

Curriculum Vitae

Personal information

First name(s) / Surname(s)	Falk Brese
Professional e-mail	falk.brese@iea-hamburg.de
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Position / Organisation

Work experience

Dates	2016 – present
Occupation or position held	Senior Research Analyst, Research and Analysis Unit
Main activities and responsibilities	• Conducting workshops on analysing international large-scale assessments in education • Complimentary analysis for IEA study releases Providing support for researchers regarding the analysis of international large-scale assessments' data
Name of employer	Stichting IEA Secretariaat Nederland. IEA Hamburg (formerly IEA Data Processing
Type of business or sector	Non-profit research organization
Dates	2005 – 2016
Occupation or position held	International Data Manager ICCS, TEDS-M, SITES at IEA's International Studies Unit
Main activities and responsibilities	Coordinated all tasks related to data management such as developing software, procedures and provided training to support national centers with implementing international large-scale assessments in their countries.
Name of employer	Stichting IEA Secretariaat Nederland. IEA Hamburg
Type of business or sector	Non-profit research organization

Other Professional Activities

Current	Research interests: Social inequalities, migration, methodology of ILSAs in education, and the transition of research results of ILSAa from reporting to policy implementations.
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Education and training

Dates	2007
Title of qualification awarded	Diploma
Principal subjects/occupational skills covered	Political Science
Name and type of organisation providing education and training	University of Hamburg

Publications

- Eck, M., Hencke, J., Brese, F., Sass, J., McCarthy-Fakhry, U. (2026). Girls Losing Ground: The Widening Gender Gap in Mathematics. *IEA Compass: Briefs in Education* No.30. IEA. <https://www.iea.nl/sites/default/files/2026-04/CB30-Gender-Gap-Mathematics.pdf>
- Beyer, C., Brese, F. (2024). Secondary school students' attitudes of tolerance towards minorities. *Large-scale Assessments in Education* 12: 28. <https://doi.org/10.1186/s40536-024-00217-8>
- Afana, Y., Brese, F., Kowolik, H., Cortes, D., & Schulz, W. (2024). *ICCS 2022 User Guide or the International Database*. Amsterdam, The Netherlands: IEA. <https://www.iea.nl/sites/default/files/2024-09/ICCS%20User%20Guide.pdf>
- Kowolik, H., & Brese, F. (2024). Field operations procedures. In: Schulz, W., Friedman, T. & Fraillon, J. (Eds.), *ICCS 2022 Technical Report* (pp. 83–94). Amsterdam, The Netherlands: IEA. <https://www.iea.nl/sites/default/files/2024-07/ICCS%202022%20Technical%20Report.pdf>
- Brese, F., & Twele, N. (2023). How Prepared Were Schools and Teachers for Remote Teaching? Improving Learning Experiences Online Using Evidence from TIMSS 2019. *IEA Compass: Briefs in Education* No.20. IEA. <https://www.iea.nl/sites/default/files/2023-04/Compass-Brief-Preparedness-for-remote-learning-TIMSS-2019.pdf>
- Japelj Pavešić, B., Radović, M., & Brese, F. (2022). Students' Interests, Motivation, and Self-beliefs. In: Japelj Pavešić, B., Koršňáková, P., Meinck, S. (Eds.) *Dinaric Perspectives on TIMSS 2019*. IEA Research for Education, vol 13. Springer, Cham. https://doi.org/10.1007/978-3-030-85802-5_4
- Elezović, I., Lameva, B., & Brese, F. (2022). The Role of Learning Resources, School Environment, and Climate in Transforming Schools from Buildings to Learning Communities. In: Japelj Pavešić, B., Koršňáková, P., Meinck, S. (Eds.) *Dinaric Perspectives on TIMSS 2019*. IEA Research for Education, vol 13. Springer, Cham. https://doi.org/10.1007/978-3-030-85802-5_6
- Đerić, I., Elezović, I., & Brese, F. (2022). Teachers, Teaching and Student Achievement. In: Japelj Pavešić, B., Koršňáková, P., Meinck, S. (Eds.) *Dinaric Perspectives on TIMSS 2019*. IEA Research for Education, vol 13. Springer, Cham. https://doi.org/10.1007/978-3-030-85802-5_7
- Vrapi, R., Alia, A., & Brese, F. (2022). Characteristics of High- and Low-Performing Students. In: Japelj Pavešić, B., Koršňáková, P., Meinck, S. (Eds.) *Dinaric Perspectives on TIMSS 2019*. IEA Research for Education, vol 13. Springer, Cham. https://doi.org/10.1007/978-3-030-85802-5_9
- Meinck, S., & Brese, F. (2020). Gender gaps in science are not a given: Evidence on international trends in gender gaps in science over 20 years. *IEA Compass: Briefs in Education* No. 11. Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2021-02/Compass_brief_11.pdf
- Meinck, S., & Brese, F. (2019). Trends in gender gaps: using 20 years of evidence from TIMSS. *Large-scale Assessments in Education* 7: 8. <https://doi.org/10.1186/s40536-019-0076-3>
- Köhler, H., Weber, S., Brese, F., Schulz, W., & Carstens, R. (Eds.) (2018). *ICCS 2016 User Guide for the International Database*. Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-05/ICCS2016_IDB_User_Guide.pdf
- Brese, F., & Cockle, M. (2017). Data processing procedures. In: Lietz, P., Cresswell, J. C., Rust, K. F., & Adams, R. D. (Eds.). *Implementation of large-scale education assessments* (pp. 253–275) Chichester, UK: John Wiley & Sons Inc. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118762462>
- Brese, F. (2015). Tolerance towards minority groups amongst European students. In: Isac, M. M. (Ed.), *Tolerance through education: Mapping the determinants of young people's attitudes towards equal rights for immigrants and ethnic/racial minorities in Europe* (pp. 19–33). Luxembourg: European Union.

- Brese, F., & Mirazchiyski, P. (2013). *Measuring students' family background in large scale international education studies*. IERI Monograph Series: Issues and Methodologies in Large-Scale Assessments. (Special issue 2). https://ierinstitute.org/fileadmin/Documents/IERI_Monograph/Special_Issue_2/10_IERI_Special_Issue_2_complete.pdf
- Brese, F., Becker, A., Berzina-Pitcher, I., Tatto, M. T., & Carstens, R. (2013). Survey operations procedures. In: Tatto, M. T. (Ed.), *The Teacher Education and Development Study in Mathematics (TEDS-M). Policy, Practice, and Readiness to Teach Primary and Secondary Mathematics in 17 Countries. Technical Report* (pp. 93–102). Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-05/TEDS-M_technical_report.pdf
- Carstens, R., Brese, F., & Becker, A. (2013). Creating and checking the TEDS-M database. In: Tatto, M. T. (Ed.), *The Teacher Education and Development Study in Mathematics (TEDS-M). Policy, Practice, and Readiness to Teach Primary and Secondary Mathematics in 17 Countries. Technical Report* (pp. 93–102). Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-05/TEDS-M_technical_report.pdf
- Brese, F., & Tatto, M. T. (2012). *TEDS-M 2008 User Guide for the International Database*. Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-04/TEDS-M_IDB_User_Guide.pdf
- Brese, F., Jung, M., Mirazchiyski, P., Schulz, W., & Zuehlke, O. (2011). *ICCS 2009 User Guide for the International Database*. Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-04/ICCS_2009_IDB_User_Guide.pdf
- Jung, M., & Brese, F. (2011). Data management and creation of the ICCS international database. In: Schulz, W., Ainley, J., & Fraillon, J. (Eds.), *ICCS 2009 Technical Report* (pp. 121–128). Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-04/ICCS_2009_Technical_Report.pdf
- Brese, F., & Carstens, R. (Eds.). (2009). *Second Information Technology in Education Study. SITES 2006 User Guide for the International Database*. Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-04/SITES_2006_IDB_User_Guide.pdf
- Brese, F., & Carstens, R. (2009). Survey operations procedures. In: Carstens, R., & Pelgrum, W. J. (Eds.), *Second Information Technology in Education Study. SITES 2006 Technical Report* (pp. 59–64). Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-04/SITES_2006_Technical_Report.pdf
- Carstens, R., & Brese, F. (2009). Online data collection. In: Carstens, R., & Pelgrum, W. J. (Eds.), *Second Information Technology in Education Study. SITES 2006 Technical Report* (pp. 65–73). Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-04/SITES_2006_Technical_Report.pdf
- Carstens, R., & Brese, F. (2009). Creating and checking the international database. In: Carstens, R., & Pelgrum, W. J. (Eds.), *Second Information Technology in Education Study. SITES 2006 Technical Report* (pp. 75–82). Amsterdam, The Netherlands: IEA. https://www.iea.nl/sites/default/files/2019-04/SITES_2006_Technical_Report.pdf
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