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Markus Klein

- position** Senior Lecturer in Human Development and Education Policy, *University of Strathclyde*, 2018-
- affiliation** Life Course Centre Fellow, ARC Centre of Excellence for Children and Families over the Life Course, University of Queensland
Fellow of the Higher Education Academy (FHEA)
- education** University of Strathclyde
Postgraduate Certificate of Academic Practice (PGCAP), 2019
University of Mannheim
PhD, Sociology, 2013.
Diplom, Social Sciences, 2008.
- experience** Lecturer in Human Development and Education Policy, *University of Strathclyde*, 2016-2018.
Postdoctoral Research Fellow, University of Edinburgh, *Applied Quantitative Methods Network (AQMeN)*, 2013-2015
Research Assistant and Fellow, University of Mannheim, *Mannheim Centre for European Social Research*, 2007-2013
Research Assistant and Tutor, University of Mannheim, *School of Social Sciences*, 2005-2007
- interests** research
Social Stratification
Inequality across the Life Course
Family, Work, Education
Child Development
methods
Quantitative Social Research
Secondary Data Analysis
Causal Inference
Longitudinal Data
- funding** £214,755. Nuffield Foundation. "*Understanding School Attendance, Education, and Labour Market Outcomes*", PI, 2022-2024
£201,551. Economic and Social Research Council (ESRC) Secondary Data Analysis Initiative. "*Social Inequalities in Educational Attainment: An Investigation into the Mediating Role of School Absenteeism*", PI, 2018-2023

£49,138. STV Appeal. "Process and Impact Evaluation of the East Lothian Tutoring Initiative", Co-I, 2021-2022

£55,301. Glasgow City Council. "Nurturing School Ethos to Improve Educational Attainment", Co-I, 2017-2019

EUR 104,089. German Federal Ministry of Education and Research (BMBF). "Returns to Education in West Germany over Time: Educational Expansion, Occupational Upgrading and the Job Matching Process", Doctoral funding, 2010-2013

awards

2019 Rosabeth Moss Kanter Award for Excellence in Work-Family Research (Nomination)

2017 BERJ Editor's Choice Award (Commended)

BSA (British Sociological Association) Early Career Award. Annual Conference 2015 "Societies in Transition: Progression or Regression?", 2015 (£500)

QMSS2 (Quantitative Methods in the Social Sciences, Phase 2) Conference Award. Joint ECSR, TransEurope and QMSS2 conference 'Analysing Education, Family, Work and Welfare in Modern Societies: Methodological Approaches and Empirical Evidence', University of Bamberg, 2010 (EUR 1,000)

publications

peer-reviewed journal articles

Klein, M., Sosu, M. and Dare, S. (2022). [School absenteeism and academic achievement: Does the reason for absence matter? AERA Open](#) [Open Access]

Sosu, E., Dare, S., Goodfellow, C. and Klein, M. (2021). [Socioeconomic status and school absenteeism: A systematic review and narrative synthesis Review of Education](#), 9(3), e3291. [Open Access]

Klein, M. and Kühhirt, M. (2021). [Direct and indirect effects of grandparents' education on grandchildren's cognitive development: The role of parental cognitive ability Sociological Science](#) 8, 265-284. [Open Access] [Replication files]

Klein, M. (2021). [Who benefits from attending elite universities? Family background and graduates' career trajectories Research in Social Stratification and Mobility](#), 72, 100585. [Preprint] [Replication files]

Klein, M., Sosu, E. and Dare, S. (2020). [Mapping inequalities in school attendance: the relationship between dimensions of socioeconomic status and forms of school absence Children and Youth Services Review](#), 118, 105432. [Open Access] [Blog]

Kühhirt, M. and Klein, M. (2020). [Parental education, television exposure, and children's early cognitive, language and behavioral development Social Science Research](#), 86, 102391. [Preprint] [Replication files]

Jacob, M. and Klein, M. (2019). [Social origin, field of study, and graduates' career progression: Does social inequality vary across fields? The British Journal of Sociology](#) 70 (5), 1850-1873. [Open Access] [Replication files] [Blog]

Klein, M., Barg, K. and Kühhirt, M. (2019). [Inequality of educational opportunity in East and West Germany. Convergence or continued differences Sociological Science](#) 6: 1-26. [Open Access] [Replication files] [Blog]

Kühhirt, M. and Klein, M. (2018). Early Maternal employment and children's vocabulary and inductive reasoning ability: A dynamic approach. *Child Development* 89 (2): e91-e106. [Preprint] [Replication files] [Blog]

Nominated for the 2019 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

Covered in *The Guardian*, *The Daily Mail*, *The Daily Telegraph*

Iannelli, C., Smyth, E. and Klein, M. (2016). Curriculum differentiation and social inequality in higher education entry in Scotland and Ireland *British Educational Research Journal* 42 (4): 561-585. [Open Access] [Blog]

2017 BERJ Editor's Choice Award (Commended)

Covered in *Schools Improvement*, *TES*, *Evening Times*, *The Herald Scotland*

Klein, M. (2016). The association between graduates' field of study and occupational attainment in West Germany, 1980-2008 *Journal for Labour Market Research* 49 (1): 43-58. [Open Access]

Klein, M. (2016). Educational expansion, occupational closure and the relationship between educational attainment and occupational prestige over time *Sociology* 50 (1): 3-23. [Ungated postprint]

Jacob, M., Klein, M. and Iannelli, C. (2015). The impact of social origin on graduates' early occupational destinations – An Anglo-German comparison. *European Sociological Review* 31 (4): 460-476. [Open Access] [Blog]

Covered in *Schools Improvement*

Klein, M. (2015). The increasing unemployment gap between the low and high educated in West Germany. Structural or cyclical crowding-out? *Social Science Research* 50: 110-125. [Postprint]

Weiss, F., Klein, M. and Grauenhorst, T. (2014). The effects of work experience during higher education on the labour market entry. Learning by doing or an entry ticket? *Work, Employment and Society* 28 (5): 788-807. [Postprint]

Jacob, M. and Klein, M. (2013). Der Einfluss der Bildungsherkunft auf den Berufseintritt und die ersten Erwerbsjahre von Universitätsabsolventen *Beiträge zur Hochschulforschung* 35 (1): 8-37. [Open Access]

Klein, M. and Weiss, F. (2011). Is forcing them worth the effort? Benefits of mandatory internships for graduates from diverse family background at labour market entry. *Studies in Higher Education* 36 (8): 969-987. [Postprint]

Klein, M. (2011). Trends in the association between educational attainment and class destinations in West Germany: Looking inside the service class. *Research in Social Stratification and Mobility* 36 (8): 969-987.

Weiss, F. and Klein, M. (2011). Soziale Netzwerke und Jobfindung von Hochschulabsolventen - Die Bedeutung des Netzwerktyps für monetäre Arbeitsmarkterträge und Ausbildungsadäquatheit. *Zeitschrift für Soziologie* 40 (3): 228-245. [Open Access]

Klein, M. (2011). Higher education and non-pecuniary returns in Germany: Tracing the mechanisms behind field of study effects at the start of the career. *Irish Educational Studies* 30 (2): 247-264. [Preprint]

Klein, M. and Kühhirt, M. (2010). Sozial erwünschtes Antwortverhalten bezüglich der Teilung häuslicher Arbeit : die Interaktion von Interviewergeschlecht und Befragtenmerkmalen in Telefoninterviews. *methods, data, analyses* 4 (2): 79-104. [Open Access]

Müller, W. and Klein, M. (2008). Schein oder Sein: Bildungsdisparitäten in der europäischen Statistik. *Journal of Contextual Economics* 128 (4): 511-543.

book chapters

Klein, M., Iannelli, C. and Smyth, E. (2016). School subject choices and class of origin differences in entry to higher education – Comparing Scotland and Ireland. In: Hans-Peter Blossfeld, Sandra Buchholz, Jan Skopek, Moris Triventi (eds.): *Models of Secondary Education and Social Inequality: An International Comparison*, p. 233-248. Edward Elgar Publishing Limited: Cheltenham.

Müller, W. and Klein, M. (2012). Die Klassenbasis in der Parteipräferenz des deutschen Wählers. Erosion oder Wandel? In: Rüdiger Schmitt-Beck (ed.): *Wählen in Deutschland* (Sonderband Politische Vierteljahresschrift), p. 85-110. Nomos Verlag: Baden-Baden.

Klein, M., Schindler, S., Pollak, R. and Müller, W. (2010). Soziale Disparitäten in der Sekundarstufe und ihre langfristige Entwicklung. In: Jürgen Baumert, Kai Maaz, Ulrich Trautwein (eds.): *Bildungsentscheidungen* (Sonderband 12/09 Zeitschrift für Erziehungswissenschaft), p. 47-73. VS Verlag: Wiesbaden.

research briefs

Klein, M., Sosu, E., and Lillywhite, E. (2022). *School absenteeism and educational attainment - Evidence from the Scottish Longitudinal Study*. University of Strathclyde. <https://doi.org/10.17868/80713>

Sosu, E. and Klein, M. (2021). *Socioeconomic disparities in school absenteeism after the first wave of COVID-19 school closures in Scotland*. University of Strathclyde.

Klein, M., Goodfellow, C., Dare, S., and Sosu, E. (2020). *Socioeconomic inequalities in school attendance in Scotland*. Research Brief. University of Strathclyde

Smyth, E., Iannelli, C. and Klein, M. (2016). *Higher education selection: implications for social inequality*. ESRI Research Bulletin

Iannelli, C. and Klein, M. (2015). *Subject choice and inequalities in access to Higher Education: Comparing Scotland and Ireland*. University of Edinburgh

Iannelli, C. and Klein, M. (2014). *Degrees of difference: Social inequalities in graduates' job opportunities in the UK and Germany*. University of Edinburgh

data

Iannelli, C., Klein, M., Duta, A., Croxford, L. (2017). Time-Series Data on School Subjects and Attainment for Scotland, 1984-2002. [data collection]. University of Edinburgh. Centre for Educational Sociology, National Centre for Social Research, [original data producer(s)]. UK Data Service. SN: 8262, <http://doi.org/10.5255/UKDA-SN-8262-1>

work in progress

Kühhirt, M., Klein, M. and Demirer, I. Children's academic achievement and behavior problems at the intersection of gender and family environment. *Under review*.

Klein, M., Sosu, E. and Dare, S.. School absenteeism and academic achievement: An investigation into heterogeneity across family socioeconomic status *Under review*.

Barg, K. and Klein, M. Bringing occupations back in: Maternal occupation-specific skills and children's cognitive development. *Under review*.

Klein, M. and Sosu, E. Secondary school absences and adolescents' post-school destinations – Evidence from the Scottish Longitudinal Study *In progress*.

Klein, M. and Kühhirt, M. Parental education and children's cognitive development: A prospective approach *In progress*.

- conference presentations**
- International Sociological Association Research Committee 28 (Social Stratification and Social Mobility) Spring/Summer Meeting: 2009, 2010, 2011, 2012, 2014, 2015, 2016, 2018 (ISA World Congress), 2019, 2021 (ISA Forum + Summer Meeting), 2022
 - Society for Longitudinal and Life Course Studies (SLLS) Annual Conference: 2015, 2017, 2019, 2020 (accepted), 2021
 - European Consortium for Sociological Research (ECSR) Annual Conference: 2010, 2016, 2020 (accepted), 2021
 - European Conference on Educational Research (ECER): 2017, 2019, 2020 (accepted), 2021
 - European Research Network on Transitions in Youth (TIY): 2009, 2010
 - Nordic Sociological Association Biennial Conference: 2022
 - European Association for Research on Adolescence Conference: 2022 - British Sociological Association (BSA) Annual Conference: 2015
 - European User Conference for EU-LFS and EU-SILC: 2009
 - Network of Excellence Economic Change, Quality of Life and Social Cohesion (EQUAL-SOC) conference: 2009
 - Understanding Inequalities Conference 2020 (accepted)
 - Celebrating 50 years of the 1970 British Cohort Study: a longitudinal studies conference: 2020 (accepted)
- invited talks**
- *University of Glasgow*, Scottish Quantitative Education Research Workshop, June 2022
 - *University of Glasgow*, School of Education, April 2021
 - *GUS (Growing Up in Scotland) Symposium at SLLS Annual Conference*, University of Stirling, October 2017.
 - *Effe (European Forum for Freedom in Education) Symposium*, University of Edinburgh, May 2015.
 - *University of Cologne*, Institute of Sociology and Social Psychology, May 2013.
 - *German Centre for Research on Higher Education and Science Studies*, Hannover, April 2010.
 - *Centre Maurice Halbwachs*, Paris, March 2009
- summer schools**
- EQUALSOC and ECSR joint Summer School, Trento, August 2009.
- research visits**
- University of Cologne, Institute of Sociology and Social Psychology*, October-November 2015.
- further training**
- Causal Mediation Analysis, GESIS, September 2021.
- Recent Advances in Causal Inference, *University of Edinburgh*, September 2014.
Propensity score matching, inverse probability of treatment weighting, instrumental variable regression.
- SOEP@Campus 2007, *University of Duisburg-Essen*, October 2007.
Panel regression, structural equation modelling, matching, event history analysis.

teaching

University of Strathclyde

- Policy and Politics in Education (Year 4 undergraduate, 20 credits)
2016/17-2019-20, 2021-22
- Social Research Methods (Year 4 undergraduate, 10 credits)
2016/17-2019/20
- Education in the 21st Century (Year 1 undergraduate, 20 credits)
2016/17-2019/20
- Contemporary Childhood: A Sociological Perspective (Year 1 undergraduate, 20 credits)
2015/16
- Globalisation, Society and Education Policy (Masters, 20 credits)
2016/17-2021/22
- Education Studies: Professional Values (PGDE, 20 credits)
2021-22
- Educational Perspectives and Policies (PGDE, 20 credits)
2016/17-2017/18
- International Achievement Testing and Education Policy (PGDE, 10 credits)
2018/19-2019/20

University of Cologne

- Education and Social Mobility (undergraduate)
2015/16

University of Mannheim

- Data Collection (undergraduate)
2009/10-2011/12
- Introduction to Regression (undergraduate)
2006/07
- Multivariable Regression Analysis (Masters)
2006/07

Workshops

- Introduction to Multiple Imputation Using Stata, 1-Day workshop for postgraduate students and university staff, University of Edinburgh, AQMeN.
May 2014
- Regression Methods for Survey Data Analysis (with Cristina Iannelli), 1-Day workshop for postgraduate students and university staff, University of Edinburgh.
December 2013
- Introduction to Stata (with Katherin Barg), 1-Day workshop for postgraduate students and university staff, Leibniz Institute for the Social Sciences, Mannheim.
June 2010

supervision

Doctoral supervision

- First supervisor
 - Alastair Wilson (PhD)
 - Janet Jagaba (PhD)
 - Christopher Wilson (EdD)
 - William Quirke (EdD)
- Second supervisor
 - Scott Orr (PhD)
 - Xueyan Hao (PhD)
 - Keith Falconer (PhD)
 - Eva Antwi-Darko (PhD)
 - Charles McQuade (EdD)
 - Caroline Wilson (EdD)
 - Rachel Gibson (EdD)

Completed supervision of undergraduate (14×) and postgraduate (9×) dissertations

external examining

2018, PhD, University of Glasgow, College of Social Sciences, Oonagh Maisie Ella Fraser Robison, "The impact of housing tenure on secondary school pupils' educational attainment"

service

Course leader, MEd Education Studies (part-time), School of Education, University of Strathclyde, 2018-2021.

Course and class reviewer, Faculty of Humanities and Social Sciences, University of Strathclyde, 2017-2020.

Session organizer (with Jianghong Li and Michael Kühhirt) and chair, Social Stratification and Child Development, IV ISA World Forum, Porto Alegre, 2021.

Session organizer and co-chair (with Michael Kühhirt), Social Stratification of Child Development, XIX ISA World Congress, Toronto, 2018.

Scientific committee, ISA RC28 Spring Meeting, Cologne 2017.

Kanter award committee for excellence in work-family research (2020, 2021, 2022)

Associate Editor, *Sociology*, 2016-2022.

Associate Editor, *Work, Employment and Society*, 2014-2019.

Peer Review:

Journals: *Sociology*; *Work, Employment and Society*; *American Sociological Review*; *European Sociological Review*; *British Journal of Sociology*; *Social Science Research*; *Research in Social Stratification and Mobility*; *The Sociological Quarterly*; *Acta Sociologica*; *European Societies*; *KZfSS*; *British Educational Research Journal*; *Higher Education*; *Oxford Review of Education*; *Quality and Quantity*; *Social Indicators Research*; *Science Progress*; *American Journal of Preventive Medicine*; for a full list of reviews see [Publons](#).

Grant proposals: ESRC Peer Review College, Irish Research Council, Carnegie Trust

professional membership

- International Sociological Association (ISA) Research Committee 28 on Social Stratification and Social Mobility
- Society for Longitudinal and Lifecourse Studies (SLLS)
- European Association for Population Studies (EAPS), Working Group on "Child and Adolescent Development" - British Sociological Association
- International Network for School Attendance (INSA)

languages

English (fluent), Stata (fluent), German (fluent), R (beginner), French (beginner), \LaTeX (beginner) .

May 25, 2022