

Current doctoral theses and projects

Doctoral theses in this unit are subject to the professorship held by Marc Rittberger in cooperation with partner universities.

Research syntheses as a method

Research syntheses deliver compact insights regarding relevant topics in education. In order to deliver reliable findings and communicate them transparently and comprehensibly, the development of the method for educational research is being investigated.

One aspect in this regard concerns a systematic search for literature, which is fundamental to subsequent analyses of studies.

One doctoral thesis investigates how good literature research is performed in educational research and how current research procedures are documented in syntheses. In order to optimise collaboration between educational researchers and information scientists, we need to find out about the role (possibly) played by information specialists and libraries in research synthesis processes.

Another aspect of research syntheses addresses the assessment of relevance of literature in research synthesis compilations and effects of the assessment on findings and consequences drawn from such work. These questions are relevant and a systematic assessment is important for reasons of transparency of research syntheses and transfer to practice.

Research syntheses should not only be transparent and controllable but data should also be reused, so the project [ForSynData](#) aims at the enablement of a standardisation of syntheses and generated data for a sustainable archiving in research data centres. ForSynData is a cooperation project with the [Research data for Education unit at the Information Center](#).

AI tools and (partial) automation of research synthesis creation play an important role, the project [lernen:digital](#) collaborates with colleagues in this field.

Besides looking at individual topics, the thematic area of research syntheses exchanges ideas and collaborates with [research data working group at DIPF](#).

Open research and teaching

Digitising has opened up new opportunities that affect research and teaching. One major goal is to open up research and make it inclusive and transparent. The unit mostly focuses on Open Science, Open Educational Resources (OER), Open Practices and related topics like evaluation of research and monitoring, in collaboration with other units at the institute and external partners from the [Leibniz strategy forum Open Science](#).

The project [ReTransfer](#) investigates how science communication and transfer work from educational research to practice and there is a respective doctoral thesis.

For networking and transfer, different means of transfer, e.g. via educational portals and university and multidirectional communication channels to diverse target groups such as teachers or state institutions, are identified, evaluated and used. We are designing a dynamic transfer concept that is adapted to priorities and objectives of the project, permanently taking efficiency into perspective. A close collaboration with the [German Education Server](#) is thus organised.

ReTransfer also focuses on the development and provision of OER and open educational practices via digital infrastructures, which is another doctoral project. Routines of operation will be identified and the influence of digital infrastructures will be tapped.

Besides the sharing of educational resources, another doctoral project investigates the sharing and reuse of ethnographic research data. Research data can be shared and curated via research data centres – other researchers might thus use the data for subsequent studies. The doctoral project will study precise routines for ethnographic work aiming to improve the exchange and collaboration among educational researchers and research data centres. The doctoral project “Open Scholarship Indicators“ addresses the question of how open research and teaching can be visualized and made comparable (monitoring) – what are the challenges and incentives? A focus is placed on investigating OER as an indicator of open teaching, because resources are published via open digital infrastructures and they are thus measurable.