

MARIA MAGDALENA ISAC

1 PERSONAL INFORMATION

Born [REDACTED]
Civil Status [REDACTED]
Citizenship [REDACTED]
Office address [REDACTED]
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2 EDUCATION AND TRAINING

2015 **PhD Behavioural and Social Sciences**
University of Groningen (The Netherlands)
PhD Thesis: "Effective Civic and Citizenship Education. A Cross-Cultural Perspective".
Specialization: Research Methods for the Evaluation of Educational Effectiveness
Supervisor: Prof. M.P.C. van der Werf
Co-supervisors: Prof. H.P.M. Creemers, Dr. Ralf Maslowski

2007 **MA Research Master in Human Behaviour in Social Context**
University of Groningen (The Netherlands)
Specialization: Research and Evaluation of Educational Effectiveness.

2005 **MA in Policy and Management in Education**
Alexandru Ioan Cuza University (Romania)

2003 **BA in Educational Sciences**
Alexandru Ioan Cuza University (Romania)

3 WORK EXPERIENCE

- 01/10/19 to date **Senior Researcher on comparative citizenship education**
Centre for Political Science Research, KU Leuven, Belgium.
- Comparative research on citizenship education (e.g. Good Citizenship Around the World project) and on education for sustainable development (VALIES project).
- 01/12/18 to 30/11/2021 **Senior Research Consultant on comparative citizenship education**
Italian Institute for the Evaluation of the Education System (INVALSI).
- Comparative research on tolerance and citizenship competence applied to large-scale assessments in education
- 16/11/15 - 15/11/18 **Researcher on educational effectiveness and citizenship education**
University of Groningen, The Netherlands.
- 01/08/12 - 31/07/15 **Post-Doctoral Researcher (Grant Holder 30) on citizenship education, educational effectiveness, international large-scale assessments and support for European education policy development,**
European Commission, Centre for Research on Education and Lifelong Learning (CRELL), DG Joint Research Centre, Ispra, Italy.
- I conducted work on citizenship education, international large-scale assessments and support for European education policy development.
- Selected achievements:
- I coordinated (on behalf of and in collaboration with DG EAC) the EC participation to the survey design (advice on the theoretical framework, measurement quality and comparability) of the International Civic and Citizenship Education Study (ICCS, 2016).
 - I developed and coordinated projects on: "Measurement Equivalence of Attitudinal Measures in Large-scale Assessments in Education" and "Teaching Practices in Europe".
- 01/12/11 - 31/07/12 **Research consultant on educational effectiveness and citizenship education**
University of Bologna, Department of Management, Italy
- Research on the relationship between school autonomy and student achievement in multiple domains of learning. I carried out empirical research based on international and national/Italian datasets (ICCS 2009, INVALSI).
- 01/09/07 - 01/12/11 **Research assistant on educational effectiveness and citizenship education**
University of Groningen, GION Institute for Educational Research, The Netherlands.
- I was part of the research group "Citizenship education and social integration" and the national research coordination team for ICCS 2009. I carried out empirical research based on international and national/Dutch datasets (CIVED 1999, ICCS 2009, ELOS) and contributed to research reports for the Dutch Ministry of Education.

01/09/05 - 31/08/07

Research assistant (part time) on educational effectiveness

University of Groningen, GION Institute for Educational Research, The Netherlands.

- I carried out empirical research on educational effectiveness topics (e.g. psychological precursors of school success, effective teaching strategies for improving the learning outcomes of low socio-economic status and ethnic minority students).

4 SELECTED PROJECTS

2024 - ongoing

IEA ICCS 2027*Funding organization:* IEA

Role: International Study Co-Director

Description: Overall coordination of the ICCS 2027 study

2022-2024

Marie Skłodowska-Curie Actions Project INCLUDED (2022 – 2024)*Funding organizations:* European Commission

Role: PI

Description: "Culturally Inclusive Schools: Celebrating diversity, teaching common values and fostering intercultural competence among youth." European project investigating the role of classroom cultural diversity climate in promoting intercultural competence among adolescents.

2023-2024

Prepared for a sustainable future? (2023 – 2024)*Funding organization:* IEA

Role: PI, Book Editor

Description: International project investigating how students' levels of environmental knowledge and their willingness to act pro-environmentally may vary across and within countries, and whether certain educational opportunities to learn about environmental issues in secondary school settings are promising for facilitating young people's environmental knowledge and dispositions.

2023

Approaches to monitoring citizenship education in Europe (2023)*Funding organizations:* DeZIM Institute

Role: PI

Description: European project exploring the current state of evaluating and monitoring citizenship education across Europe.

2021-2022

Fostering intercultural competence among youth. A focus on measurement (2021 – 2022)*Funding organizations:* National Academy of Education (NAEd) and Spencer Foundation

Role: PI

Description: European project investigating the validation of two measurement instruments for assessing intercultural competence and classroom cultural diversity climate among a large sample of young people in

Italy.

- 2021 **Guidelines for the development of national assessments to measure SDG 4.7.4 and 4.7.5 (2021)**
Funding organization: UNESCO Institute for Statistics (UIS)
Role: Co-I
Description: Producing a document that offers robust and easy-to-use technical guidelines for countries to collect the data necessary to produce the information that will allow them to measure and monitor SDG Indicators 4.7.4 and 4.7.5
- 2020-2021 **Student Voice during the Pandemic (2020-2021)**
Funding organizations: Council of Europe – UNESCO
Role: Researcher
Description: International project to understand the challenges that the pandemic have put on student voice and the innovative practices and methods implemented and undertaken by schools in response to these challenges. Qualitative case study for Romania.
- 2020 - 2021 **CIC: Civic and Intercultural Competencies of Pre-Service Teachers**
Funding organizations: KU Leuven
Role: Researcher
Description: Measuring and developing civic and intercultural competences of pre-service teachers in Flanders, Belgium
- 2019 - 2021 **VALIES: Valorizing Integrated and Action-Oriented Education for Sustainable Development at School**
Funding organization: Flanders Research Foundation
Role: Researcher
Description: Studying the impact of student, teachers and school factors on the development of action-oriented ESD into schools in Flanders.
- 2020 **A measurement strategy for SDG thematic indicators 4.7.4 and 4.7.5 using international large-scale assessments in education**
Funding organization: UNESCO Institute for Education (UIS)
Role: Co-I
Description: To produce internationally comparative scores to measure and monitor the Sustainable Development Goals related to education for global citizenship and sustainability.
- 2019 - 2020 **Good Citizenship Around the World**
Funding organization: IEA
Role: Co-I
Description: Providing a conceptual and empirical analysis of citizenship norms among adolescents in 24 countries and identifying the educational, institutional and cultural factors related to different configurations of citizenship norms in different educational systems and regions of the world.
- 2019 **Informing the development of the curricular reform on civic and etic education**

Funding organizations: the Public Education Secretariat, Mexico

Role: PI

Description: Setting up an international expert group to inform the development of the curricular reform in the area of civic and ethic education in Mexico.

2016 - 2018

Teaching Tolerance in a Globalized World

Funding organization: IEA

Role: Co-I, Book Editor

Description: Identifying student and school factors that contribute to tolerant attitudes toward immigrants, ethnic minorities and women among adolescents within and across 38 education systems.

2014 - 2015

Teaching Practices in Primary and Secondary Schools in Europe

Funding organization: European Commission, DG JRC & DG EAC

Role: PI

Description: Conceptualizing, operationalizing and comparing effective teaching practices in primary and secondary education in European Member States using data from large-scale assessments in education (PIRLS, TIMMS, PISA, TALIS).

2013 - 2015

Measurement Equivalence of Attitudinal Measures in International Large-scale Assessments in Education

Funding organization: European Commission, DG JRC

Role: PI

Description: Investigating the cross-country comparability of attitudinal measures (e.g. citizenship norms, school autonomy) in international large-scale assessments in education by means of multiple-group confirmatory factor analysis.

2012 - 2015

International Civic and Citizenship Education Study 2016 in the EU Member States

Funding organization: European Commission, DG JRC & DG EAC;

Role: PI

Description: Coordination (on behalf of DG EAC) of the EC participation to the International Civic and Citizenship Education Study (ICCS, 2016)

2012 - 2013

Effective civic and citizenship education: A cross-cultural perspective

Funding organization: University of Groningen, Ubbo Emmius Fund

Role: PI

Description: PhD project, own proposal: Using an educational effectiveness model to investigate the contribution of schools and the wider learning environment to the acquisition of civic and citizenship competences in lower secondary education in educational systems around the world.

5 PROFESSIONAL AWARDS & SCHOLARSHIPS

- Seal of excellence for the project submitted to the EC H2020-MSCA-IF-2019 call – 2020
- Seal of excellence for the project submitted to the EC H2020-MSCA-IF-2018 call – 2019
- Seal of excellence for the project submitted to the EC H2020-MSCA-IF-2017 call – 2018
- Best postgraduate paper award (\$1000) and international travel award (\$1000) for the paper “The contribution of schooling to secondary school students' citizenship outcomes across countries”, awarded by the School Effectiveness and School Improvement (SESI) Special Interest Group (SIG) of the American Educational Research Association (AERA) – 2011.

6 PERSONAL SKILLS

Mother tongue

Romanian

Other languages

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2
Italian	C1	C1	C1	C1	B1
Spanish	B2	B2	B2	B2	A2
Dutch	A2	A2	A2	A2	A2
French	A2	A2	A2	A2	A2

7 PUBLICATIONS¹

7.1 PUBLISHED ARTICLES IN INTERNATIONALLY REVIEWED ACADEMIC JOURNALS

- Stals, L., **Isac, M. M.**, Claes, E. (2024). Political trust among European youth: Evaluating multi-dimensionality and cross-national measurement comparability. *Studies In Educational Evaluation*. Vol. 80. (IF: 2.6, cit. 1)
- Isac, M. M.**, Sass, W., Pauw, J. B. D., De Maeyer, S., Schelfhout, W., Van Petegem, P., & Claes, E. (2022). Differences in teachers' professional action competence in education for sustainable development: the importance of teacher co-learning. *Sustainability*, 14(2), 767. (IF: 3.889, cit. 20)
- Sass, W., Claes, E., Pauw, J. B. D., De Maeyer, S., Schelfhout, W., Van Petegem, P., & **Isac, M. M.** (2022). Measuring professional action competence in education for sustainable development (PACesd). *Environmental education research*, 28(2), 260-275. (IF: 3.725, cit. 17)
- Stals, L., **Isac, M. M.**, & Claes, E. (2022). Political Trust in Early Adolescence and its Association with Political Participation: A Cross-Sectional Study of 14-Year-Olds in Flanders. *Young*. DOI: 10.1177/11033088221077033 (IF: 2.02, cit. 4)
- Isac, M.M.**, Palmerio, L. & van der Werf, M.P.C. (2019). Indicators of (in)tolerance toward immigrants among European youth: an assessment of measurement invariance in ICCS 2016. *Large-Scale Assessments in Education*, 7 (1), 6. (cit. 23)
- Sampermans, D., **Isac, M. M.**, & Claes, E. (2018). Can schools engage students? Multiple perspectives, multidimensional school climate research in England and Ireland. *Journal of Social Science Education*, 1-2018, 13-28. (IF: 0.58, cit. 31)
- Isac, M.M., Maslowski. R., Creemers, B. & van der Werf, M.P.C. (2014). The contribution of schooling to secondary-school students' citizenship outcomes across countries, *School Effectiveness and School Improvement*, 25(1), 29–63. (IF: 1.815, cit. 170)
- Bialowolska, D. & Isac, M. M. (2014). School autonomy – a cross-national perspective. Can we compare the opinion of school principals? *Edukacja*, 4(129), 5–20. (cit. 2)
- Isac, M.M., Maslowski. R., van der Werf, M.P.C. (2012). Native student attitudes towards equal rights for immigrants. A study in 18 European countries. *Journal of Social Science Education*, 11(1), 7–26. (IF: 0.58, cit. 37)
- Isac, M.M., Maslowski. R., van der Werf, M.P.C. (2011). Effective civic education. An educational effectiveness model for explaining students' civic knowledge. *School Effectiveness and School Improvement*, 22(3), 313–333. (IF: 1.815, cit. 98)
- Isac, M.M. (2008). Book review – Creemers, B.P.M. & Kyriakides, L. (2008). *The dynamics of educational effectiveness. A contribution to policy, practice and theory in contemporary schools*. Routledge, UK, *Romanian Journal of Pedagogy*. Special issue: Educational policy, 7(12), 307–308.

¹ In parentheses where relevant: Impact Factor 2022 (IF) of the journal and number of citations (cit.) from my public author page in Google Scholar: <https://scholar.google.be/citations?user=wqbWoNIAAAAJ&hl=en&oi=sra>

7.2 BOOKS AND BOOK CHAPTERS

- Isac, M. M.** (2021). The Contribution of the IEA Civic and Citizenship Education Studies to Educational Research and Policy in Europe. In B. Malak, & J. Torney-Purta (Eds.), *Influences of the IEA Civic and Citizenship Education Studies: Practice, Policy, and Research Across Countries and Regions* SpringerOpen. <https://doi.org/10.1007/978-3-030-71102-3>. (cit. 3)
- Isac, M. M.**, Claes, E., & Sandoval-Hernández, A. (2021). Citizenship Norms Among Native and Immigrant Students from a European Perspective. In E. Treviño, E. Claes, K. Kennedy, & D. Carrasco (Eds.), *Good Citizenship for the Next Generation: A Global Perspective Using IEA ICCS 2016 Data* (IEA Research for Education). SpringerOpen. <https://doi.org/10.1007/978-3-030-75746-5> (cit. 2)
- Sandoval-Hernandez, A., **Isac, M. M.**, & Miranda, D. (eds.) (2018). *Teaching tolerance in a globalized world*. Cham: Springer. (cit. 29)
- Isac, M. M.**, Sandoval-Hernandez, A., & Miranda, D. (2018). Teaching tolerance in a globalized world: an introduction. In A. Sandoval-Hernández, M. M. Isac, & D. Miranda (Eds.), *Teaching tolerance in a globalized world*. Cham: Springer. (cit. 18)
- Isac, M. M.**, Sandoval-Hernández, A., & Miranda, D. (2018). Teaching tolerance in a globalized world: final remarks. In A. Sandoval-Hernández, M. M. Isac, & D. Miranda (Eds.), *Teaching tolerance in a globalized world*. Cham: Springer. (cit. 5)
- Sandoval-Hernández, A., Miranda, D., & **Isac, M. M.** (2018). How do we assess civic attitudes toward equal rights? Data and methodology. In A. Sandoval-Hernández, M. M. Isac, & D. Miranda (Eds.), *Teaching tolerance in a globalized world* Springer. Cham: Springer.
- Isac, M. M.**, Maslowski, R., & van der Werf, M. (2018). Atteggiamenti degli studenti nativi verso l'uguaglianza dei diritti per gli immigrati in 18 paesi europei. In P. Corbucci, & M. Freddano (Eds.), *Diventare cittadini europei Idee, strumenti e risorse per un'educazione consapevole all'Europa* (I quaderni della ricerca; Vol. 39). Turin: Loescher Editore.
- Isac, M. M.** (2015). *Effective civic and citizenship education: A cross-cultural perspective*, Groningen: University of Groningen. (cit. 8)

7.3 RESEARCH REPORTS, POLICY BRIEFS, AND DATABASES

- Osorio Saez, E. M., Eryilmaz, N., Sandoval-Hernández, A., Lau, Y., Barahona, E., Bhatti, A. A., Ofoe, G. C., Castro Ordóñez, L. A., Cortez Ochoa, A. A., Espinoza Pizarro, R. Á., Fonseca Aguilar, E., **Isac, M. M.**, Dhanapala, K. V., Kameshwara, K. K., Martínez Contreras, Y. A., Mekonnen, G. T., Mejía, J. F., Miranda, C., Moh'd, S. A., ... Zions, A. (2021). Survey Data on the Impact of COVID-19 on Parental Engagement Across 23 Countries. *Data in Brief*, 35, [106813]. <https://doi.org/10.1016/j.dib.2021.106813> (IF: 0.131, cit. 26)
- Sandoval-Hernández, A., **Isac, M. M.**, Carrasco, D., & Miranda, D. (2021). Guidelines for Data Collection to Measure SDG 4.7.4 and 4.7.5. UNESCO Institute for Statistics. <http://gamli.uis.unesco.org/wp-content/uploads/sites/2/2021/06/Guidelines-for-Data-Collection-to-Measure-SDG-4.7.4-and-4.7.5.pdf>
- Claes, E. & **Isac, M.M.** (2020). Civic knowledge and tolerance toward immigrants in Europe: how similar is the relationship between young people's civic knowledge and attitudes toward equal rights for immigrants, across European countries? *IEA Compass: Briefs in Education*, (10).

- Sandoval-Hernandez, A., **Isac, M. M.**, & Miranda, D. (2019). Proposal of a measurement strategy for SDG global indicator 4.7.1 and thematic indicators 4.7.4 and 4.7.5 using international large-scale assessments in education, UNESCO Institute for Statistics. (**cit. 13**)
- Isac, M.M.** (ed.) (2015). Tolerance through education. Mapping the determinants of young people's attitudes towards equal rights for immigrants and ethnic/racial minorities in Europe, Publications Office of the European Union, JRC96514. (**cit. 5**)
- Isac, M.M.**, Dinis da Costa, P., Araújo, L., Soto Calvo, E. & Albergaria-Almeida, P. (2015). Teaching practices in primary and secondary schools in Europe: insights from large-scale assessments in education, Publications Office of the European Union, JRC95601. (**cit. 28**)
- Maslowski, R., van der Werf, M.P.C., Naayer, H.M., Oonk, G.H. & **Isac, M.M.** (2011). Burgerschapscompetenties van leerlingen in de onderbouw van het voortgezet onderwijs: Eindrapport van de International Civic and Citizenship Education Study (ICCS) in Nederland [Citizenship competences of students in lower secondary education: Final Report on the International Civic and Citizenship Education Study (ICCS) in the Netherlands]. Groningen: GION. (**cit. 17**)
- Maslowski, R., Naayer, H., **Isac, M.M.**, Oonk, H. & van der Werf, M.P.C. (2010). Eerste bevindingen International Civics and Citizenship Education Study (Initial findings from the International Civic and Citizenship Education Study), (GION Report), GION Institute for Educational Research, University of Groningen, The Netherlands. (**cit. 13**)

7.4 CONFERENCE PROCEEDINGS

- Isac, M. M.**, Palmerio, L., & van der Werf, G. (2019). Indicators of (in)tolerance among European young people: An assessment of measurement invariance in ICCS 2016. In E. Gutzwiller-Helfenfinger, H. J. Abs, & P. Müller (Eds.), Thematic papers based on the Conference "Migration, Social Transformation, and Education for Democratic Citizenship" (pp. 151-159). University of Duisburg-Essen: DuEPublico. doi: 10.17185/duepublico/47790. (**IF: 2.92, cit. 7**)
- Isac, M.M.**, Palmerio, L. & van der Werf, M.P.C. (2018). Indicators of (in)tolerance toward immigrants among European youth, The Citizenship Education Conference, Ghent, Belgium.
- Weziak-Bialowolska D. & **Isac M.M.** (2013). Cross-national equivalence of students' perceptions of good citizenship in ICCS. The 5th IEA International Research Conference (IRC), Singapore. (**cit. 3**)
- Naayer, H. & **Isac, M.M.** (2010). European citizenship in Dutch secondary education: A comparison between different types of schools. Paper prepared for the 4th IEA International Research Conference, IRC 2010, Gothenburg, Sweden.
- Isac, M.M.**, van der Werf, M.P.C., Maslowski, R. (2009). Effective civic education in Europe. Paper prepared for the Special Issue (4) of EARLI (European Association for Research on Learning and Instruction) SIG 13 - Moral and Democratic Education Newsletter. (**cit. 2**)
- Isac, M.M.** & van der Werf, M.P.C. (2008). Effective civic education. Testing an educational effectiveness model for explaining students' achievement in civic and citizenship education. Paper prepared for the 3rd IEA International Research Conference, IRC 2008, Taipei, Chinese Taipei. (**cit. 2**)

8 PRESENTATIONS

8.1 INVITED TALKS

- Isac, M. M.** (2024, October). Drawing on ICCS data to inform citizenship education research and policy. The IX INVALSI annual conference “data from and for educational systems: tools for research and teaching”, Rome, Italy.
- Isac, M. M.** (2022, November). Culturally Inclusive Schools: Celebrating Diversity, Teaching Common Values and Fostering Intercultural Competence Among Youth – INCLUDED. The 2022 National Academy of Education Annual Meeting & Fellows Retreat, Washington D.C., US.
- Isac, M. M.** (2019, November). Continuous improvement of teachers in citizenship education. Invited talk at the International Seminar Social-Emotional, Civic and Ethical Education in the Curriculum, the Public Education Secretariat, Mexico and UNICEF: Mexico City, Mexico.
- Isac, M. M.** (2019, July). Teaching tolerance and European values. Implications for policy and practice. Invited talk at the International Conference PEREV, L'identité européenne en question: Timisoara, Romania.
- Isac, M. M.** (2019, June). International perspectives on civic education. Invited podium discussant to the 20th Annual Conference of the Society for Civic Education Didactics and Civic Youth and Adult Education (GPJE): Gottingen, Germany.
- Isac, M. M.** (2019, January). Large-scale assessments of civic and citizenship education: methodological contributions and comparative analyses. Invited talk at the Centro Justicia Educational (CJE), Pontificia Universidad Católica de Chile: Santiago, Chile.
- Isac, M.M., Palmerio, L. & van der Werf, M.P.C.** (2019, January). Indicators of (in)tolerance toward immigrants among European youth: an assessment of measurement invariance in ICCS 2016. Invited keynote talk at the Pontificia Universidad Católica de Chile: Santiago, Chile.
- Isac, M. M.** (2018, September). The recent thematic landscape of educational research. Examples from international comparative studies. Invited keynote talk at the 2018 CERED conference, Contemporary trends of education research. Models and practices at national and international level: Bucharest, Romania.
- Isac, M. M.** (2018, March). Effective civic and citizenship education: a cross-cultural perspective. Invited talk at the National Institute for Evaluation of Education (INEE): Mexico City, Mexico.
- Isac, M. M.** (2016, April). The results of learning in a comparative context. Benchmarks within the strategic framework for European cooperation in education and training ('ET 2020'). Invited talk at the international conference, Diaspora in scientific research and higher education: Timisoara, Romania.
- Isac, M. M.** (2012, November). Participation Now! Citizenship education and democracy in times of change. Invited expert to the 2012 conference Networking European Citizenship Education (NECE): Córdoba, Spain.

Isac, M.M. (2012, November). The contribution of schooling to secondary-school students' citizenship outcomes across countries. Invited talk at the European Commission's international conference, Improving skills: evidence from secondary analysis of international surveys: Limassol, Cyprus.

8.2 SELECTED CONFERENCE PRESENTATIONS

Isac, M. M. (2023, February). Measuring Intercultural Competence Among Youth. A Validation Study. The 67th Annual Meeting of the Comparative and International Education Society, Washington D.C., US.

Isac, M. M. (2022, April). Book Launch: Good Citizenship for the Next Generation. A Global Perspective Using IEA ICCS 2016 Data. Comparative and International Education Association Annual Meeting. Minneapolis, US.

Isac, M. M. (2021, November). The Contribution of the IEA Civic and Citizenship Education Studies to Educational Research and Policy in Europe. 9th IEA International Research Conference. Dubai, UAE. (cit. 1)

Sandoval-Hernandez, A., **Isac, M. M.**, & Miranda, D. (2019, September). An applied framework to measure indicators on education for sustainable development and global citizenship education. Paper presentation at the Seventh annual conference on Citizenship Education for Early Career Researchers and PhD students organized by Young-In (EU COST network), LLAKES, Amcis and Roehampton University, University of Roehampton, London.

Sandoval-Hernandez, A., **Isac, M. M.**, & Miranda, D. (2019, June). Teaching tolerance in a globalized world. IEA IRC Research Conference: Copenhagen, Denmark.

Isac, M.M., Palmerio, L. & Caponera, E. (2019, June) Cross-cohort changes in indicators of tolerance among Italian youth. Insights from ICCS 2016. Insights from ICCS 2016. 2019 international conference Scuola Democratica: Cagliari, Italy.

Sandoval-Hernandez, A., **Isac, M. M.**, & Miranda, D. (2019, May). Teaching tolerance in a globalized world. 2019 XVII World Congress of the Comparative Education Societies: Cancun, Mexico.

Isac, M.M., Palmerio, L. & van der Werf, M.P.C. (2019, April). Indicators of (in)tolerance toward immigrants among European youth: an assessment of measurement invariance in ICCS 2016. 2019 Comparative and International Education Society (CIES) conference: San Francisco, CA.

Carrasco, D. & **Isac, M. M.** (2018, October). Estimating the relations between classroom discussion and student learning. An application with ICCS and INVALSI data. Invited talk at the 2018 INVALSI conference, INVALSI data, an instrument for research: Bari, Italy.

Isac, M.M., Palmerio, L. & van der Werf, M.P.C. (2018, August). Indicators of (in)tolerance toward immigrants among European youth: an assessment of measurement invariance in ICCS 2016. EARLI SIG 13 conference, Migration, social transformation and education for democratic citizenship: Duisburg Essen, Germany.

Sandoval-Hernandez, A., **Isac, M. M.**, & Miranda, D. (2018, March). Teaching tolerance in a globalized world. 2018 Comparative and International Education Society (CIES) conference: Mexico City, Mexico.

Carrasco, D. & **Isac, M. M.** (2018, March). Estimating the relations between classroom discussion and student learning. 2018 Comparative and International Education Society (CIES) conference: Mexico City, Mexico.

- Rosati, R. & **Isac, M. M.** (2017, January). Quality model assurance in international large-scale assessments in education - the challenge of measurement invariance. Fourth Lisbon Research Workshop on Economics, Statistics and Econometrics of Education: Lisbon, Portugal.
- M.M. Isac**, Carrasco, D., Vidoni, D. (2017, October). Student outcome in multiple domains of learning. The role of classroom climate. The 2017 INVALSI conference, INVALSI data, an instrument for research: Florence, Italy.
- Isac, M. M.**, Maulana, R., Helms-Lorenz, M., van de Grift, W. (2016, June). Differentiation in teaching. Moving towards a cross-cultural perspective. The 2016 conference of EARLI SIG 11 Teaching and Teacher Education: Zurich, Switzerland.
- Isac, M.M.** (2015, June). Tolerance through education - A follow up of the EC JRC Seminar, Lessons learned for understanding civic and citizenship education. Invited symposium at the 2015 IEA IRC Research Conference: Cape Town, South Africa.
- Isac M.M. & Weziak-Bialowolska D.** (2014, April). Measurement equivalence of attitudinal items: evidence from ICCS 2009. The 2014 conference of the National Council on Measurement in Education: Philadelphia, Pennsylvania.
- Weziak-Bialowolska D. & **Isac M.M.** (2013, June). Cross-national equivalence of students' perceptions of good citizenship in ICCS. The 2013 IEA International Research Conference (IRC): Singapore.
- Weziak-Bialowolska D. & **Isac M.M.** (2013, December). The importance of cross-national construct equivalence in international large-scale assessments in education - evidence from ICCS 2009. The 2013 JRC/EC & INVALSI, Roma Tre, IEA International Conference Lessons Learned for Understanding Civic and Citizenship Education: Rome, Italy.
- Isac, M.M.**, Paletta, A., Vidoni, D. (2012, October). School autonomy and student achievement. An international study with a focus on Italy. The 2012 INVALSI Conference: Improving education through accountability and evaluation lessons from around the world: Rome, Italy. (cit. 2)
- Isac, M.M.**, Maslowski, R., Creemers, B. & van der Werf, M.P.C. (2011, April). The contribution of schooling to secondary-school students' citizenship outcomes across countries. The 2011 American Education Research Association (AERA) conference: New Orleans, LA.
- Isac, M.M.**, van der Werf, M.P.C., Maslowski, R. (2009, August). Effective civic education in Europe. The 2009 Association for Research on Learning and Instruction: Amsterdam, The Netherlands.
- Isac, M.M.**, van der Werf, M.P.C. (2008, September). Effective civic education. Testing an educational effectiveness model for explaining students' achievement in civic and citizenship education. The 2008 IEA International Research Conference (IRC): Taipei, Chinese Taipei.

9 SELECTED WORKSHOPS

Course co-organizer and lecturer: An introduction to comparative and (inter)national education using international large-scale assessment (ILSA) data, Schools and the societal context of education Theme group, Interuniversity Centre for Educational Sciences (ICO), Utrecht, The Netherlands (2020).

Lecturer for the workshop Use of results of citizenship education assessments, at the International Seminar Social-Emotional, Civic and Ethical Education in the Curriculum, the Public Education Secretariat, Mexico and UNICEF: Mexico City, Mexico (2019).

Lecturer for the workshop Multilevel Modelling with IEA Data, IEA IRC Research Conference, Copenhagen, Denmark (2019).

Guest lecturer for the course Education and Society with the topic Comparative and Civic and Citizenship Education, the Research Master of Behavioural and Social Sciences, University of Groningen, The Netherlands (2016 – 2018).

Invited lecturer for the workshop Using the IEA International Datasets for Informing Policy and Practice, IEA IRC Research Conference, Cape Town, South Africa (2015).

Organizer of the following workshops:

- Statistical Methods Applied to International Large-Scale Assessment,
- Advantages and Limitations of PISA data, and
- Using International Large-Scale Assessment Data.

European Commission, DG Joint Research Centre, Ispra, Italy (2014).

10 ORGANIZATION OF CONFERENCES

INVALSI data: a tool for teaching and scientific research (Annual Conference, Italy) (2019-2022)

Member of the scientific committee and unit planner

Comparative and International Education Society (CIES) conference (2019, 2020)

Mexico City, Mexico & Miami, USA

Unit planner for the the Large Scale Cross-National Studies in Education (LCSE) SIG

International Seminar Social-Emotional, Civic and Ethical Education in the Curriculum, the Public Education Secretariat, 2019

Mexico and UNICEF: Mexico City, Mexico.

Member of the scientific committee and unit planner

EARLI Sig 13 Conference: Migration, Social Transformation and Education for Democratic Citizenship, 2018

Duisburg Essen, Germany

Member of the scientific committee

3rd International Conference on Communication and Education in the Knowledge Society, 2017

Timisoara, Romania.

Member of the scientific committee

First International Annual Meeting of the ICALT 3 project (International Comparative Analysis of Learning and Teaching), 2016

University of Groningen, The Netherlands.

Member of the scientific committee and co-organizer

JRC/EC international conference “Lessons Learned for Understanding Civic and Citizenship Education”, 2013

Rome, Italy. <https://ec.europa.eu/jrc/en/event/conference/cce-research-seminar>

11 SELECTED SERVICE

Since 2021	Member of the publications and editorial committee, International Association for the Evaluation of Educational Achievement (IEA)
Since 2021	Member of the editorial team: Education XX1 (IF 3.077)
Since 2019	Member of the editorial team: Collana INVALSI per la Ricerca
2012	Member of the evaluation review panel – Education Programme, University of Luxembourg
Since 2012:	Reviewer for journals (selected) <ul style="list-style-type: none"> • Environment, Development and Sustainability (IF 4.080); • Comparative Education Review (IF 1.952); • European Journal of Education (IF 0.975); • International Journal of Inclusive Education (IF 1.053); • International Journal of Science Education (IF 1.255); • Learning Environments Research • Sociology of Education journal (IF 3.146); • Social Psychology of Education (IF 1.798); • Social Indicators Research (IF 1.703); • School Effectiveness and School Improvement (IF 1.815); • Survey Research Methods (IF 0.900); • Young (IF 1.160).

12 PROFESSIONAL MEMBERSHIPS

In the past 10 years, I have been member of the following organisations:

- **Comparative and International Education Society (CIES)**. Co-chair of the Large Scale Cross National Studies in Education (LCSE) special interest group, 2019 to 2020;
- **National Council on Measurement in Education (NCME)**;
- **American Education Research Association (AERA)**;
- **European Association for Research on Learning and Instruction (EARLI)**;
- **International Congress for School Effectiveness and Improvement (ICSEI)**.
- **European Educational Research Association (EERA)**.

13 SELECTED STUDENT SUPERVISION

Co-supervisor; PhD project: Political trust and distrust in (early) adolescence and its consequences, KU Leuven, Belgium (2020 – 2026).

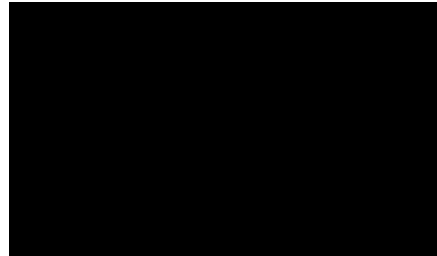
Collaborator; PhD project: The Democratic School Climate: Active Citizenship at School, KU Leuven, Belgium (2016 -2019).

Daily supervisor; Master thesis, The effects of parental capital on students' civic knowledge, University of Groningen, The Netherlands (2015 – 2016).

Daily supervisor; PhD thesis: Testing cross-national construct equivalence in international survey, University of Milan-Bicocca, Italy (2012 – 2015).

Co-supervisor of various bachelor, master and research master students in Educational Sciences, University of Groningen, The Netherlands (2007 – 2011).

Bruxelles, 11 December 2024



Maria Magdalena Isac