

Contributors

Christian Brühwiler

Christian Brühwiler is Vice-Rector for Research & Development at the St.Gallen University of Teacher Education (PHSG), Switzerland. He was previously Head of the Institute of Research on Teaching Profession and on Development of Competencies at the PHSG. His research interests focus on teacher education, teachers' professional competencies, teaching quality and student learning outcomes. He conducted several studies funded by the Swiss National Science Foundation (SNSF) on topics such as outcomes of teacher education, multilingual language acquisition at school or professional competencies of physical education teachers. Furthermore, he was a member of the Swiss PISA Consortium and was involved in the IEA Teacher Education and Development Study (TEDS-M). He holds a PhD in Psychology from the University of Koblenz-Landau, Germany. His doctoral thesis was on adaptive teaching competency and its impact on the quality of instruction and learning outcomes.

North Cooc

North Cooc is an Associate Professor of Special Education at the University of Texas at Austin. His research focuses on three main areas: 1) the role of schools and social institutions in reducing racial and ethnic disparities in academic outcomes; 2) unequal opportunities for children with disabilities and families navigating the special education system; and 3) the preparation of a diverse and culturally responsive teacher workforce. He received his doctorate in quantitative policy analysis in education from Harvard University. North previously conducted evaluations of afterschool programs and literacy initiatives in Washington, DC. and spent two wonderful years teaching lower secondary English classes in Shizuoka, Japan.

Aron Fink

Aron Fink is a Research Associate and PhD student at the Department of Educational Psychology: Measurement, Evaluation and Counselling at Goethe University, Frankfurt, Germany. He previously worked at the department of Empirical Methods in Educational Research at the Friedrich Schiller University, Jena, Germany. His research interests are linked to topics in educational measurement and psychometrics, computerized adaptive testing (CAT), as well as artificial intelligence in educational measurement.

Andreas Frey

Andreas Frey is a Professor for Educational Psychology: Measurement, Evaluation and Counselling at Goethe University, Frankfurt, Germany. He is also a Professor II at the Centre for Educational Measurement (CEMO), University of Oslo, Norway. Previously, he was Professor for Research Methods in Education at the Friedrich Schiller University in Jena, Germany. He was responsible for the IRT scaling of the German national comparison in PISA 2006 and was involved in numerous national and international

large-scale assessments afterwards. From 2012 - 2014 he was member of the board of directors of the German Psychological Association (DGPs). He serves in several technical expert groups and is member of the German PIRLS 2021 consortium. Andreas is Associate Editor of Behavior Research Methods and Editorial Board Member of several other measurement journals. His major research interest is computerised adaptive testing. His research was published in more than 100 papers in peer-reviewed journals and book chapters. He directed about 15 third party funded research projects devoted to computerised adaptive testing and other measurement topics.

Lena Hollenstein

Lena Hollenstein is a Senior Researcher at the Institute of Research on Teaching Profession and on Development of Competencies as well as the Institute for Research into Teaching and Learning at the St.Gallen University of Teacher Education (PHSG), Switzerland. Additionally, she works as a Project Coordinator in an evaluation project on teacher education in Austria and on gender-sensitive free play impulses for digital transformation in kindergarten (www.weplaythefuture.ch). Her research interests focus on teacher education, teachers' professional competence and teachers' expectations as well as teaching quality and student learning outcomes. Furthermore, her research interests are in early childhood, especially in digital education. She worked in the longitudinal study "Outcomes of Teacher Education" funded by the Swiss National Science Foundation (SNSF). She holds a PhD in Educational Science from the University of Cologne (Germany). Her doctoral thesis was on primary mathematics teachers' expectation and the relation with students' mathematics learning outcomes.

Grace MyHyun Kim

Grace MyHyun Kim is an Assistant Professor in the Department of Curriculum and Instruction at the University of Texas at Austin. She is also a faculty member of the University of Texas Urban Teachers Program, Center for Asian American Studies, and Center for East Asian Studies. She has worked in education for over 20 years and holds a PhD in Education from the University of California, Berkeley. Her research focuses on language, literacy, and culture, especially related to issues of equity, diversity, and social justice in the teaching and learning of youth. Her research interests have been shaped by teaching experiences in multiple countries and contexts, including seven years as a California public high school teacher, and five years working in curriculum and teacher professional development with the Stanford Program on International and Cross-Cultural Education.

Maria Teresa Tatto

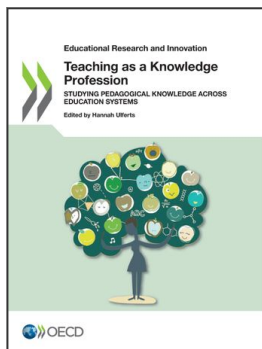
Maria Teresa Tatto is a Professor in the Division of Educational Leadership and Innovation, and the Southwest Borderlands Professor of Comparative Education at the Mary Lou Fulton Teachers College at Arizona State University. Previously she was a Professor at Michigan State University in the Department of Teacher Education. She has authored several articles, books, and chapters. Her most recent publications include: [The First Five Years of Teaching Mathematics \(FIRSTMATH\): Concepts, Methods and Strategies for Comparative International Research](#), [Knowledge, Policy and Practice in Learning to Teach: A Cross-National Study](#), [Exploring the Mathematics Education of Teachers using TEDS-M Data](#), and [Learning to Teach in England and the United States: The Evolution of Policy and Practice](#). Dr. Tatto has served as Editor-in-Chief for the Journal of Teacher Education, and as a Guest Editor for the Oxford Review of Education and the International Journal of Educational Research. She is a Former President of the Comparative and International Education Society. She is an Honorary Research Fellow in the Department of Education at the University of Oxford, England, and a Fellow in the American Educational Research Association. Dr. Tatto studies the effects of educational policy on school and teacher education systems.

Hannah Ulferts

Hannah Ulferts is an Analyst in the OECD's Centre for Educational Research and Innovation, working in the Teachers, Teaching and Multidimensional Professionalism project. Previously she was an analyst in the Innovative Teaching for Effective Learning (ITEL) project, where she worked on the Teacher Knowledge Survey (TKS) and its integration into the international Teaching and Learning International Survey (TALIS). Before the OECD, Hannah worked as a Postdoctoral Researcher and Lecturer at the Department of Early Childhood Education at the Free University, Berlin as well as a Researcher at the Humboldt University and University of Potsdam. She was involved in two European projects on pre- and primary education, and two evaluation studies on early support programs for disadvantaged families in Germany. She also conducted a study on primary students' reading motivation and competences. Hannah holds a Doctor in Psychology from the Free University, Berlin. She has published on various topics such as [teacher knowledge](#), [parenting styles](#), [job roles and personality development](#), [reading motivation and competences](#) as well as [quality, quantity and effectiveness of early childhood education and care \(ECEC\)](#). Her work spans a broad range of methodological approaches, including systematic reviews, meta-analysis and scoping reviews, (secondary) analysis of international, longitudinal and cross-sectional studies using assessments as well as questionnaires.

Sara Willermark

Sara Willermark holds a PhD in informatics with a specialisation in work integrated learning. She works as a Postdoctoral Researcher and Lecturer at the Department of Media and Design at University West, Sweden. She has a background as a high school teacher with a Master of Education, and BSc Social sciences and Media and communication. She is interested in the digitalisation of society in general and the digitalisation of school in particular. In her research, she investigates how digitalisation changes the conditions for teachers, teaching and learning and what is required for a digital leadership in schools. She is committed to public outreach and has, among other things, worked on behalf of the Swedish National Agency for Education, and Sweden's municipalities and county councils.



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