

## Curriculum Vitae

### Personal information

First name(s) / Surname(s) **Mojca Rožman**  
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### Position / Organisation

#### Work experience

Dates	01/2019–Present
Occupation or position held	Senior Research Analyst, Research and Analysis Unit (until 03/2021 Research Analyst)
Main activities and responsibilities	<ul style="list-style-type: none"> <li>• project lead for Research and Analysis Unit tasks in ICILS 2023</li> <li>• scaling, analysis and documentation of scaling procedures and results</li> <li>• data analysis</li> <li>• writing reports, papers and presentation of results at conferences</li> </ul>
Name of employer	International Association for the Evaluation of Educational Achievement
Type of business or sector	Non-profit research organization
Dates	06/2021 – present
Occupation or position held	Academic Staff, department of Teacher and Teaching Quality (Educational Measurement)
Main activities and responsibilities	Scientific coordination of the evaluation for the project <i>HAND IN HAND – Empowering teachers across Europe to deal with social, emotional and diversity-related career challenges</i> (together with Dr. Nina Roczen and Prof. Dr. Johannes Hartig): project application, assessment development, evaluation of the intervention study, data analysis, publication of the results
Name of employer	DIPF   Leibniz Institute for Research and Information in Education
Type of business or sector	Public research institute
Dates	09/2015 – 12/2018
Occupation or position held	Academic Staff, department of Educational Quality and Evaluation
Main activities and responsibilities	<ul style="list-style-type: none"> <li>• Academic staff member in <i>PISA 2018</i>: development of international versions of context questionnaires, monitoring of national adaptations, communication with country representatives and external partners, presentation of result.</li> <li>• Scientific coordination of the evaluation for the project <i>Hand in Hand - Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach)</i> (together with Dr. Nina Roczen and Dr. Svenja Vieluf): project application, evaluation of the intervention study, data analysis, publication of the results.</li> </ul>
Name of employer	DIPF   Leibniz Institute for Research and Information in Education
Type of business or sector	Public research institute
Dates	2008 – 2014
Occupation or position held	Different positions: Assistant with a PhD, Young researcher, Assistant researcher

- Main activities and responsibilities
- data organisation, data collection and data analyses
  - preparation of the PhD thesis
  - writing reports, scientific papers and presentation of project results at conferences
  - questionnaire development

Name of employer Educational research institute, Ljubljana, Slovenia

Type of business or sector Public research institute

Dates 2008 – 2009

Occupation or position held Assistant researcher

Main activities and responsibilities *Optimization of cognitive (learning) effectiveness of didactic text*: in charge of the empirical part of the project, test administration, correspondence with schools, organisational duties, data entry, data analysis, help with writing the final report, publishing results

Name of employer Postgraduate School of Humanities, Institutum Studiorum Humanitatis, Ljubljana, Slovenia

Type of business or sector Private faculty

## Other Professional Activities

Current • Editorial board member of *Human Systems Management* (10/2020-present)

Past • Teaching: *Psychodiagnostics on the individual level – Methodological basics* (Seminar in German at Goethe University Frankfurt/Main, Summer semester 2018, with Dr. Nina Roczen)

• Editor's assistant: scientific journal *The School field (Šolsko polje)* (02/2012-02/2015)

• International quality control monitor: *TIMSS Advanced 2008, TALIS 2008, and TIMSS 2007* for Slovenia.

## Education and training

Dates 2006 - 2014

Title of qualification awarded Dr. (Statistics for Social Sciences)

Principal subjects/occupational skills covered Thesis title: *Effect of Sample Composition in the Estimation of Item Parameters and Proficiency in International Large-scale Assessments*

Name and type of organisation providing education and training University of Ljubljana, Slovenia

Dates 2000 – 2005

Title of qualification awarded Diploma (Psychology)

Principal subjects/occupational skills covered Thesis title: *Development of some memory abilities in early childhood*

Name and type of organisation providing education and training Faculty of Arts, University of Ljubljana, Slovenia

**Personal skills and  
competences**

Mother tongue(s)	Slovene
Other language(s)	German, English
Computer skills and competences	SPSS, R, Mplus, Parscale, MS Word, MS Excel, MS Power Point

## Publications

- Rožman, M.**, Meinck, S., & Chen, M. (2022) Impact of the pandemic on classroom teaching and learning. In S. Meinck, J. Fraillon, R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education, International evidence from the Responses to Educational Disruption Survey (REDS)* (pp. 54–83). UNESCO / International Association for the Evaluation of Educational Achievement (IEA).
- Chen, M., Kennedy, A. I., Meinck, S., & **Rožman, M.** (2022). Communication, feedback, and assessment. In S. Meinck, J. Fraillon, R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education, International evidence from the Responses to Educational Disruption Survey (REDS)* (pp. 84–106). UNESCO / International Association for the Evaluation of Educational Achievement (IEA).
- Meinck, S., **Rožman, M.**, & Chen, M. (2022) Help and support for teaching and learning. In S. Meinck, J. Fraillon, R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education, International evidence from the Responses to Educational Disruption Survey (REDS)* (pp. 107–125). UNESCO / International Association for the Evaluation of Educational Achievement (IEA).
- Rožman, M.**, Meinck, S., & Chen, M. (2022). Well-being of students and teachers. In S. Meinck, J. Fraillon, R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education, International evidence from the Responses to Educational Disruption Survey (REDS)* (pp. 126–150). UNESCO / International Association for the Evaluation of Educational Achievement (IEA).
- Chen, M., Kennedy, A. I., Meinck, S., & **Rožman, M.** (2022). Transitioning students back to school. In S. Meinck, J. Fraillon, R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education, International evidence from the Responses to Educational Disruption Survey (REDS)* (pp. 151 - 167). UNESCO / International Association for the Evaluation of Educational Achievement (IEA).
- Meinck, S., **Rožman, M.**, & Chen, M. (2022). Academic progress, preparedness for future disruptions, and persisting changes. In S. Meinck, J. Fraillon, R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education, International evidence from the Responses to Educational Disruption Survey (REDS)* (pp. 168–183). UNESCO / International Association for the Evaluation of Educational Achievement (IEA).
- Alia, A., Japelj Pavešić, B. & **Rožman, M.** (2022). Opportunity to learn mathematics and science. In B. Japelj Pavešić, P. Koršňáková & S. Meinck (Eds.), *Dinaric perspectives on TIMSS 2019: Teaching and learning mathematics and science in South-Eastern Europe* (pp. 39–64). Springer Nature.
- Jošić, S., Japelj Pavešić, B., Gutvajn, N. & **Rožman, M.** (2022). Scaffolding the learning in rural and urban schools: Similarities and differences. In B. Japelj Pavešić, P. Koršňáková & S. Meinck (Eds.), *Dinaric perspectives on TIMSS 2019: Teaching and learning mathematics and science in South-Eastern Europe* (pp. 213–239). Cham: Springer Nature.
- Džumhur, Ž., Ševa, N. & **Rožman, M.** (2022). Early Literacy and Numeracy Competencies: Predictors of Mathematics Achievement in the Dinaric Region. In B. Japelj Pavešić, P. Koršňáková & S. Meinck (Eds.), *Dinaric perspectives on TIMSS 2019: Teaching and learning mathematics and science in South-Eastern Europe* (pp. 101–122). Springer Nature.
- Liaw, Y.-L., **Rožman, M.**, Strietholt, R., Wild, J. & Fraillon, J. (2021). Changes in the use of ICT. In R. Strietholt, J. Fraillon, S. Meinck, J. Wild, Y.-L. Liaw (Eds.) *Changes in Digital Learning During a Pandemic* (pp. 12–37).
- Liaw, Y.-L., **Rožman, M.**, Strietholt, R., Wild, J. & Fraillon, J. (2021). Changes in inequality of opportunity. In R. Strietholt, J. Fraillon, S. Meinck, J. Wild, Y.-L. Liaw (Eds.) *Changes in Digital Learning During a Pandemic* (pp. 38–61).
- Cortés, D., Liaw, Y.-L., **Rožman, M.** & Strietholt, R. (2021). Public and private secondary school: International variation in social composition, resources and student literacy from two international comparative studies. *Background paper for Global Education Monitoring Report: Non-state actors in education*. Paris: UNESCO.
- Vieluf, S., **Rožman, M.** & Roczen, N. (2020). *The HAND in HAND Programme: Evaluation Report*. Frankfurt a. M.: DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation 2020, 300 S. - URN: urn:nbn:de:0111-pedocs-207908
- Roczen, N., **Rožman, M.**, Vieluf, S., Lalla, J., Dahlström, H., Lund Nielsen, B., Kozina, A., Müller, F., & Puzic, S. (2020). Evaluation of the HAND in HAND programme: Documentation of the questionnaire scales. Ljubljana: Pedagoški Inštitut.
- Roczen, N., Endale, W., Vieluf, S. & **Rožman, M.** (2020). Development of the assessment for use in evaluation of the HAND in HAND programme In A. Kozina (Ed.), *Social, emotional and intercultural competencies for inclusive school environments across Europe* (pp. 131–156). Hamburg: Verlag Dr. Kovac.
- Rožman, M.**, Roczen, N. & Vieluf, S. (2020). Evaluation of the HAND in HAND programme: Results from questionnaire scales In A. Kozina (Ed.), *Social, emotional and intercultural competencies for inclusive school environments across Europe* (pp. 157–194). Hamburg: Verlag Dr. Kovac.
- Vieluf, S., Denk, A., **Rožman, M.** & Roczen, N. (2020). How do the participants evaluate the HAND in HAND programme? Results of semi-structured focus group interviews In A. Kozina (Ed.), *Social, emotional and intercultural*

- competencies for inclusive school environments across Europe* (pp. 195–218). Hamburg: Verlag Dr. Kovac.
- Rožman, M., & Cortes, D.** (2019). Expected political participation and demographic changes in Europe. *Šolsko polje [The School Field]*, XXX(5-6), 63–78.
- Müller, F., Denk, A., Lubaway, E., Sälzer, C., Kozina, A., Vršnik Perše, T., Rasmusson, M., Jugović, I., Lund Nielsen, B., **Rožman, M.**, Ojsteršek, A., & Jurko, S. (2019). Assessing Social, Emotional, and Intercultural Competences of Students and School Staff: A Systematic Literature Review. *Educational Research Review*, 29.
- Rožman, M., Wild, J., & Stancel-Piačak, A.** (2019). Analysis using TALIS 2018 scale scores. In OECD (Ed.) *TALIS 2018 and TALIS Starting Strong 2018 User Guide* (pp. 129–141). Paris: OECD.
- Stancel-Piačak, A., Wild, J., Chen, M., **Rožman, M.**, Mirazchiyski, P. & Cigler, H. (2019). Validation of scales and construction of scale scores. In OECD (Ed.) *TALIS 2018 Technical report* (pp. 197–436). Paris: OECD.
- Stancel-Piačak, A., Wild, J., Chen, M., **Rožman, M.**, Mirazchiyski, P. & Cigler, H. (2019). Validation of scales and construction of scale scores. In OECD (Ed.) *TALIS Starting Strong 2018 Technical report* (pp. 173–265) OECD
- Rožman, M., & Klieme, E.** (2017, February). *Exploring cross-national changes in instructional practices: evidence from four cycles of TIMSS* (Policy Brief No. 13). Amsterdam, The Netherlands: IEA.
- Justin, J., Zupancič, M., & **Rožman, M.** (2014). Učinek izboljšave besedila v učbenikih geografije na dosežke pri preizkusu znanja: primerjava visoko in nizko uspešnih učencev pri predmetu [The effect of text revision in geography textbooks on test achievement: A comparison of high and low achieving students in the subject]. *Šolsko polje [The School Field]*, 1/2, 11–29.
- Gril, A., & **Rožman, M.** (2013). Motivacija učencev skozi čas - analize časovnih trendov v mednarodnih raziskavah znanja [Student motivation during time – the analyses of time trends in international achievement studies]. *Šolsko polje [The School Field]*, 1/2, 147–183
- Kozina, A., **Rožman, M.**, Vršnik Perše, T., & Rutar Leban, T. (2012). Napovedna vrednost različnih ocen šolske klime za dosežke v raziskavah TIMSS [Predictive values of different school climate evaluations for TIMSS research findings]. *Pedagoška obzorja [Didactica Slovenica]*, 1/2, 126–144.
- Rožman, M.** (2011). Razvoj epizodičnega spomina v zgodnjem otroštvu [Development of event memory in early childhood]. *Šolsko polje [The School Field]* 1/2, 13–29.
- Rožman, M.** (2010). Kratkoročni spomin in metaspomin pri otrocih [Short term memory and metamemory in early childhood]. *Šolsko polje [The School Field]*, 3/4, 11–27.
- Kozina, A., **Rožman, M.**, & Rutar Leban, T. (2010). Preliminarna raziskava merskih značilnosti Vprašalnika o odnosih s starši (VOS) [Metric characteristics of Children-parents relationship questionnaire (VOS): a preliminary study]. *Psihološka obzorja [Horizons of Psychology]*, 3, 75–88.