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## Curriculum Vitae – Dr. Isa Steinmann



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Isa Steinmann is a researcher at the Center for Research on Education and School Development (IFS) at TU Dortmund University. She is co-coordinating the European Training Network OCCAM (<http://www.etn-occam.eu>). Her main research interests lie in the field of educational effectiveness research focusing the outcomes student achievement and educational inequality, as well as in the field of international comparative research.

### Work Experience

- *08/2019 – 03/2020* Researcher at the Centre for Educational Measurement (CEMO) at the University of Oslo
- *Since 03/2019* Researcher (Akademische Rätin) at the IFS at TU Dortmund University
- *02/2016 – 04/2016* International Quality Observer on behalf of the International Association for the Evaluation of Educational Achievement (IEA) in the context of the International Civic and Citizenship Education Study (ICCS)
- *01/2015 – 02/2019* Researcher (Wissenschaftliche Mitarbeiterin) at the IFS at TU Dortmund University
- *09/2014 – 11/2014* Research internship at University of Gothenburg
- *10/2012 – 12/2014* Student Research Assistant at the IFS at TU Dortmund University
- *09/2013 - 04/2014* Lecturer for SPSS application at the Centre for Applied Information Technology at University of Münster
- *02/2012 – 03/2012* School-psychological internship
- *04/2012 - 01/2013* Advanced training supervisor for communication and team-building on behalf of Arbeit und Leben Düsseldorf DGB/VHS NRW e.V.
- *12/2011 – 09/2012* Student Research Assistant at University of Münster
- *08/2011 – 09/2011* Research internship at Queen’s University Belfast

### Education and Further Training

- *Since 10/2019* PostDoc Fellowship at the College for Interdisciplinary Educational Research (CIDER)
- *04/2015 – 02/2019* Education at TU Dortmund University (Dr. phil., grade ‘summa cum laude’)
- *04/2016 – 02/2019* Doctoral scholarship (Studienstiftung des deutschen Volkes, German Academic Scholarship Foundation)
- *04/2015 – 03/2017* Certificate of Professional Didactics in Higher Education
- *10/2012 – 11/2014* Psychology at University of Münster (Master of Science, grade

‘excellent’)

- 10/2009 – 07/2012 Psychology at University of Münster (Bachelor of Science, grade ‘good’)

### Central Publications

- Strietholt, R., Gustafsson, J.-E., Högbe, N., Rolfe, V., Rosén, M., Steinmann, I., & Yang Hansen, K. (2019). The Impact of Education Policies on Socioeconomic Inequality in Student Achievement: A Review of Comparative Studies. In L. Volante, S. V. Schnepf, J. Jerrim, & D. A. Klinger (eds.): *Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices* (pp. 17–38). New York, NY: Springer. <https://doi.org/10.1007/978-981-13-9863-6>
- Steinmann, I. & Strietholt, R. (2019). Effekte nachmittäglicher Bildungsangebote auf sprachliche Kompetenzentwicklungen. *Zeitschrift für Pädagogik*, 65(2), 285–306. <https://doi.org/10.3262/ZP1902285>
- Steinmann, I., Strietholt, R. & Caro, D. (2019). Participation in Extracurricular Activities and Student Achievement: Evidence from German All-Day Schools. *School Effectiveness and School Improvement*, 30(2), 155–176. <https://doi.org/10.1080/09243453.2018.1540435>
- Steinmann, I. & Strietholt, R. (2018). Student Achievement and Educational Inequality in Half- and All-Day Schools: Evidence from Germany. *International Journal for Research on Extended Education*, 6(2), 175–198. <https://doi.org/10.3224/ijree.v6i2.08>
- Steinmann, I. (2018). Ganztagschulen als neue Organisationsformen – Entwicklungen und Evaluation. *Enzyklopädie Erziehungswissenschaft Online*, 1–21. <https://doi.org/10.3262/EEO08180405>
- Steinmann, I., Zieger, L. R., Högbe, N., & Strietholt, R. (2016). Lesen Kinder, die nicht in der Kita waren, am Ende der Grundschule schlechter? In R. Strietholt, W. Bos, H. G. Holtappels, & N. McElvany (Eds.): *Jahrbuch der Schulentwicklung Band 19: Daten, Beispiele und Perspektiven* (pp. 161–185). Weinheim, Basel: Beltz Juventa
- Steinmann, I., Wendt, H., & Bos, W. (2016). Leistungsdisparität von Grundschulkindern mit und ohne Migrationshintergrund im Lichte von IGLU/TIMSS 2011. In T. Goll, M. Oberle, & S. Rappenglück (Eds.): *Herausforderung Migration: Perspektiven der politischen Bildung* (pp. 22–32). Schwalbach, Taunus: Wochenschau-Verlag

### Further Publications

- Steinmann, I. (2019). *Ganztagschule in Deutschland: Effekte auf Leistungsniveau und soziale Bildungsungleichheit*. Dissertation at TU Dortmund University. <http://dx.doi.org/10.17877/DE290R-19905>
- Steinmann, I. (2017). *Evaluation: Wissenschaftstransfer macht's möglich*. Retrieved from <http://www.news4teachers.de/2017/12/so-setzt-man-grenzen-lehrer-trainieren-eltern-und-holen-sich-so-unterstuetzung-um-das-schuelerverhalten-zu-verbessern/>
- Chapters in J. Albrecht, C. Brenner, B. Gökce, P. Malkemper, J. Niemeyer, & T. Zeume (Eds.): *I Love to Share Knowledge. A Personal Perspective on Academic Teaching*. Essen: Mercator Stiftung
  - Steinmann, I. & Strietholt, R. (2017). Austria (pp. 8–9)
  - Steinmann, I. & Strietholt, R. (2017). Belgium (pp. 14–15)

- Steinmann, I. & Strietholt, R. (2017). Chile (pp. 22–23)
- Steinmann, I. & Strietholt, R. (2017). China (pp. 28–29)
- Steinmann, I. & Strietholt, R. (2017). France (pp. 36–37)
- Steinmann, I. & Strietholt, R. (2017). Germany (pp. 42–43)
- Steinmann, I. & Strietholt, R. (2017). India (pp. 54–55)
- Steinmann, I. & Strietholt, R. (2017). Japan (pp. 62–63)
- Steinmann, I. & Strietholt, R. (2017). Lebanon (pp. 74–75)
- Steinmann, I. & Strietholt, R. (2017). Netherlands (pp. 80–81)
- Steinmann, I. & Strietholt, R. (2017). Poland (pp. 88–89)
- Steinmann, I. & Strietholt, R. (2017). Zambia (pp. 94–95)
- Steinmann, I. & Strietholt, R. (2017). South Africa (pp. 102–103)
- Steinmann, I. & Strietholt, R. (2017). Sweden (pp. 108–109)
- Steinmann, I. & Strietholt, R. (2017). United Kingdom (pp. 116–117)
- Steinmann, I. & Strietholt, R. (2017). United States of America (pp. 124–125)
- Steinmann, I. (2015). Book Review. Angrist, Joshua D. & Pischke, Jörn-Steffen (2015). Mastering ‘Metrics: The path from cause to effect. *Journal for Educational Research Online*, 7(3), 103–105
- Steinmann, I., Strietholt, R. & Bos, W. (2014). *Linking International Comparative Student Assessment. LINC Technical Report*. [Link to full text](#)

## Presentations

- Strietholt, R., Steinmann, I., Hoferichter, F., Attig, M. & Linberg, T. (2020, conference cancelled). *Teaching Quality Effects on Reading Achievement and Reading Motivation: Findings from Germany*. Poster presentation at the American Educational Research Association (AERA) Annual Meeting, San Francisco, United States of America
- Steinmann, I. (2019, September). *Achievement Effects of Extracurricular Homework Support and Remedial Education for Non-Native Speakers in Germany*. Presentation at the WERA-IRN Extended Education Conference, Stockholm, Sweden
- Strello, A., Strietholt, R., Siepmann, C., & Steinmann, I. (2019, June). *Effects of Early Tracking on Performance and Inequalities in Achievement: Combined Evidence from PIRLS, TIMSS, and PISA*. Presentation at the IEA International Research Conference (IEA IRC), Copenhagen, Denmark
- Steinmann, I., Strietholt, R., & Rosén, M. (2019, April). *International Reading Gaps between Boys and Girls from 1970-2011*. Presentation at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada
- Steinmann, I. & Strietholt, R. (2018, April). *Does Participating in All-Day Programs Enhance Student Achievement in Germany?* Roundtable discussion at the American Educational Research Association (AERA) Annual Meeting, New York City, United States of America
- Steinmann, I. & Strietholt, R. (2018, February). *Ganztags- versus Halbtagschule: Effekte auf Leistungsniveau und Bildungsungleichheit*. Presentation at the Tagung Gesellschaft für Empirische Bildungsforschung (GEBF), Basel, Switzerland
- Steinmann, I. & Strietholt, R. (2017, December). *Effects of Participating in All-Day Schooling Programs on Student Achievement. The Case of Germany*. Presentation at the WERA-IRN Extended Education Conference, Bamberg, Germany

- Steinmann, I. & Strietholt, R. (2017, August). *All-Day Schooling and Student Achievement: What Works in Germany?* Presentation at the European Conference on Educational Research (ECER), Copenhagen, Denmark
- Strietholt, R., Steinmann, I., & Rosén, M. (2017, June). *International Gender Gap Trends in Reading over 40 Years – Results from Linking IEA Studies*. Presentation at the 7th IEA International Research Conference (IRC), Prague, Czech Republic
- Steinmann, I. (2016, November). *Evaluating the Effects of Extended Education on the Development of Competencies and Educational Inequalities*. Poster presentation at the International Workshop on Empirical Educational Research – Extended Education, Marburg, Germany
- Steinmann, I., Högrebe, N., Strietholt, R., & Zieger, L. (2016, September). *The Effect of Preschool on Later Reading Literacy: Results for Germany Using Propensity Score Matching*. Presentation at the Earli SIG 18&23 Joint Conference, Oslo, Norway
- Steinmann, I., Strietholt, R., & Bos, W. (2016, March). *Effekte nachmittäglicher Betreuung und Förderung auf sprachliche Leistungsmaße*. Presentation at the Tagung Gesellschaft für Empirische Bildungsforschung (GEBF), Berlin, Germany
- Steinmann, I. (2015, June). *Nachmittägliche Betreuung und Förderung – Eine Effektivitätsstudie*. Poster presentation at the Dortmunder Symposium der Empirischen Bildungsforschung 2015, Dortmund, Germany
- Steinmann, I. & Strietholt, R. (2015, April). *Modeling the Latent Structure of Rosenberg’s Self-Esteem Scale. Combining Continuous and Categorical Variables*. Poster presentation at the American Educational Research Association (AERA) Annual Meeting, Chicago, United States of America
- Steinmann, I., Strietholt, R., & Bos, W. (2014, March). *Eine Untersuchung der latenten Struktur von Rosenbergs Selbstwertkala im Rahmen von Factor Mixture Modeling*. Presentation at the Tagung Gesellschaft Empirische Bildungsforschung (GEBF), Frankfurt, Germany

## Symposia

- Steinmann, I., Strietholt, R., & Gustafsson, J.-E. (2020, conference cancelled). *Outcomes in International Large-Scale Assessments Part I: The Connection between Home and School*. Symposium at the European Conference on Educational Research (ECER), Glasgow, United Kingdom
- Steinmann, I., Strietholt, R., & Gustafsson, J.-E. (2020, conference cancelled). *Outcomes in International Large-Scale Assessments Part II: Teacher and School Factors*. Symposium at the European Conference on Educational Research (ECER), Glasgow, United Kingdom
- Steinmann, I., Strietholt, R., & Gustafsson, J.-E. (2020, conference cancelled). *Outcomes in International Large-Scale Assessments Part III: Country-Level Conditions for Student Learning*. Symposium at the European Conference on Educational Research (ECER), Glasgow, United Kingdom
- Steinmann, I., Strietholt, R., & Gustafsson, J.-E. (2020, conference cancelled). *Outcomes in International Large-Scale Assessments Part IV: Consistency of Measures and Scales*. Symposium at the European Conference on Educational Research (ECER), Glasgow, United Kingdom

- Steinmann, I., Strietholt, R., & Gustafsson, J.-E. (2020, conference cancelled). *Outcomes in International Large-Scale Assessments Part V: Consequences of Methodological Choices*. Symposium at the European Conference on Educational Research (ECER), Glasgow, United Kingdom
- Steinmann, I. & Strietholt, R. (2020, conference cancelled). *Using International Large-Scale Assessments to Study Educational Effectiveness*. Symposium at the American Educational Research Association (AERA) Annual Meeting, San Francisco, United States of America
- Gustafsson, J.-E., Rosén, M., Steinmann, I. & Strietholt, R. (2019, August). *Outcomes and Their Determinants in International Comparative Assessments Part I*. Symposium at the European Conference on Educational Research (ECER), Hamburg, Germany
- Gustafsson, J.-E., Rosén, M., Steinmann, I. & Strietholt, R. (2019, August). *Outcomes and Their Determinants in International Comparative Assessments Part II*. Symposium at the European Conference on Educational Research (ECER), Hamburg, Germany
- Gustafsson, J.-E., Rosén, M., Steinmann, I. & Strietholt, R. (2019, August). *Outcomes and Their Determinants in International Comparative Assessments Part III*. Symposium at the European Conference on Educational Research (ECER), Hamburg, Germany

## Chair

- 08/2019 Chair of symposium on Outcomes and Their Determinants in International Comparative Assessments Part I at the European Conference on Educational Research (ECER), Hamburg
- 04/2019 Chair of session on Mathematics Achievement, Achievement Gap, and Collaborative Problem Solving in Large-Scale Assessments at American Educational Research Association (AERA) Annual Meeting, Toronto
- 09/2016 Chair of session on Early Education at EARLI Special Interest Groups 18 and 23 Joint Conference, Oslo
- 03/2016 Chair of session on Bildungsgerechtigkeit und Migration (Educational Justice and Migration) at the Tagung Gesellschaft für Empirische Bildungsforschung (GEBF), Berlin

## Teaching

- *Summer term 2020* Seminar for Bachelor students in education at TU Dortmund University: Research lab: Questionnaire development
- 09/2019 Workshop for PhD students of the European Training Network OCCAM: Presentation skills
- *Summer term 2019* Seminar for Master and PhD students at TU Dortmund University: Causal inference from observational data: propensity score matching in R
- 02/2019 Workshop for researchers of the Study on the Development of All-Day Schools (StEG): Propensity score matching in R
- 10/2018 Workshop for PhD students of the European Training Network OCCAM: OCCAM diversity workshop
- *Summer term 2017* Seminar for Master and PhD students at TU Dortmund University: Latent variables and multi-level analysis in Mplus
- 03/2017 Workshop for PhD students at TU Dortmund University: Questionnaire

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development

- *Summer term 2016* Seminar for Bachelor students in education at TU Dortmund University: Research lab: Triangulation – Focus questionnaire development
- *Winter term 2014/2015* Seminar for Master students in education and teacher training at TU Dortmund University: All-day-schooling from a school developmental perspective
- *09/2013 – 04/2014* SPSS application workshops at University of Münster
- *04/2012 – 01/2013* Seminars for communication and team-building

### Scholarships, Grants, and Awards

- *2020* Micro group grant of the College for Interdisciplinary Educational Research (CIDER)
- *2019* Rudolf Chaudoire-Preis (Award at the TU Dortmund University)
- *Since 10/2019* PostDoc Fellowship at the College for Interdisciplinary Educational Research (CIDER)
- *08/2019 – 03/2020* Gustafsson & Skrondal Visiting Scholarship (CEMO, University of Oslo)
- *04/2019* Congress scholarship (DAAD, German Academic Exchange Service)
- *04/2018* Congress scholarship (DAAD, German Academic Exchange Service)
- *02/2018* Congress scholarship (Studienstiftung des deutschen Volkes, German Academic Scholarship Foundation)
- *2018 – 2022* Assistance: European Training Network OCCAM ([www.etn-occam.eu](http://www.etn-occam.eu)) in the Horizon 2020 Marie Skłodowska-Curie Innovative Training Networks
- *06/2017* Congress scholarships (Studienstiftung des deutschen Volkes, German Academic Scholarship Foundation)
- *09/2016* Congress scholarship (Studienstiftung des deutschen Volkes, German Academic Scholarship Foundation)
- *04/2016 – 02/2019* Doctoral scholarship (Studienstiftung des deutschen Volkes, German Academic Scholarship Foundation)
- *01/2016 – 06/2016* Science transfer grant (Reinhard Mohn Stiftung)
- *09/2014 – 11/2014* Internship stipend (ERASMUS)
- *08/2011 – 09/2011* Internship stipend (PROMOS)

### Memberships

- Deutsche Gesellschaft für Erziehungswissenschaft (DGfE)
- World Educational Research Association (WERA)-IRN Extended Education