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Anne Schippling

Invited Assistant Researcher
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Curriculum

Anne Schippling is an integrated researcher at the Centre for Research and Studies in Sociology (CIES-Iscte) of the Iscte - University Institute of Lisbon and research associate at the Faculty of Educational Sciences at the Martin-Luther University Halle-Wittenberg, Germany, where she obtained her doctorate at 2007.
She was a researcher at the University of Coimbra (2002-2007), the École Normale Supérieure, Paris (2010-2011), assistant professor at the Martin-Luther University Halle-Wittenberg (2008-2015) and an invited lecturer at the FernUniversität in Hagen, Germany (2016-2022). From 2013 to 2015 she directed a research project on the internationalisation of the Grandes Écoles, financed by the Deutsche Forschungsgemeinschaft (German Research Foundation). Furthermore, she worked as an associated researcher in several research projects on education and social inequalities within the framework of the research group Mechanisms of Elite Formation in the German Educational System (FOR 1612).
From 2016 to 2022 she worked on a postdoctoral research project on international schools in Lisbon and the biographical trajectories of the students of those schools, funded by the Foundation for Science and Technology (FCT), Lisbon (Ref. SFRH/BPD/112406/2015).
She co-directed, between 2018 and 2019, a cooperation project with the University of Göttingen on theoretical concepts and methodological approaches for Global Citizenship Education (funded by FCT/DAAD). She is a founder of the "Transnationalisation and Education" international network, which includes various universities in Portugal, Brazil, and Germany since 2019.
Since 2022 she is directing a research on IB World Schools in countries with Portuguese as official language (Portugal, Brazil and Mozambique), promoted by the FCT within the Individual Call to Scientific Employment Stimulus (CEEC) in Educational Sciences (Ref. 2021.03720.CEECIND/CP1694/CT0005).
In 2025 she completed her habilitation with a thesis on the Écoles normales supérieures at Martin-Luther University Halle-Wittenberg, since when she has been a private lecturer at this university.

Research Interests

international school research and higher education
elite research
inter/transnationalization
social inequality
theory of education, critical theory
educational politics
qualitative methodology

Academic Qualifications

University/Institution	Type	Degree	Period
Universidade Martin-Luther Halle-Wittenberg	Post-Doc	Habilitation, Ciências da Educação	2025
Universidade Martin-Luther Halle-Wittenberg / Universidade de Coimbra	PhD	Ciências da Educação	2007
Universidade Martin-Luther Halle-Wittenberg	Licenciate	Filosofia, Estudos Franceses, Ciências da Educação, Psicologia	2001

External Professional Activities

Period	Employer	Country	Description
Since 2023	Federal University of ABC	Brazil	
Since 2023	Social Sense. Journal for Hermeneutic Social Research	Germany	
Since 2021	Discourse. Journal of Childhood and Adolescence Research	Germany	
Since 2020	Journal of Language and Education (JLE)	Russian Federation	
Since 2019	Tertium Comparationis - Journal for international and intercultural Comparative Educational Sciences	Germany	
Since 2019	Waxmann	Germany	
Since 2018	Journal of Pedagogics	Germany	

2016 - 2022	Distance University in Hagen	Germany	
Since 2016	German Research Foundation (DFG)	Germany	
Since 2012	Journal for Sociology of Education and Sozialisation	Germany	
2010 - 2011	École normale supérieure de la rue d'Ulm	France	
2009 - 2009	Coimbra University Press	Portugal	
2008 - 2015	Martin Luther University Halle-Wittenberg	Germany	
2007 - 2008	Martin Luther University Halle-Wittenberg	Germany	
2004 - 2006	University of Coimbra	Portugal	
1999 - 2000	Lycée Martin Luther King	France	
1997 - 1998	École Primaire des Capucines, Collège Léo Lagrange, Lycée François Bazin	France	

Supervisions

• Ph.D. Thesis

- Concluded

	Student Name	Title/Topic	Language	Institution	Concluding Year
1	Paulo de Carvalho Junior	German Schools Abroad: Management and implementation of Germany's Foreign Cultural and Educational Policy	Portuguese	Pontifícia Universidade Católica do Rio de Janeiro	2023

• M.Sc. Dissertations

- Concluded

	Student Name	Title/Topic	Language	Institution	Concluding Year
1	Cristina Alina Badan	Countering antisemitic and right-wing extremist currents 'by playing'? A qualitative study on serious games in educational practice from the perspective of learners	German	FernUniversität in Hagen	2022
2	Ben Steinbrenner	Critical reflection as an essential component of media literate research work in digital history teaching on the example of a teaching unit in class 8	German	FernUniversität in Hagen	2020

3	Bianka Thyringer	School 4.0? Actual developments on the example of middle schools in Burgenland	German	FernUniversität in Hagen	2020
4	Menghan Wu	The importance of Pierre Bourdieu's Theories in chinese research projects about elite education in China	German	Martin-Luther-Universität Halle-Wittenberg	2019
5	Karin Wagner	Pedagogic professionality in kindergarten – Educational processes and their effects on the generation of equal opportunities	German	FernUniversität in Hagen	2018
6	Markus Niederastroth	Strategy of the conference of the ministers of Education and Cultural Affairs "Education in a digital world". Challenges for Educational Governance, school development and quality management in schools	German	FernUniversität in Hagen	2018
7	Thurnwalder, Nicole	Cybermobbing in schools: effects and pedagogic possibilities for action	German	FernUniversität in Hagen	2018
8	Girschek, Veronica	Critical extracurricular political education	German	FernUniversität in Hagen	2018
9	Hornung, Nicole	The perspective of media pedagogy – The relevance of teaching / acquiring media skills in the field of early childhood education – explicitly related to kindergartens	German	FernUniversität in Hagen	2018
10	Sylvia Simon	Inclusive promotion of giftedness – New challenges for pedagogic professionality	German	FernUniversität in Hagen	2018
11	Kristin Carlstedt	Migrants and their integration into the immigration country Germany. Their situation in educational and labour markets	German	Martin-Luther-Universität Halle-Wittenberg	2014
12	Elisabeth Conrad	The cultural matching against the background of Pierre Bourdieu's concept of habitus	German	Martin-Luther-Universität Halle-Wittenberg	2014
13	Ulrike Schache	Possibilities to improve learning and class atmospheres at secondary schools	German	Martin-Luther-Universität Halle-Wittenberg	2013
14	Christina Steuer	The transition from school to vocational training from the perspective of adolescents. A longitudinal study about finding a profession and achieving career goals	German	Martin-Luther-Universität Halle-Wittenberg	2013
15	Romy Thomas	Orientation on educational and labour markets in exclusive youth biographies – A case study	German	Martin-Luther-Universität Halle-Wittenberg	2013

16	Marie Pennewitz	A basis for successful teaching at high schools: a good teacher-student-relationship	German	Martin-Luther-Universität Halle-Wittenberg	2013
17	Margret Papke	The importance of cultural learning spaces for children. Analysis based on qualitative interviews at the institution Krokoseum of the Franckesche Stiftungen	German	Martin-Luther-Universität Halle-Wittenberg	2013
18	Yvonne Jaenke	Youth – media – identity. Self-presentation in social networks as a phenomenon of youth culture through the example of Facebook	German	Martin-Luther-Universität Halle-Wittenberg	2012
19	Robert Ferl	Conditional factors of youth violence and measures for their prevention	German	Martin-Luther-Universität Halle-Wittenberg	2010

Total Citations

Web of Science®	39
Scopus	65

Publications

- **Scientific Journals**

- Scientific journal paper

1	Schippling, A. & Abrantes, P. (2025). IB World Schools in the lusophone world: An exploratory field study in São Paulo, Lisbon and Maputo. International Studies in Sociology of Education, 34(2), 177?196. https://doi.org/10.1080/09620214.2024.2359680 - Times Cited Google Scholar: 1
2	Keßler, C.I. & Schippling, A. (2024). Bildungsbiografische verhandlungen von zugehörigkeit: Empirische fallrekonstruktion und forschungsprogrammatische reflexionen am beispiel einer jugendlichen einer deutschen auslandsschule. Tertium Comparationis. Journal für International und Interkulturell Vergleichende Erziehungswissenschaft, 30(1), 43?56.
3	Schippling, A. & Abrantes, P. (2024). Analysing biographies in transnational educational spaces: Transitions to higher education of alumni from an IB school in Lisbon. Globalisation, Societies and Education, 22(2), 303?314. https://doi.org/10.1080/14767724.2022.2049710 - Times Cited Web of Science®: 8 - Times Cited Scopus: 7 - Times Cited Google Scholar: 15

4	Abrantes, P., Santos, S. & Schippling, A. (2024). Socialização, trajetórias educativas e internacionalização entre jovens das classes dominantes. Revista Crítica de Ciências Sociais,(134), 51?74. https://doi.org/10.4000/12g0o - Times Cited Web of Science®: 3 - Times Cited Google Scholar: 5
5	Schippling, A. & Abrantes, P. (2023). As Escolas mundiais IB em São Paulo, Lisboa e Maputo. Crescimento e diversificação do campo. Revista Iberoamericana de Educación, 93(1), 99?110. https://doi.org/10.35362/rie9315969 - Times Cited Google Scholar: 1
6	Carvalho Junior, P., Paes de Carvalho, C. & Schippling, A. (2022). A implementação da política cultural e educacional Alemã para o exterior: As escolas Alemãs na América Latina. Revista Ibero-Americana de Estudos em Educação, 17(3), 2433?2455. https://doi.org/10.21723/riaee.v17iesp.3.16591 - Times Cited Web of Science®: 2 - Times Cited Google Scholar: 2
7	Schippling, A. (2020). Researching global citizenship education: towards a critical approach. Journal of Social Science Education, 20(4), 98?113. https://doi.org/10.4119/jsse-3466 - Times Cited Scopus: 10 - Times Cited Google Scholar: 26
8	Schippling, A., Abrantes, P. & Lopes, J. T. (2020). Educação de elites e a dimensão da internacionalização em Portugal. Sociologia, Problemas e Práticas,(94), 119?137. https://doi.org/10.7458/SPP20209415891 - Times Cited Web of Science®: 2 - Times Cited Scopus: 4 - Times Cited Google Scholar: 17
9	Schippling, A. (2020). Overcoming the methodological nationalism paradigm in educational research? Reflections based on the research in international schools. Diálogos Possíveis, 19(1), 53?62. - Times Cited Web of Science®: 1 - Times Cited Google Scholar: 1
10	Schippling, A. & Alvares, M. (2019). Zur generierung von wissen in interpretationsgruppen. Methodologische reflexionen im kontext reflexiver elitebildungsforschung. Zeitschrift für Qualitative Forschung, 20(1), 43?57. https://doi.org/10.3224/zqf.v20i1.04 - Times Cited Web of Science®: 4 - Times Cited Google Scholar: 20
11	Schippling, A. (2018). Researching international schools: challenges for comparative educational research. Revista Lusófona de Educação,(41), 193?204. https://doi.org/10.24140/issn.1645-7250.rle41.12 - Times Cited Web of Science®: 10 - Times Cited Scopus: 9 - Times Cited Google Scholar: 32
12	Keßler, C. I., Kotzyba, K. & Schippling, A. (2018). Biografieanalyse und transnationales Kapital - Theoretische und methodologische Reflexionen. Tertium Comparationis. Journal für International und Interkulturell Vergleichende Erziehungswissenschaft, 24(2), 228?245. - Times Cited Google Scholar: 29
13	Schippling, A. & Abrantes, P. (2018). Para uma visão panorâmica do campo das escolas internacionais na Grande Lisboa. Educação, Sociedade e Culturas,(52), 7?27. - Times Cited Google Scholar: 8

14	Schippling, A. (2017). Investigator triangulation in the data interpretation process. An almost untouched research area. La Critica Sociologica, 51(203), 87?100. https://doi.org/10.19272/201701203007 - Times Cited Web of Science®: 2 - Times Cited Google Scholar: 13
15	Kessler, C., Krueger, H.-H., Schippling, A. & Otto, A. (2015). Envisioning world citizens? Self-presentations of an international school in Germany and related orientations of its pupils. Journal of Research in International Education, 14(2), 114?126. https://doi.org/10.1177/1475240915593844 - Times Cited Scopus: 12 - Times Cited Google Scholar: 37
16	Schippling, A. & Allouch, A. (2015). Zur Transformation der Auswahlverfahren an den grandes écoles: Französische Elitehochschulen zwischen Initiativen einer ouverture sociale und der Herausforderung der Internationalisierung. Zeitschrift für Pädagogik, 1, 58?74. - Times Cited Scopus: 2
17	Krueger, H.-H., Kessler, C., Otto, A. & Schippling, A. (2014). Elite and excellence in the perspective of adolescents and their peers at exclusive schools. Zeitschrift für Erziehungswissenschaft, 17, 221?241. https://doi.org/10.1007/s11618-014-0530-5 - Times Cited Web of Science®: 7 - Times Cited Scopus: 7
18	Schippling, A. (2012). Qualitativ-empirische zugänge zum feld französischer elitehochschulen: fallanalysen zur selbstrepräsentation einer école normale supérieure. Zeitschrift für Qualitative Forschung, 13(1-2), 191?208. - Times Cited Google Scholar: 10
19	Schippling, A. (2011). A razão no diferendo: um estudo qualitativo sobre o ensino da filosofia em Portugal. Revista Portuguesa de Pedagogia,(11), 441?454.
20	Krueger, H.-H. & Schippling, A. (2010). Ciência crítica e reflexiva da educação: desenvolvimentos e perspectivas na Alemanha. Linhas Críticas, 16(31), 219?238. - Times Cited Google Scholar: 2
21	Boavida, J. & Schippling, A. (2008). A filosofia no ensino secundário em Portugal: tradição, modernidade e pós-modernidade. Fragmentos de Cultura, 18(7-8), 571?590. https://doi.org/10.18224/frag.v18i4.708 - Times Cited Google Scholar: 4
22	Schippling, A. (2007). Qualitativ-empirische Forschung zu philosophischer Bildung. Ein Beitrag zur Konzeption einer reflexiven Erziehungswissenschaft nach PISA. Pädagogische Rundschau, 61(3), 239?249.
23	Schippling, A. (2006). Die Theorie der Vernunft in der Negativen Dialektik von Theodor W. Adorno und philosophische Bildung in der postmodernen Gesellschaft = The theory of the mind in Negative Dialectics by Theodor W. Adorno and philosophical education in postmodern society. Synthesis Philosophica, 21(1), 19?32.
24	Schippling, A. (2006). A educação filosófica face ao desafio pós-moderno. Itinerários de Filosofia da Educação, 3(1), 87?97.
25	Schippling, A. (2004). O "não-idêntico" da ideia de razão de Theodor W. Adorno e a resultante possibilidade de uma filosofia fértil para a pós-modernidade. Revista Filosófica de Coimbra, 13(25), 129?140.
26	Schippling, A. (2003). A realização didáctico-pedagógica da teoria da razão de Theodor W. Adorno - uma 'possibilidade de sobrevivência' para a filosofia. Revista Portuguesa de Pedagogia, 37(2), 133?145. - Times Cited Google Scholar: 1

• Books and Book Chapters

- Book author

1	Schippling, A. (2026). French Elite Colleges in Crisis. Self-Conceptions and -Positionings of the Écoles Normales Supérieures. Springer VS. https://doi.org/10.1007/978-3-658-52906-2
2	Schippling, A. (2025). Zur Krise der französischen Elitehochschulen. Selbstentwürfe und -positionierungen der Écoles normales supérieures. Springer VS. https://doi.org/10.1007/978-3-658-49108-6
3	Schippling, A. (2009). Vernunft im Bildungsgang. Eine qualitative Studie zum europäischen Philosophieunterricht am Beispiel von Portugal. Barbara Budrich. - Times Cited Google Scholar: 6
4	Schippling, A. (2007). Interkulturalität im Denken Theodor W. Adornos. Traugott Bautz.

- Book editor

1	Schippling, A., Grunert, C. & Pfaff, Nicolle (2016). Kritische Bildungsforschung. Standortbestimmungen und Gegenstandsfelder. Barbara Budrich. - Times Cited Google Scholar: 4
2	Siebholz, S., Schneider, E., Busse, S., Sandring, S. & Schippling, A. (2013). Prozesse sozialer Ungleichheit. Bildung im Diskurs. Springer Fachmedien. https://doi.org/10.1007/978-3-531-18988-8 - Times Cited Google Scholar: 24

- Book chapter

1	Schippling, A. (2026). On the Dual Structure of the French Higher Education and Research Landscape. French Elite Colleges in Crisis. Self-Conceptions and -Positionings of the Écoles Normales Supérieures (pp. 17?25). Springer VS. https://doi.org/10.1007/978-3-658-52906-2_2
2	Schippling, A. (2026). Introduction. French Elite Colleges in Crisis. Self-Conceptions and -Positionings of the Écoles Normales Supérieures (pp. 1?14). Springer VS. https://doi.org/10.1007/978-3-658-52906-2_1
3	Schippling, A. (2026). „Es ist ein echtes Fieber“: Die Entwicklung des International Baccalaureate (IB) in der Region von São Paulo. In Ulrike Deppe, Catharina I. Keßler, Theo Döppers (Ed.), Ungleiche Transnationalisierung von, in und durch Bildung. Methodisch-methodologisch grenzüberschreitende und vergleichende Forschungsperspektiven (pp. 152?165). Beltz Juventa. https://doi.org/10.3262/978-3-7799-8645-4
4	Schippling, A. (2025). Fragestellung und Forschungsgegenstand. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 61?71). Springer. https://doi.org/10.1007/978-3-658-49108-6_5
5	Schippling, A. (2025). Theoretische Bezugslinien. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 73?103). Springer. https://doi.org/10.1007/978-3-658-49108-6_6

6	Schippling, A. (2025). Methodologisch-methodisches Forschungsdesign. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 105?131). Springer. https://doi.org/10.1007/978-3-658-49108-6_7
7	Schippling, A. (2025). Kontextualisierung: Die Écoles normales supérieures als Wiege der französischen Intellektuellen. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 133?152). Springer. https://doi.org/10.1007/978-3-658-49108-6_8
8	Schippling, A. (2025). Forschungsergebnisse: Selbstentwürfe und -positionierungen der Écoles normales supérieures. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 153?260). Springer. https://doi.org/10.1007/978-3-658-49108-6_9
9	Schippling, A. (2025). Die Écoles normales supérieures vor der Herausforderung der Internationalisierung. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 263?278). Springer. https://doi.org/10.1007/978-3-658-49108-6_10
10	Schippling, A. (2025). Soziale Konstruktionen zum/zur idealen Studierenden. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen. Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 279?288). Springer. https://doi.org/10.1007/978-3-658-49108-6_11
11	Schippling, A. (2025). Vom Staatsadel zur globalen Elite?: Fazit mit Ausblick. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 289?308). Springer. https://doi.org/10.1007/978-3-658-49108-6_12
12	Schippling, A. (2025). Einleitung. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 1?15). Springer. https://doi.org/10.1007/978-3-658-49108-6_1
13	Schippling, A. (2025). Zur dualistischen Struktur der französischen Hochschul- und Forschungslandschaft. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 19?27). Springer. https://doi.org/10.1007/978-3-658-49108-6_2
14	Schippling, A. (2025). Der „französische Sonderweg“ der Elitebildung und soziale Selektivität. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 29?38). Springer. https://doi.org/10.1007/978-3-658-49108-6_3
15	Schippling, A. (2025). Forschungsstand zum Feld der grandes écoles. In Anne Schippling (Ed.), Zur Krise der französischen Elitehochschulen: Selbstentwürfe und -positionierungen der Écoles normales supérieures (pp. 39?57). Springer. https://doi.org/10.1007/978-3-658-49108-6_4
16	Schippling, A. (2023). Investigar processos de globalização em educação: desafios para a prática de pesquisa. In Pedro Abrantes, Elsa Lechner (Ed.), Nós globais: investigações em curso sobre questões da globalização (pp. 111?124). Imprensa da Universidade de Coimbra. https://doi.org/10.14195/978-989-26-2410-5_4 - Times Cited Google Scholar: 1
17	Schippling, A. & Keßler, C. I. (2022). Transnationale Perspektiven in der Kindheits- und Jugendforschung. In Heinz-Hermann Krüger, Cathleen Grunert, Katja Ludwig (Ed.), Handbuch Kindheits- und Jugendforschung (pp. 249?268). Springer. https://doi.org/10.1007/978-3-658-24801-7_9-1 - Times Cited Google Scholar: 7

18	Schippling, A. & Keßler, C. I. (2022). Internationalisierung im deutschen Schulsystem. In Tina Hascher, Till-Sebastian Idel, Werner Helsper (Ed.), Handbuch Schulforschung (pp. 1457?1474). Springer. https://doi.org/10.1007/978-3-658-24734-8_70-1 - Times Cited Google Scholar: 13
19	Keßler, C. & Schippling, A. (2019). Sie lehren uns wirklich Bürger in der Welt zu werden: Bildungsverläufe und Internationalitätsentwürfe junger Erwachsener einer IB World School. In H.-H. Krüger, K. Hüfner, C. Keßler, S. Kreuz, P. Leinhos, D. Winter (Ed.), Exklusive Bildungskarrieren von Jugendlichen und ihren Peers nach dem Übergang in die Hochschule und Beruf (pp. 141?158). Springer. https://doi.org/10.1007/978-3-658-23175-0_5 - Times Cited Google Scholar: 15
20	Schippling, A., Krueger, H.-H. & Grunert, C. (2018). Jugendforschung. In Karin Böllert (Ed.), Kompendium Kinder- und Jugendhilfe (pp. 1477?1496). Springer. https://doi.org/10.1007/978-3-531-19096-9_71 - Times Cited Google Scholar: 8
21	Krueger, H.-H., Keßler, C., Otto, A. & Schippling, A. (2018). 'Elite' and 'Excellence' from the perspective of young people and their peers. In Agnes Van Zanten (Ed.), Elites in Education (pp. 221?242). Routledge.
22	Schippling, A., Zimmermann, Z. & Schmidt, M. (2018). Academic identity constructions of the Écoles normales supérieures and the challenges of internationalization. In Roland Bloch, Alexander Mitterle, Catherine Paradeise, Tobias Peter (Ed.), Universities and the production of elites: discourses, policies, and strategies of excellence and stratification in higher education (pp. 349?371). Palgrave Macmillan. https://doi.org/10.1007/978-3-319-53970-6_15 - Times Cited Google Scholar: 9
23	Schippling, A. (2018). Institutional habitus of French elite colleges in the context of internationalisation: An in-depth look at the Écoles Normales Supérieures. In Claire Maxwell, Ulrike Deppe, Heinz-Hermann Krüger, Werner Helsper (Ed.), Elite Education and Internationalisation: From the early years to higher education (pp. 279?296). Palgrave Macmillan. https://doi.org/10.1007/978-3-319-59966-3_17 - Times Cited Scopus: 14 - Times Cited Google Scholar: 15
24	Schippling, A., Grunert, C. & Pfaff, N. (2016). Standortbestimmungen und Gegenstandsfelder kritischer Bildungsforschung: Einleitung. In Anne Schippling, Cathleen Grunert, Nicolle Pfaff (Ed.), Kritische Bildungsforschung: Standortbestimmungen und Gegenstandsfelder (pp. 9?28). Barbara Budrich.
25	Krueger, H.-H., Kessler, C., Otto, A. & Schippling, A. (2016). Von „Wasserträgern" und „faulen reichen Deutschen": bildungskarrieren und Distinktionsprozesse in Peergroups. In Heinz-Hermann Krüger, Catharina Keßler, Daniela Winter (Ed.), Bildungskarrieren von Jugendlichen und ihre Peers an exklusiven Schulen (pp. 55?78). Springer. https://doi.org/10.1007/978-3-658-13162-3_3 - Times Cited Google Scholar: 4
26	Schippling, A. (2015). Die grandes écoles: ein Auslaufmodell?: Selektion an französischen Elitehochschulen im Prozess der Internationalisierung. In Werner Helsper, Heinz Hermann Krüger (Ed.), Auswahl der Bildungsklientel: Zur Herstellung von Selektivität in "exklusiven" Bildungsinstitutionen (pp. 241?262). Springer VS Wiesbaden. https://doi.org/10.1007/978-3-658-09375-4_10 - Times Cited Google Scholar: 12
27	Krüger, H.-H., Keßler, C., Schippling, A. & Otto, A. (2015). Internationale Schulen in Deutschland: Schulprogrammatische Ansprüche und biographische Orientierungen von Jugendlichen. In Margret Kraul (Ed.), Private Schulen in Deutschland (pp. 79?97). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-07735-8

28	Schippling, A. (2013). Am Übergang in eine französische Elitehochschule. Diskursanalytische Perspektiven. In Susanne Siebholz, Edina Schneider, Anne Schippling, Susann Busse, Sabine Sandring (Ed.), Prozesse sozialer Ungleichheit (pp. 217?227). Springer. https://doi.org/10.1007/978-3-531-18988-8_19 - Times Cited Google Scholar: 5
29	Schippling, A. (2013). Elitebildung in Frankreich. Entwürfe zu idealen PrüfungskandidatInnen an französischen Elitehochschulen. In Katharina Müller-Roselius e Uwe Hericks (Ed.), Bildung - empirischer Zugang und theoretischer Widerstreit (pp. 147?160). Barbara Budrich. - Times Cited Google Scholar: 6
30	Siebholz, S., Schneider, E., Busse, S., Sandring, S. & Schippling, A. (2013). Prozesse sozialer Ungleichheit – eine Einleitung. In Susanne Siebholz, Edina Schneider, Anne Schippling, Susann Busse, Sabine Sandring (Ed.), Prozesse sozialer Ungleichheit (pp. 13?18). Springer. https://doi.org/10.1007/978-3-531-18988-8_1 - Times Cited Google Scholar: 6
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• Conferences/Workshops and Talks

- Publication in conference proceedings

1	Schippling, A. (2018). Regulação através de organizações educativas transnacionais: o exemplo do campo das escolas internacionais na Grande Lisboa. In António Neto-Mendes, Jorge Adelino Costa, Manuela Gonçalves, Dora Fonseca (Ed.), VIII Simpósio de Organização e Gestão Escolar (pp. 273?289). UA Editora. - Times Cited Google Scholar: 1
2	Schippling, A. (2018). Researching on international education: overcoming the paradigm of methodological nationalism?. Two decades discourse about globalizing social sciences.
3	Schippling, A. (2017). The global landscape of international schools. Development tendencies and research perspectives. In Galego, C., Ricardo, M. M. C., and Teodoro, A. (Ed.), A educação comparada para além dos números: Contextos locais, realidades nacionais e processos transnacionais. Atas da 1ª Conferência Internacional da Sociedade Portuguesa de Ciência da Educação – Secção de Educação Comparada (pp. 599?605). Edições Universitárias Lusófonas. - Times Cited Google Scholar: 1
4	Schippling, A. (2014). The normalien/nes on the way to a cosmopolitan elite? The ouverture internationale of the Écoles normales supérieures. Atas do congresso internacional Knowledge, status and power. Elite education, training and expertise (pp. 227?240).

- Talk

1	Schippling, A. (2025). Tore zur Welt? IB (International Baccalaureate) Schulen in einer globalisierten Weltgesellschaft. Öffentliche Vorlesung und Kolloquium im Rahmen des Habilitationsverfahrens an der Philosophischen Fakultät III-Erziehungswissenschaften, MLU Halle-Wittenberg,.
2	Schippling, A. (2025). “Entering into alliances”: The position of the Écoles normales supérieures in the reorganisation of higher education in France. VI World Council for Comparative Education Societies (WCCES) Symposium 2025,.
3	Schippling, A. (2025). “We just want to truly be colleagues for a better world”: The mission of the International Baccalaureate in Portuguese-speaking countries. VI World Council for Comparative Education Societies (WCCES) Symposium 2025,.
4	Schippling, A. (2025). “Educate Global Citizens Capable of Dreaming, Creating and Realizing”: Voices from Directors of IB World Schools in São Paulo. The European Conference on Education (ECE2025),.
5	Schippling, A. (2025). “This Is, in My Opinion, a Fatal Development”: The Écoles Normales Supérieures in Transformation. The European Conference on Education (ECE2025),.
6	Schippling, A. (2024). Diskussion eines Thesenpapiers im Rahmen einer qualitativen Studie zu den Écoles normales supérieures. Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg,.
7	Schippling, A. (2024). Selbstentwürfe und -positionierungen im Feld der Elitehochschulen in Frankreich. Eine qualitative Studie zu den Écoles normales supérieures. Verteidigung der Habilitationsschrift an der Philosophischen Fakultät III Erziehungswissenschaften, MLU Halle-Wittenberg,.
8	Schippling, A. (2024). O desenvolvimento de escolas internacionais no mundo lusófono. Perspetivas de investigador@s sobre este campo educativo. Workshop de Investigação do CIES-Iscte,.
9	Schippling, A. (2024). O impacto do International Baccalaureate (IB) no mundo lusófono: Perspetivas do desenvolvimento da educação internacional nas regiões de Lisboa, Maputo e São Paulo. Seminário Internacional de Estudos Globais, Universidade Aberta,.
10	Schippling, A. (2024). O International Baccalaureate em África: um estudo exploratório das escolas IB na região de Maputo e desafios para a investigação. V Colóquio Internacional de Ciências Sociais da Educação (CICSE),.
11	Schippling, A. (2024). O desenvolvimento do International Baccalaureate (IB) nas regiões lusófonas de São Paulo, Maputo e Lisboa. Resultados de um estudo de campo exploratório. Programa de Pós-Graduação em Educação da PUC-Rio,.
12	Schippling, A. & Keßler, C. I. (2024). Construction of belonging in biographies in transnational educational spaces: Narratives of graduates from an IB World School in the Lisbon region. 4th Porto International Conference on Research in Education (ICRE),.
13	Schippling, A. (2024). The Écoles Normales Supérieures in the face of internationalisation processes: The end of a French exception?. 4th Porto International Conference on Research in Education (ICRE),.
14	Schippling, A. (2024). Die Entwicklung vom International Baccalaureate (IB) in der Region von São Paulo. Ergebnisse einer explorativen Feldstudie. Unequal Transnationalisation in and of Education (UnTiEd),.
15	Schippling, A. (2023). International Baccalaureate (IB) und postkoloniale Perspektiven. Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg,.

16	Schippling, A. (2023). Multimodale Analyse von Schulwebsites am Beispiel von IB World Schools in Maputo. Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg,.
17	Schippling, A. (2023). International Baccalaureate® als globaler Bildungsakteur in portugiesischsprachigen Ländern:Entwicklung eines Leitfadens zur Exploration eines Netzwerkes. Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg,.
18	Schippling, A. (2023). As IB World Schools no Brasil: um lugar de formação das elites globais? Um estudo exploratório do campo das escolas IB na região de São Paulo. XII Congresso Português de Sociologia “Sociedades Polarizadas? Desafios para a Sociologia”,.
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21	Schippling, A. (2023). A governança global pela organização International Baccalaureate em países com língua oficial portuguesa. Resultados de um estudo exploratório e desafios para a investigação. VII Congresso Ibero-Americano e X Congresso Luso-Brasileiro de Política e Administração da Educação – Política e Gestão da Educação: temas críticos no espaço ibero-americano,.
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23	Schippling, A. (2022). Investigar a International Baccalaureate como ator educativo transnacional: Acessos e desafios teóricos e metodológicos. Workshop de Investigação do CIES-Iscte,.
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25	Schippling, A. (2022). Das Feld der IB World Schools in portugiesischsprachigen Ländern: Methodologische Herausforderungen. Qualitative Forschungswerkstatt des Zentrums für Schul- und Bildungsforschung (ZSB), International Research Network "Transnationalisation and Education",.
26	Schippling, A. (2022). Entrevista e análise de entrevista. Desafios da Sociedade no Século XXI, Ciência Viva no Laboratório – Ocupação Científica de Jovens nas Férias” (OCJF), CIES-Iscte,.
27	Schippling, A. (2022). Comentário no workshop de investigação "Escolas alemãs no exterior: Uma perspetiva intercultural de gestão"?. Workshop de Investigação do CIES-Iscte,.
28	Schippling, A. (2022). Comentário para o debate final do seminário. The urban experiences of international students. Perspectives from Turkey and Portugal,.
29	Schippling, A. & Carvalho Junior, P. (2022). Herausforderungen für die Erforschung der Steuerung internationaler Bildung am Beispiel der Deutschen Auslandsschulen. Workshop of the International Research Network "Transnationalisation and Education",.

30	Schippling, A. (2022). Interpretação de dados qualitativos em grupo / Método documentário de interpretação: Introdução. Workshop de investigação do grupo de pesquisa “Gestão e Qualidade da Educação” (GESQ),.
31	Paulo de Carvalho Junior, Schippling, A. & Cynthia Paes de Carvalho (2022). Challenges for Researching the Management of International Education at the Example of German Schools Abroad. ECER 2022 - The European Conference on Educational Research,.
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34	Schippling, A. & Alvares, Maria (2021). Reflexividade científica em interpretação de dados qualitativos em grupo. XI Congresso Português de Sociologia: Identidades ao Rubro, Diferenças, Pertenças e Populismos num Mundo Eefervescente,.
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38	Schippling, A. (2019). A educação internacional das elites perante os desafios de uma sociedade globalizada. IV Congresso de História do Trabalho, do Movimento Operário e dos Movimentos Sociais em Portugal / III Conferência do Observatório para as Condições do Trabalho e Vida, ISCTE-IUL,.
39	Schippling, A. (2019). Comentário do texto "Becoming a lawyer in a large law firm: the idea of the unstoppable worker" (texto de Susana Santos). Seminário Colaborativo - Sociologia do Direito e da Violência, CIES-IUL, ISCTE-IUL,.
40	Schippling, A. (2019). Challenges for researching global citizenship education. Transnationalisation and Education, CIES-IUL, ISCTE-IUL,.
41	Schippling, A. (2019). Educational trajectories and drafts for the future of students of international profiled schools in the region of Greater Lisbon. European Conference on Educational Research (ECER), Universität Hamburg,.
42	Schippling, A. & Zipp-Timmer, M. (2019). Konstitution transnationaler Bildungsräume durch IB? Zur Umsetzung eines transnationalen Bildungsangebotes in unterschiedlichen europäischen Kontexten. Jenseits des Nationalen? Erziehungswissenschaftliche Perspektiven, Bergische Universität Wuppertal,.
43	Schippling, A. (2019). Introdução à interpretação qualitativa. Iniciativa “Ser sociólogo(a) por 15 dias”, "Ciência Viva no Laboratório - Ocupação Científica de Jovens nas Férias" (OCJF), CIES-IUL, ISCTE-IUL,.

44	Schippling, A. (2018). O campo das escolas internacionais na região da Grande Lisboa: linhas teóricas e perspectivas empíricas. Seminário de Doutoramento em Sociologia, Universidade do Porto,.
45	Schippling, A. (2018). Internationale Schulen - Transnationalisierung als Wettbewerbsfaktor. Cluster "Transnational and Global Processes", InZentIM, Universität Duisburg-Essen,.
46	Schippling, A. (2018). Transnationales Kapital zwischen Inklusion und Exklusion in unterschiedlichen schulischen Segmenten. Transnational Perspectives on School and Education, Europa Universität Flensburg,.
47	Schippling, A., Krüger, H.-H. & Keßler, C.I. (2018). Pathways of Global Learners in Transnational Education Spaces. European Conference on Education (ECE), Brighton,.
48	Schippling, A. (2018). Researching on International Education: Overcoming the Paradigm of Methodological Nationalism?. Two decades discourse about globalizing social sciences. Concepts, strategies, achievements, World SSH Net, CIES-IUL,.
49	Schippling, A. (2018). Konstruktionen organisationaler Identität an internationalen Schulen im Großraum Lissabon. 26. DGfE-Kongress, Universität Duisburg-Essen,.
50	Schippling, A. (2018). “We all like have different backgrounds”: Construções de ‘ser internacional’ em colégios internacionais na Grande Lisboa. XIV Congress of SPCE, Universidade de Coimbra,.
51	Schippling, A. (2018). Introdução à interpretação qualitativa. Iniciativa “Ser sociólogo(a) por 15 dias”, "Ciência Viva no Laboratório - Ocupação Científica de Jovens nas Férias" (OCJF), CIES-IUL, ISCTE-IUL,.
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53	Schippling, A. (2017). “They need to be confident“ – Conceitos educativos de professores em colégios internacionais na Grande Lisboa. Congresso Internacional da FPCE Universidade do Porto: O tempo dos professores,.
54	Schippling, A. (2017). O campo das escolas internacionais na região da grande Lisboa: estrutura de campo e orientações educativas. Workshop de Investigação, CIES-IUL,.
55	Schippling, A. (2017). Regulação global através de organizações educativas transnacionais: o exemplo do segmento das escolas internacionais na Grande Lisboa. VIII Simpósio de Organização e Gestão Escolar, Departamento de Educação e Psicologia, Universidade de Aveiro,.
56	Schippling, A. (2017). Agency-Konzepte. Workshop teórico, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg,.
57	Schippling, A. (2017). Introdução à interpretação qualitativa, iniciativa “Ser sociólogo(a) por 15 dias”. Iniciativa “Ser sociólogo(a) por 15 dias”, "Ciência Viva no Laboratório - Ocupação Científica de Jovens nas Férias" (OCJF), CIES-IUL, ISCTE-IUL,.
58	Schippling, A. (2016). Escolas internacionais como ‘transnational spaces of education’. Reflexões sobre o potencial de conceitos teóricos da investigação sobre transnacionalização para a investigação sobre a instituição da escola. IX Congresso Português de Sociologia. “Portugal, território de territórios”,.

59	Schippling, A. (2016). The field of international schools in Greater Lisbon. Perspectives on the field structure and school programs. European Conference on Educational Research (ECER) “Leading Education: The distinct contributions of educational research and researchers”,.
60	Schippling, A. (2016). Escolas internacionais na Grande Lisboa. Perfis institucionais e conceitos educativos. XIII Congresso da Sociedade Portuguesa de Ciências da Educação (SPCE) “Fronteiras, diálogos e transições na educação”,.
61	Schippling, A. (2016). A questão da qualidade na investigação social qualitativa: proposta para uma oficina de interpretação em grupo. CIES-IUL "Os desafios da investigação. Experiências de pesquisa e de reflexividade",.
62	Schippling, A. (2016). Introdução à interpretação qualitativa, iniciativa “Ser sociólogo(a) por 15 dias”. Iniciativa “Ser sociólogo(a) por 15 dias”, "Ciência Viva no Laboratório - Ocupação Científica de Jovens nas Férias" (OCJF), CIES-IUL, ISCTE-IUL,.
63	Schippling, A. (2016). The global landscape of international schools. Development tendencies and research perspectives. A Educação Comparada para além dos números: contextos locais, realidades nacionais e processos transnacionais,.
64	Krueger, H.-H., Kessler, C. & Schippling, A. (2016). Shaping Privileged Perspectives? World Citizenship and Transnational Biographies in the Context of International Education at an Exclusive School.. European Conference on Education (ECE) “Education and Social Justice: Democratising Education”,.
65	Schippling, A. (2015). Das französische Elitebildungssystem und die Herausforderungen der Internationalisierung. Second international congress of the research group (FOR 1612) Internationalisierungsprozesse und Elitebildung - Herausforderungen und Folgewirkungen,.
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67	Schippling, A. (2014). The French elite education system in the process of internationalisation. The end of a state nobility?. European Conference on Educational Research (ECER) 2014 "The Past, the Present and the Future of Educational Research",.
68	Schippling, A. (2014). From ‚temple' to ‚research university'? Discourses on the internationalisation of the Écoles normales supérieures. Screaming in a 20-mile zone: Academic Identities in 2014. International Academic Identities Conference,.
69	Schippling, A. (2014). The normalien/nes on the way to "a cosmopolitan elite"? The ouverture internationale of the Écoles normales supérieures. Knowledge, status and power. Elite education, training and expertise,.
70	Schippling, A., Kessler, C., Krueger, H.-H. & Otto, A. (2014). ‚Elite' und ‚Exzellenz' im deutschen Bildungswesen: Diskurse und Akteursperspektiven. Fórum de investigação no congresso da DGfE:,.
71	Krueger, H.-H., Kessler, C. & Schippling, A. (2013). Exzellenz und Elite aus der Perspektive von Jugendlichen und ihren Peers an exklusiven Schulen. Congresso internacional do grupo de investigação (FOR 1612) “Elite und Exzellenz im Bildungssystem”,.
72	Krueger, H.-H., Kessler, C., Schippling, A. & Otto, A. (2013). Envisioning World Citizens? School Culture and Related Orientations of Pupils at an International School. The Inaugural European Conference on Education,.
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74	Schippling, A. (2010). A análise da entrada numa Grande École: Reflexões sobre uma ligação entre a análise de discurso e o método documentário. Congresso internacional “Rekonstruktion von Habitus und inkorporierter Praxis: Dokumentarische Interpretation und inkorporierte Praxis”,.
75	Schippling, A. (2010). Am Übergang in eine Grande École. Diskursanalytische Perspektiven. Internationale Tagung des Promotionskollegs der Hans-Böckler-Stiftung "Bildung und Soziale Ungleichheit",.
76	Schippling, A. (2010). Cultural Capital in Transition? Methodological Reflections on an Analysis of Elite and Excellence Discourses in a French Grande École. European Conference on Educational Research ECER) 2010 "Education and Cultural Change",.
77	Schippling, A. (2008). Análise do discurso em situações pedagógicas: exemplo do ensino de filosofia. Congresso internacional “Qualitative Forschung und Datenauswertung,.
78	Schippling, A. (2006). Der philosophische Gang als Bildungsgang. Eine qualitativempirische Untersuchung zum Philosophieunterricht in Portugal. 68. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF) "Übergänge im Bildungswesen”,.
79	Schippling, A. (2005). Ein interkulturelles Konzept von Rationalität vor dem Horizont ihrer Pluralität in der Postmoderne: Der Widerstreit von Lyotard. Simpósio “Rationalität – Placebo der Wahrheit”,.
80	Schippling, A. (2005). A educação filosófica face ao desafio pós-moderno. 2ª Conferência Internacional de Filosofia da Educação: Limiares Contemporâneos da Educação. Perspectivas Filosóficas,.
81	Schippling, A. (2004). Die Theorie der Vernunft in der Negativen Dialektik von Theodor W. Adorno und philosophische Bildung in der postmodernen Gesellschaft. 13th days of Frane Petric: Philosophy and Education in Contemporary Society,.

• Other Publications

- Entries/Forewords/Afterwords

1	Schippling, A. & Krueger, H.-H. (2010). Pädagogik/Erziehungswissenschaft. Lexikon Pädagogik. Hundert Grundbegriffe,, 211?217. - Times Cited Google Scholar: 4
2	Schippling, A. (2010). Prefácio. Educação Filosófica. Sete Ensaios,, 9?11. https://doi.org/10.14195/978-989-26-0185-4

- Non-peer-reviewed papers

1	Boavida, J. & Schippling, A. (2006). Philosophieunterricht in Portugal – Historische Perspektive und aktuelle Situation. Europa Forum Philosophie. Enseignement, Teaching, Unterricht, 54, 25?34.
2	Schippling, A. (2005). Philosophieunterricht als Ort eines Widerstreits der Rationalitaten. Europa Forum Philosophie. Enseignement, Teaching, Unterricht, 53, 4?15.

- Recensions in journals

1	Schippling, A. (2010). Sammelrezension: Bildung und soziale Ungleichheit. Zeitschrift für Erziehungswissenschaft, 13(3), 515?519. https://doi.org/10.1007/s11618-010-0134-7
2	Schippling, A. (2008). Rezension: Keller, Reiner: Diskursforschung. Eine Einführung für SozialwissenschaftlerInnen. Zeitschrift für Qualitative Forschung, 9(1+2), 280?281.

- Other publications

1	Schippling, A. (2025). Glossar. Zur Krise der französischen Elitehochschulen. Selbstentwürfe und -positionierungen der Écoles normales supérieures, 95, 309?321.

- Report

1	Schippling, A. (2022). Relatório final relativamente ao Projeto de Pós-Doutoramento (Ref. SFRH/BPD/112406/2015)..

Research Projects

Project Title	Role in Project	Partners	Period
IB World Schools in Portuguese-speaking countries: Field structure, implementation processes and development tendencies	Global Coordinator	CIES-Iscte	2022 - 2028
The internationalisation of elite education in Portugal. A qualitative study on international schools in Greater Lisbon – 2nd part: Biographical trajectories of former international school students	Researcher	CIES-Iscte	2019 - 2021
Learning to be a global citizen? Theoretical perspectives and methodological approaches	Global Coordinator	CIES-Iscte - Leader, Institut für Erziehungswissenschaft, Georg-August-Universität Göttingen - Leader (Germany)	2018 - 2019
The internationalisation of the elite education in Portugal. A qualitative study on international schools in Greater Lisbon	Researcher	CIES-Iscte - Leader	2016 - 2018

Awards

Distinction "Luther" by the University Martin-Luther Halle-Wittenberg for the best doctoral theses (2008)

Research Networks

Research Network Name	Representative Role	Period
Network of Global Citizenship Education	Membro	2018 - 2023
Research Network - Transnationalisation and Education	Membro fundador	Since 2019

Professional Associations

Portuguese Society of Education Sciences (Since 2015)

Center for School and Educational Research, University Martin-Luther Halle-Wittenberg (Since 2015)

German Educational Research Association (Since 2007)

Organization/Coordination of Events

Type of Organization/Coordination	Event Title	Organizer	Year
Member of scientific event's organizing committee	Transnationalisation and Education Network Meeting	CIES-Iscte, Technische Universität Chemnitz, Ruhr-Universität Bochum	2024
Member of scientific event's organizing committee	Research Workshop of CIES-Iscte "The development of international schools in the Portuguese-speaking world. Researchers' perspectives on this educational field"	CIES-Iscte	2024
Member of scientific event's organizing committee	Research Workshop of CIES-Iscte "Researching the International Baccalaureate as a transnational educational actor"	CIES-Iscte	2022
Coordination of non-scientific event	Workshop of the international network "Transnationalisation and Education"	Transnationalisation and Education Research Network, Martin-Luther-Universität Halle-Wittenberg	2022
Member of scientific event's organizing committee	Research workshop of CIES-Iscte "German Schools Abroad: an intercultural management perspective?"	CIES-Iscte	2022
Coordination of non-scientific event	Workshop of group interpretation of qualitative data	CIES-Iscte, Iscte-IUL	2020

Member of scientific event's organizing committee	Research workshop of CIES-Iscte "Migrant Students at Elite Schools"	CIES-Iscte	2020
Coordination of scientific event (with scientific committee) at ISCTE-IUL	International Workshop: "Transnationalisation and Education"	Transnationalisation and Education Research Network, CIES-IUL, ISCTE-IUL, Lisboa	2019
Coordination of non-scientific event	Monthly workshop on qualitative analysis	CIES-IUL, ISCTE-IUL, Lisboa	2019
Member of scientific event's organizing committee	Challenges of investigation: Methodical issues, ethical dilemmas and political problems	CIES-IUL, ISCTE-IUL, Lisboa	2018
Member of scientific event's organizing committee	Transnational capital between inclusion and exclusion in different school segments (working group II)	Deutsche Gesellschaft für Erziehungswissenschaft (DGfE), Tagung Transnationale Perspektiven auf Schule und Bildung	2018
Member of scientific event's organizing committee	Identity between organization and biography. Identity constructions in exclusive educational institutions (AG-I-23)	Deutsche Gesellschaft für Erziehungswissenschaft (DGfE), 26. DGfE-Kongress 2018	2018
Coordination of non-scientific event	Monthly workshop on qualitative analysis	CIES-IUL, ISCTE-IUL, Lisboa	2018
Member of scientific event's organizing committee	Research Workshop of CIES-IUL "The field of international schools in the Greater Lisbon Region: field structure and educational orientations"	CIES-IUL	2017
Coordination of non-scientific event	Monthly workshop on qualitative analysis	CIES-IUL, ISCTE-IUL, Lisboa	2017
Coordination of non-scientific event	Monthly workshop on qualitative analysis	CIES-IUL, ISCTE-IUL, Lisboa	2016
Member of scientific event's organizing committee	International congress of the research group (FOR 1612) “Elite and Excellence in the educational system”	Leucorea Wittenberg	2013
Coordination of scientific event (with scientific committee) outside of ISCTE-IUL	International Congress “(Re-) Produktion sozialer Ungleichheiten. Prozesse - Bildungsorte – Diskurse“	Martin-Luther-Universität Halle-Wittenberg	2010
Coordination of non-scientific event	Summer school	Graduate school “Education and social inequality”, Martin-Luther-Universität Halle-Wittenberg	2008
Coordination of non-scientific event	Summer school	Graduate school “Education and social inequality”, Martin-Luther-Universität Halle-Wittenberg	2007

Diffusion Activities

Activity Type	Event Title	Activity Description	Year
Talk/Conference in public diffusion event	Group Interpreting Workshop - Interpreting an interview with a school director of an IB World School	Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg	2025
Talk/Conference in public diffusion event	Group Interpreting Workshop - Interpreting a group discussion with students of an IB World School	Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg	2025
Talk/Conference in public diffusion event	Group Interpreting Workshop - Interpreting an interview with a representative of the International Baccalaureate (IB) organisation	Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg	2025
Talk/Conference in public diffusion event	Group Interpreting Workshop - Interpreting an interview with a representative of the International Baccalaureate (IB) organisation	Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg	2024
Talk/Conference in public diffusion event	Development of an ethnography and guidelines as part of a study on IB schools in the São Paulo region	Workshop, Institut für Pädagogik, Martin-Luther-Universität Halle-Wittenberg	2024
Talk/Conference in public diffusion event	Missão e valores de Escolas Mundiais IB no espaço lusófono. Exemplos de entrevistas com diretores escolares na região de São Paulo	Workshop of group interpretation of qualitative data, PUC-Rio	2024
Coordination of knowledge diffusion event	Group Interpreting Workshop - Interpreting an interview with a representative of the International Baccalaureate (IB) organisation	Workshop of group interpretation of qualitative data, CIES-Iscte	2024
Coordination of knowledge diffusion event	Negotiations of belonging in educational biographies of International Baccalaurelate graduates: Interpretation of biographical interview passages	Workshop of group interpretation of qualitative data	2024
Talk/Conference in public diffusion event	The restructuring of the field of international education in the São Paulo region. The example of a Brazilian school with an IB curriculum	Workshop of group interpretation of qualitative data, State University of Campinas	2024
Talk/Conference in public diffusion event	Challenges of Society in the 21st Century		2023
Talk/Conference in public diffusion event	Challenges of Society in the 21st Century		2022
Coordination of knowledge diffusion event	Workshop of group interpretation of qualitative data		2020
Publication in general diffusion news outlet	International schools in Portugal: a place of education for a new global elite?		2020
Talk/Conference in public diffusion event	Being sociologist for 15 days		2019
Coordination of knowledge diffusion event	Monthly workshop on qualitative analysis		2019
Talk/Conference in public diffusion event	Being sociologist for 15 days		2018
Coordination of knowledge diffusion event	Monthly workshop on qualitative analysis		2018
Talk/Conference in public diffusion event	Being sociologist for 15 days		2017

Coordination of knowledge diffusion event	Monthly workshop on qualitative analysis		2017
Coordination of knowledge diffusion event	Monthly workshop on qualitative analysis		2016
Talk/Conference in public diffusion event	Being sociologist for 15 days		2016

Scientific Editing/Reviewing Activities

Type of Activity	Journal Title	ISSN/Quartile	Period	Language
Member of scientific journal editing staff	Diskurs Kindheits- und Jugendforschung [Discourse. Journal of Childhood and Adolescence Research]	1862-5002	2021	German
Member of scientific journal editing staff	Zeitschrift für Qualitative Forschung [Journal of Qualitative Research]	2196-2138	2007 - 2009	German