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 07/2026:	**Project leader:** "A Multiperspective Study on German Language Support Classes II" funded by the Austrian Science Fund (FWF), Grant number PAT3380124, stand-alone project. Project Duration: 01/2026-12/2028.
Since 10/2025:	**Adjunct Lecturer** at the Faculty of Humanities, Education and Social Sciences at the University of Luxembourg
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)

Woltran, F., Schwab, S., & Roth McDuffie, A. (2026). Unequal Partnerships? School Expectations Imposed on Parents with Migration Biographies in Austria. *Teaching and Teacher Education, 181,* 1-12. https://doi.org/10.1016/j.tate.2026.105672

Letzel-Alt, V., **Woltran, F.**, & Pozas, M. (2026). Unveiling the relevance of practice experience in teaching students with special educational needs in inclusive settings: Exploring personal and contextual factors that shape teachers' use of DI through German large-scale-data. *European Journal of Special Needs Education.* https://doi.org/10.1080/08856257.2026.2655314

Woltran, F., Zupan, K., & Schwab, S. (2026). Students' voices in segregated language learning settings: A systematic literature review. *International Journal of Inclusive Education.* https://doi.org/10.1080/13603116.2026.2636150

Woltran, F., Kandil, F., & Schwab, S. (2026). Sprachförderung in integrativen und segregierten Kontexten: Eine Fallstudie zur Berücksichtigung von Mehrsprachigkeit im Unterricht. *Erziehung & Unterricht, 1*, 146-159. https://doi.org/10.83094/e-u-2026-01

Woltran, F., Letzel-Alt, V., & Pozas, M. (2025). It's all in the Mix: Exploring Predictors of Teachers' Multicultural Beliefs towards Teaching Refugee Students. *European Journal of Inclusive Education, 4*(1), 186-206. https://doi.org/10.7146/ejie.v4i1.152639

Woltran, F., Lindner, K.-T., & Schwab, S. (2025). COVID-19 slide in education increases inequities: Insights into teachers' perspectives of students' academic development. *Educational Studies, 1*(1), 1–18. https://doi.org/10.1080/03055698.2025.2551355

Woltran, F., Garver, R., & Vaughn, M. (2025). Mapping multilingual futures: An introduction to the themed issue on forging inclusive schools for multilingual learners. *Peabody Journal of Education, 8*(1), 1–8. https://doi.org/10.1080/0161956X.2025.2535916

Woltran, F., Pozas, M., & Schwab, S. (2025). Microcosm of multilingualism: Examining language sensitivity through an in-depth case study. *Peabody Journal of Education, 7*(1), 1–15. https://doi.org/10.1080/016196X.2025.2535920

Öztürk, N., **Woltran, F.**, & Schwab, S. (2025). Learning in segregated settings: Opportunities and barriers addressed in elementary students' lived experiences. *Language & Education, 1*(1), 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*(1), 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*, 104939. https://doi.org/10.1016/j.tate2025.104939

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*(1), 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), Article 2427532. 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*(1), 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*(1), 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*(1), 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), Article 5207. https://doi.org/10.3390/ijerph20065207

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*, Article 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*, Article 1805. https://doi.org/10.3390/electronics11121805

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*, Article 759541. https://doi.org/10.3389/feduc.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.

Other publications

Trnka-Kwiecinski, A., Wagner, G., **Woltran, F.**, & Weiß, S. (2025). Nachrichten aus der ÖFEB. Zeitschrift für Bildungsforschung, 15, 225-259. https://doi.org/10.1007/s35834-025-00474-9

Reviews

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

Presentations and panel discussions

Woltran, F., & Schwab, S. (2025, August 28). *Divided by language: A systematic review of teacher views in segregated settings* [Conference presentation, presented by F. Woltran]. The European Association for Research on Learning and Instruction 2025 (EARLI 2025), Karl-Franzens-University Graz, Austria.

Letzel-Alt, V., **Woltran, F.,** & Pozas, M. (2025, August 27). *The need for adequate teacher training for differentiated instruction* [Conference presentation, presented by V. Letzel-Alt]. The European Association for Research on Learning and Instruction 2025 (EARLI 2025), Karl-Franzens-University Graz, Austria.

Woltran, F., Letzel-Alt, V., & Pozas, M. (2025, June 13). *Unlocking multiculturalism: Do teachers' multicultural beliefs and self-efficacy shape their differentiated instructional practice?* [Conference presentation, presented by M. Pozas]. Embrace 2025, University of Fribourg, Fribourg, Switzerland.

Woltran, F., & Schwab, S. (2025, March 31). *Learning in a linguistic safe space: Insights into the lived experiences of students in German support classes* [Presentation, presented by F. Woltran]. Online-Symposium: Multi-Perspective Insights into German Support Classes, Online.

Woltran, F., Hassani, S., & Schwab, S. (2024, September 25). *German language support in Austria: Feasibility, effectiveness, and legitimacy from the perspective of public administration* [Conference presentation, presented by F. Woltran]. Österreichische

Gesellschaft für Forschung und Entwicklung im Bildungswesen Kongress 2024 (ÖFEB 2024), University College for Teacher Education, Vienna, Austria.

Woltran, F., Hassani, S., & Schwab, S. (2024, August 30). *German language support in Austria: Feasibility, effectiveness, and legitimacy from the perspective of public administration* [Conference presentation, presented by F. Woltran]. European Conference on Educational Research (ECER), University of Cyprus, Nicosia, Cyprus.

Hassani, S., Zupan, K., Vaughn, M., & **Woltran, F.** (2024, August 29). *Attitudes of Austrian teachers towards language learning of multilingual students* [Conference presentation, presented by F. Woltran]. European Conference on Educational Research (ECER), University of Cyprus, Nicosia, Cyprus.

Woltran, F. (2024, January 15). *Panelist at the online symposium as part of the multiperspective study on German language support classes*. Online.

Woltran, F. (2023, September 28). *Parental involvement: Results from the Inclusive Home Learning Project (INCL-LEA)* [Presentation]. WELSfocus 2023, Online.

Woltran, F., Hassani, S., & Schwab, S. (2023, August 24). *Linguistic diversity in Austria: Challenges of including Ukrainian students in schools* [Conference presentation, presented by F. Woltran]. The European Association for Research on Learning and Instruction 2023 (EARLI 2023), Aristotle University of Thessaloniki, University of Macedonia, Thessaloniki, Greece.

Woltran, F., Lindner, K.-T., & Schwab, S. (2023, February 28). *School in times of pandemic: Insights into teachers' perceptions of COVID-19-related hygiene measures in Austrian schools* [Conference presentation, presented by F. Woltran]. Gesellschaft für Empirische Bildungsforschung Konferenz 2023, University Duisburg-Essen, Essen, Germany.

Woltran, F., Hassani, S., & Schwab, S. (2023, January 18). *Growing linguistic diversity in Austria: Insights into the school integration of Ukrainian students* [Presentation]. Online-Symposium: Multi-Perspective Insights into German Support Classes, Online.

Woltran, F., Lindner, K.-T., & Schwab, S. (2022, September 22). *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* [Conference presentation, presented by F. Woltran]. Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen Kongress 2022 (ÖFEB 2022), Augustinum Private College of Education, Graz, Austria.

Woltran, F., Lindner, K.-T., & Schwab, S. (2022, September 5). *Austrian teachers' perception of work conditions and professional communication by education policy representatives throughout the COVID-19 pandemic* [Conference presentation, presented by F. Woltran]. European Conference on Educational Research (ECER), Online.

Woltran, F., Lindner, K.-T., & Schwab, S. (2022, July 21). *Austrian elementary school teachers' perspectives on the difficulties of disrupted regular in-person education due to*

COVID-19 [Conference presentation, presented by F. Woltran]. International Conference on Research in Education (ICRE), Escola Superior de Educação do Instituto Politécnico do Porto (ESE/IPP), Porto, Portugal.

Organized symposia

Woltran, F., & Hassani, S. (2025, November 11). *Mehrsprachigkeit in der Schule: Impulse und Perspektiven [Multilingualism in schools: Impulses and perspectives.]* [Symposium organized]. Symposium as part of the Multiperspective Study on German language support classes. Online.

Pozas, M., Schwab, S., Letzel-Alt, V., & **Woltran, F**. (2025, August 28). *Macro- and micro-level variables that shape differentiated instruction* [Symposium organized]. The European Association for Research on Learning and Instruction 2025 (EARLI 2025), Karl-Franzens-University Graz, Austria.

Woltran F., (2024, September 25). *Language as a category of difference or diversity? Existing challenges and new difficulties in dealing with linguistic diversity in schools [Symposium organized]. Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen Kongress 2024 (ÖFEB 2024), University College for Teacher Education, Vienna, Austria.*

Zupan, K., & **Woltran, F.** (2024, August 30). *From policy to practice of second language learning: Challenges and solutions in implementations* [Symposium organized]. European Conference on Educational Research (ECER), University of Cyprus, Nicosia, Cyprus.

Woltran, F. (2024, August 29). *Narrowing the gap between students from different linguistic backgrounds: Insights into teachers' perspectives and practices on linguistic diversity in schools* [Symposium organized]. European Conference on Educational Research (ECER), University of Cyprus, Nicosia, Cyprus.

Woltran, F. (2022, September 22). *Teaching and learning under challenging conditions: Social and emotional challenges of students and prospective and practicing teachers* during the COVID-19 pandemic* [Symposium organized]. Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen Kongress 2022 (ÖFEB 2022), Augustinum Private College of Education, Graz, Austria.

Woltran, F. *(2022, September 2). Designing a "school of tomorrow": Inclusive teaching practices as a pioneering strategy to combat educational inequality* [Symposium organized]. European Conference on Educational Research (ECER), Online.

Poster presentations

Woltran, F. (2023, March 17). *Insights into the schooling of Ukrainian students in primary and secondary schools* [Poster presentation]. ÖDAF Conference, Pädagogische Hochschule Wien, Vienna, Austria.

Woltran, F., & Schwab, S. (2022, March 25*). Social participation and learning development of at-risk students during COVID-19 in early 2020: Results of the INCL-LEA (Inclusive Home Learning) study* [Poster presentation]. FRIEND-SHIP Conference, Online.

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

Peer-Reviewed Journals:

- *European Educational Research Journal (Q1)*
- *Social Psychology of Education (Q1)*
- *Journal of Research in Special Educational Needs (Q2)*
- *Scandinavian Journal of Educational Research (Q1)*
- *Education Sciences (Q1)*
- *Comparative Migration Studies (Q1)*
- *Journal of International Migration and Integration (Q1)*

Third-Party Funding Agencies:

- Reviewer for the Swiss National Science Foundation (SNSF), 2024

Curriculum Development and Adaptation

Involvement in the adaptation and development of Bachelor's and Master's curricula for the specialization *Inclusive Education* at the Center for Teacher Education, 2025

Committee Memberships and Academic Engagement

Since 06/2026 Elected representative of the mid-level academic staff at the Center for Teacher Education, University of Vienna

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;

International Academic Experience

Research Stay at Radboud University Nijmegen, Netherlands

- Dates: January 12, 2025 – January 18, 2025
- Physical Exchange Week as part of the joint program *"STEP: Student Teacher Exchange Program"* on *"A Step Forward Together in Cross-Cultural Educational Challenges"*, funded by Erasmus+.
- Collaborated with international scholars from Radboud University Nijmegen, University of Bremen, and Universidad de Salamanca.
- Participated in school visits and conducted workshops focused on addressing cross-cultural educational challenges.

Guest Lecture at University of Luxembourg

- Date: April 8, 2025
- Delivered a lecture on *"Diversity and Equity in Multilingual Classrooms"* as part of the seminar *"Diversity and Equity in the Classroom,"* led by Univ.-Prof. Dr. Marcela Pozas.
- Presented to an international audience of students and faculty, fostering discussions on inclusive practices and multilingual education