

Curriculum Vitae

Personal information

First name(s) / Surname(s)	Dr Rolf Strietholt
Professional e-mail	rolf.strietholt@iea-hamburg.de
Work phone	+49 (40)4 8500 760
Nationality	German
Date of birth	16/09/1982
Gender	Male

Position / Organisation

Work experience

Dates	2020 – Present
Occupation or position held	Co-Head of Research & Analysis Unit
Main activities and responsibilities	Leadership of the unit Coordination of research on educational effectiveness and educational measurement Consultation of external researcher and international organizations International Analysis Manager TALIS and ICILS
Name of employer	Stichting IEA Secretariaat Nederland. IEA Hamburg
Type of business or sector	Non-profit research organization
Dates	2013 – Present
Occupation or position held	Senior Researcher
Main activities and responsibilities	International Project Coordinator of the EU-funded project OCCAM (www.etn-occam.eu) that analyses data from international assessments Involved in several national and international projects (PIRLS, NEPS, StEG) Research and supervision of PhD students
Name of employer	Technische Universität Dortmund Center for Research on Education and School Development (IFS)
Type of business or sector	University
Dates	2016 – 2020
Occupation or position held	Senior Researcher
Main activities and responsibilities	Involved in the projects CHOICE (Changes in Opportunity to Learn: Swedish Pupils' Outcomes in International Large-Scale Survey Studies over Time) and ELK (Effects of teacher qualification: development over time, across school subjects and between different groups of students) Research and supervision of PhD students
Name of employer	University of Gothenburg
Type of business or sector	University

Other Professional Activities

Research visits	
Dates	2021
Occupation or position held	Guest Researcher

Main activities and responsibilities	Research
Name of employer	Johannes Kepler University Linz, School of Education
Type of business or sector	University
Dates	2019
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research
Name of employer	Pädagogische Hochschule Zug, School of Education
Type of business or sector	University
Dates	2015
Occupation or position held	Guest Associate Professor
Main activities and responsibilities	Research
Name of employer	University of Oslo Centre for Educational Measurement (CEMO)
Type of business or sector	University
Dates	2014 - 2015
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research
Name of employer	WZB-Social Research Center Berlin Research unit "Skill Formation & Labor Markets"
Type of business or sector	Research center
Dates	2013
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research
Name of employer	University of Gothenburg Research unit "Prerequisites, Education & Outcomes"
Type of business or sector	University
Dates	2013
Occupation or position held	Contract Researcher
Main activities and responsibilities	Research
Name of employer	University of Oslo, TIMSS Norway
Type of business or sector	University
Dates	2011 - 2012
Occupation or position held	Guest Researcher
Main activities and responsibilities	Research
Name of employer	University of Gothenburg Research unit "Prerequisites, Education & Outcomes"
Type of business or sector	University
Dates	2007 - 2008
Occupation or position held	Guest Researcher

Main activities and responsibilities	Research
Name of employer	University of Gothenburg Research unit "Prerequisites, Education & Outcomes"
Type of business or sector	University
Awards and Fellowships	
Year(s)	2026
Title of award/fellowship	Research Prize–awarded to Ulrich Ludewig for the paper Ludewig, Strietholt, R., & McElvany, N. (2025). Reading Literacy Decline in Europe: Disentangling School Closures and Out-of-School Learning Conditions during COVID-19. Learning and Instruction, 98, 102150
Name of awarding organisation	Zentrums für internationale Vergleichsstudien (ZIB)
Year(s)	2015
Title of award/fellowship	Rudolf-Chaudoire-Preis
Name of awarding organisation	Rudolf-Chaudoire-Foundation
Year(s)	2013 – 2016
Title of award/fellowship	Post Doc Fellowship
Name of awarding organisation	College for Interdisciplinary Educational Research (CIDER)
Year(s)	2015
Title of award/fellowship	Gustafsson & Skrandal Visiting Scholarship
Name of awarding organisation	Centre for Educational Measurement (CEMO), University of Oslo
Year(s)	2014
Title of award/fellowship	IEA Bruce H. Choppin Memorial Award
Name of awarding organisation	International Association for the Evaluation of Educational Achievement (IEA)
Year(s)	2014
Title of award/fellowship	SIG Most Highly Scored Paper
Name of awarding organisation	American Educational Research Association (AERA), SIG School Effectiveness and School Improvement
Year(s)	2012
Title of award/fellowship	Martin-Schmeißer-Stipendium
Name of awarding organisation	Martin-Schmeißer-Foundation
Year(s)	2010 – 2013
Title of award/fellowship	PhD Fellowship
Name of awarding organisation	Research School Education and Capabilities (EduCap)
Academic Committees/Boards	

Current	Co-Editor of Educational Assessment, Evaluation and Accountability, Springer (2024-; board member 2018-2023) Editorial Board member Studies in Educational Evaluation (SEE, Elsevier) (2025-) Editorial Board member Large-scale Assessments in Education (Springer) (2025-) Convener of EERA Network 9 – Assessment, Evaluation, Testing and Measurement (2024-) Editorial Board member Educational Methods and Psychometrics (EMP) (2023-) Advisory Board member of the VolkswagenStiftung zukunfft.niedersachsen Wissenschaftsraum Future.Ed (2025-2029) Advisory Board member of the Nuffield Foundation project Teaching Improvement Through Data and Evaluation (TIDE) (2024-2028) Advisory Board member of the Horizon Europe project 'IMP>ACT' (2024-2029) Technical Advisory Board member of the Nuffield Foundation project TIDE (2024-2028) Advisory Board member of the GESIS Methods Series (Analysis Scripts in Large-Scale Assessments in Education) (2023-)
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)
Dissertation advisement	Main supervisor of Maximiliano Romero, Attitudes and Achievement on a Global Scale, TU Dortmund, since 2023 Main supervisor of Umut Atasever, Studies on the validity of international assessments from a sampling perspective, TU Dortmund, since 2023 Second supervisor of Elpis Grammatikopoulou, Reading comprehension in digital and paper-based PIRLS, University of Gothenburg, completed 2026 External examiner Daniel William, Is the knowledge capital research programme a basis for international large-scale assessments in a progressive or degenerative state?, University of Bath, completed 2024 Main supervisor of Andrés Strello, Measuring educational inequality: competing normative foundations, TU Dortmund, completed 2023 Second supervisor of Victoria Rolfe, Educational Equity and Diversity in Learning Opportunities, University of Gothenburg, completed 2022 Habilitation committee of Katja Scharenberg, TU Dortmund, 2020 Dissertation committee of Rahim Schaufelberger, TU Dortmund, 2020 Main supervisor of Isa Steinmann, Eine Evaluation der Effektivität ganztägiger Beschulung in Deutschland, TU Dortmund, 2019 First opponent of Stephan Daus, University of Oslo, 2019 Dissertation committee of Paul Fabian, TU Dortmund, 2018 Dissertation committee of Andreas Sander, TU Dortmund, 2018 Dissertation committee of Denisa F. Dudas, TU Dortmund, 2014
Education and training	
Dates	2014 – 2017
Title of qualification awarded	Habilitation
Principal subjects/occupational skills covered	Education (Erziehungswissenschaft)

Name and type of organisation providing education and training	Technische Universität Dortmund – Dortmund, Germany
Dates	2008 – 2013
Title of qualification awarded	PhD in Education [Dr. phil.], Grade: summa cum laude
Principal subjects/occupational skills covered	Title of thesis: 'Using the World as an Educational Laboratory' Revisited: Methodological Foundations for Utilizing Recent and Older International Large-scale Studies for Educational Effectiveness Research. Advisors: Wilfried Bos (Dortmund), Monica Rosén (Gothenburg).
Name and type of organisation providing education and training	Research School Education and Capabilities – Bielefeld/Dortmund, Germany
Dates	2003 – 2008
Title of qualification awarded	Master in Education [Diplom-Pädagoge], Grade: 1.1
Principal subjects/occupational skills covered	Major in Education, Minor in Psychology, Economics, and Sociology. Advisors: Wolfgang Böttcher (Münster), Heinz-Hermann Krüger (Halle-Wittenberg).
Name and type of organisation providing education and training	Westfälische Wilhelms-Universität Münster – Münster, Germany
Personal skills and competences	
Mother tongue(s)	German
Other language(s)	English
Computer skills and competences	SPSS, Mplus, R, HLM, and specialized software for large-scale assessments

Publications

Books and editorials (selection)

- Lindorff, A. & Strietholt, R. (eds.) (in progress). Linking International Large-Scale Assessments with National Administrative Data. Educational Assessment, Evaluation and Accountability (Special Issue Guest Editors).
- Strietholt, R., Johansson, S., Majoros, E., & Steinmann, I. (eds.) (in progress). Longitudinal International Comparative Research? Challenges and Opportunities. Studies in Educational Evaluation (Special Issue Guest Editors).
- Kjeldsen, C. C., & Strietholt, R. (eds.) (2024). Exclusions and non-response in contemporary international large-scale studies. Educational Assessment, Evaluation and Accountability (Special Issue Guest Editors), 1–5.
- Meinck, S., Fraillon, J. & Strietholt, R. (eds.) (2022). The impact of the COVID-19 pandemic on education. International evidence from the Responses to Educational Disruption Survey (REDS). Paris/Amsterdam: UNESCO/IEA.
- Strietholt, R., Fraillon, J., Liaw, Y.-L., Meinck, S. & Wild, J. (eds.) (2021). Changes in Digital Learning During a Pandemic: Findings from the ICILS Teacher Panel. Amsterdam: IEA.
- Strietholt, R., Rosén, M. & Gladushyna, O. (eds.) (2021). The integrity of educational outcome measures in international assessments. Educational Assessment, Evaluation and Accountability (Special Issue Guest Editors). doi:10.1007/s11092-021-09354-y
- Strietholt, R., Bos, W., Holtappels, H. G. & McElvany, N. (eds.) (2016). Jahrbuch der Schulentwicklung. Band 19. Weinheim: Beltz/Juventa.
- Strietholt, R., Bos, W., Gustafsson, J.-E., & Rosén, M. (eds.) (2014). Educational Policy Evaluation Through International Comparative Assessments. Münster/New York: Waxmann.
- Drossel, K., Strietholt, R., & Bos, W. (eds.) (2014). Empirische Bildungsforschung und evidenzbasierte Reformen im Bildungswesen. Münster/New York: Waxmann.
- 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).
- Bos, W., Strietholt, R., Goy, M., Stubbe, T.C., Tarelli, I., & Hornberg, S. (2010). IGLU 2006. Dokumentation der Erhebungsinstrumente. Münster: Waxmann.
- 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.
- Strietholt, R. (2008). Kooperative Doktorandenausbildung. Die Promotion in den Promotionskollegs der Hans-Böckler-Stiftung. (Diploma Thesis).

Articles in journals and edited volumes (selection – recent)

- Three years after COVID-19. Learning and Instruction.
- O'Rafferty, G., Eryilmaz, N., Kennedy, A., & Strietholt, R. (2026). Trends in reading teacher shortage: Using 20 years of evidence from PIRLS. Teaching and Teacher Education, 174, 105415.
- Steinmann, I., & Strietholt, R. (2026). Reading more, achieving more? Long-term gender gaps in reading behavior and reading achievement. Studies in Educational Evaluation, 88, 101581.
- Skedsmo, G., Johansson, S., Prøitz, T. S., Strietholt, R., & Huber, S. G. (2026). Interpreting educational outcomes: evidence, context, and methodological choices. Educational Assessment, Evaluation and Accountability, 1–4.
- Holtmann, M., Kennedy, A. I., & Strietholt, R. (2026). What students learn depends on what we teach: Curriculum content coverage and student achievement in mathematics and science. Learning and Individual Differences, 128, 102907.
- Kennedy, A. I., Strietholt, R., Hoglebe, N., & Strello, A. (revised & resubmitted). The Effect of Early Home Learning Activities on Achievement at the End of Primary Education. Nature Communications.
- Kennedy, A. I., Mejía-Rodríguez, A.M., & Strietholt, R. (2025). Civics Education during a Lockdown: COVID-19 Containment Policies and Grade 8 Student Civic Outcomes. Learning and Instruction.
- Baghaei, P., Ravand, H., & Strietholt, R. (2025). Modeling Local Item Dependence in PIRLS 2016: Comparing ePIRLS and Paper-Based PIRLS Using the Rasch Testlet Model. Psychological Test and Assessment Modeling, 67, 127–140.

- Eryilmaz, N., Kennedy, A. I., Strietholt, R., & Johansson, S. (2025). Teacher job satisfaction: International evidence on the role of school working conditions and teacher characteristics. *Studies in Educational Evaluation*, 86, 101474. doi:10.1016/j.stueduc.2025.101474
- Borger, L., Eklöf, H., Johansson, S., & Strietholt, R. (2025). The issue of test-taking motivation in low- and high-stakes tests: are students underachieving in PISA? *Learning and Individual Differences*, 122, 102722. doi:10.1016/j.lindif.2025.102722
- Ludewig, U., Strietholt, R., & McElvany, N. (2025). Reading Literacy Decline in Europe: Disentangling School Closures and Out-of-School Learning Conditions during the COVID-19 Pandemic. *Learning and Instruction*, 98, 102150. doi:10.1016/j.learninstruc.2025.102150
- Baghaei, P., Grammatikopoulou, E., Johansson, S., & Strietholt, R. (2025). Comparing linear and nonlinear reading assessments in PIRLS 2016. *Studies in Educational Evaluation*, 87, 101513. doi:10.1016/j.stueduc.2025.101513
- Eryilmaz, N., & Strietholt, R. (2025). School leadership matters: Evidence from TIMSS on teacher job satisfaction and students' academic outcomes. *International Journal of Educational Research Open*, 9, 100520. doi:10.1016/j.ijedro.2025.100520
- Strietholt, R., Skedsmo, G., Johansson, S., Prøitz, T. S., & Huber, S. G. (2025). Re-imagining validity and value: collaboration, technology, equity, emotion, and resilience in contemporary assessment research. *Educational Assessment, Evaluation and Accountability*, 1–5. doi:10.1007/s11092-025-09464-x
- Campos, M. L., Eryilmaz, N., & Strietholt, R. (2025). Beyond Achievement Gaps: Inequalities in Affective Components of Math Learning. *Large-Scale Assessments in Education*.
- Eryilmaz, N., Kennedy, A., Strietholt, R., Johansson, S., Bäckström, P., & Henry, M. (2025). Teacher Job Satisfaction: International Evidence on the Associations with Teacher Workload, School Leadership, and Student Discipline. *IES Compass: Briefs in Education*, 27. IEA.
- Fraillon, J., Liaw, Y.-L., & Strietholt, R. (2025). Student achievement in computer and information literacy and computational thinking. In *An international perspective on digital literacy: Results from ICILS 2023* (pp. 105–118). Springer Nature Switzerland.
- Kennedy, A. I., Strello, A., & Strietholt, R. (2025). Relationships between computer and information literacy, computational thinking, and student background. In *An International Perspective on Digital Literacy: Results from ICILS 2023* (pp. 119–138). Springer Nature Switzerland.
- Lussi, I., Strietholt, R., & Huber, S. G. (2025). Inklusion in der Schule. *Schule Verantworten*, 5(1).
- Prøitz, T. S., Skedsmo, G., Johansson, S., Strietholt, R., & Huber, S. G. (2025). Assessment in context: organisation, fairness and consequences for learning and equity. *Educational Assessment, Evaluation and Accountability*, 1–5.
- Strietholt, R., Baghaei, P., Liaw, Y.-L., Meinck, S., & Strello, A. (2025). Operationalization and Methodology in TIMSS. In *Knowledge and Willingness to Act Pro-Environmentally: Perspectives from IEA TIMSS 2019 and ICCS 2016 Data* (pp. 21–29). Cham: Springer Nature Switzerland.
- Liaw, Y.-L., Baghaei, P., Strietholt, R., Meinck, S., & Strello, A. (2025). Environmental Knowledge: Conceptualization and Measurement. In *Knowledge and Willingness to Act Pro-Environmentally* (pp. 31–56). Cham: Springer Nature Switzerland.
- Strello, A., Strietholt, R., Liaw, Y.-L., Baghaei, P., & Meinck, S. (2025). Inequalities on Environmental Knowledge. In *Knowledge and Willingness to Act Pro-Environmentally* (pp. 57–76). Cham: Springer Nature Switzerland.
- Meinck, S., Strello, A., Liaw, Y.-L., Strietholt, R., & Baghaei, P. (2025). School Practices and Environmental Knowledge. In *Knowledge and Willingness to Act Pro-Environmentally* (pp. 77–98). Cham: Springer Nature Switzerland.
- Steinmann, I. & Strietholt, R. (2024). Die (Ent-)Gliederung des deutschen Schulsystems zwischen 1992 und 2020 in Zahlen. *Zeitschrift für Pädagogik*, 823–842.
- Borger, L., Johansson, S., & Strietholt, R. (2024). How representative is the Swedish PISA sample? A comparison of PISA and register data. *Educational Assessment, Evaluation and Accountability*, 1–19. doi:10.1007/s11092-024-09438-5
- Heister, H., Strietholt, R., Doeblner, P., & Baghaei, P. (2024). Circumventing construct-irrelevant variance in international assessments using cognitive diagnostic modeling: A curriculum-sensitive measure. *Studies in Educational Evaluation*, 83, 101393.

- Attig, M., Hoferichter, F., Steinmann, I. & Strietholt, R. (2024). Teaching Quality and Student Reading Outcomes: Evidence from a Longitudinal Study from Grade 5 to 7. *Studies in Educational Evaluation*, 81, 101347. doi:10.1016/j.stueduc.2024.101347
- Johansson, S., Borger, L., & Strietholt, R. (2024). Sambandet mellan läsförståelseresultat i PISA och nationella prov: En fråga om motivation i prov där konsekvenserna är små respektive stora. *Nordic Journal of Literacy Research*, 10(2). doi:10.23865/njlr.v10.5302
- Eryilmaz, N. & Strietholt, R. (2024). Evidence from TIMSS on the relationship between school leadership support, teacher job satisfaction and student mathematics and science achievement. Background paper for the 2024/5 Global Education Monitoring Report. UNESCO. doi:10.54676/FLYE3209
- Strietholt, R. & Johansson, S. (2023). Challenges for the design of international assessments: sampling, measurement, and causality. *On Education. Journal for Research and Debate*, 6(18). doi:10.17899/on_ed.2023.18.2
- Strello, A., Strietholt, R., & Steinmann, I. (2023). Mind the Gap... But Which Gap? The Distinctions Between Social Inequalities in Student Achievement. *Social Indicators Research*. doi:10.1007/s11205-023-03196-5
- Gladushyna, O. & Strietholt, R. (2023). Measuring education: Do we need a plethora of assessment studies or just a single score? *International Journal of Educational Research Open*. doi:10.1016/j.ijedro.2023.100281
- Kennedy, A. I., & Strietholt, R. (2023). School Closure Policies and Student Reading Achievement: Evidence Across Countries. *Educational Assessment, Evaluation and Accountability*, 35(1), 475–501.
- Steinmann, I., Strietholt, R., & Rosén, M. (2023). International Reading Gaps between Boys and Girls, 1970–2016. *Comparative Education Review*, 67(2), 298–330. doi:10.1086/724089
- Atasever, U. & Strietholt, R. (2023). Using the IDB Analyzer to Analyze PIAAC Data With SPSS, SAS, and R. In: *Research Data Center PIAAC at GESIS. Analysis Scripts in Large-Scale Assessments in Education: Scripts based on PIAAC data*. Köln: GESIS. doi:10.21241/ssoar.85846
- Steinmann, I., Strello, A. & Strietholt, R. (2023). The effects of early between-school tracking on gender segregation and gender gaps in achievement: a differences-in-differences study. *School Effectiveness and School Improvement*. doi:10.1080/09243453.2023.2198800
- Stacel-Piatak, A., Liaw, Y.-L., Strietholt, R., & Koop, A.-K. (2023). 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.
- Strello, A., Strietholt, R. & Steinmann, I. (2022). Does tracking increase segregation? International evidence on the effects of between-school tracking on social segregation across schools. *Research in Social Stratification and Mobility*, 78. doi:10.1016/j.rssm.2022.100689
- Mejía-Rodríguez, A.M., Strello, A., Strietholt, R., & Christiansen, A. (2022). A Booster for Digital Instruction: The Role of Investment in ICT Resources and Teachers' Professional Development. *IEA Compass: Briefs in Education*, 18.
- Rolfe, V., Yang Hansen, K., & Strietholt, R. (2022). Integrating educational quality and educational equality into a model of mathematics performance. *Studies in Educational Evaluation*, 74. doi:10.1016/j.stueduc.2022.101171
- Klein, M., Strietholt, R., & Stuckstätte, E. (2022). Soziodemographische Merkmale und Belastungsfaktoren von Anrufern der Telefonseelsorge – eine quantitative Analyse. In: W. Hoff & C. Rohleder (Eds.), *Psychosoziale Beratung und Soziale Arbeit* (pp. 215–294). Obladen/Berlin/Toronto: Verlag Barbara Budrich.
- Strietholt, R. & Strello, A. (2022). 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*. Cham: Springer Nature Switzerland.
- Strietholt, R. & Süttmann, F. (2022). Inequality in teaching and learning during the pandemic. In: Meinck, S., Fraillon, J. & Strietholt, R. *The impact of the COVID-19 pandemic on education*. Paris/Amsterdam: UNESCO/IEA.
- Huber, S., Mischler, M., Strietholt, R., & Schwander, M. (2022). YASS-Monitor – Haltungen und Einstellungen junger Erwachsener im 10-Jahres-Überblick: Kurzbefunde 2010–2019. In: Huber, S.G. *Young Adult Survey Switzerland 2022* (Band 3) (pp. 192–253).
- Cortés, D., Liaw, Y.-L., Rozman, M. & Strietholt, R. (2021). Public and private secondary school: international variation in social composition, resources and student literacy. Paper commissioned for the 2021 Global Education Monitoring Report. UNESCO.

- Rolfe, V., Strietholt, R. & Yang Hansen, K. (2021). Does inequality in opportunity perpetuate inequality in outcomes? International evidence from four TIMSS cycles. *Studies in Educational Evaluation*. doi:10.1016/j.stueduc.2021.101086
- Steinmann, I., Strietholt, R., & Braeken, J. (2021). A Constrained Factor Mixture Analysis Model for Consistent and Inconsistent Respondents to Mixed-Worded Scales. *Psychological Methods*. doi:10.1037/met0000390
- Strello, A., Strietholt, R., Steinmann, I., & Siepman, 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
- 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
- Strietholt, R., Fraillon, J., & Meinck, S. (2021). Executive summary. In: Strietholt, R., Fraillon, J., Liaw, Y.-L., Meinck, S., & Wild, J. (Eds.). *Changes in Digital Learning During a Pandemic: Findings from the ICILS Teacher Panel*. Amsterdam: IEA.
- Strietholt, R., Fraillon, J., & Meinck, S. (2021). Introduction. In: Strietholt, R., Fraillon, J., Liaw, Y.-L., Meinck, S., & Wild, J. (Eds.). *Changes in Digital Learning During a Pandemic*. Amsterdam: IEA.
- Strietholt, R., Christensen, J., Hughes, C. & Leino, K. (2021). National contexts for schooling during COVID-19. In: Strietholt, R., Fraillon, J., Liaw, Y.-L., Meinck, S., & Wild, J. (Eds.). *Changes in Digital Learning During a Pandemic*. Amsterdam: IEA.
- Liaw, Y.-L., Rozman, M., Strietholt, R., Wild, J., & Fraillon, J. (2021). Changes in inequality of opportunity. In: Strietholt, R., et al. (Eds.). *Changes in Digital Learning During a Pandemic*. Amsterdam: IEA.
- Wild, J., Liaw, Y.-L., Strietholt, R., & Meinck, S. (2021). Instruments and data collection. In: Strietholt, R., et al. (Eds.). *Changes in Digital Learning During a Pandemic*. Amsterdam: IEA.
- Cortes, D., Wild, J., Liaw, Y.-L., Strietholt, R., & Meinck, S. (2021). Sample and non-response bias analysis. In: Strietholt, R., et al. (Eds.). *Changes in Digital Learning During a Pandemic*. Amsterdam: IEA.
- Cortes, D., Wild, J., Liaw, Y.-L., Strietholt, R., & Meinck, S. (2021). Weights and variance estimation. In: Strietholt, R., et al. (Eds.). *Changes in Digital Learning During a Pandemic*. Amsterdam: IEA.
- Strietholt, R., Høgrebe, 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
- Strietholt, R. (2020). Welches Wissen bewertet die empirische Bildungsforschung? In: U. Binder & J. Drerup (Eds.). *Der Preis der Bildung*. transcript.
- 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
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- Strietholt, R., Gustafsson, J.-E., Høgrebe, 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. et al. (Eds.), *Socioeconomic Inequality and Student Outcomes* (pp. 17–38). New York, NY: Springer.
- Fabian, P., Goy, M., Jarsinski, 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*. Wiesbaden: Springer VS.
- Steinmann, I. & Strietholt, R. (2019). Student achievement and educational inequality in half- and all-day schools: Evidence from Germany. *International Journal for Research on Extended Education*, 6(2). doi:10.3224/ijree.v6i2.08
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- 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. *ZDM Mathematics Education*.

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Keynotes and invited talks (selection – recent)

Strietholt, R. (2025). Causal Insights Through International Assessment: Better Designs for Stronger Evidence. Keynote at the Frontier Research in Educational Measurement (FREMO), Oslo, Norway.

Strietholt, R. (2025). Tracing Educational Change: Trends, Challenges, and Insights from International Assessments. Keynote at the QRM (Quantitative Research Methods) conference, Gothenburg, Sweden.

Strietholt, R. (2025). Beyond Correlations: How Assessment Design Shapes Meaningful Impact Evaluation. Invited talk, European Commission Joint Research Center, ISPRA, Italy.

Public science

Research featured in national media including ARD Themenwoche, ZDF heute journal, Deutschlandfunk, WDR2, Hessischer Rundfunk, Tagesspiegel, and detektor.fm. Research included in educational materials for a school textbook (Wochenschau Verlag). Science Slam performer. Blogs hosted by UNESCO and at international-education.blog.