

CURRICULUM VITAE (Stand May 2023)

Univ.-Prof. Dr. phil. Isabell van Ackeren-Mindl

*December 1974

University of Duisburg-Essen (UDE)
Universitätsstr. 2, 45141 Essen, Germany
Phone +49 2011832233 (-2234)
isabell.van-ackeren@uni-due.de



Full Professor of Education System and School Development Research (W3)

Research Group on Educational Research (AG Bildungsforschung; Lead)
Institute for Educational Science, Faculty of Educational Sciences

1. Main Areas of Research
2. Qualifications and Career
3. Academic Distinctions
4. Engagement in the Science System
5. Scientific Journals and Series
6. Further Engagement
7. Reviewer Activities (Selection)
8. Funded Research Projects (DFG, BMBF, State Ministries, Foundations)
9. Supervision of Researchers in Early Career Phases
10. Scientific Publications (Selection, ~ last 10 years, *peer reviewed)
11. Focus in Teaching

1. Main Areas of Research

- Research on the Structure, Governance and Reform of Education Systems (focus on school systems)
- School Development Research (context-sensitive: schools serving disadvantaged communities; evidence-informed; network-based; in the digital context)
- Science-Practice-Collaboration
- Teacher Professionalization (Research and Development)

2. Qualifications and Career

- | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 04/2009–present | Full Professor (W3) of Education System and School Development Research, University of Duisburg-Essen |
| 2012 | Offer Head of Centre for Teacher Education / Professorship (W3) Educational Research and School Development Research, University of Cologne (declined) |
| 04/2007–03/2009 | Professor (W2) of Education Research, University of Mainz |

04/2006–03/2009	Scientific Assistant, University of Duisburg-Essen
04/2004–03/2006	Interim Professorship for School Pedagogy at Duisburg-Essen
10/2003–03/2004	Scientific Assistant, University of Duisburg-Essen
01/2000–09/2003	Research Fellow, University of Essen
6/2003	Dr. phil., supervisors: Klaus Klemm, Wilfried Bos, Subject: "Evaluation, Feedback and School Development. Central Tests, Examinations and Inspections in England, France and the Netherlands", University of Duisburg-Essen, Germany (summa cum laude; awarded by the university)
1997	Scholarship of the EU-Programme SOCRATES / ERASMUS; Educatieve Faculteit Amsterdam; Teaching at the Katholieke Schoolengemeenschap Hoofdorp (German as a foreign language)
10/1994–12/1999	State Exam: Education Science, German Studies, Biology, University of Essen, Germany (awarded by the university)

3. Academic Distinctions

2003	Best Dissertation Award / Educational Sciences, University of Duisburg-Essen
1999	Award for "outstanding academic success" by the Rectorate of the University of Essen

4. Engagement in the Science System

2021–2023	Member of the Local Organising Committee of the GEBF (Society for Empirical Educational Research, Germany) Conference "Education between uncertainty and evidence" 2023 at University of Duisburg-Essen
since 05/2021	Appointed Member of the Standing Scientific Commission (SWK) of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK)
08/2014–03/2022	Vice Rector for Studies and Teaching, University of Duisburg-Essen
05/2017–12/2022	Deputy Chair of the Board of Directors: German Institute for Adult Education (DIE; Leibniz Centre for Lifelong Learning)
2014–2021	Member of the Advisory Board: Gutenberg Teaching Council (GTC), Johannes Gutenberg University Mainz
since 2020	Member of the Structure and Evaluation Commission of the Campus School Dresden
since 2019	Member of the Advisory Board for the NRW State Competence Centre for Individual Advancement (Iif NRW)

- 2015– 2016, 2019 Jury Member of the Ars Legendi Award for Excellent University Teaching "Diversity-Sensitive Teaching and Learning" (2015), "Digital Teaching and Learning" (Donors' Association for the Promotion of Sciences and Humanities in Germany and the German Rectors' Conference) and "Teaching as a Scientific Activity" (2019, Donors' Association)
- 2018 Member and Moderator of the Expert Group on Digitisation in Teacher Education by Invitation of the Federal Ministry of Education and Research (BMBF)
- 2017–2018 Appointed Member of the Commission of Experts on the Future of Higher Education in Rhineland-Palatinate
- 2017–2018 Member of the Ad-Hoc Working Group on Teacher Education and Digitisation of the Higher Education Forum on Digitisation (as a joint initiative of the Association for the Promotion of Sciences and Humanities in Germany with the CHE Centre for Higher Education and the German Rectors' Conference (HRK), funded by the Federal Ministry of Education and Research, BMBF)
- 2016–2018 Member of the Local Organising Committee of the DGfE (German Educational Research Association) Congress "Movements" 2018 at University of Duisburg-Essen
- 2011–2017 Member of the Scientific Advisory Board of the "Chancenspiegel"; lead: Institute for School Development Research at TU Dortmund University, Institute of Educational Science (W. Bos) at Friedrich Schiller University Jena (N. Berkemeyer); Bertelsmann Foundation
- since 2016 Member of the Scientific Advisory Board of the Quality Offensive Teacher Education Project "Biprofessional" at the Bielefeld School of Education (BiSEd); chair: M. Heinrich / Bielefeld
- 2015– 2016 Head (together with S. Herzig/University of Cologne and U. Wehrhöfer/Ministry for School and Further Education, NRW) of the Working Group for the State-Wide Evaluation of the "Praxissemester" in Teacher Education
- 2013–2016 Member of the Jury of the German Society for Educational Science for the Award of the "DGfE-Nachwuchspreis" 2014 and 2016 (Award for Excellent Work by Young Educational Scientists)
- 2015 Member of the Commission for the Evaluation of the Institute for Educational Quality Improvement (IQB) on behalf of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
- 2003–2015 Member of the DFG-Research Group and Graduate School "Teaching and Learning Science" (FOR 511; GRK 902)
- 2011–2014 Member of the Board of the Centre for Teacher Education at UDE

2011–2014	Deputy Head of the Office of the State Examination Office for First State Examinations for Teachers at Schools, Essen Office, for the University of Duisburg-Essen (appointed by the Ministry for Schools and Further Education of the State of North Rhine-Westphalia)
2011–2014	Spokesperson of the Project "Identities and Role Identification" in the University-Wide Project "Educational Equity in Focus" (Quality Pact for Teaching, BMBF)
10/2010–8/2014	Dean of Study Affairs, Faculty of Educational Sciences, University of Duisburg-Essen
2009–2012	Member of the Scientific Consortium Ruhr Education Report (2009 and 2011/12)
2007–2009	Collegial Director of the Centre for Teacher Education at the University of Mainz
2008–2009	Member of the Local Organising Committee of the DGfE (German Educational Research Association) Congress "Education in Democracy" 2010 in Mainz
2007–2009	Spokesperson of the Centre for Educational and Higher Educational Research, Johannes Gutenberg-University Mainz

5. Scientific Journals and Series

Member of the editorial board of "Die Deutsche Schule" – Open Access-Journal for Educational Science, Educational Policy and Educational Practice" (2003–2020); 08/2012 – 12/2020 Chair of the Editorial Board

Co-Editor of "Tertium Comparationis" – Journal for International and Intercultural Comparative Educational Science

Advisory Board of the Journal "Pädagogische Führung" (Pedagogical Leadership – Journal for School Leadership and School Counseling)

Co-Editor of the series "Schulentwicklungsforschung" (School Development Research) at Springer VS (together with H. Altrichter, B. Asbrand, M. Emmerich, T. Feldhoff, K. Maag Merki, F. Radisch)

6. Further Engagement

since 04/2022 Member of the Advisory Board of the Academies of Education & Talent, the Federal and State Talent Promotion Centre "Bildung & Begabung"

2014–2022 Member of the Steering Committee and Steering Group of RuhrFutur (education initiative for the metropolis Ruhr; State NRW, municipalities and educational institutions)

2015–2019	Member of the Board of Trustees of the JeKits Foundation NRW (JeKits – For Every Child Instruments, Dancing, Singing)
2015–2019	Member of the Advisory Board of the Pedagogical State Institute Rhineland-Palatinate
2010–2017	Member of the Board of Trustees and the Federal Jury of the "Strong School" Competition of the Hertie Foundation
since 2014	Member of the Board of Trustees of the Wübben Foundation for Education (Deputy Chair)
2008–2009	Member of the Advisory Board of the Agency for Quality Assurance, Evaluation and School Autonomy (AQS) Rhineland-Palatinate

7. Reviewer Activities (Selection)

Journals	Zeitschrift für Erziehungswissenschaft (ZfE), Zeitschrift für Pädagogik (ZfPäd), Journal for Educational Research Online (JERO), Tertium Comparationis (TC), Pädagogische Psychologie, Diagnostica, among others
Research funding	German Research Foundation (DFG) Swiss National Science Foundation (SNF)

8. Funded Research Projects (DFG, BMBF, State Ministries, Foundations)

02/2023– 06/2026	“Center for Digitization, Networks and Transfer in School Education”, with Universities of Potsdam, Wuppertal, Tübingen, Dortmund, München, Kassel; DIPF/FFM, DIE/Bonn, IPN/Kiel; lead applicant (together with M. Endberg); lead: K. Scheiter & D. Richter (Potsdam); BMBF (01JA23T01K)
01/2021– 12/2025	“Schule macht stark”; with Universities Berlin, Bochum, Dortmund, Heidelberg, Köln, Mannheim, Potsdam, Tübingen; DIPF/Frankfurt, DJI/München, IQB/Berlin, IPN/Kiel; lead applicant; lead: K. Maaz (DIPF/Frankfurt a.M.); BMBF (FKZ SMS21010)
01/2020– 12/2023	“Communities of Practice for Innovative Teacher Education NRW (Comeln)”; with universities Aachen, Bielefeld, Bochum, Bonn, Dortmund, Köln, Münster, Paderborn, Siegen, Wuppertal; lead applicant (responsible until 4/2022 as vice-rector for teaching and learning); BMBF (FKZ 01JA2033 A-L); project leader
01/2016– 12/2023	“Professionalization for Diversity” (ProViel I+II); lead applicant (responsible until 4/2022 as vice-rector for teaching and learning); BMBF (FKZ 01JA1910); project leader
09/2018– 08/2023	„Training and Support Systems for School Development in the Context of Digitization“; lead; BMBF (FK 01JD1818; BMBF)

5/2020– 4/2023	„Development of Classroom Teaching in Secondary Education Digital and Inclusive through Research Learning Communities (UDIN)“; with K. Racherbäumer (Siegen, lead) and Anke Liegmann (UDE, lead); co-lead; BMBF (FKZ 01JD1909A/B)
10/2018– 09/2021	„Digital School Development in Networks“; with M. Kerres (UDE); co-lead; BMBF (01JD181)
2014–2019	“Developing Potentials–Strengthening Schools”; with H.G. Holtappels (TU Dortmund); co-lead; Stiftung Mercator
2013–2016	“Language-Sensitive School Development”; lead applicant; Stiftung Mercator
2013–2015	„The Rhineland-Palatinate State Pedagogical Institute between Centralised Control and Decentralised Demand“; with F. Choi, U. Schmidt/Johannes Gutenberg University Mainz; co-lead; Ministry of Education, Science, Further Education and Culture of Rhineland-Palatinate
2009–2015	“Conditions and Tasks of Decentralized and Centralized Final Exams in Science Education”; lead; DFG (project 5470327 / FOR 511: “Science Education”; lead: H. Fischer, K. Klemm, D. Leutner, E. Sumfleth / UDE)
2012–2013	„Scientific Monitoring and Evaluation of the School Contest ‚Starke Schule. Deutschlands beste Schulen, die zur Ausbildungsreife führen‘“ (Germany's Best Schools Leading to Apprenticeship Readiness) in Cooperation with the Johannes Gutenberg University Mainz; lead; Hertie Foundation
2011–2013	„Abitur after 12 or 13 School Years, Scientific Accompanying Research of the Pilot Project in North Rhine-Westphalia“; co-lead (with G. Bellenberg / Ruhr University Bochum); Ministry of School and Further Education North Rhine-Westphalia
2010–2013	„Strategies for Quality Development of Schools in Difficult Circumstances“; co-lead (with K. Racherbäumer / UDE); BMBF (01JG1008)
2010–2013	„Evidence-Based Action in the Multi-Level System of Schools - Conditions, Processes and Effects“ (EviS); co-lead, together with M. Clausen; BMBF (lead: O. Zlatkin-Troitschanskaia / Johannes Gutenberg University Mainz)
2010–2012	„Scientific Evaluation of the Elements of the Network ‚Strong Schools‘“; co-lead (with U. Schmidt / Mainz); Hertie Foundation
2010–2011	„Ruhr Education Monitoring Report“; lead: W. Bos/Institute for School Development Research (IFS) at the TU Dortmund; co-lead; commissioned by the Ruhr Regional Association (RVR); Mercator Foundation
2009–2011	„External Evaluation of a Grammar School for Gifted Students“; co-lead (with F. Choi, F. Hamburger, U. Schmidt, H. Ulrich / Mainz); Ministry of Education (MBWJK) Rhineland-Palatinate
2009–2010	„Scientific Evaluation of the Educational Science Components of the ‘Studienseminar’ Programmes in NRW“; lead; Ministry of School and Further

	Education NRW
2008–2010	„Scientific Monitoring of the Project 'Starke Schule. Germany's Best Schools Leading to Apprenticeship Entry Maturity'“; lead; Hertie Stiftung
2009	„Educational Reporting for the Metropolis Ruhr; lead: Institute for School Development Research“, W. Bos / TU Dortmund; co-lead, on behalf of Wirtschaftsförderung metropol Ruhr GmbH
2008–2009	„Scientific External Evaluation of the Boarding School Schloss Hansenberg“; co-lead; with H. Ulrich, F. Hamburger, M., U. Schmidt / Johannes Gutenberg University Mainz
2007–2008	"Strong Schools - Germany's Best Schools Leading to Apprenticeship Entry Maturity"; co-lead; with Centre for Research on Education and Higher Education (ZBH, University Mainz)
2003–2006	„School System and Culture of the Individual School as Context of Science Learning in Secondary Schools“, Research Group 'Science Education' (FOR 511); lead: K. Klemm; scientific assistant; German Research Foundation, DFG
2002–2006	„Project Contest Schools and Enterprises“; lead: K. Klemm / UDE; scientific assistant; Alfried Krupp von Bohlen und Halbach Foundation
2004–2005	„In-depth Comparison of the Education Systems of Canada and Germany“; lead: German Institute for International Educational Research (DIPF; E. Klieme); scientific assistant; Federal Ministry of Education and Research, BMBF
2002–2003	„Comparison of the Educational Systems in Selected Countries: Understanding the Inter-National Variation of PISA-Results; lead: German Institute for International Educational Research, DIPF (E. Klieme); scientific researcher; Federal Ministry of Education and Research, BMBF
2002–2003	„Indicators of the ‚Forum Bildung‘ recommendations within the project ‚Bildung Plus‘“; lead: K. Klemm / UDE; scientific assistant; BMBF
2001–2002	„The Use of Large-Scale Testing for School Development. Experiences in England, France and the Netherlands; lead applicant; Federal Ministry of Education and Research, BMBF

9. Supervision of Researchers in Early Career Phases

(completed doctoral theses, first supervisor; awards included)

	Name	Year	Subject (qualification)
14	Achtelik, Inka Elena	submitted	Educational Origin and Migration-Specific Selection Processes in the Entrance to University – The Relationship Between Social Identification, Social and Academic

			Integration and the Intention to Drop out of University
13	Franziska Sophie Proskawetz	2022	A Qualitative-Reconstructive Study of Teachers' Guiding Orientation when Selecting Students for Scholarship Programmes (Using the Example of the 'RuhrTalente' Scholarship Programme)
12	Stefanie Kötter- Mathes	2019	Performance Assessment in Centralized Examinations. Teachers' Perceptions of Assessment Practice with Special Regard to State Specified Horizons of Expectation
11	René Breiwe	2019	Conditions for Diversity-Reflective Education in the German School System – A Systematic Analysis of State-Specific School Legislation Under Special Consideration of Difference and Discrimination-Critical Aspects
10	Jörg Weingarten	2018	How do Prospective Teachers Plan their Lessons? An Empirical Analysis of Written Lesson Plans under Special Consideration of a Competence-Oriented Design of Learning Opportunities
9	Otto, Stephan	2017	Initiation into School Practice: The Initial Interview between Students and Their Mentors
8	Demski, Denise	2016	Evidence-Based School Development? Empirical Analysis of a Governance Paradigm with Special Consideration of the the Individual School's Culture
7	Blumentritt, Lena	2015	Changed School Time – Changed Leisure Time? Leisure Time Constructions of Children Using the Example of School Time Reduction at Grammar Schools. (PhD Award of the University of Duisburg-Essen 2016)
6	Ferchow, Jasmin	2015	Evidence-Based Teacher Education? An Empirical Analysis of the Integration of Science and Research in Teacher Education in North Rhine-Westphalia
5	Hahn, Jörn	2014	Steering Effects of Central Comparative Tests on Teaching. Test Coaching Using the Example of 'Lernstand8' Assessment
4	Krüger, Mirko	2014	Task Culture in Central Final Examinations. Exploration and Description of Science Tasks in International Comparison
3	Klein, Esther Dominique	2012	Statewide Exit Exams as Governance and School Development Instrument. An International Comparative Analysis of State Intentions and School Implementation in Diverging Governance Contexts. (Science Award of the Sparkasse Essen 2014)
2	Strunck (now	2011	School Development by Competitions. Processes and Effects of Participation in Best Practice School Competitions

	Farwick), Susanne		(PhD Award of the University of Duisburg-Essen 2012)
1	Kühn, Svenja Mareike	2009	A-Level Tasks in Centralised and Decentralised Examination Procedures. Analyses of the Governance Effect of Administrative Specifications (Award of the University of Duisburg-Essen 2010)

10. Scientific Publications (Selection, ~ last 10 years, *peer reviewed)

(for a complete overview – including practice-oriented publications, expert reports and press contributions see [here](#))

Ackeren-Mindl, I. van. & Schmid-Kühn, S.M. (2023). Homogenität und Heterogenität im Schulsystem [Homogeneity and Heterogeneity in the School System]. In T. Bohl, J. Budde & M. Rieger-Ladich (Eds.), *Studienbuch Umgang mit Heterogenität in Schule und Unterricht (2. revised edition)* (pp. 179–195). Bad Heilbrunn: Klinkhardt [DOI: <https://doi.org/10.36198/9783838559667>].

Ackeren, I. van, Klein, E.D. & Hejtmanek, R. A. (2022). Internationale Schulstrukturvergleiche [International Comparisons of School Structure]. In U. Bauer, U.H. Bittlingmayer & A. Scherr (Eds.), *Handbuch Bildungs- und Erziehungssoziologie (2. Aufl.)*. Wiesbaden: Springer VS [online first, DOI: https://doi.org/10.1007/978-3-658-30903-9_56].

*Beckmann, L., Kötter-Mathes, S., Klein, E.D., Bremm, N. & **Ackeren, I. van** (2022). Schools' Improvement Capacity and Responses to the COVID-19 Pandemic. Evidence from Schools Serving Disadvantaged Communities, *Frontiers in Education*, 7 [open access, DOI: <https://doi.org/10.3389/feduc.2022.1008813>].

*Hasselkuß, M., Heinemann, A., Endberg, M. & **Ackeren, I. van** (2022). Kooperative Schulentwicklung im digitalen Kontext: Handlungsmöglichkeiten anhand dreier fiktiver Fallvignetten [Cooperative School Development in a Digital Context: Possibilities for Action Based on Three Fictitious Case Vignettes]. *MedienPädagogik*, 49, 420–449 [open access; DOI: <https://doi.org/10.21240/mpaed/49/2022.10.20.X>].

Liegmann, A.B., **Ackeren, I. van,** Breiwe, R., Bremm, N., Endberg, M., Hasselkuß, M. & Rutter, S. (2022). School to School Collaboration Between Bureaucracy and Autonomy, in P.W. Armstrong & C. Brown (Eds.), *School to School Collaboration: Learning Across International Contexts* (pp. 209–225), Bingely: Emerald [DOI: <https://doi.org/10.1108/978-1-80043-668-820221013>].

Liegmann, A.B., Kötter-Mathes, S. & **Ackeren, I. van** (2022). Position des Grundschullehramts im Bildungssystem und Konsequenzen für die Ausbildung von Grundschullehrkräften [Position of the Elementary School Teaching Profession in the Educational System and Consequences for the Training of Elementary School Teachers]. In I. Mammes & C. Rotter (Eds.): *Professionalisierung von Grundschullehrkräften. Kontext, Bedingungen und Herausforderungen* (pp. 36–52). Bad Heilbrunn: Klinkhardt [open access; DOI: <https://doi.org/10.25656/01:24618>].

- Ackeren, I. van**, Bellenberg, G., Klein, E.D. & Korte, J. (2021). Schule und ihre Veränderung [School and its Transformation], in T. Hascher, T.-S. Idel & W. Helsper (Eds.), *Handbuch Schulforschung*. Wiesbaden: Springer VS [open access; DOI: https://doi.org/10.1007/978-3-658-24734-8_21-1].
- Ackeren, I. van**, Holtappels, H.G., Bremm, N. & Hillebrand-Petri, A. (2021). *Schulen in herausfordernden Lagen. Forschungsbefunde und Schulentwicklung in der Region Ruhr* [Schools in Challenging Circumstances. Research Findings and School Development in the Ruhr Area]. Weinheim: Beltz Juventa [open access; DOI: <https://doi.org/10.25656/01:21381>].
- *Endberg, M., Engec, L.-I. & **Ackeren, I. van** (2021). <Optimierung> durch Fortbildung und Unterstützung für Schulen ['Optimization' through Training and Support for Schools]. *MedienPädagogik*, 42 [open access, DOI: <https://doi.org/10.21240/mpaed/42/2021.04.07.X>].
- Ackeren, I. van**, Buhl, H., Eickelmann, E., Heinrich, M. & Wolfswinkler, G. (2020). Digitalisierung in der Lehrerbildung durch Communities of Practice. Konzeption, Governance und Qualitätsmanagement des ComelN-Verbundvorhabens in Nordrhein-Westfalen [Digitization in Teacher Education through Communities of Practice. Conception, Governance and Quality Management of the ComelN Project in North Rhine-Westphalia]. In K. Kaspar, M. Becker-Mrotzek, S. Hofhues, J. König & D. Schmeinck, *Bildung, Schule, Digitalisierung* (pp. 321–326). Münster: Waxmann [open access; DOI: <https://doi.org/10.31244/9783830992462>].
- Ackeren, I. van** & Klein, E.D. (2020). Akteure in der Bildungsadministration und Governance [Actors in Education Administration and Governance]. In C. Cramer, J. König, M. Rothland & S. Blömeke (Eds.), *Handbuch Lehrerinnen- und Lehrerbildung* (S. 867–874). Bad Heilbrunn: Klinkhardt [open access; DOI: <https://doi.org/10.35468/hblb2020-107>].
- 【德】伊莎贝尔·范阿克伦（**Ackeren, I. van**），克劳斯·克莱姆（Klemm, K.），斯文娅·M. 库恩（Kühn, S.M.）著 (2020). *德国教育体系概览——产生、结构与调控*. 孙进、宁海芹译 [Entstehung, Struktur und Steuerung des deutschen Schulsystems: Eine Einführung; Origins, Structure, and Governance of the German School System: An Introduction]. 北京：教育科学出版社 (Educational Science Publishing House: Beijing) übersetzt von: Jin Sun und Haiqin Ning.
- Kötter-Mathes, S., **Ackeren, I. van** & Maag Merki, K. (2020). Streitthema Abitur. Zwischen landesweiter Vereinheitlichung und bundesweiter Heterogenität [The Controversy on the Abitur. Between Statewide Standardization and Nationwide Heterogeneity]. *PÄDAGOGIK*, 9, 42–45.
- *Malin, J., Brown, C., Ion, G., **Ackeren, I. van**, Bremm, N. Luzmore, R., Flood, J. & Rind, G.M. (2020). World-wide barriers and enablers to achieving evidence-informed practice in education: what can be learnt from Spain, England, the United States, and Germany? *Humanities and Social Sciences Communications*, 7(99) [open access, DOI: <https://doi.org/10.1057/s41599-020-00587-8>].

- Racherbäumer, K., Liegmann, A.B., Breiwe, R. & **Ackeren, I. van** (2020). Unterrichtsentwicklung in Research Learning Communities – digital und inklusiv [Instructional Development in Research Learning Communities – Digital and Inclusive]. In K. Kaspar, M. Becker-Mrotzek, S. Hofhues, J. König & D. Schmeinck, *Bildung, Schule, Digitalisierung* (pp. 303-308). Münster: Waxmann [open access; DOI: <https://doi.org/10.31244/9783830992462>].
- Ackeren, I. van**, Aufenanger, S., Eickelmann, B., Friedrich, S., Kammerl, R., Knopf, J., Mayrberger, K., Scheika, H., Scheiter, K. & Schiefner-Rohs, M. (2019). Digitalisierung in der Lehrerbildung. Herausforderungen, Entwicklungsfelder und Förderung von Gesamtkonzepten [Digitization in Teacher Education. Challenges, Fields of Development and Promotion of Overall Concepts]. *Die Deutsche Schule*, 111(1) [open access; DOI: <https://doi.org/10.31244/dds.2019.02.02>].
- Ackeren, I. van**, Bremm, N. & Racherbäumer, K. (2019). Студенты первого поколения в немецкой системе высшего образования. Эмпирические данные, теоретические объяснения и стратегии компенсационных мер. [First Generation Students in the German Higher Education System. Empirical Findings, Theoretical Explanations and Compensatory Strategies for Action]. *Personality. Culture. Society. Journal of the Institute of Philosophy of the Russian Academy of Sciences* [DOI: <https://doi.org/10.30936/1606-951x-2019-21-1/2-116-126>].
- ***Ackeren, I. van**, Klemm, K. (2019). 100 Jahre Grundschule. Soziale Chancenungleichheit und kein Ende [100 Years of Primary School—No End to Social Inequality], *Zeitschrift für Grundschulforschung* 12, 399–414 [open access; DOI: <https://doi.org/10.1007/s42278-019-00057-4>].
- Ackeren, I. van** & Klemm, K. (2019). Bildungspolitik und Steuerung des Schulwesens [Education Policy and Governance of the School System]. In M. Harring, C. Rohlf, & M. Gläser-Zikuda (Eds.), *Handbuch Schulpädagogik* (pp. 688–697). Münster: Waxmann. ISBN 9783825286989 [open access; DOI: <https://doi.org/10.36198/9783838587967>].
- *Drucks, S., Bremm, N., **Ackeren, I. van** & Klein, E.D. (2019). Recognizing the Strengths of 'Failing Schools': An Evidence-based Way to Sustainable Change? In C. Meyers & M. Darwin (Eds.), *School Turnaround in Secondary Schools. Possibilities, Complexities, & Sustainability* (pp. 125–148). Charlotte NC: Information Age Publishing [open access; <https://doi.org/10.3389/feduc.2022.1008813>].
- Heinrich, M., Wolfswinkler, G., **Ackeren, I. van**, Bremm, N. & Streblov, L. (2019). Multiparadigmatische Lehrerbildung. Produktive Auswege aus dem Paradigmenstreit? [Multiparadigmatic Teacher Education. Productive Ways out of the Paradigm Conflict?] *Die Deutsche Schule*, 111(2), 243-258 [open access; DOI: <https://doi.org/10.31244/dds.2019.02.10>].
- Bremm, N., Eiden, S., Neumann, C., Webs, T., **Ackeren, I. van**, & Holtappels, H.G. (2017). Evidenzbasierter Schulentwicklungsansatz für Schulen in herausfordernden Lagen. Zum Potenzial der Integration von praxisbezogener Forschung und Entwicklung am Beispiel des Projekts „Potenziale entwickeln – Schulen Stärken“ [Evidence-based School Improvement Approach for Schools in Challenging Situations. The Potential of

Integrating Practice-based Research and Development Using the Example of the Project "Developing Potentials – Strengthening Schools". In V. Manitius & P. Dobbstein, (Eds.), *Schulentwicklungsarbeit in herausfordernden Lagen* (pp. 140–158). Münster: Waxmann [open access; <https://doi.org/10.25656/01:20629>].

Ackeren, I. van & Kühn, S.M. (2017). Homogenität und Heterogenität im Schulsystem [Homogeneity and Heterogeneity in the School System]. In T. Bohl, J. Budde & M. Rieger-Ladich (Eds.), *Studienbuch Umgang mit Heterogenität in Schule und Unterricht* (pp. 175–190). Bad Heilbrunn: Klinkhardt [open access; DOI: <https://doi.org/10.36198/9783838547558>].

Bremm, N., Racherbäumer, K. & **Ackeren, I. van** (2017), Bildungsgerechtigkeit als Ausgangspunkt und Ziel ungleichheitsreflexiver Schulentwicklung in sozial deprivierten Kontexten [Educational Equity as a Starting Point and Target of Inequality-reflective School Development in Socially Deprived Contexts], in B. Lütje-Klose et al. (Eds.), *Inklusion: Profile für die Schul- und Unterrichtsentwicklung in Deutschland, Österreich und der Schweiz. Theoretische Grundlagen – Empirische Befunde – Praxisbeispiele* (pp. 57–67). Münster, New York: Waxmann.

Elsing, S. & **Ackeren, I. van** (2017). Orientierungsrahmen zur Schulqualität im nationalen Vergleich. Eine deskriptive Sichtung unter besonderer Berücksichtigung der Wirkungsdimension und ausgewählter internationaler Ansätze [Frameworks on School Quality in National Comparison. A Descriptive Review with Special Consideration of the Impact Dimension and Selected International Approaches]. In P. Dobbstein, B. Groot-Wilken & S. Koltermann (Eds.), *Referenzsysteme zur Unterstützung von Schulentwicklung* (S. 25–62). Münster: Waxmann.

*Hillebrand, A., Webs, T., Kamarianakis, E., Holtappels, H.G., Bremm, N. & **Ackeren, I. van** (2017). Schulnetzwerke als Strategie der Schulentwicklung: Zur datengestützten Netzwerkzusammenstellung von Schulen in sozialräumlich deprivierter Lage [School-to-school Networks as a Strategy for School Development: Evidence-based Building of Networks with Schools in Challenging Circumstances]. *Journal for Educational Research Online*, 9(1), 118–143 [open access, DOI: <https://doi.org/10.25656/01:12>].

Holtappels, H.G., Webs, T., Kamarianakis, E. & **Ackeren, I. van** (2017). Schulen in herausfordernden Problemlagen – Typologien, Forschungsstand und Schulentwicklungsstrategien [Schools in Challenging Situations – Typologies, Research and School Development Strategies]. In V. Manitius, V. & P. Dobbstein (Hrsg), *Schulentwicklungsarbeit in herausfordernden Lagen* (pp. 17–35). Münster: Waxmann.

Klein, E.D. & **Ackeren, I. van** (2017). Schulwettbewerbe als Innovationsmotoren? [School Competitions as Innovation Drivers?] In H. Barz (Ed.), *Handbuch Bildungsreform und Reformpädagogik* (pp. 589–594). Wiesbaden: Springer VS [open access; DOI: https://doi.org/10.1007/978-3-658-07491-3_58].

Klein, E.D. & **Ackeren, I. van** (2017). Bildungsforschung in Europa [Educational Research in Europe]. In R. Tippelt & B. Schmidt-Hertha (Eds.), *Handbuch Bildungsforschung (4th Edition)* (pp. 287–306). Wiesbaden: Springer VS [open access; DOI: https://doi.org/10.1007/978-3-531-19981-8_11].

- Weingarten, J. & **Ackeren, I. van** (2017). Wie planen angehende Lehrkräfte ihren Unterricht? Empirische Befunde zur kompetenzorientierten Gestaltung von Lernangeboten [How Do Prospective Teachers Plan their Lessons? Empirical Findings on the Competency-Oriented Design of Learning Opportunities]. In S. Wernke & K. Zierer (Eds.), *Die Unterrichtsplanung: Ein in Vergessenheit geratener Kompetenzbereich?! Status Quo und Perspektiven aus Sicht der empirischen Forschung* (148–165). Bad Heilbrunn: Klinkhardt.
- Ackeren, I. van**, Brauckmann, S. & Klein, E.D. (2016). Internationale Diskussions-, Forschungs- und Theorieansätze zur Governance im Schulsystem [International Approaches to Discussion, Research, and Theory on Governance in the School System]. In H. Altrichter, H. & K. Maag Merki (Eds.), *Handbuch Neue Steuerung im Schulsystem* (2nd, revised edition) (pp. 29–51). Wiesbaden: VS Verlag [open access; DOI: <https://doi.org/10.1007/978-3-531-18942-0>].
- Ackeren, I. van**, Racherbäumer, K., Clausen, M. & Funke, C. (2016). Herausforderungen für und Bewältigungsstrategien von Lehrkräften an Schulen in sozialräumlich deprivierter Lage [Challenges for and Coping Strategies of Teachers in Schools in Socio-spatially Deprived Areas]. In Bundesministerium für Bildung und Forschung (Ed.), *Steuerung im Bildungssystem. Implementation und Wirkung neuer Steuerungsinstrumente und -verfahren im Schulwesen* (pp. 138–160). Berlin: BMBF.
- *Demski, D., **Ackeren, I. van** & Clausen, M. (2016). Zum Zusammenhang von Schulkultur und evidenzbasiertem Handeln – Befunde einer Erhebung mit dem „Organizational Culture Assessment Instrument“ [The Interrelation of School Culture and Evidence-based Practice – Findings of a Survey Using the “Organizational Culture Assessment Instrument”], *Journal for Educational Research Online*, 8(3), 39–58. [open access; DOI: <https://doi.org/10.25656/01:12805>].
- *Dormann, C., Binnewies, C., Koch, A.R. & **Ackeren, I. van**, Clausen, M., Preisendörfer, P., Schmidt, U. & Zlatkin-Troitschanskaia, O. (2016). Transferring Best Evidence into Practice: Assessment of Evidence-Based School Management. *Journal for Educational Research Online*, 8(3), 14–38 [open access: DOI: <https://doi.org/10.25656/01:12803>].
- Klein, E.D., Krüger, M., Kühn, S.M. & **Ackeren, I. van** (2016). Funktionen, Formen und Wirkungen zentraler Abschlussprüfungen: Ein Überblick [Functions, Forms, and Effects of Centralized Final Examinations: An Overview]. In Bundesministerium für Bildung und Forschung (Eds.), *Bildungsforschung 2020 – Zwischen wissenschaftlicher Exzellenz und gesellschaftlicher Verantwortung* (pp. 75–86). Berlin: BMBF [open access; DOI: <https://doi.org/10.25656/01:10133>].
- *Laier, B., Demski, D., **Ackeren, I. van**, Clausen, M. & Preisendörfer, P. (2016). Die Bedeutung sozialer Netzwerke von Lehrkräften für evidenzbasiertes Handeln im schulischen Kontext. In Zlatkin-Troitschanskaia, O. (Ed.): Evidence-based Actions within the Multilevel System of Schools – Requirements, Processes, and Effects, Special Issue, *Journal for Educational Research Online*, 8(3), 100–121 [open access; DOI: <https://doi.org/10.25656/01:12808>].
- Zlatkin-Troitschanskaia, O., Zimmer, L., Mater, O., Laier, B., Koch, A.R., Binnewies, C., Dormann, C., **Ackeren, I. van**, Clausen, M., Preisendörfer, P., Schmidt, U., Demski, D.,

Preuße, D. & Stump, M. (2016). Schulische und individuelle Einflussfaktoren auf das evidenzbasierte Handeln von Lehrkräften und Schulleitungen – eine mehrebenenanalytische Studie [School and Individual Factors Influencing the Evidence-based Actions of Teachers and School Administrators – A Multilevel Analysis]. In Bundesministerium für Bildung und Forschung (Ed.), *Steuerung im Bildungssystem. Implementation und Wirkung neuer Steuerungsinstrumente und -verfahren im Schulwesen* (pp. 8–38). Berlin: BMBF.

***Ackeren, I. van** & Klein, E.D. (2015): International Vergleichende Erziehungswissenschaft und Educational Governance. Synergiepotenziale und Herausforderungen im Kontext empirischer Forschungszugänge [International Comparative Education and Educational Governance. Synergy Potentials and Challenges in the Context of Empirical Research Approaches]. *Tertium Comparationis*, 21(1), 49–69 [open access; DOI: <https://doi.org/10.25656/01:24610>].

Racherbäumer, K. & **Ackeren, I. van** (2015). Was ist eine (gute) Schule in schwieriger Lage? Befunde einer Studie im kontrastiven Fallstudiendesign an Schulen in der Metropolregion Rhein-Ruhr [What is a (Good) School in a Difficult Situation? Study Findings of a Contrastive Case Study Design at Schools in the Rhine-Ruhr Metropolitan Region]. In L. Fölker, T. Hertel & N. Pfaff (Eds.), *Brennpunkt(-) Schule. Zum Verhältnis von Schule, Bildung und urbaner Segregation* (pp. 189–208). Opladen, Berlin, Toronto: Barbara Budrich [DOI: <https://doi.org/10.2307/j.ctvdf0dt8.13>].

*Blumentritt, L., Kühn, S.M. & **Ackeren, I. van** (2014). (Keine) Zeit für Freizeit? Freizeit im Kontext gymnasialer Schulzeitverkürzung aus Sicht von Schülerinnen und Schülern [(No) Time for Leisure? Free Time in the Context of Reduced School Hours from the Perspective of Students]. *Diskurs Kindheits- und Jugendforschung*, 9(3), 355–370 [open access; DOI: <https://doi.org/10.25656/01:10130>].

Kühn, S. & **Ackeren, I. van** (2014). Kulturelle Bildung am Gymnasium – Befunde zu Stellenwert und Praxis kultureller Bildung bei Schulzeitverkürzung (G8) und zentralen Abiturprüfungen in Deutschland [Cultural Education at the Gymnasium – Findings on the Importance and Practice of Cultural Education with Reduced School Hours (G8) and Central Abitur Examinations in Germany]. *Journal für Schulentwicklung*, 18(1), 40–46.

Kühn, S.M., Soost, M. & **Ackeren, I. van** (2014). Was heißt "Kulturelle Bildung" in der Schule? Konzeptualisierung eines facettenreichen Begriffs aus Sicht von Lehrkräften [What Does "Cultural Education" Mean in School? Conceptualization of a Multifaceted Expression from the Perspective of Teachers]. *Journal für Schulentwicklung*, 18(4), 53–58.

*Racherbäumer, K. & **Ackeren, I. van** (2014). Lehrer-Schüler-Beziehungen als Qualitätskriterium erwartungswidrig guter Schulen in schwieriger Lage [Teacher-student Relationships as a Quality Criterion for Schools in Difficult Situations that are Contrary to Expectations]. *Schulpädagogik-heute*, (9) [open access; DOI: <https://doi.org/10.2307/j.ctvss3z4m.6>].

Racherbäumer, K. & **Ackeren, I. van** (2014). Lehrer-Schüler-Beziehungen als Qualitätskriterium erwartungswidrig guter Schulen in schwieriger Lage [Teacher-

student Relationships as a Quality Criterion for Schools in Difficult Situations that are Contrary to Expectations]. In C. Tillack, J. Fetzer & D. Raufelder (Eds.), *Beziehungen in Schule und Unterricht. Teil 3. Soziale Beziehungen im Kontext von Motivation und Leistung* (pp. 51–70). Immenhausen: Prolog [open access; DOI: <https://doi.org/10.2307/j.ctvss3z4m.6>].

- ***Ackeren, I. van**, Binnewies, C., Clausen, M., Demski, D., Dormann, C., Koch, A.R., Laier, B., Preisendörfer, P., Preuße, D., Rosenbusch, C., Schmidt, U., Stump & M., Zlatkin-Troitschanskaia, O. (2013). Welche Wissensbestände nutzen Schulen im Kontext von Schulentwicklung? Theoretische Konzepte und erste deskriptive Befunde des EviS-Verbundprojektes im Überblick [What Kind of Knowledge Do Schools Use for School Development Purposes? Theoretical Concepts and First Descriptive Findings of the EviS Project at a Glance]. *Die Deutsche Schule*, 13 (Beiheft 12), 51–73.
- Ackeren, I. van**, Rumann, S., Tepner, O., Klemm, K. & Trendel, G. (2013). Professionalisierung von Lehrkräften [Professionalisation of Teachers]. In H.E. Fischer, H.E. & E. Sumfleth (Eds.), *nwu-essen. 10 Jahre Essener Forschung zum naturwissenschaftlichen Unterricht* (pp. 1–55). Berlin: Logos.
- *Kühn, S.M., **Ackeren, I. van**, Bellenberg, G., Reintjes, C. & Brahm, G. (2013). Wie viele Schuljahre bis zum Abitur? Eine multiperspektivische Standortbestimmung im Kontext der aktuellen Schulzeitdebatte [How Many Years until Abitur in German Upper Secondary Schooling? – Taking Stock in the Context of Current School Duration Debates]. *Zeitschrift für Erziehungswissenschaft*, 16(2), 115–136 [open access; DOI: <https://doi.org/10.1007/s11618-013-0339-7>].
- *Kühn, S.M., Reintjes, C., **Ackeren, I. van**, Bellenberg, G. & Brahm, Grit (2013). Mehr Zeit für Bildung? Erste Erfahrungen mit dem neuen neunjährigen Bildungsgang an Gymnasien in NRW [More Time for Education? First Experiences with the New Nine-Year Course of Education at Grammar Schools in North Rhine-Westphalia]. *Schulpädagogik-heute*, 4(8).
- 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.
- Racherbäumer, K., Funke, C., **Ackeren, I. van** & Clausen, M. (2013). Schuleffektivitätsforschung und die Frage nach guten Schulen in schwierigen Kontexten [School Effectiveness Research and the Question of Good Schools in Challenging Contexts]. In R. Becker & A. Schulze (Eds.), *Bildungskontexte* (pp. 239–267). Wiesbaden: Springer Fachmedien [open access; DOI: <https://doi.org/10.1007/978-3-531-18985-7>].
- *Racherbäumer, K., Funke, C., **Ackeren, I. van** & Clausen, M. (2013). Datennutzung und Schulleitungshandeln an Schulen in weniger begünstigter Lage. Empirische Befunde zu ausgewählten Aspekten der Qualitätsentwicklung [Data Use and School Leadership in Disadvantaged Schools. Empirical Findings on Selected Aspects of Quality Improvement]. *Die Deutsche Schule (Beiheft 12)*, 226–254.
- ***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 [open access; DOI: <http://dx.doi.org/10.14507/epaa.v20n8.2012>].

***Ackeren, I. van** & Klein, E.D. (2012). Internationale Schulstrukturvergleiche [International Comparisons of School Structure]. In U. Bauer, U. Bittlingmayer, U. & A. Scherr (Eds.), *Handbuch Bildungs- und Erziehungssoziologie* (pp. 779–793). Wiesbaden: VS Verlag [open access; DOI: https://doi.org/10.1007/978-3-531-18944-4_46].

Demski, D., Rosenbusch, C., **Ackeren, I. van**, Clausen, M. & Schmidt, U. (2012). Steuerung von Schule durch evidenzbasierte Einsicht? Konzeption und erste Befunde des Forschungsverbundes EviS [Developing Schools by Evidence-based Insight? Concept and Initial Findings of the EviS Research Network]. In S. Hornberg & M. Parreira do Amaral (Eds.), *Deregulierung im Bildungswesen* (pp. 131–150) Münster: Waxmann.

*Fricke, K., **Ackeren, I. van**, Kauertz, A. & Fischer, H.E. (2012). Students' Perceptions of Their Teacher's Classroom Management in Elementary and Secondary Science Lessons and the Impact on Student Achievement. In T. Wubbels, T., P. dem Brok, J. van Tartwijk & J. Levy (Eds.), *Interpersonal Relationships in Education. An Overview of Contemporary Research* (Advances in Learning Environments series) (pp. 167–185). Rotterdam: SENSE Publishers [open access; DOI: https://doi.org/10.1007/978-94-6091-939-8_11].

*Klein, E.D. & **Ackeren, I. van** (2012). 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 [DOI: <https://doi.org/10.1016/j.stueduc.2012.01.002>].

Kühle, B. & **Ackeren, I. van** (2012). Wirkungen externer Evaluationsformen für eine evidenzbasierte Schul- und Unterrichtsentwicklung [Effects of External Forms of Evaluation for Evidence-based School and Teaching Improvement]. In M. Ratermann & S. Stöbe-Blossey (Eds.), *Governance von Schul- und Elementarbildung – Vergleichende Betrachtungen und Ansätze der Vernetzung* (pp. 45–62). Wiesbaden: Springer VS Verlag [open access; DOI: https://doi.org/10.1007/978-3-531-94241-4_3].

Liegmann, A.B. & **Ackeren, I. van** (2012). The Impact of PIRLS in 12 Countries. A Comparative Summary. In K. Schwippert & J. Lenkeit (Eds.), *Progress in Reading Literacy in National and International Context. The Impact of PIRLS 2006 in 12 Countries* (pp. 228–251). Münster, New York: Waxmann.

11. Focuses in Teaching

- Lectures, lecture series and seminars
- E-Learning, Hybrid and Blended Learning Concepts
- Topics, among others
 - School in historical perspective
 - Structure of School Systems (national and international)
 - Governance and Reform of School Systems

- Current Trends in School Development (e.g. schools in challenging circumstances)