



Knowledge for Education

PROFILE AND OVERVIEW
2021/2022

Imprint

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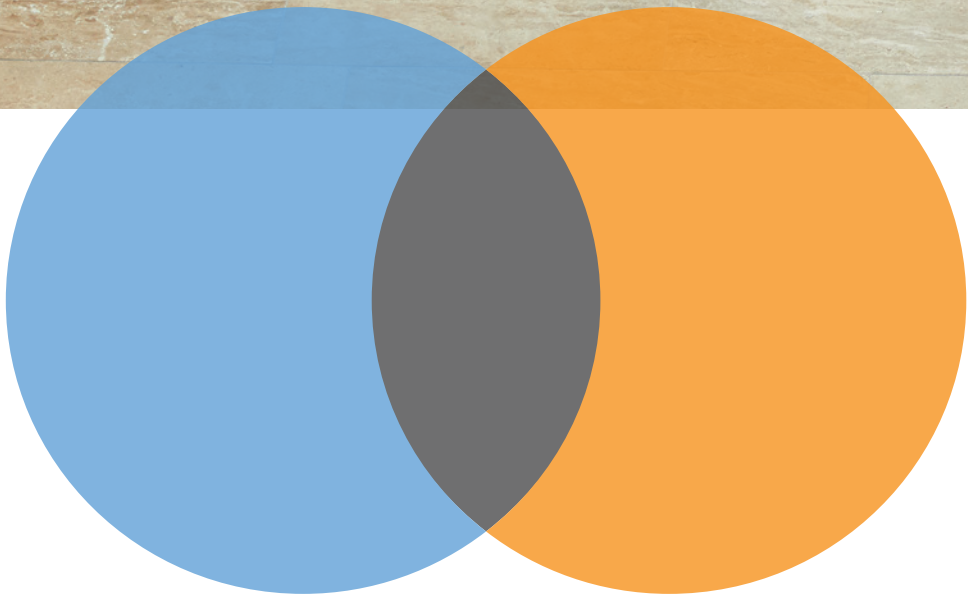
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Knowledge for Education

DIPF | Leibniz Institute for Research and Information in Education
Profile and Overview 2021–2022

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Institute Profile

Aims:

The DIPF | Leibniz Institute for Research and Information in Education has set itself the goal of contributing *Knowledge for Education* to overcoming central challenges in education and plays a key role in researching them. It supports science, universities, schools, daycare centers, administration and politics with its activities in educational research, with digital infrastructure and with targeted knowledge transfer. The purpose is to drive forward high-quality, responsible education that promotes equity and is internationally compatible.

The societal challenges facing the education system and educational research have become even more apparent in the wake of the Covid 19 pandemic. It is necessary to digitally modernize educational offerings and their use, to realize the fairest possible participation in education, to further improve individual support, and to design educational offerings in such a way that they lead to the assumption of sustainable shared responsibility toward others and the earth. Against this background, it is particularly important that politicians, administrators and educational institutions can make decisions and act on the basis of reliable information. For the successful transfer of Knowledge for Education, the Institute is also increasingly focusing on the expansion of science-practice cooperations.

The DIPF is responding to these needs and is constantly updating its strategic positioning, its thematic priorities and the guidelines for its work – most recently in the reporting period in a multi-stage and integrative internal process. An insight into the results and thus into the orientation of the DIPF is provided by the goals, services and key points of the current organizational development presented here.



Services:

The institute combines excellent research across all departments with outstanding educational information services. It works in an interdisciplinary manner and according to the principles of open science. The research approach is fundamental as well as application-oriented and internationally anchored. The DIPF examines education from a systemic, institutional, individual and historical perspective and critically reflects on existing concepts of quality, governance and development. Its research-based and demand-driven infrastructures offer comprehensive, preferably free and at the same time responsible access to information and data on education to all interested parties, thus providing the basis for a digital and participatory educational and research space.

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Four areas of focus in the next years

In terms of content, the work of the DIPF will focus on four main areas in the coming years: Research on differential educational conditions and educational trajectories, education in the digital world, open science, and transfer and transfer research. Examples of services and offerings of the institute are:

- Education portals such as the German Education Server, the Education Research Portal or bildungsgeschichte.de.
- Research centers such as IDeA (Individual Development and Adaptive Education of Children at Risk) and the Center for Technology-Based Assessment @DIPF (TBA)
- Coordination activities, for example of the research network School Makes Strong (SchuMaS), the German Network for Educational Research Data (VerbundFDB) or the Leibniz Education Research Network (LERN)
- Policy advice at federal and state levels, such as the National Education Report „Education in Germany“, which is prepared under the auspices of the Institute.
- Currently around 100 research projects – details at: www.dipf.de/en/research/current-projects

Organization:

The Institute is a foundation under public law with around 330 members of staff and locations in Frankfurt am Main and in Berlin. It is also a member of the Leibniz Association. The Leibniz Association brings together nearly 100 independent scientific institutions dedicated to socially, economically and ecologically relevant issues. Leibniz institutes are jointly funded by the federal and state governments of Germany because of their national importance.

The tasks of the DIPF are carried out by five closely cooperating departments:

1. *Information Center for Education*
(Research and provision of infrastructures for educational science, educational research and the public interested in education)
2. *BBF | Research Library for the History of Education*
(Historical educational research, library and archive for German educational history in an international context)
3. *Teacher and Teaching Quality*
(Investigation of the quality and impact of educational processes in teaching, schools and universities)
4. *Educational Governance*
(Analysis of educational inequalities and scientific monitoring of school and system-related reform processes)
5. *Education and Human Development*
(Research on children's individual development and successful learning and their best possible support)

The DIPF actively seeks exchange and cooperation with actors in pedagogical-professional practice as well as research and science – nationally and internationally. It maintains close partnerships with numerous universities, including Goethe University Frankfurt, Humboldt University Berlin, and Darmstadt University of Applied Sciences. Several professors working at the DIPF have been jointly appointed with these universities.

The structure and the organizational culture of the institute are constantly being developed in order to be able to react quickly and flexibly to changing requirements and to introduce innovative ideas into the discourse. The DIPF considers the competencies and motivation of all employees and junior researchers to be a decisive resource for successful work. Therefore, it pays special attention to corresponding educational and support offers. One example is the internal program PhDIPF, which systematically supports the institute's PhD students.

The DIPF stands for open and clear communication as well as lively cooperation. Diversity among employees is seen as potential and opportunity. This self-image is supported at the institute, among other things, by equal opportunity officers and the representation of disabled employees. The DIPF also faces the challenge of using resources responsibly and contributing to sustainable development. In 2021 two sustainability officers took up their work.

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



2021 & 2022 IN RETROSPECT



The team behind the PACO research project, which is studying psychological adjustment to the Covid 19 pandemic, publishes results in the journal Child Development. According to the results, a parenting style that supports autonomy can contribute to family well-being.



Start of a project funded by the German Research Foundation in which the DIPF and the Friedrich Schiller University Jena prepare the pedagogical letters of the educationalist Wilhelm Rein as a digital source corpus. The result is to be made permanently available as a re-usable resource via the platform EditionenBildungsgeschichte.



The DIPF organizes the virtual workshop „The Picture in Picture Books – Its History and Pedagogical Significance in Transnational Perspective“. It takes a look at illustrations designed for children with regard to their history, their characteristic forms and their change as a medium for knowledge transfer.

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

2021

The Federal Ministry of Education and Research announces the six sites for the establishment of the German Center for Mental Health. The DIPF is involved in one of the locations, the Ruhr University Bochum. The institute contributes primarily with its expertise on children and adolescents in educational institutions.



The Standing Scientific Commission of the „Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany“ begins its work. Prof. Dr. Kai Maaz (DIPF) is a member of the commission, which advises the states on challenges and the further development of education.

In a statement, the German National Academy of Sciences Leopoldina addresses the psychosocial and educational situation of children and adolescents in the pandemic, as well as aspects of motoric development. Prof. Dr. Mareike Kunter (DIPF) contributed to the statement.



The DIPF celebrates its 70th birthday with a virtual event with greetings, concerts and readings. Since 1951, the institute has contributed to improving education and educational research in Germany through research, infrastructure services and knowledge transfer.



Six freely available handouts are published. They offer advice on how to develop and implement good all-day educational programs for children and young people. The handouts are the result of an exchange between researchers at the institute and institutions and professionals involved in all-day education.



The DIPF Foundation Council adopts the new DIPF strategy developed by the Governing Board with the participation of the staff. Among other things, it provides four main areas of focus: Research on differential educational conditions and educational trajectories, education in the digital world, open science, and transfer and transfer research.

How effective are tools for staying away from digital distractions? DIPF researchers explore this question in a systematic review in the Journal of Computer Assisted Learning, providing an overview of the state of research.

The German Research Foundation approves the third funding phase of the Specialised Information Service for Educational Science. The service of a consortium under participation of the DIPF wants to expand its offers even more in the sense of Open Science. For example, crowdfunding of Open Access specialist publications is organized together with academic libraries.

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

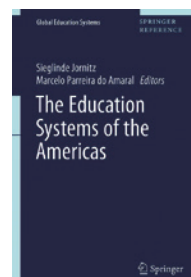


Start of funding for the collaborative project „ABIBA | Meta“ coordinated by the Institute: It supports the projects of a funding line by the Federal Ministry of Education and Reserach which investigate how the influence of social background on the education of young people can be reduced.



The Joint Science Conference approves a special status of the German Network for Educational Research Data (VerbundFDB) and will support it permanently as an extension of the DIPF. Thereby a reliable infrastructure for securing and re-using research data is created – realized with further partner institutions.

A two-volume handbook co-published by the DIPF provides information on the education systems of almost all countries in North, Central and South America, including the Caribbean island states. It is aimed at students, researchers, and other interested parties.



GEBF

digigEBF21, the digital conference year of the Society for Empirical Educational Research (GEBF) which was largely organized by a DIPF team, has come to an end. The program included key-notes, thematic conferences, workshops, competitions and a doors open day of educational research institutions.



Prof. Dr. Tina Hascher from the Institute of Educational Science at the University of Bern takes over the chairmanship of the Scientific Advisory Board of the DIPF. Prof. Dr. Klaus Tochtermann from the ZBW – Leibniz Information Centre for Economics remains vice-chairman.



Start of the project INCLASS, which was funded by the Leibniz Association under the transfer funding line. The goal is to develop an application-oriented set of tools for the inclusion of children with autism spectrum disorders.



The new National Education Report „Education in Germany 2022“ is published. Its focus chapter this time is on education staff. Among other things, the report notes a major shortage of staff in the daycare and school sectors. The report is being prepared under the coordination of the DIPF by a group of scientific authors from various institutions.

The Foundation Council of the DIPF adopts new rules to ensure good and transparent scientific practice and procedures for dealing with scientific misconduct for the institute. The regulations correspond to the new code of the German Research Foundation and the template of the Leibniz Association.

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

2022

The project enorM about the future of learning starts. It is a project of the Federal Ministry of Education and Research Science Year. In several formats, the project brings students and researchers into exchange. The results are captured in graphic recordings, podcasts and an online game.



The IDEa Center's annual public lecture series begins – this time on the topic of strengthening teachers' competencies. 2021 was about challenges and perspectives for the design of educational processes for children at risk.



Together with the Hector Research Institute of Education Sciences and Psychology, the DIPF starts qualifying courses for regional coordinators of the Hector Children's Academies in Hesse. Both institutes will also provide scientific support for the program. In Hesse, about 100 such academies are to support particularly gifted elementary school students.



Dr. Hanna Reißert is appointed by DIPF and Goethe University Frankfurt to the qualifying professorship for „Educational Science with a Focus on Teaching and Heterogeneity“ The researcher will primarily study the role of origin and gender in education.



Despite many security precautions, the DIPF falls victim to a cyberattack. The institute responds immediately, but the IT infrastructure, services, and project and research work are nevertheless affected. The DIPF is able to immediately restore a significant part of its services – except for the digital offerings of the BBF | Research Library for the History of Education.



As part of the joint project Digi-EBF, the third volume of a series on the state of research on digitization in education and its prospects is published. The work, edited by DIPF experts and freely accessible, takes a look at teaching and learning with digital media.

The project PaTH begins its work. The project records partnerships between science and school practice in Germany on the basis of internationally established criteria and examines their potential, obstacles and development processes.

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER



After a two-year break in the wake of the Corona pandemic, the Long Night of the Sciences in Berlin is once again taking place in the presence of the public. Once again, the DIPF department BBF | Research Library for the History of Education is present. Among other things, BBF gives lectures and provides playful insights into its work.



The Annual Forum on Educational Policy organized by the Leibniz Education Research Network Alliance (LERN) is dedicated to the topic „Minimum standards – a contribution to better education for all?“. This year, the DIPF, among others, is responsible for the content.



20 years after the first PISA study, DIPF authors systematically summarize the state of scientific knowledge on socially unequal educational opportunities in German-speaking countries. In a freely available research synthesis, they highlight the high influence of social background on educational success, but also point out research gaps.

●● 2021 & 2022: FACTS AND FIGURES

835

publications

344 reviewed
(258 in English)



300

organised events

203 97
national international

712

talks



507

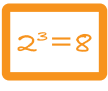
science-related

205

practice-related

267  **counsellings**

29  **counsellings of
policymakers**

21  **counsellings of
practioners**

29 
**supervised completed
doctoral
projects**

217 
scientific advices

32.485.011
online visits

(robot-clear
sessions)



117 **Blog articles,
pod and
vidcasts***



* Contains contributions of the DIPF administration as well.

BOARDS

Governing Board

The Governing Board conducts the Institute's affairs according to the Foundation's 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 fulfilment of the foundation's purposes and the legal correctness, purpose orientation and economic efficiency of the management by the Institute's Governing Board.

Chair

Prof. Dr. Manfred Prenzel, University of Vienna

Deputy Chair

Dr. Dorothee Lux, Hessian Ministry of Higher Education, Research and the Arts

Further members

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Prof. Dr. Cornelia Gräsel, University of Wuppertal

Dr. Desirée Grothues, Federal Ministry of Education and Research

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

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

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

Katrin Stump, Saxon State and University Library Dresden

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 the Foundation Council regarding fundamental scholarly and general questions pertinent to work and development programmes as well as international and national co-operations of the Institute.

Chair

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

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. Eckhardt Fuchs, Leibniz Institute for Educational Media | Georg Eckert Institute, Braunschweig

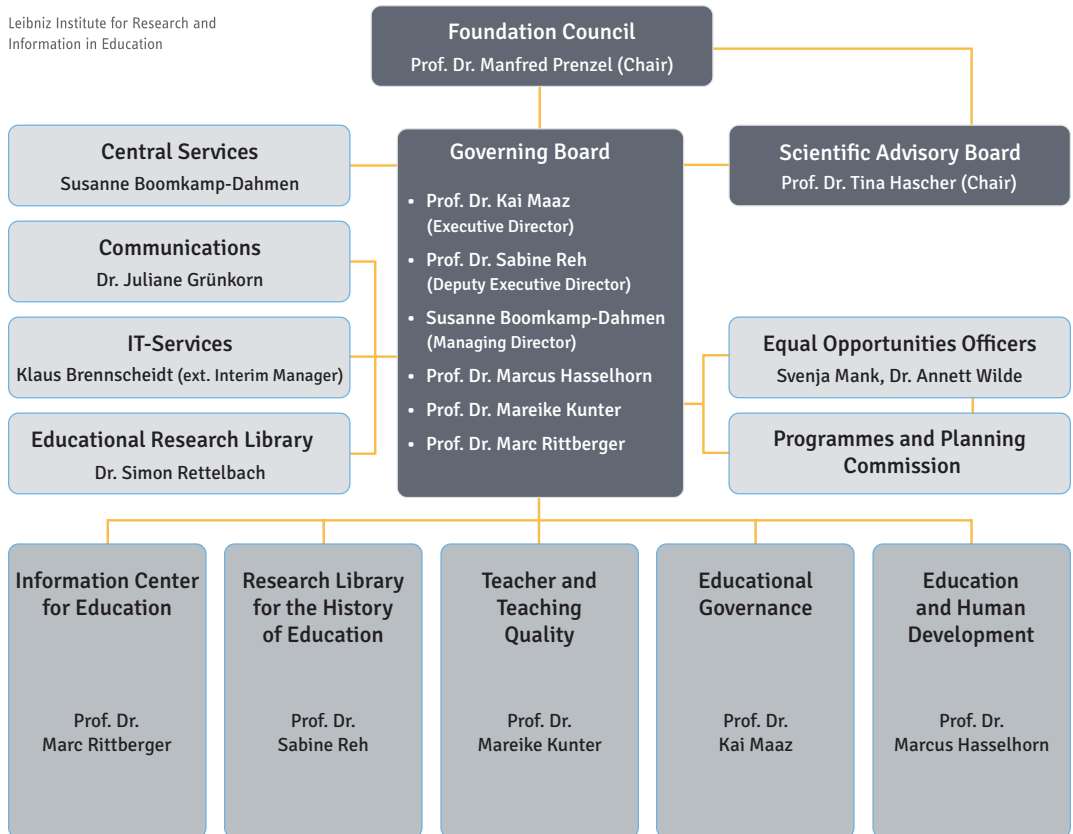
Prof. Dr. Hans-Christoph Hobohm, Department for Information Science, University of Applied Sciences Potsdam

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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