

Dr. Esther Dominique Klein

bifo working group
Faculty of Educational Sciences
University of Duisburg-Essen

Berliner Platz 6-8
45127 Essen
Germany
Room: WST-C.03.11

Phone: +49 201 183 2961
E-Mail: dominique.klein[at]uni-due.de
URL: http://www.uni-due.de/bifo/team_klein.php

Dominique Klein is a Postdoc in the Education System and School Development Research unit of the bifo working group, Institute of Education, University of Duisburg-Essen.

Her main research interests and areas of expertise comprise school development, educational governance, and international comparative education research.

Research projects

Education

Employment career

Intercultural experience

Publications

Research projects

2014	„Effective Leadership and School Turn Around in Context“, funded by the Rectorate of the University of Duisburg-Essen in the Program for the Promotion of Junior Researchers Role: Principal investigator
2012 - 2013	Scientific support and evaluation of the school competition „Starke Schule. Deutschlands beste Schulen, die zur Ausbildungsreife führen [Strong School. Germany's best schools leading to certificates of lower secondary education]“ in collaboration with Johannes Gutenberg-University Mainz, funded by the Hertie Foundation
2009 - 2011	„Bedingungen und Wirkungen dezentraler und zentraler Abschlussprüfungen im naturwissenschaftlichen Unterricht [Conditions and Effects of Statewide and School-Based Exit Exams in Science]“ (2nd project cycle) at the research group and graduate school „Teaching and Learning of Science“, funded by the German Research Foundation (DFG) Role: Project coordinator (Principal investigators: Prof. Dr. Isabell van Ackeren, Prof. Dr. Hans E. Fischer)

Education

Dec. 2012	PhD in Education Title of the dissertation: “Statewide Exit Exams as Governance and School Development Instrument. An International Comparative Analysis of State Intentions and School Implementation in Diverging Governance Contexts”
Nov. 2009 – Dec. 2012	PhD Studies at the research group and graduate school „Teaching and Learning of Science“, University of Duisburg-Essen, Germany
May 2007	First State Examination for teachers in lower and upper secondary education, University of Duisburg-Essen, Germany
Oct. 2001 – May 2007	Studies of English, Social Studies, and Education for teachers in lower and upper secondary education, University of Duisburg-Essen, Germany
June 2001	General Higher Education Entrance Qualification (Abitur) Kopernikus-Gymnasium Lintorf, Ratingen, Germany

Employment career

from Nov. 2009	Research Assistant University of Duisburg-Essen, Germany, Faculty of Educational Sciences, AG bifo
Jan. 2008 – Oct. 2009	Research Assistant Johannes-Gutenberg-University Mainz, Germany, Faculty 02: Social Sciences, Media and Sports; Department of Education and Education Research
Aug. 2007 – Dec. 2007	Assistant in the Research Project „Conditions and Effects of Statewide and School-Based Exit Exams in Science“ at the University of Duisburg-Essen

Intercultural experience

Mar. 2011 – May 2011	Visiting Researcher at the Graduate School of Education, University of California – Berkeley, invited by Prof. Dr. Heinrich Mintrop
Apr. 2011 – May 2011	School visits in different High Schools in San Francisco, California, USA
Feb. 2010 – Mar. 2010	Interviews with representatives of educational administration in Finland, Ireland, and the Netherlands
Feb. 2010	School visits in different post-primary schools in Dublin, Ireland
since Nov. 2009	International collaborations with researchers inter alia from the University of Helsinki (Finland), Eindhoven School of Education (Netherlands), Harvard Graduate School of Education (USA)
since Apr. 2009	Attendance at international conferences in Europe, the USA, and Asia

Publications

Monographs:

Ackeren, I. van & Klein, E.D. (in preparation): *Sozioökonomisch und bildungsbenachteiligte Jugendliche in Deutschland. Eine Zusammenstellung zentraler Grundlagen und Befunde aus Schul Leistungsvergleichsstudien [Socioeconomically and Educationally Disadvantaged Adolescents in Germany. A synopsis of the rationale and central findings from Large Scale Assessments]*. Expert report to order of the Wübben Foundation.

Klein, E.D. (2013): *Statewide Exit Exams, Governance, and School Development. An International Comparison*. Münster: Waxmann.

Papers in peer-reviewed journals:

Klein, E.D., Krüger, M., Kühn, S.M. & Ackeren, I. van (2014): Wirkungen zentraler Abschlussprüfungen im Mehrebenensystem Schule. Eine Zwischenbilanz internationaler und nationaler Befunde und Forschungsdesiderata. [Effects of statewide exit exams in a multi-level school system. An interim report of international and national findings and research desiderata]. *Zeitschrift für Erziehungswissenschaft*, 17(7), 7-33.

Ackeren, I. van, Block, R., Klein, E.D. & Kühn, S.M. (2012): The Impact of Statewide Exit Exams: A Descriptive Case Study of Three German States with Differing Low Stakes Exam Regimes. *Education Policy Analysis Archives*, 20(8), 1-30.

Block, R., Klein, E.D., Ackeren, I. van & Kühn, S.M. (2011). Leistungseffekte des Zentralabiturs? Eine kritische Auseinandersetzung mit bildungsökonomischen Interpretationen zu den Effekten der Prüfungsorganisation auf der Basis von PISA E 2003-Daten [Performance Effects of the Statewide Abitur? A critical discussion of education economists' interpretations of effects of the exam organization based on data from PISA E 2003]. *bildungsforschung*, 8(1), 215-238.

Klein, E.D. & Ackeren, I. van (2011): Challenges and Problems for Research in the Field of Statewide Exams. A stock taking of differing procedures and standardization levels. *Studies in Educational Evaluation*, 37 (4), 180-188.

Klein, E.D., Kühn, S.M., van Ackeren, I. & Block, R. (2009): Wie zentral sind zentrale Prüfungen? Abschlussprüfungen am Ende der Sekundarstufe II im nationalen und internationalen Vergleich [How Standardized are Statewide Exit Exams? Exit exams at the end of upper secondary education in a national and international comparison]. *Zeitschrift für Pädagogik*, 55(4), 596-621.

Papers in non peer-reviewed journals and magazines:

- Klein, E.D., Ackeren, I. van & Herrlinger, S. (in print): Was macht starke Schulen stark? Praxisbericht aus der wissenschaftlichen Begleitung des Projekts „Starke Schule“ [How Do Strong Schools Get Strong? A practitioners' report from the evaluation of the project „Strong School“]. *SchulVerwaltung, Ausgabe Hessen/Rheinland-Pfalz*.
- Mersch, S., Klein, E.D. & Ackeren, I. van (2013): Trends der internationalen Schulentwicklungsforschung? [Trends in International School Development Research?] *Journal für Schulentwicklung*, 17(2), 7-14.
- Klein, E. D. & Liegmann, A. B. (2010): Der Frauenanteil im Lehrberuf an den Schulen steigt. (K)ein Grund zur Freude!? *Neue Deutsche Schule*, 2, S. 18.
- Kühn, S.M., Klein, E.D., Ackeren, I. van & Block, R. (2009): Zentrale Abiturprüfungen: heterogen. *SchulVerwaltung, Ausgabe NRW*, 11, S. 320-323.
- Kühn, S.M., van Ackeren, I., Block, R. & Klein, E.D. (2009): Zentrale Abiturprüfungen. Zur Heterogenität der Prüfungsverfahren in Deutschland. *SchulVerwaltung, Ausgabe Hessen/Rheinland-Pfalz*, 10, S. 281-284.

Papers in edited volumes:

- Ackeren, I. van, Brauckmann, S. & Klein, E.D. (in preparation): Internationale Diskussions-, Forschungs- und Theorieansätze zur Governance im Schulwesen [International Discourses, Research, and Theories on Governance in the School System]. In: *Handbuch Neue Steuerung im Schulsystem, 2nd ed.*
- Ackeren, I. van & Klein, E.D. (2012): Internationale Schulstrukturvergleiche [International Comparisons of School Structure]. In: Bauer, U., Bittlingmayer, U. & Scherr, A. (Eds.): *Handbuch Bildungs- und Erziehungssoziologie* (pp. 779-793). Wiesbaden: VS Verlag.
- Ackeren, I. van, Klein, E.D. & Strunck, S. (2011): Internationale Tendenzen der Schulentwicklung [International Tendencies of School Development]. In: Grunder, H.U., Kansteiner-Schänzlin, K. & Moser, H. (Eds.): *Lehrerwissen kompakt. Grundlagen für die Aus- und Weiterbildung von Lehrerinnen und Lehrern* (pp. 59-71). Hohengehren: Schneider.
- Ackeren, I. van & Klein, E.D. (2009): Rückmeldung und Nutzung empirischer Forschungsbefunde zur Qualitätsentwicklung des Bildungssystems und der Einzelschule [Feedback and Use of Empirical Research Findings on Quality Development in the Education System and Individual Schools]. In: Berkemeyer, N., Bonsen, M. & Harazd, B. (Eds.): *Perspektiven der Schulentwicklungsforschung. Festschrift für Hans-Günter Rolff* (pp. 149-165). Weinheim und Basel: Beltz Verlag.

Reports and reviews:

- Klein, E.D. (2010): Review of: Thomas Brüsemeister & Klaus-Dieter Eubel (Hrsg.) (2008): *Evaluation, Wissen und Nichtwissen [Evaluation, Knowing, and Not-Knowing]*. Wiesbaden: VS Verlag. *Die Deutsche Schule*, 102(2), 181-182.
- Klein, D. & Strunck, S. (2009): Von der Effektivität des Bildungswesens. Bericht über die internationale Konferenz "Educational Effectiveness: Theoretical and Methodological Challenges for Research" [On the Effectiveness of the Education System. Report on the international conference "Educational Effectiveness: Theoretical and Methodological Challenges for Research"]. *Die Deutsche Schule*, 101(1), 94-96.
- Klein, D. & Strunck, S. (2008): Die (Un-)Abhängigkeit von Wissenschaft - Politik - Medien. Bericht über die Festveranstaltung zum 100. Jahrgang der Zeitschrift „Die Deutsche Schule“ [The (In-)Dependence of Science – Politics – Media. Report on the gala in celebration of the 100th volume of „Die Deutsche Schule“]. *Die Deutsche Schule*, 100(3), 369-374.
- Klein, D. (2008): Review zu: Ernst Rösner (2007): *Hauptschule am Ende. Ein Nachruf [Hauptschule Finished. An Obituary]*. Münster: Waxmann. *Die Deutsche Schule*, 100(2), 259-260.

Invited paper presentations:

- Klein, E.D. (2013): *Was macht starke Schulen stark? Ergebnisse und Perspektiven der wissenschaftlichen Begleitung von „Starke Schule. Deutschlands beste Schulen, die zur Ausbildungsreife führen“ [What Makes Strong Schools Strong? Results and prospects of the scientific support of „Strong School. Germany's Best Schools Leading to Certificates of Lower Secondary Education]*. Paper presented at the expert talk in the context of the School Competition, Frankfurt am Main, November 2013.
- Klein, E.D. (2011): *Differing Features of Exit Examinations Across Selected OECD Countries. Or: There's more than one way to skin a cat!* Paper presented at the Annual Conference of the State Examinations Commission, Tullow, Ireland, February 2011.

International paper presentations and discussions:

- Klein, E.D. (2013): *Teachers' Attitudes and Strategies in Preparing their Students for Statewide Exit Exams in Finland, Ireland, and the Netherlands*. Paper presented at the European Conference on Educational Research in Istanbul, Turkey, September 2013.
- Klein, E.D. & Ackeren, I. van (2013): *Do Stakes for Students Incite Improvement? An International Comparative Analysis of Statewide Exit Exams*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA) in San Francisco, California, USA, April 2013.
- Klein, E.D. (2012): *Making Upper Secondary Education More Effective?! Discussion of the Symposium at the meeting of the Earli SIG 18 "Educational Effectiveness" in Zurich, Switzerland, August 2012*.
- Klein, E.D. & Ackeren, I. van (2011): *Improving Schools With Statewide Exit Exams? Evidence from Finland, Ireland and the Netherlands*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA) in New Orleans, Louisiana, USA, April 2011.
- Klein, E.D. (2010): *The Differing Purposes and Effects of State-Wide Exit Examinations. A comparison of Finland, Ireland and the Netherlands from a Governance perspective*. Paper presented at the Annual Meeting of the International Association of Educational Assessment (IAEA), Bangkok, Thailand, August 2010.
- Klein, E. D. & Ackeren, I. van (2010): *State-wide Exit Examinations in European OECD-States. A review of different High School Exit Examination procedures*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA) in Denver, Colorado, USA, May 2010.

National paper presentations:

- Klein, E.D. & Ackeren, I. van (2014): *Zwischen den Fronten?! Selektion, Rechenschaftslegung und datengestützte Schulentwicklung im Kontext zentraler Abschlussprüfungen – ein internationaler Vergleich [Caught in the Middle?! Selection, accountability, and data-based school Development in the context of statewide exit exams – an international comparison]*. Paper presented at the meeting of the German Association of Education (DGfE), Berlin, Germany, March 2014.
- Klein, E.D. & Ackeren, I. van (2012): *Schulentwicklung durch zentrale Abschlussprüfungen? Bildungspolitische Intentionen und einzelschulische Umsetzung in drei europäischen Ländern [School Development With Statewide Exit Exams? Policy intentions and school implementation in three European countries]*. Paper presented at the meeting of the German Association of Education (DGfE), Osnabrück, Germany, March 2012.
- Klein, E.D. (2011): *...und was kommt an? Steuerungsententionen und schulische Rekonzeptualisierung von zentralen Abschlussprüfungen im internationalen Vergleich [...And What Gets Through? State intentions linked to statewide exit exams and their reconceptualization in an international comparison]*. Paper presented at the meeting of the Kommission für Bildungsorganisation, Bildungsplanung, Bildungsrecht (KBBB), Bayreuth, Germany, October 2011.

Klein, E.D. (2010): *Zwischen Vergleichbarkeitssicherung, Lehrerprofessionalität und Rechenschaftslegung: Funktionen zentraler Abschlussprüfungen in Finnland, Irland und den Niederlanden* [Between Securing Comparability, Teacher Professionalism, and Accountability: Functions of statewide exit exams in Finland, Ireland, and the Netherlands]. Paper presented at the meeting of the Kommission für Bildungsorganisation, Bildungsplanung, Bildungsrecht (KBBB), Dortmund, Germany, October 2010

Poster presentations:

Klein, E.D. & Ackeren, I. van (2013): *Statewide Exit Exams, Governance, and School Development. An International Comparison*. Poster presented at the International Summer Fair of the University of Duisburg-Essen, July 2013.

Klein, E.D. & Ackeren, I. van (2013): *Zentrale Abschlussprüfungen als Steuerungs- und Entwicklungsinstrument. Staatliche Intention und schulische Umsetzung in drei europäischen Staaten* [Statewide exit exams as Governance and Development Tool. State intentions and school implementation in three European Countries]. Poster presented at the gala in celebration of the 10th anniversary of the research group "Teaching and Learning of Science, Essen, Germany, February 2013.

Klein, E. D. & Ackeren, I. van, Fischer, H.E. (2010): *Zentrale Abschlussprüfungen im internationalen Vergleich. Analyse der differenziellen Wirkungen auf Schule und Unterricht aus einer Governance-Perspektive* [Statewide Exit Exams in an International Comparison. Analysis of differing effects on schools and instruction from a Governance perspective]. Poster presented at the meeting of the German Association of Education (DGfE), Mainz, Germany, March 2010.

Klein, E.D. & Kühn, S.M. (2009): *The Impact of Differently Structured Standardized Exit Examinations on Learning and Teaching in Upper Secondary Education. Comparing the German Länder and Selected OECD-Countries From a Governance Perspective*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA) in San Diego, California, USA, April 2009.