., Wagner, J., Friedman, T., & Helou, L. (2024).** Preparation and verification of the ICCS 2022 study instruments. In: Schulz, W., Friedman, T., & Fraillon, J. (Eds), *IEA ICCS 2022 Technical Report*, pp. 62–72. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). <https://www.iea.nl/sites/default/files/2024-07/ICCS%202022%20Technical%20Report.pdf>

Fernández-Villà, G. & **Musu, L.** (2021). Follow me for more content: How does social media use relate to activism among young people? Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

<https://www.iea.nl/publications/series-journals/iea-compass-briefs-education-series/september-2021-how-does-social>

**Musu, L.**, Dohr, S., & Netten, A. (2020). Quality control during data collection: Refining for rigor. In: Wagemaker, H. (Ed), *The Reliability and Validity of International Large-Scale Assessment*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). <https://www.iea.nl/publications/series-journals/iea-research-education/reliability-and-validity-international-large>

Dohr, S., Friedman, T., Ebbs, D., & **Musu, L.** (2020). Instrument preparation and verification of the ICILS 2018 study instruments. In: Fraillon, J., Ainley, J., Schulz, W., Friedman, T., & Duckworth, D. (Eds), *IEA International Computer and Information Literacy Study 2018 Technical Report*, pp. 49–57. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

[https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL\\_0.pdf](https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL_0.pdf)

Dohr, S., **Musu, L.**, & Ebbs, D. (2020). Quality assurance procedures for ICILS 2018. In: Fraillon, J., Ainley, J., Schulz, W., Friedman, T., & Duckworth, D. (Eds), *IEA International Computer and Information Literacy Study 2018 Technical Report*, pp. 49–57. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

[https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL\\_0.pdf](https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL_0.pdf)

Wang, K., Rathbun, A., and **Musu, L.** (2019). *School Choice in the United States: 2019* (NCES 2019-106). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

**Musu, L.**, Zhang, A., Wang, K., Zhang, J., and Oedekerck, B. (2019). *Indicators of School Crime and Safety 2018* (NCES 2019-047). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

De Brey, C., **Musu, L.**, Wilkinson-Flicker, S., Branstetter, C., and Diliberti, M., (2018). *Status and Trends in the Education of Racial and Ethnic Groups 2018* (NCES 2018-201). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

**Musu-Gillette, L. E.**, Wigfield, A., Harring, J., & Eccles, J. (2015). How students' expectancies and values in math predict their choice of college major: A longitudinal analysis. *Educational Research and Evaluation*.

Gilbert, M. C., **Musu-Gillette, L. E.**, Woolley, M. E., Karabenick, S. A., Strutchens, M., & Martin, W. G. (2014). Effects of students' perceptions of the classroom environment on their motivation and achievement in mathematics. *Learning Environments Research*. doi: 10.1007/s10984-013-9151-9

**Musu-Gillette, L. E.**, Barofsky, M. Y., & List, A. (2014). Exploring the relationship between student approaches to learning and reading achievement at the school level. *Journal of Early Childhood Literacy*. doi: 10.1177/1468798413512846