
Curriculum Vitae – Dr. Isa Steinmann

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Isa Steinmann is a postdoctoral researcher at the Centre for Educational Measurement at the University of Oslo (CEMO) in Norway and at the Center for Research on Education and School Development (IFS) at TU Dortmund University in Germany. She is co-coordinating the European Training Network OCCAM (<http://www.etn-occam.eu>). In her research, she mostly uses international large-scale assessment data for secondary analysis to determine how education systems and schools affect student achievement and educational inequalities. In this field, she enjoys applying methods that aim for causal inference from observational data. Another strand of her research investigates how properties of the international large-scale assessments affect their results and interact with the respondents.

Current Positions

- *Since 10/2020* Postdoctoral fellow at the Centre for Educational Measurement (CEMO) at the University of Oslo
- *Since 10/2020* Researcher (Wissenschaftliche Mitarbeiterin) at the IFS at TU Dortmund University

Previous Work Experience

- *08/2019 – 03/2020* Researcher at the Centre for Educational Measurement (CEMO) at the University of Oslo
- *03/2019 – 09/2020* 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
- *09/2013 - 04/2014* Lecturer for SPSS application at the Centre for Applied Information Technology at University of Münster
- *10/2012 – 12/2014* Student Research Assistant at the IFS at TU Dortmund University
- *04/2012 - 01/2013* Advanced training supervisor for communication and team-building on behalf of Arbeit und Leben Düsseldorf DGB/VHS NRW e.V.
- *02/2012 – 03/2012* School-psychological internship
- *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* Postdoctoral Fellowship at the College for Interdisciplinary Educational Research (CIDER)
- *04/2016 – 02/2019* Doctoral scholarship (Studienstiftung des deutschen Volkes, German Academic Scholarship Foundation)
- *04/2015 – 02/2019* Education at TU Dortmund University (Dr. phil., grade ‘summa cum laude’)
- *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’)

Journal Publications

- Steinmann, I., Strietholt, R., & Braeken, J. (2021). A Constrained Factor Mixture Analysis Model for Consistent and Inconsistent Respondents to Mixed-Worded Scales. *Psychological Methods*. <https://doi.org/10.1037/met0000392>
- Strello, A., Strietholt, R., Steinmann, I., & Siepmann, C. (2021). Early Tracking and Different Types of Inequalities in Achievement: Difference-in-Differences Evidence from 20 Years of Large-scale Assessments. *Educational Assessment, Evaluation and Accountability*. <https://doi.org/10.1007/s11092-020-09346-4>
- Gladushyna, O., Strietholt, R. & Steinmann, I. (2020). Disentangling general achievement levels and subject-specific strengths and weaknesses in mathematics, reading, and science. *Educational Assessment, Evaluation and Accountability*. <https://doi.org/10.1007/s11092-020-09352-6>
- 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. (2019). Effekte nachmittäglicher Bildungsangebote auf sprachliche Kompetenzentwicklungen. *Zeitschrift für Pädagogik*, 65(2), 285–306. <https://doi.org/10.3262/ZP1902285>
- 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>

Book Chapter Publications

- Rosén, M., Steinmann, I., & Wernersson, I. (forthcoming). Gender Differences in Achievement. In T. Nilsen, A. Stancel-Piątak, J.-E. Gustafsson (Eds.): *International Handbook of Comparative Large-Scale Studies in Education. Perspectives and Findings*. Springer.

- Strietholt, R., Gustafsson, J.-E., Högrefe, 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., Zieger, L. R., Högrefe, 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

Outreach Publications and Activities

- Steinman, I. (2021). Interview on International Mobility in Academia. Available from <https://www.tu-dortmund.de/nachrichtendetail/detail/man-sollte-sich-einfach-bewerben-7395/>
- 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)

Further Publications

- Steinmann, I. (2019). *Ganztagsschule in Deutschland: Effekte auf Leistungsniveau und soziale Bildungsungleichheit*. Dissertation at TU Dortmund University. <http://dx.doi.org/10.17877/DE290R-19905>
- 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

- Steinmann, I., Braeken, J., & Strietholt, R. (2021, April). *Identifying Inconsistent Respondents to Mixed-Worded Scales in Large-Scale Assessments*. Presentation at the American Educational Research Association (AERA) Annual Meeting, digital conference. Available from <https://aera21-aera.ipostersessions.com/default.aspx?s=1F-25-A5-4F-5C-60-8E-26-D6-4A-AB-BD-A5-B4-9C-76&guestview=true>
- Gladushyna, O., Strietholt, R., & Steinmann, I. (2021, April). *Educational Gap Among Fourth Graders: Subject-Specific Strength and Weaknesses by Country, Gender, and Language Background*. Presentation at the American Educational Research Association (AERA) Annual Meeting, digital conference
- 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., Högrefe, 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. (2021, April). *Future Directions of Educational Measurement in International Large-Scale Assessments*. Symposium at the American Educational Research Association (AERA) Annual Meeting, digital conference
- Strietholt, R. & Steinmann, I. (2021, April). *Unequal Opportunities and Unequal Outcomes: International Evidence*. Symposium at the American Educational Research Association (AERA) Annual Meeting, digital conference
- 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

- 04/2021 Chair of symposium on Future Directions of Educational Measurement in International Large-Scale Assessments at the American Educational Research Association (AERA) Annual Meeting, digital conference
- 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

- Winter term 2020 Seminar for Master students in assessment, measurement and evaluation at the University of Oslo: Analysis of large-scale assessment data
- 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 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) 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

- American Educational Research Association (AERA)
- Deutsche Gesellschaft für Erziehungswissenschaft (DGfE)
- Frontier Research in Educational Measurement (FREMO) research group
- World Educational Research Association (WERA)-IRN Extended Education