

Curriculum Vitae

Dr. Flora Woltran, BEd MEd MA

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Education

- 2021 – 03/2024: **Doctoral Program in Educational Science**, Doctor of Philosophy (Dr.phil.) (Graduation with Distinction)
- Title of Dissertation: *"Responding to and Recovering from the Global Education Crisis. Countering Inequities throughout COVID-19 and beyond."*
- 2018 - 09/2023: **Master's Program in Interdisciplinary Ethics**, Master of Arts (MA) (Graduation with Distinction)
- Title of Master Thesis: *"Segregated Language Support in Austria: An Examination of the Ethical Justifiability of Legal Texts on German Language Support Classes and Courses"*
- Supervisor: Univ.-Prof. Dr. Susanne Schwab
- 2018 – 11/2021: **Propedeutic Programme in Psychotherapy** (Graduation with Distinction)
- 2018 - 03/2021: **Master's Program in Teacher Education** at the University of Vienna (Psychology/Philosophy & Home Economics/Nutrition), Master of Education (MEd) (Graduation with Distinction)
- Title of the Master Thesis: *"Development of Judgment Competence: A qualitative Study of Dilemma Discussion in Subject Lessons on the Topic of "Nutrition and Sustainability""*
- Supervisor: Ass.-Prof. Dr. paed. habil. Claudia Maria Angele
- 2014 - 07/2018: **Bachelor's Program in Teacher Education** at the University of Vienna (Subject Combination: Psychology/Philosophy & Home Economics/Nutrition), Bachelor of Education (BEd)

Title of Bachelor's Thesis I: *"A Critical Presentation of Published Reference Values for Optimal Carbohydrate Distribution and Intake"*

Supervisor: Ass.-Prof. Mag. Dr. Ruth Quint

Title of Bachelor Thesis II: *"Violence and Oppression in Hannah Arendt and Jean-Paul Sartre. A Critical Examination of the Connections between Oppression, Racism and Colonialism"*

Supervisor: Mag. Dr. Michael Staudigl, Privatdoz.

Academic work experience

- Since 05/2024: Scientific Project Partner: Student Teachers Exchange Program (STEP) funded by Erasmus+. Project duration: 01/2024-01/2025. Project Management: Esmée Bruggink.
- Since 05/2024: University Assistant (Post Doc) at the Department of School Pedagogy with Special Consideration of Social, Linguistic and Cultural Diversity (Head: Prof. Dr. Susanne Schwab), Centre for Teacher Education, University of Vienna
- 11/2023-03/2024: Scientific Project Assistant: A Multiperspective Study on German Language Support Classes funded by the Austrian Science Fund (FWF), Grant number P 35113 stand-alone project. Project Duration: 01/2022-12/2024. Project Management: Univ.-Prof. Dr. Susanne Schwab & Mag. Mag. Sepideh Hassani, BA
- 02/2022 – 03/2024: Scientific Project Assistant: DigitAll funded by Erasmus+. Project duration: 02/2022-02/2024. Project Management: Prof. Paulo Cesar Azevedo Dias
- 04/2021-04/2024: University Assistant (Prae Doc) at the Department of School Pedagogy with Special Consideration of Social, Linguistic and Cultural Diversity (Head: Prof. Dr. Susanne Schwab), Centre for Teacher Education, University of Vienna
- 04/2021-03/2024: Scientific Project Assistant INCL-LEA (Inclusive Home Learning). Project Duration: 3/2021-ongoing. Project management: Univ.-Prof. Dr. Susanne Schwab
- 10/2019 – 03/2021: Student Assistant at the Centre for Teacher Education and Department of Educational Science, University of Vienna

Publication list

Articles (peer-reviewed)

- Öztürk, N., **Woltran, F.**, & Schwab, S. (2025). Learning in Segregated Settings: Opportunities und Barriers Addressed in Elementary Students' Lived Experiences. *Language & Education*, 1-18. <https://doi.org/10.1080/09500782.2025.2468763>
- Woltran, F.** (2025). What's the problem represented to be? Applying poststructural policy analysis to examine Austrian German language support legislation. *Policy Futures in Education*, 1-17. <https://doi.org/10.1177/14782103251323090>
- Woltran, F.**, & Schwab, S. (2025). Divided by language: A systematic review of teacher voices in segregated language learning settings. *Teaching and Teacher Education*, 156, 1-10. <https://doi.org/10.1016/j.tate.2025.104939>
- Woltran, F.**, & Schwab, S. (2025). Language as a distinguishing feature or common ground? A participatory study on manifestations of intergroup relations in the lived experiences of multilingual students. *Linguistics and Education*, 85, 101379. <https://doi.org/10.1016/j.linged.2024.101379>
- Woltran, F.**, Hassani, S., & Schwab, S. (2024). Pull-Out classes for newly arrived students from Ukraine - An Obstacle to Social Inclusion. *Journal of Immigrant & Refugee Studies*, 1-13. <https://doi.org/10.1080/15562948.2024.2433515>
- Woltran, F.**, Lindner, K.-T., & Schwab, S. (2024). (Mis)communication between educational policy and practice: teachers' perceptions of educational policy communication during COVID-19. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2427532>
- Woltran, F.**, Hassani, S., & Schwab, S. (2024). German language support in Austria: Feasibility, effectiveness and legitimacy from the perspective of public administration. *Language & Education*, 1-18. <https://doi.org/10.1080/09500782.2024.2371403>.
- Woltran, F.**, Hassani, S., & Schwab, S. (2023). Schooling of refugee students from Ukraine in Austria and its risk for creating educational inequity. *Journal of Language, Identity and Education*, 1-16. <https://doi.org/10.1080/15348458.2023.2275741>
- Woltran, F.** (2023). Insights into teachers' perceptions of parental involvement as a predictor of educational inequity. *Education* 3-13, 1-14. <https://doi.org/10.1080/03004279.2023.2265392>
- Woltran, F.**, Lindner, K.-T., & Schwab, S. (2023). Pandemic education – insights into teachers' perceptions of hygiene measures in schools due to COVID-19. *International Journal of Environmental Research and Public Health*, 20(6), 5207. <https://doi.org/10.3390/ijerph2006520>
- Alnahdi, G.H., Alwadei, A., **Woltran, F.**, & Schwab, S. (2022). Measuring family quality of life: Scoping review of the available scales and future directions. *International Journal of*

Environmental Research and Public Health, 19, 15473.
<https://doi.org/10.3390/ijerph192315473>

Woltran, F., Lindner, K.-T., Dzojic, T., and Schwab, S. (2022). Will-skill-tool components as key factors for digital media implementation in education: Austrian teachers' experiences with digital forms of instruction during the COVID-19 pandemic. *Electronics*, 11, 1805. <https://doi.org/10.3390/electronics11121805>

Woltran, F. (2022). Rezension von: Kergel, David: Bildungsethik, Zur normativen Dimension pädagogischer Praxis. Wiesbaden: Springer VS. *Erziehungswissenschaftliche Revue*, 21(2). <http://www.klinkhardt.de/ewr/978365833154.html>

Woltran, F., Chan, R., Lindner, K.-T., & Schwab, S. (2021). Austrian elementary school teachers' perception of professional challenges during emergency distance teaching due to COVID-19. *Frontiers in Education*, 6, 759541. <https://doi.org/10.3389/educ.2021.759541>

Book chapters (peer-reviewed)

Woltran, F., & Schwab, S. (shared first authorship) (2023). Obstacles to differentiated instruction (DI). Reviewing factors outside the classroom that contribute to successful DI implementation. In: M. Pozas, & V. Letzel-Alt (eds.), *Differentiated Instruction Around the World*. A Global Inclusive Insight (pp. 103-114). Waxmann Publishing Co.

Presentations and panel discussions

German Language Support in Austria: Feasibility, Effectiveness, and Legitimacy from the Perspective of Public Administration. ÖFEB Kongress, University College for Teacher Education, (2024, September 25).

German Language Support in Austria: Feasibility, Effectiveness, and Legitimacy from the Perspective of Public Administration. ECER Conference, University of Cyprus (2024, August 30).

Attitudes of Austrian Teachers Towards Language Learning of Multilingual Students. ECER Conference, University of Cyprus (2024, August 29).

Panelist at the online symposium as part of the Multiperspective Study on German Language Support Classes, Online (2024, January 15).

Parental Involvement. Results from the Inclusive Home Learning Project (INCL-LEA). WELSFocus 2023, Online (2023, September 28).

Linguistic Diversity in Austria. Challenges of Including Ukrainian Students in Schools. EARLI Conference, Aristotle University of Thessaloniki, University of Macedonia (2023, August 24).

School in times of pandemic – Insights into Teachers' Perceptions of COVID-19-related Hygiene Measures in Austrian Schools. GEBF Conference, University Duisburg-Essen (2023, February 28).

Growing linguistic diversity in Austria: insights into the school integration of Ukrainian students. Online-Symposium: Multi-Perspective Insights into German Support Classes, Online (2023, January 18).

Times of Crisis as an Opportunity for Improving the Working Conditions of Austria's Teachers? Communication and implementation of education policy during the COVID-19 pandemic. ÖFEB conference, Augustinum Private College of Education (2022, September 22).

Austrian Teachers' Perception of Work Conditions and Professional Communication by Education Policy Representatives throughout the COVID-19 Pandemic. European Conference on Educational Research, Online (2022, September 5).

Austrian Elementary School Teachers' Perspectives on the Difficulties of Disrupted Regular In-person Education due to COVID-19. International Conference on Research in Education (ICRE), Porto Politecnico Escola Superior de Educação do Instituto Politécnico do Porto (ESE/IPP) (2022, July 21).

Symposia organized at conferences

Language as a category of difference or diversity? Existing challenges and new difficulties in dealing with linguistic diversity in schools. ÖFEB Kongress, 25.09.2024.

Narrowing the Gap Between Students from Different Linguistic Backgrounds: Insights into Teachers' Perspectives and Practices on Linguistic Diversity in Schools. ECER Conference, 29.08.2024.

From Policy to Practice of Second Language Learning: Challenges and Solutions in Implementations. ECER Conference, 30.08.2024.

Teaching and Learning under Challenging Conditions: Social and Emotional Challenges of Students and Prospective and practicing Teachers* during the COVID-19 Pandemic.* ÖFEB Conference, 22.09.2022.

Designing a „School of Tomorrow“: Inclusive Teaching Practices as a Pioneering Strategy to Combat Educational Inequality. ECER Plus (Online), 02.09.2022.

Poster presentations

Insights into the Schooling of Ukrainian Students in Primary and Secondary Schools. ÖDAF Conference, Pädagogische Hochschule Wien (2023, March 17).

Social participation and learning development of at-risk students during COVID-19 in early 2020. Results of the INCL-LEA (Inclusive Home Learning) study. FRIEND-SHIP Conference, Online (2022, March 25).

Invited Talks

Opening Ceremony of the Doctoral School in Education, University of Vienna, Auditorium on the University Campus, January 11, 2024.

Annual General Meeting of the Doctoral School in Education, University of Vienna, Auditorium on the University Campus, November 4, 2024.

Workshops

Promoting learner autonomy in multilingual classrooms, Radboud University Nijmegen, January 13, 2025.

Activities as Guest Editor Assistant

Special Issue "Inclusive Education and Differentiated Instruction: An Ongoing Challenge"

Activities as Reviewer

European Educational Research Journal; Journal of Research in Special Educational Needs; Scandinavian Journal of Educational Research; Education Sciences

Committee Memberships and Academic Engagement

01/2025-06/2025 Member of the Curriculum Revision Working Group, University of Vienna, Teacher Education Program in Inclusive Pedagogy

Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen (ÖFEB)
[Austrian Society for Research and Development in Education]; Emerging Researchers
ÖFEB]

Conference Organization

Inclusive Education: An International Perspective, 2020, Centre for Teacher Education,
University of Vienna, January 9.

Pre-Conference of the ÖFEB Congress, 2024, University College for Teacher Education,
September 24.

Cooperations

Universidade do Minho, University of Paderborn, University of Trier, University of
Luxembourg, University College for Teacher Education, Educational Directorates of Austria,
Humboldt-Universität zu Berlin, Radboud University Nijmegen, Universidad de Salamanca,
Leuphana University Lüneburg; University of Bremen;