



Knowledge for Education

PROFILE AND OVERVIEW
2019/2020

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DIPF | Leibniz Institute for Research and Information in Education

DIPF Frankfurt

Rostocker Straße 6

60323 Frankfurt am Main

Germany

Tel. +49 (0) 69.24708 - 0

Fax +49 (0) 69.24708 - 444

DIPF Berlin

Warschauer Straße 34-38

10243 Berlin

Germany

Tel. +49 (0) 30.293360 - 0

Fax +49 (0) 30.293360 - 25

info@dipf.de

www.dipf.de

Twitter: @DIPF_en

Represented by the board of directors:

Prof. Dr. Kai Maaz (Executive Director)

Prof. Dr. Sabine Reh (Deputy Executive Director)

Susanne Boomkamp-Dahmen (Managing Director)

Prof. Dr. Marcus Hasselhorn

Prof. Dr. Mareike Kunter

Prof. Dr. Marc Rittberger

Editor:

Philip Stirm

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Knowledge for Education

DIPF | Leibniz Institute for Research and Information in Education
Profile and Overview 2019–2020

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Institute Profile

Aims

The DIPF | Leibniz Institute for Research and Information in Education aims to contribute “*Knowledge for Education*” – on the basis of its research, information infrastructures and transfer activities – to meet challenges in education as well as in educational research.

Such societal challenges include the comprehensive digitizing of knowledge and educational services, as well creating opportunities to use them digitally, equitable participation in education, the further improvement of individually adapted support and educational opportunities that sustainably strengthen shared responsibility toward others and the Earth. It is increasingly important for policy makers, administration, researchers, schools and day-care centers to base their actions and decisions on valid evidence. To this end, DIPF processes research-based knowledge and makes research data and well-organized information available digitally and openly.

In pursuing these aims, the Institute is currently focusing on the following topics: the teacher and teaching quality in educational institutions, the individual and institutional conditions of education and the necessary competencies of educational staff, the social and historical development of education, the opportunities and limitations of the digital transformation of teaching and learning, the usability and openness of research and information infrastructures, and also the design of transfer processes and transfer products.



Services

DIPF engages in highly demanding, international and interdisciplinary research that is both basic and application-oriented.

Research and information infrastructures of the Institute provide access to comprehensive data on and information about education in digital format – for scientists as well as for educational and political stakeholders.

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Research, information infrastructures and transfer activities

DIPF is continually expanding its transfer activities. This includes an intensified exchange with educational stakeholders regarding their questions and interests. At the same time, the Institute disseminates research findings in a way that is appropriate for the intended recipients – for instance, support opportunities at schools and in daycare centers.

The work at DIPF is embedded in extensive national and international cooperation contexts. Its partner institutions include numerous universities, such as Goethe University Frankfurt and Humboldt University Berlin, with which several Institute professorships were jointly appointed.

Some examples of DIPF activities and services are:

- Portals such as the German Education Server or bildungsgeschichte.de
- Research centers such as IDeA (Individual Development and Adaptive Education of Children at Risk) and the Centre for Technology Based Assessment (TBA)
- Counselling services for policy-makers at a national and federal state level
- The biennial National Report on Education, compiled under the lead management of DIPF
- Co-ordination of alliances such as the Leibniz Education Research Network (LERN) or the German Network for Educational Research Data (VerbundFDB)
- Studies such as the central DIPF contributions to PISA assessments

Organization

The Institute is a foundation under public law with around 320 members of staff and with locations in Frankfurt/Main and in Berlin. It is also a member of the Leibniz Association, which brings together more than 90 independent scientific institutions that address matters of societal, economic, and ecological relevant issues. Leibniz institutes have a national relevance and are thus jointly funded by the federal government and the federal states.



At DIPF, tasks are assigned to five closely collaborating departments (the respective work and research foci in brackets):

1. *Information Center for Education*
(research and information infrastructures for the entire area of education)
2. *BBF | Research Library for the History of Education*
(international research library for the history of education in Germany)
3. *Teacher and Teaching Quality*
(quality and effectiveness of educational processes)
4. *Educational Governance*
(social, structural, and institutional conditions of educational attainment)
5. *Education and Human Development*
(individual development and adaptive education)

DIPF reacts flexibly to changing demands, including international ones, and stands for open and clear communication.

DIPF continually strengthens the competencies and motivation of its staff members as they are the crucial resource for the Institute's success. One example in this regard is the diverse support offered to young scientists, which includes, for instance, the internal doctoral support program PhDIPF.

DIPF is explicitly committed to promoting gender equality and compatibility of work and family life. The Institute has repeatedly been certified as a family-friendly enterprise by “audit berufundfamilie“.

To find out more about the DIPF, visit www.dipf.de/en
or follow our Twitter account [@DIPF_en](https://twitter.com/DIPF_en)

2019 & 2020 IN RETROSPECT



DIPF compiles a report commissioned by the Saxon Ministry of Culture which expounds the situation of education in Saxony in the light of central national trends. The report identifies positive findings such as a low degree of social polarization in the Saxon education system as well as challenges such as an urgent need for educational staff.



A workshop investigates in several lectures how archives of different areas have documented the debates about educational reforms in West Germany in the 1960s and 1970s.



The open access server for sciences in education "pe-DOCS" makes a large part of the journal "die Hochschule" accessible free of charge. Moreover, new issues are re-published on peDOCS a year after publication of the printed copy.

Launch of the interdisciplinary project "MythErz", funded by the Federal Ministry of Education and Research (BMBF): Several universities and the BBF | Research Library for the History of Education investigate myths about children's upbringing and education in the GDR.

The Institute organizes the international "Conference on Learning Information Literacy across the Globe". It focuses on teaching methods of information competence as a modern key competence, for example by online courses.

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

2019



At the new building of DIPF in Frankfurt, a daycare center is opened for 22 children aged between 12 and 36 months. It is available to children of employees from DIPF and Senckenberg – Leibniz Institution for Biodiversity and Earth System Research. Six of the places are reserved to children from the near district.



The Study of All-Day Schools, which is co-ordinated at DIPF and run by several institutes, once more presents findings from a representative survey of school principals. In November, the study takes stock of fifteen years of research and presents findings on the support potential of all-day schools.



Prof. Dr. Florian Schmiedek, a developmental psychologist at DIPF, is appointed scientific coordinator of the research centre "IDeA" (Individual Development and Adaptive Education of Children at Risk), co-ordinated at DIPF in Frankfurt. IDeA assesses developmental and learning processes of children aged under twelve years.



“Schulrecht” (school law), a standard edition co-written by Prof. Dr. Hermann Avenarius from DIPF, is published in its ninth, revised edition. The manual offers an overview of legal regulations in school education – also with respect to students, parents, and teachers.



The Foundation Council of DIPF appoints Prof. Dr. Kai Maaz as Executive Director and Prof. Dr. Sabine Reh as Deputy Executive Director. They now represent the Institute according to the Governing Board decisions – a board to which they also belong.

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DEZEMBER



Funding is granted for the EU project “AR4STE(A)M”. The project with six partners begins in December. It targets innovative tools for STEM instruction – for example via Augmented Reality or game based learning.



At the “Open Day” of the children’s TV programme “Sendung mit der Maus”, the IDEa Center introduces its work to children and their families. IDEa investigates how children learn and how they can thus be supported in this process. Visitors are, for example, shown how brain activity can be measured and they learn about working memory functioning.

A new standard edition – “Das Bildungswesen in Deutschland: Bestand und Potenziale” – summarizes the current research about state and potential of education in Germany. This book is published by the Leibniz Educational Research Network (LERN), which is co-ordinated at DIPF.

PISA 2018, a study to which DIPF has contributed in many ways, is published. Among other things the Institute was responsible for developing questionnaires on contextual factors under which young people learn and conducted analyses on the effects of changing test formats from paper-based to computer-based designs.



Start of a public lecture series at DIPF in Frankfurt, shedding light on possible reactions of schools to changes in society. The series is organized by the IDeA Center in association with the teacher academy in Hesse and the Goethe University Frankfurt. Previous lecture series dealt with "education and digitization" and "creating awareness for migration at school".



Farewell to Prof. Dr. Eckhard Klieme on the occasion of his emeritation: The empirical educational researcher delivered central scientific contributions to the development of the education system. For nearly twenty years, he chaired the DIPF department for Educational Quality and Evaluation and he served as Executive Director of the Institute several times.



Prof. Dr. Mareike Kunter becomes new Director of one of the five departments and member of the Governing Board at DIPF. She is also appointed the professorship for empirical educational research with a focus on professional behaviors of educators. The professorship belongs to the Institute for Psychology of the Goethe University Frankfurt. Kunter's Department at DIPF focuses on teaching and learning processes.

In a competition of ideas for international research marketing, the German Research Foundation (DFG) awards a prize to the institute's project "Connecting Future Leaders in Research in Education". The project offers younger scientists from international partners the opportunity to apply for a research visit at DIPF.

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

2020

DIPF, Goethe University Frankfurt and TU Darmstadt organise the "International Conference on Learning Analytics & Knowledge 2020", the worldwide central forum in this area of knowledge on digital education. Owing to the COVID-19 pandemic, the coordination team switches the conference to a purely digital format within a very short space of time.



The latest National Report on Education is published. In a focal chapter, it concentrates on education in a digital world. The preparation of the report is coordinated by DIPF and is the joint responsibility of researchers from various institutions.

The Joint Science Conference (GWK) approves funding of the consortium for social, behavioural, educational, and economic sciences (KonsortSWD). DIPF is part of the consortium which is funded for being one of the nine founding consortia of the national research data infrastructure.

In 2020, DIPF contributed in many ways to dealing with challenges related to the COVID-19 pandemic: with information dossiers from the German Education Server (example in the picture), with participation in expert statements, with research on the experiences of families, and with a digital support tool for children with learning delays.



Two researchers at DIPF, Jasmin Breitwieser and Prof. Dr. Garvin Brod, publish central findings from their studies in the journal "Child Development". Using cognitive prerequisites, they illustrate how some learning strategies such as generating predictions are effective in different ways in relation to age.

Wissensgeschichte



The new DIPF website "bildungs-geschichte.de" goes online. Here, experts describe digital resources that are relevant for the study of the history of education. Researchers are given an overview or they can submit information about their own sources, databases, and indexes.

BMBF approves a research alliance based on an initiative of the federal government and federal states, co-ordinated at DIPF. It is called "Schule macht stark - SchuMaS" (school makes you strong). This initiative brings together 13 scientific institutes. In nationwide 200 schools facing challenging circumstances they will implement activities to tackle educational inequality.

A conference held by the Centre for International Student Assessment (ZIB) presents findings from the international "OECD Global Teaching InSights / TALIS Video Study" and the subsequent TALIS Video Study Germany. The studies focused on mathematics education in an international comparison. DIPF was part of the international consortium and chaired the German study, which was funded by the Leibniz Association.

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

"Pedagogical lectures" – work reports of teachers and educators in the GDR – are focused by a publication written by DIPF scientists Josefine Wähler and Maria-Annabel Hanke in the journal "Paedagogica Historica". The article outlines the state of research and source material.



Following a second phase of funding by BMBF, OERinfo, the information service about Open Educational Resources (OER), takes stock in a freely available publication. The team of authors also provides recommendations for a future perspective of OER. OERinfo is co-ordinated at DIPF and run across several institutions.

The renovation of the BBF | Research Library for the History of Education in Berlin is completed. The facilities have been attractively updated and offer new opportunities for research and work – whether undisturbed, collaboratively, or digital.



 2019 & 2020: FACTS AND FIGURES

799
publications

253 publications in peer-reviewed journals



177 
organised
events*

132  **45** 
national international

460 
talks*

282  **178** 
national international

* These performance figures are lower than planned, partly due to constraints caused by the COVID-19 pandemic.

270 
counsellings*

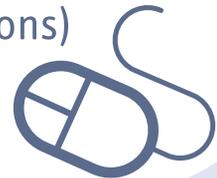
46 
counsellings of
policymakers

20 
counsellings of
practioners

204 
scientific
advices

22 
supervised completed
doctoral projects

15,930,671
online visits
(robot-cleared
sessions)



43 databases,
information systems
& portals
(as of end 2020)



BOARDS

Governing Board

The Governing Board is in charge of ongoing operations at the Institute pursuant to its constitution and decisions made by the Foundation Council.

Executive Director

Prof. Dr. Kai Maaz
Director of the department for
Educational Governance

Deputy Executive Director

Prof. Dr. Sabine Reh
Director of the *BBF / Research Library for the
History of Education*

Managing Director

Susanne Boomkamp-Dahmen

Further members

Prof. Dr. Marcus Hasselhorn
Director of the department for *Education and
Human Development*

Prof. Dr. Mareike Kunter

Director of the department for *Teacher and
Teaching Quality*

Prof. Dr. Marc Rittberger

Director of the *Information Center for Education*



Foundation Council

The Foundation Council monitors the fulfillment of the foundation's principal aims as well as the legitimacy, expediency, and economic efficiency of the Governing Board's management.

Chair

Prof. Dr. Manfred Prenzel, University of Vienna

Deputy Chair

Ministerial Councilor Anja Steinhofner-Adam, Hessian Ministry of Higher Education, Research and the Arts

Further members

Dr Ilona Baudis, Senate Administration for Science and Research, Berlin

Prof. Dr. Roger Erb, Goethe University Frankfurt

Prof. Dr. Cornelia Gräsel, University of Wuppertal

State Secretary Dr Manuel Lösel, Standing Conference of Ministers of Education and Cultural Affairs (KMK; Hessian Ministry of Education and Religious Affairs)

Assistant Secretary Dr Stefan Luther, Federal Ministry of Education and Research

Norbert Maritzen, formerly Institute for Educational Monitoring and Quality Development, Hamburg

Dr Brunhild Spannhake, Federal Ministry of Education and Research

Katrin Stump, Library at Technical University Braunschweig

Sylvia Weber, Department XI of the City of Frankfurt/ Main – Integration and Education

Prof. Dr. Christof Wolf, GESIS – Leibniz Institute for the Social Sciences, Mannheim

Scientific Advisory Board

The Scientific Advisory Board counsels the Governing Board and Foundation Council regarding principal and supra-disciplinary matters on the work and development program as well as national and international cooperation of the Institute.

Chair

Prof. Dr. Peter Drewek, Institute for Education Science, Ruhr University Bochum

Deputy Chair

Prof. Dr. Klaus Tochtermann, ZBW – Leibniz Information Centre for Economics, Kiel

Further members

Prof. Dr. Mirjam Ebersbach, Institute of Psychology, University of Kassel

Prof. Dr. Tina Hascher, Institute of Education Science, University of Bern

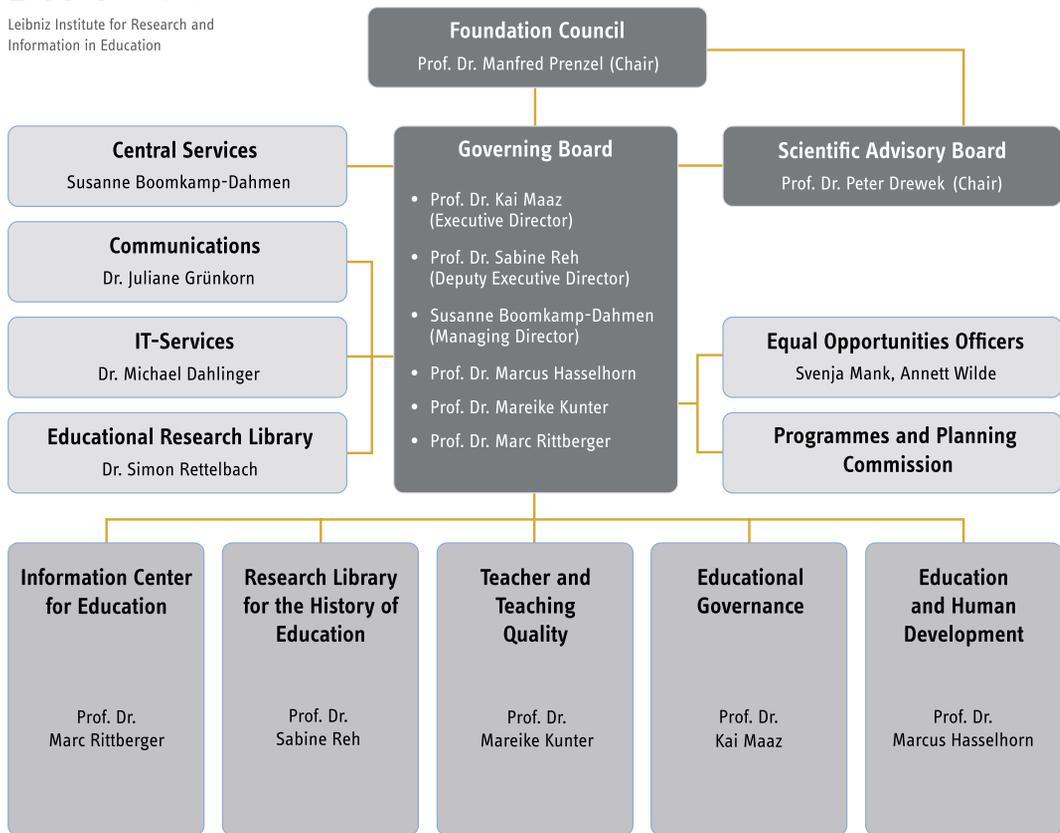
Prof. Dr. Hans-Christoph Hobohm, Department for Information Science, University of Applied Sciences Potsdam

Prof. Dr. Katharina Maag Merki, Institute of Education Science, University of Zurich

Prof. Dr. Ingrid Schoon, Institute of Education, University of London

Prof. Dr. Christian Wolff, Institute of Information and Media, Language and Culture, University of Regensburg

ORGANIZATION CHART



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