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Academic 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)
- 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
- Full professor for Literature Education at Freie Universität Berlin since 4/2020
- Dean of students at the Faculty of Philosophy and the Humanities at FU Berlin since 4/2023
- Awards
 - *Forschungspreis* of the University of Hildesheim, January 2017
 - *Erhard Friedrich-Preis für Deutschdidaktik*, September 2022

- 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* (from 2012 till 2022)
- 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*, from 2014 to 2019 (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 2018-2020*; 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
- Project activities:
 - FU Videoportal FOCUS, TextAkt: a project within the joined teacher development program ViFoNet (Videobasierte Fortbildungsmodul zum digital gestützten Unterrichten). The aim is to develop digitally supported designs for tackling writing tasks for literature interpretation via a design based research approach (funded by BMBF, June 2023-December 2025).
 - Literary Understanding and Metaphor, LiMet: 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, 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:
 - *Helmut Linneweber-Lammerskitten, Silvia Minardi and Irene Pieper: What Do I Need to Know and Do to Ensure that My Own Subject Contributes to Learners' Plurilingual, Intercultural and Democratic Competences? In: Quality and Equity in Education. A Practical Guide to the Council of Europe Vision of Education for Plurilingual, Intercultural and Democratic Citizenship/Michael Byram, Mike Fleming, Joseph Shiels (Ed.s). Multilingual Matters.*
 - *Character Formation and Literarische Bildung: Aims and potentials in literature education. In: Steven Pickard, Michael Welker, John Witte (ed.s): The impact of education on character formation, ethics and the communication of values in late modern pluralistic societies. Leipzig: Evangelische Verlagsanstalt, 187-200.*
 - *Helen Lehndorf und Irene Pieper: Encouraging literary dialogue: The story "Die Fabrik" by Saša Stanišić in Upper Secondary Education read from a students' perspective. In: Literatuur leren lezen in dialoog. Lessen geïnspireerd op het werk van Tanja Janssen. Amsterdam: Amsterdam University Press, 91-108.*
 - *The Challenge of Plurality. A Comment on the Occasion of L1 Educational Studies in Language and Literature being 20. L1 Educational Studies in Language and Literature 21, 1-5. <https://doi.org/10.17239/L1ESLL-2021.21.04.03>*
 - *Irene Pieper (2020): L1 Education and the Place of Literature: In: Bill Green/Per-Olof Erikson: Rethinking L1. Springer*
 - *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 (2015): Literature and the Curriculum. 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 (2011):* Literature Classrooms and Their Limits, in: Brenton Doecke/Piet-Hein van de Veen, *Literary Praxis. A Conversational Inquiry into the Teaching of Literature*, Sense: Rotterdam, 189-202.
- *Irene Pieper (2011):* 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 (Language Policy Division). http://www.coe.int/t/dg4/linguistic/langeduc/BoxD2-OtherSub_en.asp#s4

Berlin, December 2023