

Curriculum Vitae

RESEARCH INTERESTS

- (Inter)cultural learning and intercultural competence in educational contexts
- Critical consciousness, perception and reduction of educational inequities
- Interdisciplinary approach, psychology and education
- Multilevel and multigroup modeling in Mplus

SCIENTIFIC DEGREES

Dr. phil. in Psychology
M. Sc. in Psychology
B. Sc. In Psychology

RESEARCH EXPERIENCE

- | | |
|-----------------|--|
| 07/2018-ongoing | Post-doctoral fellow, College for Interdisciplinary Educational Research (CIDER), Germany <ul style="list-style-type: none">• Participation in an interdisciplinary post-doctoral college; attendance of several workshops and/or conferences per year; development of interdisciplinary research projects |
| 12/2014-ongoing | Research associate, research group „Diversity in Education and Development“, Prof. Dr. Linda Juang, Inclusive Education, University of Potsdam, Germany <ul style="list-style-type: none">• Support of current research projects of the research group• Planning, implementation, and data analysis for own research projects, e.g., data collection with 66 school classes in Berlin together with three other research associates from the group• Teaching and supervision of bachelor's and master's theses |
| 10/2017-04/2020 | Research associate, DFG (German Research Foundation) project: „Short-term and long-term effects of a culture-specific self-affirmation intervention to promote school adjustment of adolescents of migrant and refugee backgrounds“, PI: Prof. Dr. Linda Juang & Dr. Maja Schachner, Inclusive education, University of Potsdam, Germany <ul style="list-style-type: none">• Study coordinator: Creation of study design, preparation of questionnaires, application to Berlin senate for permission to conduct study in schools, contacting schools, coordination of research assistants during implementation of the intervention and data collection with 58 school classes, coordination of data entry |
| 10/2010-10/2012 | Student assistant, department for Applied Social Psychology, Prof. Dr. Birte English, University of Cologne, Germany |
| 03/2010-04/2010 | Internship, Max-Planck-Institut für neurologische Forschung (Max-Planck-Institute for neurological research), Cologne, Germany |
| 10/2009-07/2010 | Student assistant, department for General Psychology, Prof. Dr. Tobias Richter, University of Cologne, Germany |

EDUCATION

- 12/2014-05/2019 University of Potsdam, Germany
- Dr. phil.
 - Thesis: "Intercultural competence among students attending culturally diverse schools in Germany", supervisors: Prof. Dr. Linda Juang, Dr. Maja Schachner, Prof. Dr. Fons van de Vijver
 - Grade: summa cum laude
- 10/2012-09/2014 Friedrich Schiller University of Jena, Germany
- Master of Science Psychology
 - Thesis: "Personality congruence and adaptation in cross-cultural transitions: a new exploration of the cultural fit proposition using polynomial regression, response surface methodology and multilevel modeling", supervisors: Dr. Julia Zimmermann, Prof. Dr. Franz Neyer
 - Grade: 1.1
- 10/2008-01/2012 University of Cologne, Germany
- Bachelor of Science Psychology
 - Thesis: "Überprüfung eines auf einem Lernansatz basierenden Akkulturationsmodells"(Evaluation of an acculturation model based on cultural learning), supervisors: Dr. Débora Maehler, Prof. Dr. Schmidt-Denter
 - Grade: 1.1
- 08/1999-06/2008 Gymnasium Odenthal , Germany
- Abitur (high school diploma) on June 21, 2008
 - Grade: 1.2

INTERNATIONAL EXPERIENCE

- 02/2019-04/2019 Research stay, Center for Social and Cultural Psychology, KU Leuven, Belgium
- 08/2013-01/2014 Internship, Center for Applied Cross-Cultural Research, Victoria University, Wellington, New Zealand
- 02/2012-05/2012 Voluntary service, human rights organization CWISH (Children and Women in Social Service and Human Rights), Kathmandu, Nepal
- 07/2008-08/2008 Dutch language class, Wageningen Universiteit, the Netherlands
- 09/2005-06/2006 Exchange student, Summit High School, Oregon, USA

ACHIEVEMENTS AND FUNDING

Prizes/scholarships

- 2020 Prize for the outstanding dissertation of 2019 at the University of Potsdam, awarded by the Universitätsgesellschaft Potsdam
- 2018-2019 Dissertation completion scholarship (6 months) by the Potsdam Graduate School
- 2013-2014 Deutschlandstipendium (Germany scholarship) during the master's degree

2009-2011 NRW Stipendium (North Rhine Westphalia scholarship) during the bachelor's degree

Funding

- 2020 Selected for the DFG Nachwuchsakademie (Young researcher academy of the German research foundation) „Bedingungen und Prozesse bildungsbezogener Integration von Kindern und Jugendlichen mit Migrationshintergrund“ (Conditions and processes of the educational integration of children and youth of immigrant background) to write a DFG application with the title “Critical consciousness among adolescents in Germany”
- 2020 Funding of a research collaboration (1500€; Applicant) in the context of a CIDER Micro-group „Investigating the sources of teacher intercultural self-efficacy: A latent three-level study using TALIS 2018” (Co-applicants: Dr. Sauro Civitillo, Universität Duisburg-Essen, Dr. Martin Daumiller, Universität Augsburg); 07/2020-12/2023
- 2019 Funding by the Kommission für Forschung und wissenschaftlichen Nachwuchs (Committee for Research and Young Researchers), University of Potsdam, to support a research stay at the Center for Social and Cultural Psychology, University of Leuven, Belgium (1000 €)
- 2017-2019 Travel funding from the German Academic Exchange Service (DAAD) for participation in the conference of the International Academy for Intercultural Research in Shanghai, China, 2019 (1197 €), the conference of the International Association for Cross-Cultural Research in Guelph, Canada, 2018 (1899€), the Conference of the International Academy for Intercultural Research in New York City, USA, 2017 (1700 €)
- 2015-2019 Travel funding from the Potsdam Graduate School for a research stay at the Center for Social and Cultural Psychology at the University of Leuven in Belgium, 2019 (300 €), for participation in the conference of the Gesellschaft für empirische Bildungsforschung (GEBF) (Association for empirical educational research), Basel, Switzerland, 2018 (361€), the conference of the European Association for Developmental Psychology, Utrecht, the Netherlands, 2017 (475€), the conference of the International Association for Cross-Cultural Psychology in Nagoya, Japan, 2016 (800 €), as well as the conference of the International Academy for Intercultural Research in Bergen, Norway, 2015 (440 €)

Contribution to application and implementation of third-party funding projects

- 2020 Contribution to a DFG grant application to conduct an intervention study on cultural identity exploration with high school students, PI: Prof. Dr. Linda Juang, Inclusive Education, University of Potsdam, and Prof. Dr. Maja Schachner, Martin-Luther-Universität Halle-Wittenberg.
- 2020 Contribution to a Horizon 2020 grant application „Refugee and immigrant youth diversity learning and teaching in Europe (RELATE), PI: Dr. Gülseli Baysu, Queen's University of Belfast, UK.

2017-2020 Coordinator of the DFG-funded project „Short-term and long-term effects of a culture-specific self-affirmation intervention to promote school adjustment of adolescents of migrant and refugee backgrounds”, PI: Prof. Dr. Linda Juang and Prof. Dr. Maja Schachner, Inclusive Education, University of Potsdam.

COLLABORATIONS, REVIEWER ACTIVITIES & NETWORKS

Research collaborations

Collaborator (Data collection Germany) in the study “*Psychological impact of the COVID-19: Global perspectives in a time of crisis*” (P.I.: Dr. Alexander English, Shanghai International Studies University); 2020

Collaborator (Data collection Germany) in the “*International study on inclusive identity*” (P.I.: Dr. Byron Adams, Tilburg University, Netherlands, and University of Johannesburg, South Africa; Co-P.I.: Prof. Dr. Fons J. R. Van de Vijver, Tilburg University, Netherlands, North-West University, South Africa, & University of Queensland, Australia); from 2015

Membership in Editorial Boards

Consulting editor for Cultural Diversity and Ethnic Minority Psychology (since 01/2020)

Ad-hoc reviewer for

- Child Development
- Cultural Diversity and Ethnic Minority Psychology
- European Journal of Social Psychology
- International Journal of Intercultural Relations
- International Journal of Psychology
- Journal of Applied Developmental Psychology
- Journal of Community and Applied Social Psychology
- Journal of Early Adolescence
- Journal of European Psychology Students
- Journal of School Psychology
- Journal of Social Issues
- Zeitschrift für Erziehungswissenschaft
- Zeitschrift für pädagogische Psychologie

Conference reviewer for

- Migration, Social Transformation, and Education for Democratic Citizenship, INZENTIM & EARLI-SIG 13 CONFERENCE 2018, Essen, Germany
- Gesellschaft für empirische Bildungsforschung (GEBF) conference 2020, Potsdam, Germany

Affiliations

- International Association for Cross-Cultural Psychology (IACCP)
- International Academy for Intercultural Research (IAIR)
- European Association of Developmental Psychology (EADP)
- Deutsche Gesellschaft für Psychologie (DGPS)

TEACHING AND SUPERVISION

Teaching qualification

02/2015-02/2016 Junior Teaching Professionals Program, Potsdam Graduate School
(Qualification in academic teaching)

University teaching

Since 2015 teaching of a range of classes

- on bachelor's and master's level
- for education and psychology students
- in English and in German
- seminars and lectures
- on a diverse range of topics, such as broader classes on developmental psychology, more specialized classes on intercultural and diversity-related topics, and methods classes

For a full list of classes taught, please see *Appendix A: Teaching and supervision*.

Thesis supervision

Since 2015 supervision of a range of final theses

- on bachelor's and master's level
- in education and psychology
- on a diverse range of topics, such as intercultural competence, classroom cultural diversity climate, multicultural policies, student exchanges, refugee children, intercultural friendships, bullying, critical consciousness,...

For a full list of supervised students and topics, please see *Appendix A: Teaching and supervision*.

EVENT ORGANIZATION

2018	Co-organized international conference „Cultural Diversity, Migration, and Education“ (August 23 rd to 25 th , 2018), hosted by the research group „Diversity in Education and Development“, University of Potsdam, Germany
2017/18	Co-organized lecture series „Cultural Diversity, Migration, and Education“, University of Potsdam, Germany
2016	Co-organized international conference „Cultural Diversity, Migration, and Education“ (July 7 th to 9 th , 2016), hosted by the research group „Diversity in Education and Development“, University of Potsdam, Germany

SCIENCE COMMUNICATION

Publications for practitioners

See *Appendix B: Publications*

Media coverage

Pchalek, M. (2020, June 24). Bunt mit Grund – Miriam Schwarzenthal untersucht interkulturelle Kompetenz und kritisches Bewusstsein in der Schule. *Portal Wissen*, <https://www.uni-potsdam.de/de/nachrichten/detail/2020-06-24-bunt-mit-grund-miriam-schwarzenthal-untersucht-interkulturelle-kompetenz-und-kritisches>

Workshops and other science communication activities

- 04/2020 Schwarzenthal, M. (2020). Wie können Schulen konstruktiv mit kultureller Vielfalt umgehen? (How can schools engage with cultural diversity constructively?). Presentation as part of the DAAD Wissenschaftsetage (organized by the project Lehramt International organisiert), Bonn, Germany (due to COVID-19 conducted as Online-Webinar)
- 10/2016 Schachner, M., & Schwarzenthal, M. (2016). Schulpsychologische Beratung im Kontext von Migration und kultureller Diversität (School psychological counseling in the context of migration and cultural diversity). Workshop offered as part of the national school psychology congress, Berlin, Germany
- 05/2016 Info desk and quiz on the topic of Germany as a country of immigration at the Potsdamer Tag der Wissenschaften (Potsdam day of science), Potsdam, Germany
- 04/2016 Schachner, M., Schwarzenthal, M., & Vietze, J. (2016). Schüler mit Migrations- oder Flüchtlingshintergrund: Wege zu einem konstruktiven Umgang mit kultureller Vielfalt im Schulalltag (Students of immigrant or refugee background: Ways towards a constructive management of cultural diversity in schools). Teacher workshop as part of the 10. Fachtag des Verbands Sonderpädagogik e.V.- Landesverband Brandenburg, Potsdam, Germany

PARTICIPATION IN FURTHER EDUCATION, WORKSHOPS, AND SUMMER SCHOOLS

Expert skills

- 06/2019 Small-group meeting (joint EASP-SPSSI meeting): Self-affirmation in education (two days), University of Sussex, England
- 09/2017 Workshop „Cultural and linguistic diversity – Implications for teacher education and future research aims“ (two days), organized by the College for Interdisciplinary Educational Research (CIDER), Deutsches Institut für Internationale Pädagogische Forschung (DIPF) (German Institute for International Educational Research), Frankfurt, Germany
- 07/2016 Summer School (five days), International Association for Cross-Cultural Psychology (IACCP), Nagoya, Japan
- 03/2016 Workshop „Umgang mit fehlenden Werten“ (Dealing with missing data) (one day), Forschungsdatenzentrum am Institut für

- Qualitätsentwicklung im Bildungswesen (IQB) (Research Data Center at the Institute for Quality Development in Education), Berlin, Germany
- 09/2015 Ph.D. colloquium, Hochschulverband für interkulturelle Studien (University Association for Intercultural Studies) (one day), Jena, Germany
- 08/2015 Workshop „Confirmatory Factor Analysis in Mplus“ (five days), Leibniz Institut für Sozialwissenschaften (GESIS) (Leibniz Institute for Social Sciences), Cologne, Germany
- 07/2015 Summer School (three days), Fachgruppe Sozialpsychologie (German Social Psychological Association), Münster, Germany
- 03/2015 Workshop „Multilevel Modeling and Contextual Effects in Educational Research“ (one day), Jena Spring School on Educational Measurement, Jena, Germany

Complementary skills

- 09/2018 Workshop „Professionell Projektanträge konzipieren“ (Drafting project proposals) (two days), Potsdam Graduate School, University of Potsdam, Germany
- 07/2017 Workshop “Scientific writing” (one day), Susanna Forrest (The Reader), Potsdam, Germany
- 05/2017 Workshop Wissenschaft - Politik – Praxis (Science – Politics – Practice) (one day), Humboldt University Berlin, Germany

PRACTICAL WORK EXPERIENCE AND VOLUNTEER ACTIVITIES

- 02/2015-ongoing Mentor for refugees, Potsdam and Berlin, Germany
- 04/2013-10/2014 Tutor for exchange students, Friedrich-Schiller University of Jena, Germany
- 05/2012-07/2012 Internship, HR Development Services, TÜV Rheinland Personal GmbH, Bonn, Germany
- 10/2011-01/2012 Internship, Therapiezentrum für Flüchtlinge und Folteropfer (Center for victims of torture/refugee counseling), Cologne, Germany

OTHER SKILLS

- Languages German (native)
English (fluent)
French (intermediate)
Dutch (basic)
Latin (Latin proficiency certificate)
- Computer Microsoft Office (PowerPoint, Excel, Word) (good knowledge)
SPSS (good knowledge)
Mplus (good knowledge)
MAXQDA (basic knowledge)
R (basic knowledge)

Miriam Schwarzenthal
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A handwritten signature in blue ink that reads "M. Schwarzenthal". The signature is written in a cursive style with a long, sweeping tail on the final letter.

Berlin, August 10, 2020

Appendix A: Teaching and supervision

TEACHING QUALIFIKATION

02/2015-02/2016 Junior Teaching Professionals Program, Potsdam Graduate School
(Qualification in academic teaching)

CLASSES TAUGHT

Semester	Title	Format	Target group	Language	University
SS 2020	Beratung im schulischen Kontext (Counseling in school contexts) (2 sections)	Online-seminar	Bachelor Education	German	Potsdam
WS 2019/20	Adolescent Diversity	Lecture	Master Education	English	Potsdam
SS 2017	Risiko und Resilienz in der Kindheit (Risk and resilience in child development)	Seminar	Bachelor Education	German	Potsdam
SS 2017	Teaching to diverse classrooms	Seminar	Bachelor Education	English/ German	Potsdam
SS 2017	Einführung in SPSS (Introduction to SPSS)	Workshop	Education	German	Potsdam
WS 2016/17	Risiko und Resilienz in der Kindheit (Risk and resilience in child development)	Seminar	Bachelor Education	German	Potsdam
WS 2016/17	Entwicklung von Menschen mit Migrationshintergrund und psychologische Interventionsansätze (Development of people of immigrant background and psychological interventions),	Seminar	Master Psychology	German	Jena
SS 2016	Diversity in the classroom	Seminar	Bachelor Education	English	Potsdam
WS 2015/16	Risiko und Resilienz in der kindlichen Entwicklung (Risk and resilience in child development)	Seminar	Bachelor Education	German	Potsdam
SS 2015	Risiko und Resilienz in der kindlichen Entwicklung	Seminar	Bachelor Education	German	Potsdam

(Risk and resilience in
child development)

THESIS SUPERVISION

Bachelor

Name	Title	Degree
Laura Schollmeyer (ongoing)	Interkulturelles Klassenklima und Identität (Intercultural classroom climate and identity)	Education
Johanna Schwarz (ongoing)	Gendersensibler Unterricht in der Grundschule (gender sensitive teaching in elementary school)	Education
Helene Sophie Schmidt (ongoing)	Klassenklima in Bezug auf kulturelle Vielfalt und critical consciousness bei Jugendlichen (classroom climate and critical consciousness among adolescents)	Psychology
Alexander Freitag (ongoing)	Lehrkräfte mit Migrationshintergrund (teachers of immigrant background)	Education
Sophie Kruggel	Geschlechterstereotype in der Kita (gender stereotypes in kindergarten)	Education
Clara Beltrán Vásquez	Offenheit und interkulturelle Freundschaften (openness and intercultural friendships)	Psychology
Marie Eisel	Interkulturelle Trainingsprogramme für Grundschüler*innen in Deutschland (intercultural trainings for elementary school students in Germany)	Education
Michelle Buchholz	Interkulturelle Bildung in Deutschland am Beispiel Brandenburg (Intercultural education in Germany at the example of Brandenburg)	Education
Ann-Dara Gessner	Bullying in der Schule. Eine Betrachtung der psychosozialen Auswirkungen auf die Beteiligten (Bullying in high school: An overview of the psychosocial effects on all parties)	Education

Master

Name	Titel	Studiengang
Özüm Tan (ongoing)	Ethnic identity development and psychological adjustment among adolescents attending diverse schools	Psychology
Maren Dombrowski (ongoing)	Interkulturelle Unterrichtsgestaltung in der Grundschule (Intercultural teaching in elementary school)	Education
Ann-Dara Gessner	Bildungsungleichheiten bei Schüler*innen mit und ohne Migrationshintergrund – soziale Herkunftseffekte oder Diskriminierung? (Educational inequities between students with and without immigrant background – effects of social background or discrimination?)	Education

Jan Menken	Wahrnehmung von Bildungsungleichheiten bei Lehrkräften an „Brennpunktschulen“ (Perceptions of educational inequities among teachers at „high-risk“ schools)	Education
Lucas Deutzman	Zusammenhang zwischen dem interkulturellen Schulklima und der schulischen Adaptation bei Schüler*innen mit arabischem und türkischem Migrationshintergrund in Deutschland (Relations between classroom cultural diversity climate and school adaptation among students of Arab and Turkish-heritage in Germany)	Education
Jonas Kleine	Transformatorische Bildungsprozesse innerhalb internationaler Schüler*innenaustausche (Transformatory educational processes during international student exchanges)	Education
Lina Niederhöfer	Interkulturelle Freundschaften und die Fähigkeit der Perspektivenübernahme (Intercultural friendships and perspective-taking abilities)	Psychology
Nicolas Christ	Kritische Analyse und Diskussion der AIE-Methode zur Förderung interkultureller Kompetenz (Critical analysis and discussion of the AIE-method for the promotion of intercultural competence)	Education
Kristin Hofmann	Cultural diversity ideologies in Berlin schools and students' intergroup attitudes	Education
Marc Lungfiel	Interkulturelle Freundschaften und die psychologische und soziokulturelle Adaption geflüchteter Kinder (Intercultural friendships and the psychological and sociocultural adaptation of refugee children)	Education
Anna Handrick	Bikulturalität und interkulturelle Kompetenzen im Jugendalter (Biculturalism and intercultural competence among adolescents)	Psychology

Appendix B: Publications

SCIENTIFIC PUBLICATIONS

Journal articles with peer review

- Schwarzenthal, M.**, Schachner, M., Juang, L. P., & Van de Vijver, A. J. R. (2019). Reaping the benefits of cultural diversity: Classroom cultural diversity climate and students' intercultural competence *European Journal of Social Psychology, in press*. (IF: 1,8)
- Schwarzenthal, M.**, Juang, L. P., Schachner, M. K., & Van de Vijver, A. J. R. (2019). "When birds of a different feather flock together" – Intercultural socialization in adolescents' friendships *International Journal of Intercultural Relations, 72*, 61-75. doi:10.1016/j.ijintrel.2019.07.001 (IF: 1,7)
- Schwarzenthal, M.**, Juang, L. P., Schachner, M. K., & van de Vijver, A. J. R. (2019). A multimodal measure of cultural intelligence for adolescents growing up in culturally diverse societies. *International Journal of Intercultural Relations, 72*, 109-121. doi:10.1016/j.ijintrel.2019.07.007 (IF: 1,7)
- Schachner, M. K., **Schwarzenthal, M.**, van de Vijver, F. J. R., & Noack, P. (2019). How all students can belong and achieve: Effects of the cultural diversity climate amongst students of immigrant and nonimmigrant background in Germany. *Journal of Educational Psychology, 111*, 703-716. doi:10.1037/edu0000303 (IF: 5,2)
- Schwarzenthal, M.**, Juang, L. P., Schachner, M. K., van de Vijver, F. J. R., & Handrick, A. (2017). From tolerance to understanding: Exploring the development of intercultural competence in multiethnic contexts from early to late adolescence. *Journal of Community & Applied Social Psychology, 27*, 388-399. doi:10.1002/casp.2317 (IF: 1,3)
- Schwarzenthal, M.**, Schachner, M. K., Van de Vijver, F. J. R., & Juang, L. P. (2017). Equal but different: Effects of equality/inclusion and cultural pluralism on intergroup outcomes in multiethnic classrooms. *Cultural Diversity and Ethnic Minority Psychology, 24*, 260-271. doi:10.1037/cdp0000173 (IF: 1,8)
- Milfont, T. & **Schwarzenthal, M.** (2014). Explaining why larks are future-oriented and owls are present-oriented: self-control mediates the chronotype–time perspective relationships. *Chronobiology International, 31*, 581-588. doi:10.3109/07420528.2013.876428 (IF: 2,6)

Publications in conference publications with peer review

- Schwarzenthal, M.**, & Milfont, T. (2016). Suicide and culture: Exploring country-level relations between suicide rates and dimensions of cultural variability. In C. Roland-Lévy, B. Denoux, P. B. Voyer, & W. K. Gabrenya (Eds.), *Unity, diversity and culture: Research and Scholarship Selected from the 22nd Congress of the International Association for Cross-Cultural Psychology* (pp. 241-247). Melbourne, Florida USA: International Association for Cross-Cultural Psychology.

Manuscripts submitted or under review

Schachner, M. K., **Schwarzenthal, M.**, Moffitt, U., Civitillo, S., & Juang, L. (2020). *Classroom cultural diversity climate – conceptualisation, measurement and associations amongst secondary school students*. Manuskript unter Begutachtung

Schwarzenthal, M., Schachner, M. K., & Juang, L. (2020). Für ein besseres Miteinander: Chancen interkultureller Freundschaften und wie Schulen diese fördern können. Manuskript zur Veröffentlichung eingereicht. Eingeladenes Kapitel für (Hrsg. Madeleine Kreuzmann, Lysann Zander & Bettina Hannover), *Aufwachsen mit Anderen. Peerbeziehungen als Bildungsfaktor*, Stuttgart: Kohlhammer Verlag.

Schachner, M. K., **Schwarzenthal, M.**, Noack, P. (2018). Individuals, groups and classrooms – Measuring approaches to cultural diversity in schools. Manuskript zur Veröffentlichung eingereicht. Eingeladenes Kapitel für (Hrsg., Michael Bender & Byron G. Adams), *Methods make it and break it – the role of assessment for the study of culture*, Cambridge: Cambridge University Press.

Manuscripts in preparation

Aral, T., Schachner, M., Juang, L., & **Schwarzenthal, M.** (2020). *Cultural diversity approaches in schools and adolescents' willingness to support refugee youth: the mediating role of social identity inclusiveness*, Manuskript in Vorbereitung. ¹

Kunyu, D., Juang, L., Schachner, M., & **Schwarzenthal, M.** (2020). *Discrimination among youth of immigrant background in Germany: Does school and cultural belongingness weaken links to negative socio-emotional and academic adjustment?*, Manuskript in Vorbereitung.

Schwarzenthal, M., Phalet, K., & Kende, J. (2020). *Teacher diversity approaches and students' interethnic relations*, Manuskript in Vorbereitung.

Schwarzenthal, M., Moffitt, U., Vietze, J., & Civitillo, S. (2020). *What's in a name? Deconstructing „immigrant background“ through comparative analysis of ascribed and self-reported identity labels*, Manuskript in Vorbereitung. ²

SCIENCE COMMUNICATION

Schwarzenthal, M. (2017). Kulturelle Vielfalt als Chance. *Newsletter des Projektes „International study on inclusive identity“ an Schulen in Nordrhein-Westfalen*.

Civitillo, S., Moffitt, U., **Schwarzenthal, M.**, & Vietze, J. (2017). Kulturelle Vielfalt als Chance. *Newsletter des Projektes „Kulturelle Vielfalt als Chance“ an Schulen in Berlin*.

Schwarzenthal, M. & Handrick, A. (2017). Interkulturelle Kompetenz in der Schule - Berücksichtigung kultureller Variation vs. Stereotypisierung [Intercultural competence at school – Acknowledging cultural variation vs. stereotyping]. *Potsdamer Zentrum für empirische Inklusionsforschung (ZEIF)*, 8.

Schwarzenthal, M. & Poppelreuter, S. (2012). Mitarbeiter- und Zielvereinbarungsgespräche richtig führen [Conducting performance reviews and target setting meetings]. In N. Herbig, S. Poppelreuter, & H. J. Thomann (Hrsg.), *Qualitätsmanagement im Gesundheitswesen – Loseblattsammlung*. Köln: TÜV Media GmbH.

¹ Registered report

² Preregistration of hypotheses and analysis plan

PRESENTATIONS

Invited presentations

- Schwarzenthal, M.** (2019). From considering culture to considering social inequity: Intercultural competence and critical consciousness among adolescents in Germany. *Invited presentation in the social and cultural psychology colloquium, Katholieke Universiteit Leuven, Belgium, April 2019.*
- Schwarzenthal, M.** (2018). The development of intercultural competence among adolescents attending culturally diverse schools in Germany. *Invited presentation in the psychology colloquium, FernUniversität Hagen, Germany, December 2018.*
- Schwarzenthal, M.** (2017). Die Entwicklung interkultureller Kompetenz bei Schüler*innen an kulturell diversen Schulen in Deutschland (The development of intercultural competence among adolescents attending culturally diverse schools in Germany). *Invited presentation at the social psychology colloquium, University of Potsdam, Germany, November 2017.*

Organized symposia

- J. Hofhuis & **M. Schwarzenthal** (2019), *Intercultural competences in education* (Diskutant Dharm Bhawuk). Symposium gehalten auf der Konferenz der International Academy for Intercultural Research (IAIR), Shanghai, China.
- M. Schachner & **M. Schwarzenthal** (2019), *Relational, social, and cultural belonging among youth of migrant and refugee backgrounds*. Symposium gehalten auf der Konferenz der Gesellschaft für empirische Bildungsforschung (GEBF), Köln.
- K. Göbel & **M. Schwarzenthal** (2018), *Development and assessment of intercultural competence in formal and informal learning contexts*. Symposium präsentiert auf der Tagung Cultural Diversity, Migration, and Education, Potsdam.
- S. B. Özdemir & **M. Schwarzenthal** (2017), *The role of the school context in the development of interethnic relationships* (Diskutantin: Jaana Juvonen). Symposium gehalten auf der European Conference on Developmental Psychology, Utrecht, Niederlande.

Conference presentations (only as presenter)

- Schwarzenthal, M., & Kende, J.** (2020). Teacher cultural diversity approaches and students' interethnic relations. In: Baysu, G. (Chair), *School diversity context and its long-term effects on adolescents' academic, social and intergroup outcomes*. Symposium accepted for the conference of the European Association of Social Psychology, Krakow, Poland (shifted to 2021 due to COVID-19).
- Schwarzenthal, M., Moffitt, U., Vietze, J., & Civitillo, S.** (2020). *What's in a name? Deconstructing „immigrant background“ through comparative analysis of ascribed and self-reported labels*. Contribution accepted for the conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Potsdam (cancelled due to COVID-19).
- Schwarzenthal, M., Moffitt, U., Juang, L., & Schachner, M. K.** (2019). Discussing social inequity at school: Classroom climate and adolescents' critical consciousness. In M. Reindl & B. Gniewosz (Chairs), *Peers, parents, siblings and school: The role of contexts in the development of academic and non-academic values and attitudes during adolescence*. Symposium presented at the European Conference on Developmental Psychology, Athens, Greece

- Schwarzenthal, M., Juang, L., Schachner, M., van de Vijver, F. (2019).** How may adolescents attending culturally diverse schools acquire cultural intelligence? The crucial role of intercultural socialization in friendships. In J. Hofhuis & M. Schwarzenthal (Chairs), *Intercultural competences in education*. Symposium presented at the conference of the International Academy for Intercultural Research (IAIR), Shanghai, China
- Schwarzenthal, M., Schachner, M., Juang, L., Aral, T., & Kunyu, D. (2019).** Discrimination among cultural minority youth in Germany: Does sense of belonging weaken links to socioemotional and academic adjustment? In M. Schachner & M. Schwarzenthal (Chairs), *Relational, social, and cultural belonging among youth of migrant and refugee backgrounds*. Symposium presented at the conference of the Gesellschaft für empirische Bildungsforschung (GEBF), Cologne, Germany
- Schwarzenthal, M., Schachner, M., Juang, L., van de Vijver, F. (2018).** Reaping the benefits of cultural diversity in schools. Classroom cultural diversity climate and students' intercultural competence. In J. Hillekens & K. Phalet (Chairs), *Adolescent acculturation revisited: Towards a dynamic and contextual approach*. Symposium presented at the conference of the International Association for Cross-Cultural Psychology, Guelph, Canada.
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