

## Curriculum Vitae

Prof. Dr. Isabell van Ackeren

Date of birth: December 1974

University of Duisburg-Essen  
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## Scientific Vita

- 1994-1999 University training, high school teacher (Educational Sciences, German Language and Literacy Studies, Biology), University of Essen and University of Amsterdam
- 1999 State Examination for Secondary school teaching, University of Essen
- 2003 Ph.D. in Educational Sciences, University of Duisburg-Essen
- 2007-2009 Associate Professor (W2) of Educational Research, Johannes Gutenberg-University of Mainz
- 2009-present Full professor (W3) of Educational Sciences, University of Duisburg-Essen

## Awards

- 1999 Award for Exceptional Study Success, University of Duisburg-Essen
- 2003 Best Dissertation / Educational Sciences, University of Duisburg-Essen

## Professional Activities

- 2003-present Member of the Research Group and the Graduate School "Teaching and Learning Science"
- 2003-2007 Member of the "International Comparative Study Working Group" at the "German Institute for International Educational Research" (DIPF)
- 2004-present Co-editor of the journal "Die Deutsche Schule"
- 2004-2006 Deputy Professor of School Pedagogy, University of Duisburg-Essen
- 2006-2007 Development of Bachelor/Master Curriculum for Educational Sciences, Chair of the Bachelor/Master-Commission on behalf of the President of Gutenberg-University Mainz
- 2007-2009 Spokesperson of the Center for Educational and Higher Educational Research
- 2007-present Member of the American Educational Research Association (Research, Evaluation and Assessment; School Effectiveness and School Improvement)  
Adhoc Reviewer for the German Research Foundation (DFG) and the Federal Ministry of Education and Research (BMBF)  
Adhoc Reviewer for scientific journals
- 2007-present Member of the Jury "Starke Schule" (nationwide school competition)
- 2009-2010 Development of Bachelor/Master Curriculum for Educational Sciences, Chair of the Bachelor/Master-Commission, Department of Educational Sciences, University of Duisburg-Essen
- 2009-2011 Deputy Director of the Institute of Education
- 2010-present Dean of Study Affairs, Faculty of Educational Sciences
- Since 2012 Member of the Advisory Board of the "Gutenberg Lehrkolleg" (Gutenberg Teaching Council) at Gutenberg-University Mainz

## Fields of Interests

- School Effectiveness and School Improvement Research
- Educational Governance and Policy
- Comparative Education

## Selected Publications

complete list of publications:

[http://www.uni-due.de/bifo/vanackerens\\_veroeffentlichungen.php](http://www.uni-due.de/bifo/vanackerens_veroeffentlichungen.php)

1. Ackeren, I. van, Block, R., Klein, E.D. & Kühn, S.M. (submitted). The Impact of Statewide Exit Exams: A Descriptive Case Study of Three German States with Differing Low Stakes Exam Regimes.
2. Fricke, K., Ackeren, I. van, Kauertz, A. & Fischer, H. E. (in press). Students' Perceptions of Their Teacher's Classroom Management in Elementary and Secondary Science Lessons. In: T. Wubbels, J. van Tartwijk, P. den Brok, J. Levy (Ed.), *Interpersonal Relationships in Education (Advances in Learning Environments series)*. Rotterdam, The Netherlands: SENSE Publishers.
3. Klein, E.D. & Ackeren, I. van (in press). Challenges and Problems for Research in the Field of Statewide Exams. A Stock Taking of Differing Procedures and Standardization Levels. *Studies in Educational Evaluation*
4. Liegmann, A.B. & Ackeren, I. van (in press): Impact of PIRLS. Comparative Synthesis. In: K. Schwippert et al. (Ed.), *Progress in Reading Literacy. The Impact of PIRLS 2006 in 12 Countries*. Münster: Waxmann.
5. Ackeren, I. van & Klemm, K. (2011). *Entstehung, Struktur und Steuerung des deutschen Schulsystems [History, Structure and Governance of the German Educational System]*. Wiesbaden: VS Verlag.
6. Ackeren, I. van, Zlatkin-Troitschanskaia, O., Binnewies, C., Clausen, M., Dormann, C., Preisendörfer, P., Rosenbusch, C. & Schmidt, U. (2011), Evidenzbasierte Schulentwicklung. Ein Forschungsüberblick aus interdisziplinärer Perspektive [Evidence-based School Improvement. An Interdisciplinary Review]. *Die Deutsche Schule*, 103 (2), 170-184.
7. Ackeren, I. van & Clausen, M. (2011). Soziale Kompetenzen im Kontext schulischer Leistungsmessung und -bewertung [Social Competencies and the Context of School Assessment]. In: M. Limbourg, G. Steins (Ed.): *Sozialerziehung in der Schule*. Wiesbaden: VS Verlag, S. 475-496.
8. Ackeren, I. van, Klein, E.D. & Strunck, S. (2011). Internationale Tendenzen der Schulentwicklung [International Trends in School Development]. In: H.U. Grunder, K. Kansteiner-Schänzlin, H. Moser, *Lehrerwissen kompakt. Grundlagen für die Aus- und Weiterbildung von Lehrerinnen und Lehrern* (59-71). Hohengehren: Schneider.
9. Ackeren, I. van & Brauckmann, S. (2010). Internationale Diskussions-, Forschungs- und Theorieansätze zur Governance im Schulwesen [International Discussions, Research and Theory on School Governance]. In H. Altrichter, H., K. Maag Merki, *Ein neues Steuerungsmodell für das Schulwesen? Forschungsstrategien und Ergebnisse der schulischen Governance-Forschung* (41-61). Wiesbaden: VS Verlag.
10. Ackeren, I. van & Kühn, S.M. (2010). Zwischen Anspruch und Realität. Unterrichtsstile und Klassenführung in Kanada und Finnland [Between Rhetoric and Reality. Teaching Styles and Classroom Management in Canada and Finland]. In: T. Bohl, K. Kansteiner-Schänzlin, M. Kleinknecht, B. Kohler, A. Nold (Ed.), *Selbstbestimmung und Classroom-Management. Empirische Befunde und Entwicklungsstrategien zum guten Unterricht* (31-48). Bad Heilbrunn: Klinkhardt.

11. Klein, E.D., Kühn, S.M., Ackeren, I. van & Block, R. (2009). Wie zentral sind zentrale Prüfungen? Abschlussprüfungen am Ende der Sekundarstufe II im nationalen und internationalen Vergleich [How Standardized are Nationwide Exit Examinations? National and International Comparison of Examinations at the End of Upper Secondary Education]. *Zeitschrift für Pädagogik*, 55 (4), 596-621.
12. Ackeren, I. van, Block, R., Kullmann, H., Sprütten, F. & Klemm, K. (2008). Schulkultur als Kontext naturwissenschaftlichen Lernens. Allgemeine und fachspezifische explorative Analysen [School Culture as a Context of Science Learning. General and Subject-specific Analyses]. *Zeitschrift für Pädagogik*, 54 (3), 341-360.
13. Ackeren, I. van (2008). Schulentwicklung in benachteiligten Regionen. Eine exemplarische Bestandsaufnahme von Forschungsbefunden und Steuerungsstrategien [School Improvement in Challenging Circumstances. Review of Research and Governance Strategies]. In W. Lohfeld, F. Hamburger, F. (Ed.), *Gute Schulen in schlechter Gesellschaft* (47-58). Wiesbaden: Verlag für Sozialwissenschaften. Wiesbaden: VS Verlag.
14. Ackeren, I. van (2006): Freie Wahl der Grundschule? Zur Aufhebung fester Schulbezirke und deren Folgen [Free School Choice in Basic Education? The Suspension of Determined Catchment Areas and its Consequences]. *Die Deutsche Schule*, 98 (3), 301-310.
15. Döbert, H., Ackeren, I. v., Bos, W., Klemm, K., Klieme, E., Lehmann, R. H., Kopp, B. v., Schwippert, K., Sroka, W. & Weiß, M. (International Comparative Study Working Group) (Ed.) (2004): Features of Successful School Systems. A Comparison of Schooling in Seven Countries. Münster, New York, München und Berlin.
16. Ackeren, I. van (2003). *Evaluation, Rückmeldung und Schulentwicklung. Erfahrungen mit zentralen Test, Prüfungen und Inspektionen in England, Frankreich und den Niederlanden* [Evaluation, Feedback and School Improvement. Standardized Tests, Examinations and School Inspections in England, France and the Netherlands]. Münster: Waxmann.