

## Curriculum Vitae

### Personal Information

First name(s)/Surname(s)	<b>Dr. Dirk Hastedt</b>
Professional email	d.hastedt@iea.nl
Work phone	+31 (0)20 625 3625
Nationality	German
Date of birth	16/02/1965
Gender	Male

### Position/Organization

#### Work Experience

Dates	04/2014–present
Occupation or position held	IEA Executive Director
Main activities and responsibilities	Oversee the organization's operations, studies, and services in a manner that supports the core mission of IEA. Drive the overall strategic vision of IEA, and work to enhance the quality and growth of the organization's portfolio. Advise countries on study participation worldwide. Develop and maintain effective relationships with member countries, researchers, policy makers and other key players in the education sector.
Name of employer	Stichting IEA Secretariaat Nederland
Type of business or sector	Non-profit research organization
Dates	2001–04/2014
Occupation or position held	Co-Director of the IEA Hamburg
Main activities and responsibilities	Responsible for the IEA Hamburg's international work. Oversaw data processing for SITES, TEDS-M, ICCS 2009, PIRLS 2006, TIMSS 2003 and 2007. Study Director for TALIS 2008 and 2013.
Name of employer	Stichting IEA Secretariaat Nederland, IEA Hamburg (formerly IEA Data Processing and Research Center)
Type of business or sector	Non-profit research organization
Dates	1997–2001
Occupation or position held	Senior Researcher
Main activities and responsibilities	Project Manager for data processing for TIMSS 1999: Responsible for all data processing activities in accordance with the stated study objectives and analytical plans in coordination with the study center. Supervised the programming tasks. Conducted and supervised quality control procedures in data processing.
Name of employer	Stichting IEA Secretariaat Nederland, IEA Hamburg
Type of business or sector	Non-profit research organization
Dates	1994–1997
Occupation or position held	Programmer
Main activities and responsibilities	Data Processing Specialist for TIMSS 1995: Developed software for data processing, data cleaning and calculation of statistics. Processed all data files in cooperation with the participating countries.
Name of employer	Stichting IEA Secretariaat Nederland, IEA Hamburg
Type of business or sector	Non-profit research organization

Dates	1989–1992
Occupation or position held	Assistant
Main activities and responsibilities	Data processing for the IEA Reading Literacy Study: developed scaling algorithms, tested programming data and cleaning routines; software testing, software manual development (DEM).
Name of employer	Stichting IEA Secretariaat Nederland, IEA Hamburg
Type of business or sector	Assistant

### Other Professional Activities

Current	Acting chair of the IEA Technical Executive Group (TEG) Co-editor in chief of the IEA-ETS Research Institute's journal "Large-Scale Assessments in Education"
Past	Lecture at the University of Vienna: Models and methods of international comparative student assessment and educational research, November 2014

### Education and Training

Dates	2014
Title of qualification awarded	Doctor of Philosophy in Education
Principle subjects/occupational skills covered	Title of Dissertation: Mathematics Achievement of Immigrant Students
Name and type of organization providing education and training	University of Vienna

Dates	1994
Title of qualification awarded	Diploma in Mathematics
Principle subjects/occupational skills covered	Stochastics
Name and type of organization providing education and training	University of Hamburg

### Personal Skills and Competencies

Mother tongue(s)	German
Other language(s)	English
Computer skills and competencies	Expert User of MS-office applications, statistical software (SPSS, SAS); IDB Analyzer

### Publications

Cortes, D., Hastedt, D. & Meinck, S. Evaluating uncertainty: the impact of the sampling and assessment design on statistical inference in the context of ILSA. *Large-scale Assess Educ* 13, 10 (2025). <https://doi.org/10.1186/s40536-025-00246-x>

Chen, M., & Hastedt, D. (2022). The paradoxical relationship between students' non-cognitive factors and mathematics & science achievement using TIMSS 2015 dataset. *Studies in Educational Evaluation*, 73, 101145. <https://doi.org/10.1016/j.stueduc.2022.101145>

Caldwell, N., Foy, P., Hastedt, D., Martin, M.O., Mullis, I.V.S (1999): *Technical Standards for IEA Studies, 1999*. Amsterdam.

Chavatzia, T., Engel, L., & Hastedt, D. (2016). Where are the immigrant girls? (Policy Brief number 12).

Chen, M., & Hastedt, D. (2022). The paradoxical relationship between students' non-cognitive factors and mathematics & science achievement using TIMSS 2015 dataset. *Studies in Educational Evaluation*, 73(6), 101-145.

- Gonzalez, E. J., & Hastedt, D. (2000). TIMSS field operations and data preparation. In M. O. Martin, K. D. Gregory, & S. Stemler (Eds.), *TIMSS 1999 technical report* (pp. 119–132). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Gonzalez, E. J., & Hastedt, D. (2001). Data collection and data preparation for TIMSS 1999 countries. In M. O. Martin, Gregory, Kelvin D., O'Connor, Kathleen M., & S. Stemler (Eds.), *TIMSS 1999 benchmarking technical report* (pp. 145–162). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Gonzalez, E. J., Hastedt, D., & Kennedy, A. M. (2003). PIRLS survey operations procedures. In M. O. Martin, I. V.S. Mullis, & A. M. Kennedy (Eds.), *PIRLS 2001 technical report* (pp. 67–82). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Hastedt, D. & Becker, M. (2024). Querschnittliche und längsschnittliche Forschungsansätze und Large Scale Assessments in der Bildungsforschung. In McElvany, et al. *Dortmunder Symposium der Empirischen Bildungsforschung*, 7, 95–110. Dortmund, DE: Waxmann Verlag GmbH.
- Hastedt, D., & Gonzalez, E. J. (2000). Data management and database construction. In M. O. Martin, K. D. Gregory, & S. Stemler (Eds.), *TIMSS 1999 technical report* (pp. 191–204). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Hastedt, D. (2004). Difference between multiple-choice and constructed response items in PIRLS 2001. In C. Papanastasiou (Ed.), *Proceedings of the IRC-2004 PIRLS* (pp. 160–170). Nicosia, Cyprus.
- Hastedt, D., Sibberns, H. (2022). Future Directions, Recommendations, and Potential Developments of ILSA. In: Nilsen, T., Stancel-Piątak, A., Gustafsson, J.E. (eds) *International Handbook of Comparative Large-Scale Studies in Education*. Springer International Handbooks of Education. Springer, Cham. [https://doi.org/10.1007/978-3-030-38298-8\\_24-1](https://doi.org/10.1007/978-3-030-38298-8_24-1)
- Hastedt, D., & Sibberns, H. (2005). Differences between multiple choice items and constructed response items in the IEA TIMSS surveys. *Studies in Educational Evaluation*, 31(2-3), 145–161.
- Hastedt, D. (2006). Inconsistent student responses to questions related to their mathematics lessons. In S. J. Howie & T. Plomp (Eds.), *Contexts of learning mathematics and science: Lessons learned from TIMSS* (pp. 51–70). Routledge.
- Hastedt, D., & Desa, D. (2015). Linking errors between two populations and tests: A case study in international surveys in education. *Practical Assessment, Research & Evaluation*, 20(14).
- Hastedt, D. (2016). *Mathematics achievement of immigrant students*. Cham, Switzerland: Springer International Publishing.
- Hastedt, D., & Rocher, T. (2020). International large-scale assessments (ILSAs) in education: A brief guide (Compass Brief number 10).
- Hastedt, D., Eck, M., Kim, E., & Sass, J. (2021). Female science and mathematics teachers: Better than they think? (Compass Brief number 13)
- Katschnig, T., & Hastedt, D. (2017). Too Scared to Learn? Understanding the Importance of School Safety for Immigrant Students. (Policy Brief No. 15). International Association for the Evaluation of Educational Achievement.
- Lundberg, I. and Hastedt, D. (1995). The development of the international constructs. *The IEA Reading Literacy Study: Technical report*. The Hague, the Netherlands.
- Neuschmidt, O., Barth J., & Hastedt, D. (2008). Trends in gender differences in mathematics and science (TIMSS 1995–2003). *Studies in Educational Evaluation*, 34(2), 56–72.
- Prusinski, E., Hastedt, D., & Dohr, S. (2019). Do Both Boys and Girls Feel Safe at School-and Does It Matter? Academic Achievement and Feelings of Safety: A Closer Look at Gender and Grade Level Differences. (Policy Brief number 5). International Association for the Evaluation of Educational Achievement.
- Sibberns, H., Hastedt, D., Bruneforth, M., Schwippert, K. and Gonzalez, E.J. (1997): Data management and construction of the TIMSS database. In M. O. Martin & D. L. Kelly (Eds.), *TIMSS technical report volume II: Implementation and analysis* (pp. 47–69). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Sibberns, H., Hastedt, D., Bruneforth, M., Schwippert, K., & Gonzalez, E. J. (1998). Data management and construction of the TIMSS database. In M. O. Martin & D. L. Kelly (Eds.), *TIMSS technical report volume III: Implementation and analysis* (pp. 37–56). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Watkins, R., Engel, L.C. & Hastedt, D. (2015). Is the “net generation” ready for digital citizenship? Perspectives from the IEA International Computer and Information Literacy Study 2013. (Policy Brief number 6).