

Curriculum Vitae

Personal information

First name(s) / Surname(s)	Ana María Mejía Rodríguez
Professional e-mail	ana.mejia-rodriguez@iea-hamburg.de
Work phone	+49 (0)40 48500 677
* Nationality	Mexican
* Date of birth	18/05/1992
* Gender	

Position / Organisation

Work experience

Dates	10/2021 – present
Occupation or position held	Senior Research Analyst (Research and Analysis Unit)
Main activities and responsibilities	• Project lead for Research and Analysis Unit tasks in ICCS 2027 • Coordination support, evaluation, and documentation of scaling procedures and results for TALIS 2024 and ICILS 2023 (FT) • Reporting strategy consultancy for PASEC 2024 • Research on educational effectiveness • Writing research proposals, reports, papers, and presentation of results at conferences
Name of employer	International Association for the Evaluation of Educational Achievement
Type of business or sector	Non-profit research organization
Dates	08/2018 – 07/2021
Occupation or position held	Special Scientist
Main activities and responsibilities	• PhD student • Research on theoretical models of educational effectiveness and on secondary analyses of international large-scale assessments
Name of employer	University of Cyprus, Department of Education
Type of business or sector	University
Dates	08/2014 – 11/2015
Occupation or position held	Independent data analyst
Main activities and responsibilities	• Analysis of retirement expenditures of basic education teachers in Jalisco • Development and analysis of a dataset on salary expenditure for basic education teachers in the state of Jalisco
Name of employer	Freelance
Type of business or sector	Non-profit organizations (e.g., Mexicanos Primero Jalisco)

* Other Professional Activities

Current Editorial Board member of Educational Assessment, Evaluation and Accountability

Education and training

08/2018 – 04/2022

Dates

Title of qualification awarded PhD [Dr. phil.] in Educational Administration and Evaluation

Principal subjects/occupational skills covered Thesis: *The context level of the Dynamic Model of Educational Effectiveness: Exploration of factors and of the wider educational environment*
Advisor: Prof. Leonidas Kyriakides

Name and type of organisation providing education and training University of Cyprus

09/2016 – 05/2018

Dates

Title of qualification awarded MSc in Educational Science and Technology
Track: Educational Design and Effectiveness

Principal subjects/occupational skills covered Thesis: *The impact of achievement, gender and parental involvement on students' self-concept and intrinsic motivation for mathematics and science*
Advisors: Dr. Hans Luyten, Dr. Martina Meelissen

Name and type of organisation providing education and training University of Twente

08/2010 – 05/2015

Dates

Title of qualification awarded BSc in Industrial Engineering

Principal subjects/occupational skills covered Minor in Systems Engineering.
Improvement, optimization and innovation of processes.

Name and type of organisation providing education and training Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Guadalajara, Mexico

Personal skills and competences

Mother tongue(s) Spanish

Other language(s) English (full professional proficiency), German (intermediate)

Computer skills and competences Proficient in SPSS, IEA IDB Analyzer, MS Office; practical knowledge of R and SQL.

Publications

Journal articles

- Kennedy, A. I., Mejía-Rodríguez, A. M., & Strello, A. (2022). Inequality in remote learning quality during COVID-19: student perspectives and mitigating factors. *Large-Scale Assessments in Education*, 10(1), 29. <https://doi.org/10.1186/s40536-022-00143-7>
- Kennedy, A. I., Mejía-Rodríguez, A. M., & Strietholt, R. (2025). Civic Education Outcomes After Emergency Lockdowns: International Evidence from the COVID-19 Pandemic. *Learning and Instruction*, 102243. <https://doi.org/10.1016/j.learninstruc.2025.102243>
- Mejía-Rodríguez, A. M., & Kyriakides, L. (2023). Searching for the impact of national culture dimensions on student achievement: implications for educational effectiveness research. *School Effectiveness and School Improvement*, 34(2), 226-246. <https://doi.org/10.1080/09243453.2023.2171068>
- Mejía-Rodríguez, A. M., & Kyriakides, L. (2022). What matters for student learning outcomes? A systematic review of studies exploring system-level factors of educational effectiveness. *Review of Education*, 10(3), e3374. <https://doi.org/10.1002/rev3.3374>
- Mejía-Rodríguez, A. M., Luyten, H., & Meelissen, M. R. M. (2020). Gender Differences in mathematics self-concept across the world: An exploration of student and parent data of TIMSS 2015. *International Journal of Science and Mathematics Education*. <https://doi.org/10.1007/s10763-020-10100-x>
- Mejía-Rodríguez, A. M., Rožman, M., & Strietholt, R. (2026). Three Decades of International Studies on Computers and Education: A Scoping Review of the Literature. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2026.2642590>
- Veletić, J., Mejía-Rodríguez, A. M., & Olsen, R. V. (2024). A systematic literature review of TALIS secondary research: Trends and future directions. *Review of Education*, 12(1), e3469. <https://doi.org/10.1002/rev3.3469>

Other publications

- Kennedy, A. I., Mejía-Rodríguez, A. M., & Strietholt, R. (2024, February 22). *Civics Education during a Lockdown: COVID-19 Containment Policies and Grade 8 Student Civic Outcomes*. <https://doi.org/10.35542/osf.io/ac5xn> [Discussion Paper]
- Mejía-Rodríguez, A. M., Rozman, M., & Strietholt, R. (2024, November 8). *Three Decades of International Studies on Computers and Education: A Systematic Review of the Literature*. <https://doi.org/10.35542/osf.io/e235t> [Discussion Paper]
- Mejía-Rodríguez, A. M. (2022). The context level of the Dynamic Model of Educational Effectiveness: Exploration of factors and of the wider educational environment [Monograph-based Ph. D. Dissertation].
- Mejía-Rodríguez, A.M. (2018) The impact of achievement, gender and parental involvement on students' self-concept and intrinsic motivation for mathematics and science. (Master's thesis). Retrieved from <https://essay.utwente.nl/74457/>

Conference presentations

- Mejía-Rodríguez, A. M., Eryilmaz, N., Strietholt, R., & Kunina-Habenicht, O. Inclusion in large-scale assessments? How students with special education needs are treated and accommodated in ICCS, ICILS, PIRLS, and TIMSS. Presented at CIES 2026, San Francisco, United States.
- Mejía-Rodríguez, A. M., Eryilmaz, N., Strietholt, R., & Kunina-Habenicht, O. Promoting Inclusivity in International Large-Scale Assessments: Mapping Special Education Needs and Accommodations in IEA Studies. Presented at ECER 2025, Belgrade, Cyprus.
- Mejía-Rodríguez, A. M., Rozman, M., Strietholt, R. The Use of IEA Studies in Research: A Systematic Review of Comped, SITES, and ICILS Related Research. Presented at ECER 2024, Nicosia, Cyprus
- Mejía-Rodríguez, A. M., Rozman, M., Strietholt, R. Three decades of IEA studies on ICT in education: a systematic review of the literature. Presented at IRC 2023, Dublin, Republic of Ireland
- Mejía-Rodríguez, A. M., Strello, A., Christiansen, A., Strietholt, R. (August 2022). Providing Digital Instruction During COVID-19: The Role of Teachers' Attitudes and Investments into ICT

Resources and Professional Development. Paper presentation at ECER 2022, Yerevan, Armenia

Mejía Rodríguez, A. M., & Kyriakides, L. (2021). Assessing the Link Between National Culture Dimensions and Student Achievement in PISA 2018. Paper presentation at the American Educational Research Association 2021 Virtual Annual Meeting.

Mejía Rodríguez, A. M., & Kyriakides, L. (2019). What Makes Countries More Effective Than Others in Promoting Quality and Equity in Education? A Systematic Review of the Literature. Presentation at the European Conference on Educational Research (ECER), Hamburg.

Online outreach and dissemination

Hencke, J., Eck, M., Sass, J., Hastedt, D., & Mejía-Rodríguez, A. M. (2022, April). Missing out on half of the world's potential: Fewer female than male top achievers in mathematics and science want a career in these fields. IEA Compass: Briefs in Education No. 17. Amsterdam, The Netherlands: IEA. <https://www.iea.nl/publications/series-journals/iea-compass-briefs-education-series/april-2022-missing-out-half-worlds>

Mejía-Rodríguez, A.M., Strello, A., Strietholt, R., & Andrés C. (2022, September). The role of investment in ICT resources and teachers' professional development. IEA Compass: Briefs in Education No. 18. Amsterdam, The Netherlands: IEA. <https://www.iea.nl/publications/series-journals/iea-compass-briefs-education-series/september-2022-role-investment-ict>

Mejía-Rodríguez, A. M. (2020, July). Do Girls and Boys Feel Equally Confident in Their Mathematics Abilities? Evidence from TIMSS 2015. International Education Blog. Available [here](#).