

## Curriculum Vitae

### Personal information

**First name(s) / Surname(s)** **Lauren Musu**  
**Professional e-mail** [l.musu@iea.nl](mailto:l.musu@iea.nl)  
**Work phone** +31 (0) 20 625 36 25  
**Nationality** American

### Position / Organisation

#### Work experience

|   |   |
|---|---|
| <p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p> <p>Name of employer</p> <p>Type of business or sector</p> | <p>2019 – Present</p> <p>Senior Research Officer</p> <ul style="list-style-type: none"> <li>• Responsible for the International Quality Control Program for ICCS, ICILS, and other studies including training and oversight</li> <li>• Assist with translation verification processes and procedures</li> <li>• Conduct statistical analyses of IEA data for use in social media posts or presentation at international conferences</li> </ul> <p>Stichting IEA Secretariaat Nederland. IEA Amsterdam</p> <p>Non-profit research organization</p> |
| <p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p> <p>Name of employer</p> <p>Type of business or sector</p> | <p>2014 – 2019</p> <p>Statistician</p> <ul style="list-style-type: none"> <li>• Planned, organized, wrote, and supervised contract staff on the production of U.S. indicator reports and publications.</li> <li>• Represented the United States as the delegate for several OECD networks involved in the production of <i>Education at a Glance</i>.</li> </ul> <p>National Center for Education Statistics (NCES), U.S. Department of Education</p> <p>Government</p>   |
| <p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p> <p>Name of employer</p> <p>Type of business or sector</p> | <p>2009 – 2014</p> <p>Research Associate</p> <p>Initiated and wrote substantive analytic and research papers and conference presentations based on education survey data including completing complex statistical analyses in SPSS, SAS, and other statistical programs.</p> <p>University of Maryland, College Park</p> <p>University</p>  |
| <p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p> <p>Name of employer</p> <p>Type of business or sector</p> | <p>2004 – 2009</p> <p>Research Technician</p> <p>Coordinated data collection for 500 classrooms in secondary classrooms across several assessments periods, including providing training for external research assistants and on-site organization for data collection and processing.</p> <p>University of Michigan, Ann Arbor</p> <p>University</p>   |

## Other Professional Activities

|         |   |
|---------|---|
| Current | Member of Comparative and International Education Society (CIES)<br>Ad hoc reviewer for academic journals   |
| Past    | Adjunct Professor, American University School of Education <ul style="list-style-type: none"> <li>Course taught: Overview of Quantitative and Qualitative Research Strategies</li> </ul> Adjunct Professor, University of Maryland School of Education <ul style="list-style-type: none"> <li>Courses taught: Research Methods, Adolescent Development, and Educational Psychology</li> </ul> |

## Education and training

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|--|--|
| Dates  | 2014   |
| Title of qualification awarded                                 | Ph.D.  |
| Principal subjects/occupational skills covered                 | Motivational Processes and the Pursuit of Postsecondary Education/Specialization in Educational Psychology |
| Name and type of organisation providing education and training | University of Maryland, College Park<br>Department of Human Development and Quantitative Methodology       |
| Dates  | 2013   |
| Title of qualification awarded                                 | Master of Arts   |
| Principal subjects/occupational skills covered                 | Educational Measurement, Statistics, and Evaluation  |
| Name and type of organisation providing education and training | University of Maryland, College Park<br>Department of Human Development and Quantitative Methodology       |
| Dates  | 2004   |
| Title of qualification awarded                                 | Bachelor of Arts   |
| Principal subjects/occupational skills covered                 | Psychology and English Literature  |
| Name and type of organisation providing education and training | University of Michigan, Ann Arbor  |

## Personal skills and competences

|                                 |   |
|---------------------------------|---|
| Mother tongue(s)                | English                                     |
| Other language(s)               |   |
| Computer skills and competences | Microsoft Office, SPSS, R, IEA IDB Analyzer |

## Selected Publications

Fernández-Villà, G. & **Musu, L.** (2021). Follow me for more content: How does social media use relate to activism among young people? Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). <https://www.iea.nl/publications/series-journals/iea-compass-briefs-education-series/september-2021-how-does-social>

**Musu, L.**, Dohr, S., & Netten, A. (2020). Quality control during data collection: Refining for rigor. In: Wagemaker, H. (Ed), *The Reliability and Validity of International Large-Scale Assessment*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). <https://www.iea.nl/publications/series-journals/iea-research-education/reliability-and-validity-international-large>

Dohr, S., Friedman, T., Ebbs, D., & **Musu, L.** (2020). Instrument preparation and verification of the ICILS 2018 study instruments. In: Fraillon, J., Ainley, J., Schulz, W., Friedman, T., & Duckworth, D. (Eds), *IEA International Computer and Information Literacy Study 2018 Technical Report*, pp. 49–57. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). [https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL\\_0.pdf](https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL_0.pdf)

Dohr, S., **Musu, L.**, & Ebbs, D. (2020). Quality assurance procedures for ICILS 2018. In: Fraillon, J., Ainley, J., Schulz, W., Friedman, T., & Duckworth, D. (Eds), *IEA International Computer and Information Literacy Study 2018 Technical Report*, pp. 49–57. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). [https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL\\_0.pdf](https://www.iea.nl/sites/default/files/2020-05/ICILS%202018%20Technical%20Report-FINAL_0.pdf)

Wang, K., Rathbun, A., and **Musu, L.** (2019). *School Choice in the United States: 2019* (NCES 2019-106). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

**Musu, L.**, Zhang, A., Wang, K., Zhang, J., and Oedekerck, B. (2019). *Indicators of School Crime and Safety 2018* (NCES 2019-047). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

De Brey, C., **Musu, L.**, Wilkinson-Flicker, S., Branstetter, C., and Diliberti, M., (2018). *Status and Trends in the Education of Racial and Ethnic Groups 2018* (NCES 2018-201). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

**Musu-Gillette, L. E.**, Wigfield, A., Harring, J., & Eccles, J. (2015). How students' expectancies and values in math predict their choice of college major: A longitudinal analysis. *Educational Research and Evaluation*.

Gilbert, M. C., **Musu-Gillette, L. E.**, Woolley, M. E., Karabenick, S. A., Strutchens, M., & Martin, W. G. (2014). Effects of students' perceptions of the classroom environment on their motivation and achievement in mathematics. *Learning Environments Research*. doi: 10.1007/s10984-013-9151-9

**Musu-Gillette, L. E.**, Barofsky, M. Y., & List, A. (2014). Exploring the relationship between student approaches to learning and reading achievement at the school level. *Journal of Early Childhood Literacy*. doi: 10.1177/1468798413512846