

CONTACT INFORMATION	Center for Research on Education & School Development (IFS) +49(0)231-755510 Technische Universität Dortmund Vogelpothsweg 78, 44227 Dortmund, Germany rolf.strietholt@tu-dortmund.de
	International Association for the Evaluation of Educational Achievement (IEA), Research and Analysis Unit +49(0)40-48500760 Überseering 27, 22297 Hamburg, Germany rolf.strietholt@iea-hamburg.de
RESEARCH INTERESTS	International Comparative Research/ Heterogeneity, Inequality, & Justice/ School & Educational Effectiveness/ Quantitative Methodology
EDUCATION	<p>Technische Universität Dortmund Habilitation in Education Year: 2017</p> <p>Research School Education and Capabilities Bielefeld/Dortmund PhD in Education [Dr. phil.], <i>Grade: summa cum laude</i> Year: 2013 • Advisors: Wilfried Bos (Dortmund), Monica Rosén (Gothenburg)</p> <p>Westfälische Wilhelms-Universität Münster, Master in Education [Diplom-Pädagoge], <i>Grade: 1.1</i> Year: 2008 • Advisors: Wolfgang Böttcher (Münster), Heinz-Hermann Krüger (Halle-Wittenberg)</p>
RESEARCH EXPERIENCE	<p>Technische Universität Dortmund <i>Senior Researcher</i> Nov 2013 to present Akademischer Rat Center for Research on Education and School Development (IFS) [Parental leave: Sep 2016 to Mar 2017, Sep 2019 to Feb 2020]</p> <p>University of Gothenburg <i>Senior Researcher</i> Jan 2016 to present [Parental leave: Sep 2016 to Mar 2017, Sep 2019 to Feb 2020]</p> <p>Technische Universität Dortmund <i>Doctoral Student</i> Nov 2008 to Oct 2013 Center for Research on Education and School Development (IFS)</p> <p>Westfälische Wilhelms-Universität Münster Jun 2007 to Aug 2008 <i>Student Assistant, Chair for general didactics (Ewald Terhart)</i></p>
RESEARCH VISITS	<p>Johannes Kepler University Linz Feb 2021 School of Education</p> <p>University of Oslo Jul 2015 to Dec 2015 Centre for Educational Measurement (CEMO)</p> <p>WZB-Social Research Center Berlin Nov 2014 to Jan 2015 Research unit "Skill Formation & Labor Markets"</p> <p>University of Gothenburg Dec 2013 Research unit "Prerequisites, Education & Outcomes"</p> <p>University of Oslo May 2013 TIMSS Norway</p> <p>University of Gothenburg Nov 2011 to Feb 2012 Research unit "Prerequisites, Education & Outcomes"</p> <p>University of Gothenburg Aug 2007 to Jan 2008 Research unit "Prerequisites, Education & Outcomes"</p>
AWARDS AND FELLOWSHIPS	<p>Rudolf-Chaudoire-Preis 2015 Rudolf-Chaudoire-Foundation</p> <p>Post Doc Fellowship Mar 2013 to Feb 2016 College for Interdisciplinary Educational Research (CIDER)</p> <p>Gustafsson & Skrondal Visiting Scholarship 2015 Centre for Educational Measurement (CEMO)</p> <p>IEA Bruce H. Choppin Memorial Award 2014</p>

International Association for the Evaluation of Educational Achievement (IEA)
SIG Most Highly Scored Paper 2014
 American Educational Research Association (AERA),
 SIG School Effectiveness and School Improvement
Martin-Schmeißer-Stipendium 2012
 Martin-Schmeißer-Foundation
PhD Fellowship Apr 2010 to Mar 2013
 Research School Education and Capabilities (EduCap)

PROFESSIONAL
MEMBERSHIPS

- American Educational Research Association (AERA)
- Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF)
- European Educational Research Association (ECER)
- Comparative and International Education Society (CIES)
- Deutsche Gesellschaft für Erziehungswissenschaft (DGfE)

ACADEMIC
COMMITTEES/
BOARDS

- Member of the Editorial Board Educational Assessment, Evaluation and Accountability (2018-)
- Appointment committee "Professur (W3) für Bildung und Erziehung in der Kindheit" at TU Dortmund (2016-2017)
- Appointment committee "Professur (W3) für Bildung und Erziehung in der Kindheit" at TU Dortmund (2013-2015)
- TIMSS Questionnaire Development Group (2013)
- Representative (elected) of the Fellows at the Research School Education and Capabilities (Bielefeld/Dortmund) (2011-2013)

DISSERTATION
ADVISEMENT

- Supervisor of Olesya Gladushyna, *The integrity of test scores for national monitoring and comparative research*, TU Dortmund, since 2018
- Supervisor of Andrés Strello, *Measuring educational inequality: competing normative foundations*, TU Dortmund, since 2018
- Second supervisor of Victoria Rolfe, *Educational Equity and Diversity in Learning Opportunities*, University of Gothenburg, since 2016
- Habilitation committee of Katja Scharenberg, *Peerbeziehungen im Jugendalter - Schulische Einflussfaktoren und Entwicklungskontexte* TU Dortmund, 2020
- Dissertation committee of Rahim Schaufelberger, *Postsekundäre Bildungsentscheidungen und Effekte sozialer Herkunft: Eine Analyse im Kontext des Nationalen Bildungspanels*, TU Dortmund, 2020
- Supervisor of Isa Steinmann, *Eine Evaluation der Effektivität ganztägiger Beschulung in Deutschland: Leistungssteigerung und Bildungsungleichheitsabbau*, TU Dortmund, 2019
- First opponent of Stephan Daus, *Profiling And Researching TIMSS by Introducing a Curriculum Lens on Eight-grade Science*, University of Oslo, 2019
- Dissertation committee of Paul Fabian, *Leistungskonsolidierung, Leistungssteigerung – oder etwas ganz anderes? Die Effekte einer Klassenwiederholung auf die Leistungsentwicklung von Schülerinnen und Schülern.*, TU Dortmund, 2018
- Dissertation committee of Andreas Sander, *Sprachlich bedingte Bildungsungleichheiten im Kontext von Migration–Stereotypenbedrohung als eine Ursache sprachkompetenzbezogener Bildungsungleichheiten sowie implizite Sprachförderung als mögliche Reduktionsstrategie*, TU Dortmund, 2018
- Dissertation committee of Denisa F. Dudas, *Die prognostische Validität der nichtverbindlichen Gymnasialempfehlung am Ende der Grundschulzeit*, TU Dortmund, 2014

GRANTS &
FUNDING

- Are the students' scores in PISA valid? A comparison with students' grades and national test results (ASIP) (2021-2023; Riskbankens Jubiläumfond/grant P20-0095); with Stefan Johansson & Linda Borger; 278.760.99 €
- Outcomes and Causal Inference in International Comparative Assessments (OCCAM) (2018-2022; European Commission/Horizon 2020/Marie Skłodowska-Curie

Innovative Training Networks; 3,882,563.64 € [TU Dortmund share is approx. 900,000.00 €]; with 11 partner organisations in Europa, Australia, and the US, my role: Network Coordinator and PI of the sub-project at Technische Universität Dortmund

- Changes in Opportunity to Learn: Swedish Pupils' Outcomes in International Large-Scale Survey Studies over Time (CHOICE) (2016-2020; Swedish Research Council; 1.037.374 €; Gothenburg University, with Kajsa Yang Hansen, Jan-Eric Gustafsson, & Monica Rosén)
- Annual EERA Spring School on Advanced Methods in Educational Research (2011-2016; German Ministry of Education and Research (BMBF), European Educational Research Association (EERA), about 180.000€; together with W. Bos)
- Rudolf-Chaudoire-Preis (2015; Rudolf-Chaudoire-Foundation, 5.000€)
- Evaluation of the Telefonseelsorge (Crisis Hotline) (2014-2015; Telefonseelsorge, 30.000€; together with M. Klein & E. Stuckstätte)
- Linking International Comparative Student Assessments (LINCS) (2013-2014; Ministry of Innovation, Science and Research in North Rhine-Westphalia, 100.022€; together with W. Bos)
- PhD scholarship (2010-2013; Research School EduCap, 52.800€)
- Conference 'Understanding the Causal Effects of Educational Policies on Educational Outcomes: The Role of International Comparisons' (2013; Thyssen Krupp Foundations, 14.000 €; together with W. Bos)
- Contract research for TIMSS Norway (2013; University of Oslo, 5.000€)
- Research Visit at University of Gothenburg (2012; Martin-Schmeißer-Foundation, 1.500€)
- Research Grant for the project TREAT (2009; University of Gothenburg, 10.000€)
- Contract research for an employee survey (2008/2013; Diakonisches Werk Münster, 28.000€; together with W. Böttcher & M. Keune)

CONFERENCE ORGANIZATION

- EERA Spring School on Advanced Methods in Educational Research 'Longitudinal Structural Equation Modeling [Lecturer: Todd D. Little, Texas]' (2016; Coordination; Germany, Norway, Sweden, United Kingdom)
- EERA Spring School on Advanced Methods in Educational Research 'Measurement Theory and Models [Lecturers: Karen Draney & Mark Wilson, Berkeley University, Richard Shavelson, Stanford]' (2015; Coordination; Germany, Norway, Sweden, United Kingdom)
- EERA Spring School on Advanced Methods in Educational Research 'Propensity Score Matching, Instrumental Variables, and Design Issues [Lecturers: Elisabeth A. Stuart, Johns Hopkins University Baltimore & Daniel Caro, Oxford]' (2014; Coordination; Germany, Norway, Sweden, United Kingdom)
- Annual meeting of the German Educational Research Association, Section on Empirical Educational Research (AEPF/KBBB) (2013; conference manager; TU Dortmund)
- Conference 'Understanding the Causal Effects of Educational Policies on Educational Outcomes: The Role of International Comparisons' (2013; conference manager; TU Dortmund)
- EERA Spring School on Advanced Methods in Educational Research 'Multilevel Models: The Next Generation [Lecturer: Joop Hox, Utrecht]' (since 2013; Coordination; Germany, Norway, Sweden, United Kingdom)
- EERA Spring School on Advanced Methods in Educational Research 'Methods for Causal Inference from Observational Data [Lecturers: Guido Schwerdt & Ludger Woessmann, ifo Institute Munich]' (2012; Coordination; Germany, Norway, Sweden, United Kingdom)
- EERA Spring School on Advanced Methods in Educational Research 'Combining Categorical and Continuous Latent Variables Modeling with Mplus [Lecturer: Katherine E. Masyn, Harvard]' (2011; Coordination; Germany, Norway, Sweden, United Kingdom)
- 4th IEA International Research Conference (2010; local team for organization;

Gothenburg and Oslo)

CHAIR AND/OR
DISCUSSANT

- IEA International Research Conference (IEA-IRC)
- Annual meeting of the American Educational Research Association (AERA)
- Annual meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF)
- Congress of the Deutsche Gesellschaft für Psychologie (DGPs)
- European Conference on Educational Research (ECER)

REVIEWER

Journals and Edited Volumes

- Assessment in Education: Principles, Policy & Practice
- AERA open
- Comparative Education Review (CER)
- Critical Studies in Education
- Educational Researcher
- Education Research International
- Educational Assessment, Evaluation and Accountability
- European Journal of Psychology of Education (EJPE)
- IERI Monograph Series
- Journal of Global Ethics
- Journal for Educational Research Online (jero)
- Large-scale Assessments in Education
- Research Papers in Education
- Routledge International Handbook of Teacher Quality and Policy
- Science Education
- School Leadership & Management
- Sociological Methods & Research (SMR)
- Sage Open
- Springer Book Series
- Studies in Educational Evaluation
- Tertium Comparationis
- Zeitschrift für Bildungsforschung (ZfB)
- Zeitschrift für Erziehungswissenschaft (ZfE)
- Zeitschrift für Pädagogik (ZfPäd)

ACADEMIC
TEACHING

Seminars (all-semester long)

- Bildungssysteme und Schülerleistung: Internationaler Schulleistungsstudien verstehen und nutzen (Johannes Kepler University Linz, 2020)
- Analyse von Large-scale Assessments mit R (TU Dortmund, 2019)
- Schulqualität messen und modellieren: Latente Variablen und Mehrebenenanalysen in Mplus (TU Dortmund, 2019)
- Schulqualität messen und modellieren: Latente Variablen und Mehrebenenanalysen in Mplus (TU Dortmund, 2017)
- Datenanalyse mit R (TU Dortmund, 2017)
- Schulqualität messen und modellieren: Latente Variablen und Mehrebenenanalysen in Mplus (TU Dortmund, 2017)
- Comparative and International Education: An Introduction to Theory, Method, and Practice (TU Dortmund, 2017)
- Analyse von Large-scale Assessments mit R (TU Dortmund, 2016)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2015)
- The Impact of Educational Policies and Educational Settings on Educational Outcomes (TU Dortmund, 2015, in English)
- Causality is not a Crime - Causal Inference from Observational Data (TU Dortmund, 2015, in English)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2014)
- Introduction to Multilevel and Structural Equation Modeling with Mplus (TU Dortmund, 2013, in English)

- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2013)
- Kolloquium zur Präsentation von komplexen quantitativen Forschungsergebnissen (TU Dortmund, 2012)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2012)
- Einführung in die Datenanalyse mit SPSS (TU Dortmund, 2011)
- Einführung in SPSS und MAXQDA (Katholische Hochschule Münster, 2011)
- Internationale, nationale und regionale Schulleistungsstudien (Ringvorlesung TU Dortmund, 2010)
- Analyse von Bildung als lebenslanger Prozess: Anlage und Methodik des Nationalen Bildungspanels (TU Dortmund, 2010)
- Quantitative und qualitative Methoden (Katholische Hochschule Münster, 2010)
- Datenauswertung und Projektberatung (Universität Osnabrück, 2009)
- Was wirkt? Eine Einführung in die Evaluationsforschung (WWU Münster, 2008)
- Einführung in die Inferenzstatistik und Datenanalyse mit SPSS (TU Dortmund, 2007)
- Analysen zur Bildungsungleichheit im Schulwesen (WWU Münster, 2007)

Short Workshops (1–2-days long)

- Educational Inequality in Student Achievement: Measures, Justice, and the Value of Education (University of Gothenburg, Sweden, 2019)
- Resampling zur Varianzschätzung bei komplexen Stichproben (TU Dortmund, 2016)
- Propensity Score Methoden zur Schätzung kausaler Effekte (TU Dortmund, 2016)
- Multiple Imputation fehlender Werte (TU Dortmund, 2016)
- Kategoriale und longitudinale Datenanalyse in Mplus (Bergische Universität Wuppertal, 2014)
- From correlation to causation (Bahcesehir University in Istanbul, Turkey, ECER 2013, in English)
- Jackknife technique and BRR for correct inference from complex samples (University of Gothenburg, Sweden, 2012, in English)
- Introduction to R (University of Gothenburg, Sweden, 2012, in English)
- Introduction to Structural Equation Modeling with Mplus (University Bielefeld, 2011, in English)
- The New National Educational Panel Study (NEPS) in Germany. Design, topics and availability of the Data (University of Gothenburg, Sweden, 2011, in English).
- Cross-sectional and longitudinal designs in educational research. Applications and implications (University Helsinki, Finland, ECER 2010, in English)
- Neue Lehrerausbildung in NRW: Langzeitbeurteilung von LAA in Form eines einzigen Seminargutachtens – Erfahrungen und Gestaltungsmöglichkeiten (Studien-seminar Minden, 2010)
- Item Response Theory with PARSCALE (University of Gothenburg, Sweden, 2010, in English)
- National Educational Panel Study (NEPS). Anlage und Analysemöglichkeiten (TU Dortmund, 2009)
- Structural Equation Modeling with Mplus (Universität Bielefeld, 2009, in English)
- Referendare beurteilen (Studienseminar Jülich, 2009).
- Question Wording: Art or science (KBBB Conference in Münster, 2009)
- Empirische Ergebnisse zur Formulierung von Surveyfragen (WWU Münster, 2009)
- Einführung in die Datenanalyse mit SPSS. Skalenbildung mit Faktoren- und Reliabilitätsanalyse (TU Dortmund, 2008)
- Einführung in die Datenanalyse mit SPSS. Multiple lineare Regression (TU Dortmund, 2008)

BOOKS

1. **Strietholt, R.** (2013). 'Using the World as an Educational Laboratory' Revisited: Methodological Foundations for Utilizing Recent and Older International Large-scale Studies for Educational Effectiveness Research. (Dissertation)
2. Bos, W., **Strietholt, R.**, Goy, M., Stubbe, T.C., Tarelli, I., & Hornberg, S.

(2010). IGLU 2006. Dokumentation der Erhebungsinstrumente. Münster: Waxmann.

3. Böttcher, W., Krüger, H.-H., Liesgang, T., Winter, D., **Strietholt, R.**, Kessel, A., & Schierner, M. (2009). Evaluation der Qualität der Promotionskollegs der Hans-Böckler-Stiftung: eine quantitative und qualitative Studie. Düsseldorf: Hans-Böckler-Stiftung. (Edition der Hans-Böckler-Stiftung; Bd. 234).
4. **Strietholt, R.** (2008). Kooperative Doktorandenausbildung. Die Promotion in den Promotionskollegs der Hans-Böckler-Stiftung. (Diploma Thesis)

EDITORIALS

1. **Strietholt, R.**, Rosén, M. & Gladushyna, O. (2021). *The integrity of educational outcome measures in international assessments*. Educational Assessment, Evaluation and Accountability. doi:10.1007/s11092-021-09354-y
2. **Strietholt, R.**, Bos, W., Holtappels, H. G. & McElvany, N. (eds.) (2016), Jahrbuch der Schulentwicklung. Band 19. Weinheim: Beltz/Juventa.
3. **Strietholt, R.**, Bos, W., Gustafsson, J.-E., & Rosén, M. (eds.) (2014). Educational Policy Evaluation Through International Comparative Assessments. Münster/New York: Waxmann.
4. Drossel, K., **Strietholt, R.**, & Bos, W. (eds.) (2014). Empirische Bildungsforschung und evidenzbasierte Reformen im Bildungswesen. Münster/New York: Waxmann.

ARTICLES IN JOURNALS AND EDITED VOLUMES

1. **Strietholt, R.** & Strello, A. (accepted). Socioeconomic inequality in achievement: conceptual foundations and empirical measurement. In: T. Nilsen, A. Stancel-Piatak, & J.-E. Gustafsson (eds.) International Handbook of Comparative Large-Scale Studies in Education. Perspectives and Findings
2. Cortés, D., Liaw, Y.-L., Rozman, M. & **Strietholt, R.** (accepted). Public and private secondary school: international variation in social composition, resources and student literacy from two international comparative studies. Paper commissioned for the 2021 Global Education Monitoring Report, Non-State Actors in Education. UNESCO.
3. Stancel-Piatak, A., Liaw, Y.-L., **Strietholt, R.**, & Koop, A.-K. (accepted). Prepared for distance learning? International evidence on the use and perception of informational and communication technology by teachers. In I. Gogolin & L. Ebersöhn (Eds.), Lessons from educational researchers for responses to a global challenges: Routledge.
4. Steinmann, I., **Strietholt, R.**, & Braeken, J. (2021). A Constrained Factor Mixture Analysis Model for Consistent and Inconsistent Respondents to Mixed-Worded Scales. In: Psychological Methods. doi:10.1007/s11092-020-09346-4
5. 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. doi:10.1007/s11092-020-09346-4
6. Ye, W., **Strietholt, R.**, & Blömeke, S. (2021). Academic resilience: underlying norms and validity of definitions. Educational Assessment, Evaluation and Accountability. doi:10.1007/s11092-020-09351-7
7. **Strietholt, R.**, Högrefe, N., & Zachrisson, H. D. (2020). Do increases in national-level preschool enrollment increase student achievement? Evidence from international assessments. International Journal of Educational Development, 79. doi:10.1016/j.ijedudev.2020.102287

8. **Strietholt, R.** (2020). Welches Wissen bewertet die empirische Bildungsforschung? In: U. Binder & J. Drerup (eds.). *Der Preis der Bildung. Dimensionen der Wertbestimmung schulischen Wissens Welchen Wert hat Wissen? Und welchen Preis? Zur Debatte über Fragen der Wert- und Preisbestimmung von schulischem Bildungswissen.* transcript.
9. 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.* doi:10.1007/s11092-020-09352-6
10. Johansson, S. & **Strietholt, R.** (2019). Globalized Achieved Curricula? A Longitudinal and Cross-country Analysis of Convergence in Mathematics - Profiles. In: *Comparative Education.* DOI: 10.1080/03050068.2019. 1657711
11. **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: Volante, L., Schnepf, S., Jerrim, J., & Klinger, D (eds.), *Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices (Education Policy and Social Inequality Series)*, pp. 17-38. New York, NY: Springer. DOI:10.1007/978-981-13-9863-6
12. Fabian, P., Goy, M., Jarsinki, S., Naujokat, K., Porsch, A., **Strietholt, R.**, Blatt, I., & Bos, W. (2019). Transition and Development from lower secondary to upper secondary school. In: Blossfeld, H.-P., Roßbach, H.-G. (eds.), *Education as a Lifelong Process. The German National Educational Panel Study (NEPS).* Wiesbaden: Springer VS [Edition ZfE].
13. Steinmann, I. & **Strietholt, R.** (2019). Student achievement and educational inequality in half- and all-day schools: Evidence from Germany. In: *International Journal for Research on Extended Education*, 6(2), DOI:10.3224/ijree.v6i2.08
14. Steinmann, I. & **Strietholt, R.** (2019). Effekte nachmittäglicher Bildungsangebote auf sprachliche Kompetenzentwicklungen. In: *Zeitschrift für Pädagogik*, 65 (2), 285-306.
15. Meyer, H.D., **Strietholt, R.** & Epstein, D.Y. (2018). Three Models of Global Education Quality and the Emerging Democratic Deficit in Global Education Governance. In Motoko Akiba & Gerald LeTendre (eds.), *Routledge International Handbook of Teacher Quality and Policy.* New York: Routledge.
16. Yang Hansen, K. & **Strietholt, R.** (2018). Does schooling actually perpetuate educational inequality in mathematics performance? A validity question on the measures of opportunity to learn in PISA. In: *ZDM Mathematics Education.*
17. Steinmann, I., **Strietholt, R.**, & Caro, D. (2018). Participation in Extracurricular Activities and Student Achievement: Evidence from German All-Day Schools. In: *School Effectiveness and School Improvement.* DOI: 10.1080/09243453.2018.1540435
18. **Strietholt, R.**, & Scherer, R. (2017). The unique contribution of international large-scale assessments to educational research: Combining individual and institutional data sources. In: *Scandinavian Journal of Educational Research.* DOI 10.1080/00313831.2016.1258729
19. Johansson, S. & **Strietholt, R.** (2016). Konvergieren Leistungsprofile in Mathematik? Evidenz aus fünf IEA Studien. In **Strietholt, R.**, et al. (eds.), *Jahrbuch der Schulentwicklung.* Band 19. Weinheim: Beltz/Juventa.
20. Gresch, C., **Strietholt, R.**, Kandera, M., & Solga, H. (2016). Reading-aloud versus Self-administered Student Questionnaires: An Experiment on Data Quality. In: Blossfeld, H.- P., von Maurice, J., & Skopek J. (eds):

Methodological Issues of Longitudinal Surveys: The Example of the National Educational Panel Study (p. 561-678. Wiesbaden: Springer VS.

21. Klein, M, **Strietholt, R.**, Stuckstätte, E.C. (2016). Der Seelsorgeauftrag der Telefonseelsorge im aktuellen gesellschaftlichen Kontext. Ergebnisse einer statistischen Untersuchung. In Hauschidt, E. & Blömeke, B.D (eds.), Telefonseelsorge interdisziplinär (p. 127-146.). Göttingen: Vandenhoeck & Ruprecht.
22. Steinmann, I., Zieger, L. R., Högbe, N. & **Strietholt, R.** (2016). Lesen Kinder, die nicht in der Kita waren, am Ende der Grund- schule schlechter? In **Strietholt, R.** et al. (eds.), Jahrbuch der Schulentwicklung. Band 19. Weinheim: Beltz/Juventa.
23. **Strietholt, R.**, & Rosén, M. (2016). Linking Large-Scale Reading Assessments: Measuring International Trends Over 40 Years. In: Measurement: Interdisciplinary Research and Perspectives, 14(1), 1-26. DOI 10.1080/15366367.2015.1112711
24. Högbe, N., & **Strietholt, R.** (2016). Does Non-participation in Preschool Affect Children's Reading Achievement? International Evidence from Propensity Score Analyses. In: Large-scale Assessments in Education. 4(2), 1-22. DOI 10.1186/s40536-016-0017-3.
25. **Strietholt, R.**, Manitijs, V., Berkemeyer, N., & Bos, W. (2015). Bildung und Bildungsungleichheit an Halb- und Ganztags- schulen. In: Zeitschrift für Erziehungswissenschaft, (18)4, 737-716. DOI 10.1007/s11618-015-0634-6
26. Porsch, R., **Strietholt, R.**, Macharski, T., & Bromme, R. (2015). Mathematikangst im Kontext: Ein Inventar zur situationsbezogenen Messung von Mathematikangst bei angehenden Lehrkräften. Journal für Mathematik-Didaktik, 36, 1-22. DOI 10.1007/s13138-014-0067-4
27. Becker, D., **Strietholt, R.**, Schwanenberg, J., & Bos, W. (2015). Ganztags- schule "ganz gut"? In: Roth, G. (ed.). Zukunft des Lernens. Neurobiologie und Neue Medien. Paderborn: Ferdinand Schöning.
28. **Strietholt, R.** (2014). Studying educational inequality: reintroducing normative notions. In: R. Strietholt, W. Bos., J.-E. Gustafsson, & M. Rosén (eds.), Educational Policy Evaluation Through International Comparative Assessments (p. 51-58). Münster/New York: Waxmann.
29. **Strietholt, R.**, Gustafsson, J.-E., Rosén, M., & Bos, W. (2014). Outcomes and Causal Inference in International Comparative Assessments. In: R. Strietholt, W. Bos, J.-E. Gustafsson, & M. Rosén (eds.), Educational Policy Evaluation Through International Comparative Assessments (p. 9-18). Münster/New York: Waxmann.
30. Drossel, K., **Strietholt, R.**, & Bos, W. (2014). Bildungsreformen und Bildungsplanung im Überblick. In: K. Drossel, R. Strietholt, & W. Bos (eds.), Empirische Bildungsforschung und evidenzbasierte Reformen im Bildungswesen (p. 7-10). Münster: Waxmann.
31. Müller, N., **Strietholt, R.**, & Högbe, N. (2014). Ungleiche Zugänge zum Kindergarten. In: K. Drossel, R. Strietholt, & W. Bos (eds.), Empirische Bildungsforschung und evidenzbasierte Reformen im Bildungswesen (p. 33-46). Münster: Waxmann.
32. Böttcher, W., Högbe, N., & **Strietholt, R.** (2014). Frühe Hilfen und Frühe Bildung. Chancen zur Reduktion von Chancenungleichheit? In: U. Bauer, A. Bolder, H. Bremer, R. Dobischat & G. Kutscha (eds.), Expansive Bildungspolitik - Expansive Bildung? (p. 107-125). Wiesbaden: Springer VS.
33. **Strietholt, R.**, & Bos, W. (2014). Bildungsungleichheit und Bildungsgerechtigkeit. In Recht der Jugend und des Bildungswesens, 62(3), 145-150.

34. **Strietholt, R.**, Rosén, M., & Bos, W. (2013). A correction model for differences in the sample compositions: The degree of comparability as a function of age and schooling? In: *Large-scale Assessments in Education*, 1(1). DOI: 10.1186/2196-0739-1-1
35. Johansson, S., **Strietholt, R.**, Rosén, M., & Myrberg, E. (2013). Valid inferences of teachers' judgements: does formal teacher competence matter? In: *School Effectiveness and School Improvement*, 25(3), 394-407. DOI: 10.1080/09243453.2013.809774
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2. Strello, A, **Strietholt, R.**, Siepmann, C., & Steinmann, I. (2019). Effects of Early Tracking on Performance Levels, Dispersion Inequality and Social Inequality in Student Achievement. Presentation at the IEA-IRC in Copenhagen, Denmark.
3. Steinmann, I., **Strietholt, R.**, & Rosén, M. (2019). International Reading Gaps between Boys and Girls from 1970-2011. Presentation at the American Educational Research Association (AERA) Annual Meeting, Toronto.
4. Rosén, M, **Strietholt, R.** &, Zieger, L. (2018). The Effect of Instructional Time on Student Achievement in 35 Countries: Evidence From A Within-Student Between-Subject Approach. Presentation at the European Conference on Educational Research (ECER), Copenhagen, Denmark.
5. Steinmann, I. & **Strietholt, R.**. (2018). Does Participating in All-Day Programs Enhance Student Achievement in Germany? Roundtable Diskussion bei dem American Educational Research Association (AERA) Annual Meeting, New York City, USA.
6. Steinmann, I. & **Strietholt, R.** (2018). Ganztags- versus Halbtagschule: Effekte auf Leistungsniveau und Bildungsungleichheit. Vortrag bei der Tagung Gesellschaft für Empirische Bildungsforschung (GEBF), Basel, Switzerland
7. Yang-Hansen, K., & **Strietholt, R.** (2017). Gauging the Measurement Property of Opportunity to Learn in TIMSS and PISA. Presentation at the IEA-IRC in Prague, Czech Republic.
8. **Strietholt, R.**, Steinmann, I., & Rosén, M. (2017). International Gender Gap Trends in Reading Over 40 Years: Results From Linking IEA Studies. Presentation at the IEA-IRC in Prague, Czech Republic.
9. Steinmann, I. & **Strietholt, R.**. (2017). 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
10. Rolfe, V., Yang Hansen, K. & **Strietholt, R.** (2017). Tackling Unobserved Heterogeneity in Socioeconomic Status and Opportunity to Learn, and their Effects on Academic Achievement? Presentation at the European Conference on Educational Research (ECER), Kopenhagen, Denmark
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14. **Strietholt, R.** (2016). Monetary and Non-monetary Returns to Education: Supplement from Educational Science. Presentation at the CIDER kick-off meeting, DIW Berlin, Germany.
15. **Strietholt, R.** [Session organizer] (2016). Studying Educational Inequalities from an International Perspective. Symposium at the AERA in Washington, USA.

16. **Strietholt, R.** & Borgna, C. (2016). How Is Inequality Measured in International Studies on Educational Achievement? Presentation at the AERA in Washington, USA.
17. Steinmann, I, **Strietholt, R.**, & Bos, W. (2016). Effekte nachmittäglicher Betreuung und Förderung auf sprachliche Leistungsmaße. Presentation at the GEBF, Berlin, Germany.
18. Hoglebe, N., **Strietholt, R.**, & Zieger, L.R. (2015, June). Preschool Attendance and Reading Achievement: Attendance and Fourth Graders' Reading Literacy. Presentation at the IEA-IRC in Cape Town, South Africa.
19. Johansson, S., & **Strietholt, R.**, (2015, June). Converging Patterns of Achievement in Mathematics? Evidence from 50 Years of IEA Studies. Presentation at the IEA-IRC in Cape Town, South Africa.
20. **Strietholt, R.**, & Borgna, C. (2015, March). What Does Inequality Mean in International Comparative Studies on Student Achievement. Presentation at the CIES in Washington DC, USA.
21. **Strietholt, R.** & Rosén, M [Session organizer] (2014). 'Using the World as an Educational Laboratory': Merging Educational Effectiveness Research and International Comparative Studies. Committee session at the AERA in Philadelphia, USA.
 - *Awarded as the 'SIG Most Highly Scored Paper' for the annual meeting of the American Educational Research Association, SIG School Effectiveness and School Improvement*
22. Hoglebe, N., & **Strietholt, R.** (2014, September). The emergence of unequal learning environments: segregation processes as a symptom of universal preschool systems. Presentation at the EECERA on Crete, Greece.
23. Steinmann, I., & **Strietholt, R.** (2014, March). Eine Untersuchung der latenten Struktur von Rosenbergs Selbstwertkala im Rahmen von Factor Mixture Modeling. Presentation at the GEBF in Frankfurt.
24. **Strietholt, R.**, & Hoglebe, N. (2013, October). Effects of early home and preschool environments on reading literacy: Evidence from a country-level longitudinal study. Presentation at the AEPF/KBBB in Dortmund.
25. **Strietholt, R.**, & Gresch, C. (2013, September). Does Reading Questionnaires Aloud Improve the Validity of Student Responses? Presentation at the ECER in Istanbul, Turkey.
26. **Strietholt, R.**, Bos, W., Böttcher, W., & Hoglebe, N. (2013, June). Effects of Early Home and Preschool Environments on Reading Literacy: Differences-in-Differences Evidence from PIRLS. Presentation at the IEA International Research Conference in Singapore.
27. **Strietholt, R.**, & Gresch, C. (2013, March). Vorlesen oder Selbstlesen? Ein Experiment zu den Effekten des Erhebungsmodus auf die Datenqualität. Presentation at the GEBF at the IPN Kiel.
28. **Strietholt, R.**, Bos, W., & George, A.C. (2012, September). Factor Mixture Modeling for exploring the latent structure of Rosenberg's Self-Esteem Scale. Presentation at the ECER 2012 at the University of Cádiz, Spain.
29. **Strietholt, R.**, Rosén, M., & Bos, W. (2012, September). Long-term trends in educational inequality: The role of gender and parents' education. Presentation at the ECER 2012 at the University of Cádiz, Spain.

30. **Strietholt, R.**, Bos, W., Böttcher, W., & Hoglebe, N. (2012, September). What Large-scale assessments tell us about the effect of preschool - evidence from PISA, TIMSS, PIRLS and the Reading Literacy Study. Presentation at the ECER 2012 at the University of Cádiz.
31. Goy, M., **Strietholt, R.**, Bos, W., & McElvany, N. (2012, July). Reading engagement at Grade 4 in international comparison: analyses of the dimensionality of the construct and its relation to reading achievement. Paper presented in the Symposium 'Reading motivation of at-risk students' at the 19th Annual Conference of the Society of the Scientific Study of Reading, July 11-14, Montreal, Canada.
32. Böttcher, W., Hoglebe, N., & **Strietholt, R.** (2012, July). Hoffnungsträger Prävention. Eine kritische Betrachtung von Maßnahmen in der frühen Kindheit. Presentation at the SGBF-Kongress in Bern, Switzerland.
33. Hoglebe, N., **Strietholt, R.**, Böttcher, W., & Bos, W. (2012, April). The effect of preschool education on student achievement in school. Differences-in-differences evidence across countries. Presentation at the AERA in Vancouver, Canada.
34. **Strietholt, R.**, Berkemeyer, N., Förster, M., Manitus, V., & Bos, W. (2011, September). Schulleistung und herkunftsbedingte Disparitäten an Halb- und Ganztagschulen. Presentation at the AEPF in Klagenfurt, Austria.
35. **Strietholt, R.**, Rosén, M., & Bos, W. (2011, April). Die Verlinkung neuerer und älterer Schulleistungsstudien: Entwicklung der Lesekompetenz über 35 Jahre in 18 Staaten. Presentation at the AEPF in Klagenfurt, Austria.
36. Rosén, M., **Strietholt, R.**, & Bos, W. (2011, April). Trends in reading literacy over 35 years. An international comparison on a common IRT scale. Presentation at the AERA in New Orleans, USA.
37. **Strietholt, R.**, & Rosén, M. (2010, August). Choosing between the 1-, 2- and 3-PL Models in a trend study. Presentation in the symposium 'Modelling Longitudinal Data' at the ECER 2010 'Educational and Cultural Change', Helsinki, Finland.
38. **Strietholt, R.**, & Rosén, M. (2010, August). Linking reading literacy tests for a 35 year trend study. Analysis of the bridge items. Presentation in the symposium 'Modelling Longitudinal Data' at the ECER 2010 'Educational and Cultural Change', Helsinki, Finland.
39. Goy, M., **Strietholt, R.**, & Bos, W. (2010, August). Reading instructions and reading engagement at fourth grade. Results from PIRLS 2006. Presentation at the symposium 'Towards explaining achievement: Findings from international comparative achievement studies' at the ECER 2010 'Educational and Cultural change', Helsinki, Finland.
40. **Strietholt, R.**, & Rosén, M. (2010, June). On the degree of comparability in trend studies as a function of differences in age and schooling. Presentation at the 4th IEA Research Conference, Gothenburg and Oslo, Sweden.
41. Rosén, M., & **Strietholt, R.** (2010, June). Trends in reading literacy from 1970 to 2006. A comparison on 9-10 year olds in Sweden, Hungary, Italy and the USA. Presentation at the 4th IEA Research Conference, Gothenburg and Oslo, Sweden.
42. **Strietholt, R.** (2009, December). Referendare beurteilen. Presentation at the Workshop of the Studienseminar, Jülich.

43. **Strietholt, R.**, & Bos, W. (2009, October). Sind zentral administrierte Leistungstests ein geeignetes Mittel um die Diagnosekompetenz von Lehrern zu stärken? - Erkenntnisse aus IGLU 2006. Presentation at the KBBB Conference, Münster.
44. Goy, M., Kowoll, M., Mai, T., **Strietholt, R.**, & Bos, W. (2009, September). Schulautonomie, dezentrale Steuerung und Leseleistung. Ergebnisse aus IGLU 2006. Poster presentation at the 73. AEPF, Bochum.
45. **Strietholt, R.**, Liesgang, T., & Böttcher, W. (2009, Oktober). Promotionsmotive und deren Einfluss auf die Dauer der Promotion. Poster presentation at the 12th DeGEval 'Evaluation und Gesellschaft', Münster.
46. Bos, W., Johansson, S., Rosén, M., & **Strietholt, R.** (2009, September). On the validity of negatively worded items in a PIRLS 2006 context. Presentation at the ECER 2009, University Vienna, Austria.
47. Goy, M., **Strietholt, R.**, & Bos, W. (2009, September). Reading engagement of fourth-grade students results from PIRLS 2006 for students from different socio-economic backgrounds. Presentation at the ECER 2009, University Vienna, Austria.
48. Goy, M., **Strietholt, R.**, & Bos, W. (2009, May). Reading engagement of fourth-grade students. Poster presentation in the 2nd annual conference of the Society for the Study of Motivation (SSM) in San Francisco, CA, USA.
49. **Strietholt, R.** (2009, May). Anlage und Ergebnisse der Internationalen Grundschul-Lese-Untersuchung (IGLU 2006). Presentation at the University Wuppertal.
50. **Strietholt, R.**, & Terhart, E. (2008, September). Ergebnisse aus einem Projekt zur Beurteilung von Referendaren. Presentation at the DGfE-Tagung 'Professionelle Handlungskompetenz von Lehrkräften - Professionsforschung versus Kompetenz-forschung' University Gießen.
51. **Strietholt, R.**, Walter, K., Böttcher, W., & Krüger, H.-H. (2008, May). Kooperativ gefördert? Erste Ergebnisse der Evaluierung der Promotionskollegs der Hans-Böckler-Stiftung. Presentation at the DGfE-Tagung 'Verändernde Bedingungen und Formen des Promovierens', FU Berlin.
52. Grewe, C.M., & **Strietholt, R.** (2007, Oktober). Unterrichtsqualität aus Schülersicht. Presentation at the 15th annual conference of the commission 'Grundschulforschung und Pädagogik der Primarstufe' of the DGfE, Münster.

PUBLIC SCIENCE

1. **Strietholt, R.** (2021, Januar). Corona. Was wird aus dem Unterricht? Schule hat Priorität – das sagen eigentlich alle. Aber was das in Pandemie-Zeiten heißt, ist noch unklar.. Schwäbisches Tageblatt
2. **Strietholt, R.** (2021, Januar). Kinder und Jugendliche aus bildungsbenachteiligten Familien. Neue Berliner Redaktionsgesellschaft
3. **Strietholt, R.** (2020, August). Schulöffnung nach Corona. ZDF heute journal
4. **Strietholt, R.** (2020, July). "Lernferien" gegen Lernlücken: Welche Angebote gibt es und was bringen sie? Deutschlandfunk, Campus und Karriere. www.podcast.de/episode/471670342/
5. **Strietholt, R.** (2020, May). Corona und Bildung. Interview für Hessischer Rundfunk.
6. **Strietholt, R.** (2020, May). Bildungsforscher über benachteiligte Schüler "Alle wieder in die Schule". Interview für Tagesspiegel. <https://www.tagesspiegel.de/wissen/bildungsforscher-ueber-benachteiligte-schueler-alle-wieder-in-die-schule/25814268.html>

7. **Strietholt, R.** (2019, February). Übergänge im Schulsystem. Interview für WDR2.
8. **Strietholt, R.** (2018, November). Kein Abschluss - keine Chance? Interview zur ARD Themenwoche "Gerechtigkeit".
9. My work on educational justice (Strietholt, & Bos, 2014) appeared in a school book for upper secondary schools: *Meyer-Heidemann (2015). Politische Theorie. Reihe: Wochenschau, Sek. II. Wochenschau Verlag*
10. **Strietholt, R.** (2014, March). CIDER und die Suche nach dem heiligen Gral. Zur Wahl der Analysestrategie bei der Evaluierung von Bildungspolitik. Science Slam in Frankfurt.
11. **Strietholt, R.**(2013, November 6). Tötet die Schule die Kreativität? Radio-interview für detektor.fm.