

## DIPF – Knowledge on Education

The DIPF is an institute belonging to the Leibniz Association that delivers science and research services to science, practice, politics and administration in the field of education. The institute's work is determined by two closely interlinked priority areas, i.e. educational information and educational research.

On the one hand, the DIPF thus conducts educational research and it evaluates the education system and at the same time, it ensures general information provisions in education.

By working in both of these areas and delivering knowledge on education, the DIPF contributes to improving educational quality and the conditions of successful education.

### The DIPF

- co-ordinates and governs national and international research and information alliances;
- conducts national and international research and infrastructure projects;
- prepares contributions to theoretical, empirical and methodological foundations of national and international educational research;
- studies educational processes at the individual, institutional and systemic level;
- evaluates educational programmes, educational institutions and education systems;
- advises and monitors initiatives for quality development and quality assurance in education;
- prepares and disseminates central scholarly information by means of modern communication media;
- advances open access to knowledge that is relevant in research;
- advises and supports educational researchers in implementing and conducting research projects;
- studies the design and use of information services and knowledge transfer processes in education;
- promotes younger generations in scientific and non-scientific professions.

Tasks in the field of educational research are conducted by the Center for Educational Quality and Evaluation, the Center for Educational Governance and the Center for Education and Human Development, whereas educational information tasks are dealt with by the Information Center for Education as well as the Library for Research on Educational History. These five centers co-operate when performing general tasks.



## Educational Research

The DIPF is one of the most important centers for multidisciplinary, primarily social scientific, empirical educational research in Germany. It links up to international research in educational science, in pedagogical psychology and developmental psychology as well as to sociologically, economically and normatively founded approaches to researching educational systems.

The institute's research works often pursue an international, longitudinal design. Theories and empirical approaches from the different disciplines are integrated and interlinked. Co-equally to analysing "educational quality" as the guiding principle of its research, the institute also fulfils science infrastructural services for policy, administration and practice in education, which are connected to educational monitoring in its broadest sense (measuring and assessing outcomes, evaluating measures and institutions, national educational reporting). In this context, the institute considers it important to deliver advice and counselling services in the bordering area of educational research and educational policy.

The three educational research centers study education at different levels, i.e. the systemic, institutional and the individual level. To this end, they apply different complementary methods. Furthermore, the centers support each other in the framework of jointly organised projects and tasks, as well as providing for continuous mutual counselling.

## Educational Governance

The Center for Educational Governance takes educational processes into an organisational and systemic perspective. The center unites researchers from different disciplines who study social, legal, economic, administrative and historical framework conditions and factors influencing the governance of education systems. The questions underlying the Center's research projects relate to the fundamental problems of the education system: securing its achievement potential, ensuring equal educational opportunities, efficiency of educational expenses.

Owing to demographic changes and far-reaching changes to the qualification-specific labour market, the framework conditions to the education system have become as important to research as the different governing mechanisms in educational administration with their effects on the development and assurance of quality in education.

Director: Professor Dr. Horst Weishaupt



## Educational Quality and Evaluation

The Center works on questions of conceptualising, measuring and assessing educational quality, the empirical analysis of its institutional conditions and development as well as the evaluation of measures for assuring and developing quality in education.

Research is conducted in two areas:

- the development of school and instructional quality;
- competence models and competence diagnostics.

Research on the development of school and instructional quality is concentrated on general education schools. Projects pay increasingly more attention to the aspect of development, in terms of the question how schools change over a time span of several years. Large-scale surveys and assessments of achievement, which are in some cases international, are supplemented by qualitative studies and longitudinal assessments that systematically analyse the efficiency of interventions.

Competence models and assessment procedures need to be developed in order to empirically account for the different components of educational quality as well as student learning outcomes. Research in the focal area of competence models and competence diagnostics focuses on the development of psychometric models and measurement procedures that allow for the analysis and description of certain competencies, as well as the use and effects of different approaches to assessing competencies and delivering feedback in school instructional teaching and learning processes.

The Center's activities bear high practical relevance in that the research findings and projects are made available to the different stakeholders in education in different ways. Moreover, the Center delivers comprehensive counselling and advice to national and international educational research and to educational policy and practice.

Director: Professor Dr. Eckhard Klieme

## Education and Human Development

This Center's focal area of research concerns individuals across their lifespan encompassing the entire scope of their potential experiences and behaviours. Educational pathways are hence studied on a long-term perspective, and they are empirically reconstructed so that deeper insights can be gained into the foundations underlying the individual acquisition of competencies, attitudes and values as well as motivational and volitional dispositions. In this sense, the Center does not focus on individual developments as such, but also on potential changes in the possibilities of individual behaviour and experience. The central question here concerns prerequisites and conditions of successful learning.

The Center aims to deliver well-informed foundations for the design of educational processes in childhood, adolescence and in late adulthood within as well as outside of traditional educational institutions.

Director: Professor Dr. Marcus Hasselhorn

## IDEA

The „Center for Research on Individual Development and Adaptive Education of Children at Risk“ (IDEA) is a particularly important multi-disciplinary programme promoting fundamental as well as applied research projects.

This programme, which is subject to the funding context of the LOEWE initiative for excellence in science of the federal state of Hesse, is conducted under the auspices of the DIPF, in close co-operation with the Frankfurt Goethe University, with participation of the Frankfurt Sigmund Freud Institute. Different multi-disciplinary projects study the influence of social risks (e.g. immigrant background) and neuro-cognitive risks (e.g. working memory dysfunctions) on the development of children's school achievement abilities.

Based on detailed analyses of developmental specificities demonstrated by children at risk, the IDEA Center concentrates on investigating fundamental principles while at the same time it assesses the potential implementation of successful adaptive measures for promoting individual development.

Co-ordination: Professor Dr. Marcus Hasselhorn



**DIPF**

Educational Research  
and Educational Information

## Educational Information



#### Educational Information

Educational information at the DIPF aims to provide high quality information services and instruments in a user-friendly way. The educational information services thus address educational science on the one hand, supporting research processes with information and communication measures in terms of "enhanced science" (eScience). On the other hand, administrative and political decisions are supported by offering a central information infrastructure for the entire educational area in Germany.

The development of services in the area of educational information focuses on the following core aspects:

- enhancing an integrated structure of portals by means of modern, internet-based and interactive information and communication technology;
- providing information and counselling services for educational research;
- timely and media-compatible archiving;
- rendering historical stocks from the domain of educational history accessible and
- closely connecting the information services and provisions to educationally relevant research.

Educational information at the DIPF is particularly concerned with supporting empirical educational research by offering instruments and services regarding requirements from the context of technology-based assessment as well as the context of internationalisation.

#### Information Center for Education

The Information Center for Education offers a comprehensive information infrastructure and advice to educational research and educational practice, for the general public, policymakers and the economy: Online portals, full text and scholarly databases, information systems and participative Web 2.0 applications are networked in an association of portals and they are continually developed further.

Important portals and information services:

- Network of Portals: German Education Server including the Innovation Portal, Information System Media Education, Education Worldwide, Information System Further Education (InfoWeb Weiterbildung);
- German Education Portal and its bibliographic database, the German Education Index and peDOCS;
- Technology Based Assessment (TBA);
- International Cooperation in Education (ice);
- Research and advice service.

The development of new services is informed by information scientific research. This includes the analysis of user requirements and underlying conditions, the evaluation of existing provisions and the development of new technologies.

Director: Professor Dr. Marc Rittberger

#### The Library for Research on Educational History

The Library for Research on Educational History (Bibliothek für Bildungsgeschichtliche Forschung), which was founded in 1876 as the German School Museum, has become a center for librarian, archival, documentation and historiographic services for the history of education.

The BBF provides the following services:

- a stock of more than 700,000 volumes; circa 1,400 running metres of archival and ca. 1,200 manuscripts dating from 1485;
- a digital text archive on the German language history of education – Scripta Paedagogica Online;
- an archive of images regarding the history of education – Pictura Paedagogica Online;
- a digital sound archive on the German language history of education in the 20th century – Vox Paedagogica Online;
- portals on the history of education and historical science – Historische Bildungsforschung Online, Clío-online;
- development of computer-based publications: complete edition of letters by Friedrich Fröbel, edition of works by Adolf Reichwein, correspondence between Eduard Spranger and Käthe Hadlich;
- exhibitions and conferences on educational history topics.

The Library for Research on Educational History is a centre for research on the history of education focusing on „modern national history of education in an international context“.

Head of the Library for Research on Educational History:  
Dr. Christian Ritzi

Director:  
Professor Dr. Marc Rittberger



#### Co-operations

The DIPF collaborates in an international network of higher education institutions, non-university research institutes, professional information centers, libraries and educational practice institutions. In particular, the DIPF has contracted agreements with the Goethe University Frankfurt am Main (since 1993), Darmstadt University (since 2004), Humboldt University Berlin (since 2006) and Wuppertal University (since 2008). The contracts regulate the participation of DIPF researchers in lecturing/teaching at universities, the promotion of young scientists, mutual use of institutions and joint appointment of professorships.

By launching the Center for Research on Individual Development and Adaptive Education for Children at Risk (IDEA) as a joint venture, the DIPF and the Goethe University Frankfurt am Main, together with the Sigmund-Freud-Institute, laid the foundation for a competence center for empirical educational research, with international appeal. The DIPF will play a permanent role in the „Zentrum für Internationale Vergleichsstudien“ (Center for International Educational Comparative Assessments, ZIB), which was jointly established by the federal government and the federal states in autumn 2010. In this context, the DIPF will contribute the competence and experiences it has gained in the field of large-scale international comparative assessments such as PISA. Further collaborators in the newly founded Centre are the Technical University Munich (TUM) as well as the IPN (Leibniz Institute for Science and Mathematics Education) in Kiel.

Ever since it was founded, the DIPF has been closely liaised with the Gesellschaft zur Förderung pädagogischer Forschung (Society for the Promotion of Educational Research, GFPF). Moreover, the Institute holds memberships with a number of scholarly societies and associations. It closely co-operates with the German Society for Educational Science (DGfE), the German Society for Educational Administration (DGBV e.V.), the German Society for Information Science and Information Practice (DGI) and the German Psychological Society (DGPs) as well as the Association of German Psychologists (BDP).

The Institute is a member of the Leibniz Association, which unites 86 non-university research institutes and institutes engaged in maintaining the science infrastructure. Their research and service tasks are relevant on a national scale of a general state science policy interest and they are jointly funded by the federal government and the federal states.



#### German Institute for International Educational Research

The DIPF, which was founded in 1951, is a public foundation with legal status, which is registered in Frankfurt am Main. The foundation's organs are: the Foundation Council, the Board of Directors and the Scientific Advisory Board.

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# DIPF

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## Educational Research