

Part A. PERSONAL INFORMATION

First and Family name	Heike Wendt		
Researcher numbers	Researcher ID		
	Orcid code	0000 0001 5255 1806	

A.1. Current position

Name of University/Institution	Graz University, Faculty of Environmental, Regional and Educational Sciences		
Department	Institute of Education Research and Teacher Education		
Address and Country	Merangasse 70/II, 8010 Graz, Austria		
Current position	Professor for Education Research	From	2019
	Deputy head of department		
Keywords	international comparative studies of educational achievement, School development research, Research methods, Measurement, Intercultural Education		

A.2. Education

Degree/PhD	Universidad	Year
Diplom Education (BA & MA) (with high distinction)	University of Hamburg, Dortmund University Universität Dortmund (Diplom)	2008
Dr. phil., Education (with high distinction)	TU Dortmund University	2012

A.3. JCR articles, h Index, thesis supervised

h-index: 25

Part B. CV SUMMARY (max. 3500 characters, including spaces)

Prof. Dr. Heike Wendt, Professor for Education Research, Institute of Education Research and Teacher Education, Faculty of Environmental, Regional and Educational Sciences, Graz University, Austria. Her research interests are in the international comparative research and school development with a focus on questions of equity and transitions of education systems. She served for more than 10 years as national research coordinator for Germany's participation in international large scale assessment studies and is involved in numerous international research projects and partnerships.

Part C. RELEVANT MERITS

C.1. Selected Publications (including books, last 5 years)

Wendt, H. & Hußmann, A. (2020). Leistungsstark und gerecht? Entwicklungen von Grundschulsystemen im europäischen Vergleich. *Tertium Comparationis*. 25,1. 1-24.

Bergold, S, Kasper, D., Wendt, H. & Steinmayr, R. (2019). Being bullied at school: the case of high-achieving boys. *Social Psychology of Education*. 1. 2019. 1-24. doi:10.1007/s11218-019-09539-w

Long, C. & Wendt, H. (2019). Trends in Qualification of South African Mathematics Teachers: Findings from TIMSS 2003, 2011, 2015. *African Journal of Research in Mathematics, Science and Technology Education*. 1. 1-10. doi:10.1080/18117295.2019.1692475

Bremerich-Vos, A. & Wendt, H. (2019). Zur Nutzung von Laut- bzw. Anlauttabellen im Deutschunterricht der Grundschule. *Zeitschrift für Angewandte Linguistik (ZfAL)*, 70, 19-35.

Bellens, K., van Damme, J., van den Noortgate, W., Wendt, H. & Nilsen, T. (2019). Instructional Quality: Catalyst or Pitfall in Educational Systems' Aim for High Achievement and Equity? An Answer Based on Multilevel SEM Analyses of TIMSS 2015 Data in Flanders

- (Belgium), Germany, and Norway. Large Scale Assessment in Education. DOI: 10.1186/s40536-019-0069-2
- Kanyonga, L., Mtana, N. & Wendt, H. (2019). Implementation of competence-based curriculum in technical colleges: The case of Arusha City, Tanzania. *International Journal of Vocational and Technical Education*, 11 (1), 1-20.
- Schwippert, K. & Wendt, H. (2017). It's all about validity: Preparing TIMSS and PIRLS background questionnaires for the 21st century. *Tertium Comparationis*, 23 (1), 28-46.
- Lintorf, K., Guill, K. & Wendt, H. (2017). „Was dein Kind kann, kann meins schon lange!“ – Effekte der sozialen Komposition von Grundschulklassen auf den Übergang. *Zeitschrift für Erziehungswissenschaft*, 20(4), 711727. DOI : 10.1007/s11618-017- 0762-2 [“Anything your child can do, my child can do better!” Effect of social class composition on the recommendation and choice of school track]
- Wendt, H., Kasper, D. & Trendtel, M. (2017). Assuming measurement invariance of background indicators in international comparative educational achievement studies: A challenge for the interpretation of achievement differences. *Large Scale Assessment in Education*. 5:10. DOI: 10.1186/s40536-017-0043-9
- Long, C. & Wendt, H. (2017). A Comparative Investigation of South Africa's High-performing Learners on Selected TIMSS Items Comprising Multiplicative Concepts. *African Journal of Research in Mathematics, Science and Technology Education*. <http://dx.doi.org/10.1080/18117295.2017.1306343>
- Porsch, R. & Wendt, H. (2017). Mathematikunterricht und Studienschwerpunkte der Lehrkräfte: Gibt es Auswirkungen auf die Mathematikleistungen von Grundschülerinnen und -schülern? *Nationale Befunde aus TIMSS 2011. Unterrichtswissenschaft*. 45(2). 115-135. [Out of field teaching in mathematics: Are the effects on student achievement?]
- Wendt, H. & Kasper, D. (2016). Subject-specific strength and weaknesses of fourth-grade students in Europe: a comparative latent profile analysis of multidimensional proficiency patterns based on PIRLS/TIMSS combined 2011. *Large Scale Assessment in Education*. 14:4. DOI: 10.1186/s40536-016-0026-2
- Bergold, S. C., Wendt, H., Steinmayr, R. & Kasper, D. (2016). Gender differences at the high end of scholastic competency: A person-centered approach. *Journal for Educational Psychology*. DOI: 10.1037/edu0000140
- Smith, D. S., Wendt, H., & Kasper, D. (2016). Social reproduction and sex in German primary schools. *Compare: Journal of Comparative and International Education*. DOI: 10.1080/03057925.2016.1158643
- Rieck, K., Dalehefte, I. M., Wendt, H. & Kasper, D. (2015). Wie schneidet das Unterrichtsentwicklungsprogramm SINUS an Grundschulen im Vergleich zu TIMSS 2011 ab? Evaluation der naturwissenschaftsbezogenen Daten. *Zeitschrift für Grundschulforschung*, 8, 1. 39-52. [Evaluation of the instructional development program SINUS in primary schools in comparison to TIMSS 2011]

Books

- Schwippert, K., Kasper, D., Köller, O., McElvany, N., Selter, C., Steffensky, M., Wendt, H. (Eds.) *TIMSS 2019. Mathematische und naturwissenschaftliche Kompetenzen von Grundschulkindern in Deutschland im internationalen Vergleich*. Münster. Waxmann. 2020. doi:10.31244/9783830993193 [TIMSS 2019– German National Report]
- Hußmann, A., Wendt, H., Bos, W., Bremerich-Vos, A., Kasper, D., Lankes, E.-M., McElvany, N., Stubbe, T. C. & Valtin, R. (Eds.). (2017). *IGLU 2016. Lesekompetenzen von Grundschulkindern in Deutschland im internationalen Vergleich*. Münster: Waxmann. [PIRLS 2016 – German National Report]
- Wendt, H., Bos, W., Köller, O., Selter, C., Schwippert, K. & Kasper, D. (Eds.) (2016). *TIMSS 2015 – Mathematische und naturwissenschaftliche Kompetenzen von Grundschulkindern in Deutschland*. Münster: Waxmann. [TIMSS 2015 – German National Report]
- Wendt, H., Stubbe, T. C., Schwippert, K. & Bos, W. (Eds.). (2015). *10 Jahre international vergleichende Schulleistungsforschung in der Grundschule. Vertiefende Analysen zu IGLU und TIMSS 2001 bis 2011*. Münster: Waxmann. [10 years of international comparative primary school performance research. Secondary analyses of PIRLS and TIMSS 2001-2011]
- Wendt, H. & Bos, W. (Eds.) (2015). *Auf dem Weg zum Ganztagsgymnasium. Erste Ergebnisse der wissenschaftlichen Begleitforschung zum Projekt „Ganz In - Mit Ganztag*

mehr Zukunft. Das neue Ganztagsgymnasium NRW“. Münster: Waxmann. [Towards an all-day Grammar School. First Research Findings from the Research Project “GanzIn – All day schools for Future. The new all-day-secondary school type in North Rhine-Westphalia”]

More than 120 chapters in edited volumes

C.2. Research projects and grants

Project “Research capacity building to strengthen Empirical Education Research on Social Cohesion and Equity in Kosovo (EduReaKos)” funded cooperation between Graz University, the University “Isa Boletini” Mitrovice, University “Ukshin Hoti” Prizren and the University of Prishtina “Hasan Prishtina”. Funded by Austrian Development Agency (ADA) and co-financed by the Ministry of Education and Science (MES) within the HERAS+ frame (40.000€).

Projects “Rethink Education and Science in Iraq after ISIS occupation” & “Connect for Change” federally funded cooperation between Graz University, TU Dortmund University and the Mosul University (2015-2023). Principle applicant and coordinator; Funded by German Academic Exchange Service (DAAD) (452.000€+ 200.000€)

Project “TIMSS 2019 and 2023: Trends in International Mathematics and Science Study-Germany”. An international comparative study on student achievement in mathematics and science. Fellow Co-Applicant as part of a scientific consortium lead by Knut Schwippert.

Project “Inclusion through digital school development”. A local study in the Styria region on best-practices for inclusive teaching and learning during the Corona-pandemic. Principal applicant together with Barbara Gasteiger-Klicpera. Funded by Styria regional government (80.000 Euro)

Funding by: BMBF/KMK. Project “PIRLS 2016: International Reading Literacy Study-Germany” (2014-2018). An international comparative study on student achievement in reading literacy. Fellow Co-applicant as part of a scientific consortium co-lead with Wilfried Bos. Funding by: BMBF/KMK. (1.000.000 Euro)

Project “TIMSS 2015: Trends in International Mathematics and Science Study- Germany” (2013-2017). An international comparative study on student achievement in mathematics and science. Fellow Co-applicant as part of a scientific consortium co-lead with Wilfried Bos. Funding by: BMBF/KMK. (1.000.000 Euro)

Project “Ganz In – mit Ganzttag mehr Zukunft. Das neue Ganztagsgymnasium in NRW“-Phase II. (2015-2019) [With all day schools, more future. The new all-day school in North-Rhine Westphalia]. A school development project targeting all-day secondary schools in North-Rhine Westphalia, involving 3 universities, 30 schools, more than 30 professors from various disciplines. Principal applicant together with Wilfried Bos. Funded by Mercator Foundation (4.000.000 Euro)

C.3. Contracts

Since 2020 (Apr) Deputy Head of Department Institute for Professional Development in Education, Austria Since 2019 (Aug)

Full Professor for Empirical Education Research, Faculty of Environmental, Regional and Educational Sciences, Graz University, Austria

Acting Professor for Didactics and School Pedagogy, Institute for Pedagogy (3/2018-3/2019), Oldenburg University, Germany

Assistant Professor, Institute for School Development Research (02/2013-3/2018; 4/2019-7/2019); Faculty of Educational Sciences, Psychology and Sociology TU Dortmund University, Germany

Acting Professor of Empirical Educational Research (2013) Faculty of Educational Sciences, University of Erfurt, Germany

C.5. Further research achievements

IEA Richard M. Wolf Memorial Award, International Association for the Evaluation of Educational Achievement (2017)