

Prof. Dr. Irene Pieper, Freie Universität Berlin/Germany – CV

- studied German Language and Literature, Protestant Theology and English Language and Literature at Saarbrücken and Heidelberg/Germany and at Edinburgh University/Great Britain
- scholarship in the postgraduate program *Religion und Normativität* at Heidelberg University, funded by the German Research Foundation (DFG)
- PhD in Literary Studies at Heidelberg University 1998 (Modern German literature: The metaphor of ‚theatrum mundi‘ in the works of Karl Kraus, Walter Benjamin, Hugo von Hofmannsthal and Else Lasker-Schüler)
- teacher’s degree for upper secondary education (*Zweites Staatsexamen*) in Stuttgart/Germany completed in 2000 (subjects: German, Religion, English)
- Postdoctoral position in Literary Studies and Literature Education at Frankfurt University 2000-2006
- Visiting professor at the University of Education Heidelberg 2006-2007
- Full professor for Literary Studies and Literature Education at the University of Hildesheim (10/2007-3/2020)
- Founder and Director of the Reading and Writing Center of the University of Hildesheim till 3/2020
- Member of the senate of Hildesheim university (turns: 2009-2011, 2011-2013, 2013-2015; 2017-2019)
- *Forschungspreis* of the University of Hildesheim January 2017
- Chair of the doctoral program *Unterrichtsforschung* of the University of Hildesheim (2008-2019)
- Vice President for International Affairs at the University of Hildesheim 4/2019-3/2020

- Expert of the Language Policy Unit of the Council of Europe/Strasbourg: Plurilingual and intercultural education between 2006 and 2011
- Member of the editorial team of the German peer reviewed journal *Didaktik Deutsch* (since 2012)
- Member of the Editorial Board of the journal *L1 – Educational studies in language and literature*
- Member of the Advisory Board of the School of Education FACE/Freiburg since 1/2020; Chair

- Chair of the *International Association for Research in L1 Education (languages, literatures, literacies), ARLE*, since 2014 (founding chair; elected for 2015-2017, reelected for the period 2017-2019).
Member of the Advisory Board of *ARLE* since 9/2019
- Coordinator of the Special Interest Group *Research on Literature Education* of the *ARLE, SIG ROLE* (with Heidi Hoeglund/Abo Akademi, Finland)
- Vice Chair of the *Symposion Deutschdidaktik* since September 2018; Member of the Board of the *Symposion Deutschdidaktik* (Secretary) 2008-2012

- Main areas of research:
 - literary development
 - reading socialisation

- verbal interaction in the literature classroom
 - understanding metaphor
 - constitution of subject matter in the classroom
 - literature education and professional knowledge
- Projects:
 - Literary Understanding and Metaphor: a study of the processes used by learners to understand poetic metaphor and of the ways in which teachers model such understanding and how it comes about (LiMet), funded by the German Research Foundation DFG till 3/2019 (together with Dorothee Wieser/TU Dresden, Germany)
 - TAMoLi – Texts, activities and motivation in the literature classroom in lower secondary, bi-national project in cooperation with Andrea Bertschi-Kaufmann/Basel, Switzerland and Katrin Böhme/Potsdam, Germany, funded by the program of Lower Saxony Pro Niedersachsen/Niedersächsisches Vorab till 3/2020
 - responsible for the German part of the international EU-Comenius project LiFT-2: Literary framework for teachers in secondary education, initiated and lead by Theo Witte/The Netherlands
see: <http://www.literaryframework.eu>
 - Selected international publications:
 - *Irene Pieper (2020): L1 Education and the Place of Literatur: In: Bill Green/Per-Olof Erikson: Rethinking L1. Springer (accepted; to be out in the course of the year).*
 - *Dominik Fässler, Andrea Bertschi-Kaufmann; Irene Pieper; Sebastian Weirich; Katrin Böhme (2019): Student reading motivation and teacher aims and actions in literature education in lower secondary school. In: RISTAL – Research in Subject Matter Teaching and Learning, 118-139. <https://doi.org/10.23770/rt1828>.*
 - *Irene Pieper, Bianca Strutz (2018): Learners' approaches to poetic metaphor. A think aloud study with secondary students in grade 6 and 9. Contribution to a special issue in honor of Gert Rijlaarsdam Making Connections: Studies of Language and Literature Education. L1-Educational Studies in Language and Literature, 18, p. 1-35. <https://doi.org/10.17239/L1ESLL-2018.18.03.05> (peer reviewed)*
 - *Tanja Janssen, Irene Pieper (ed.s) (2016): The Role of Writing in Literature Education. Special Issue of the journal L1. Educational Studies in Language and Literature, Vol. 16.*
 - *Irene Pieper, Florentina Sâmihăian (2016): International Research Cooperation in What Used to Be Called Mother Tongue Education. The Example of LiFT-2. In: Iris Winkler/Frederike Schmidt (ed.s): Perspektiven interdisziplinärer Forschung in der Deutschdidaktik. Frankfurt u.a.: Lang (Positionen der Deutschdidaktik 2), 153-180.*

- *Irene Pieper: Literature and the Curriculum (2015)*. In: Mike Fleming; Liora Bresler; John O'Tolle (ed.s): The Routledge International Handbook of the Arts and Education. London, New York. 194-202.
- *Irene Pieper, Dorothee Wieser (2012): Understanding metaphors in poetic texts. Towards a determination of interpretative operations in secondary school students' engagement with imagery*. In: L1 Educational Studies in Language and Literature Vol. 12. 1-26. <http://www.l1research.org> (Peer Reviewed Journal)
- *Irene Pieper: Items for a description of linguistic competence in the language of schooling necessary for teaching/learning literature (at the end of compulsory education). An approach with reference points*. Strasbourg: Council of Europe, 2011 (Language Policy Division). http://www.coe.int/t/dg4/linguistic/langeduc/BoxD2-OtherSub_en.asp#s4

Berlin, April 2020