

University of Strathclyde  
School of Education  
141 St. James Road (room: LH202)  
G4 0LT Glasgow, UK

+44 141 444 8120 📞  
markus.klein@strath.ac.uk ✉️  
<http://markusklein.co.uk> 🔗  
[orcid.org/0000-0003-1195-8938](https://orcid.org/0000-0003-1195-8938) 🌐  
Google Scholar 📖  
@MKleinSoc 🐦

## 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, Social Sciences, 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*.

<b>conference presentations</b>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Society for Longitudinal and Life Course Studies (SLLS) Annual Conference: 2015, 2017, 2019, 2020 (accepted), 2021</li> <li>- European Consortium for Sociological Research (ECSR) Annual Conference: 2010, 2016, 2020 (accepted), 2021</li> <li>- European Conference on Educational Research (ECER): 2017, 2019, 2020 (accepted), 2021</li> <li>- European Research Network on Transitions in Youth (TIY): 2009, 2010</li> <li>- Nordic Sociological Association Biennial Conference: 2022</li> <li>- European Association for Research on Adolescence Conference: 2022 - British Sociological Association (BSA) Annual Conference: 2015</li> <li>- European User Conference for EU-LFS and EU-SILC: 2009</li> <li>- Network of Excellence Economic Change, Quality of Life and Social Cohesion (EQUAL-SOC) conference: 2009</li> <li>- Understanding Inequalities Conference 2020 (accepted)</li> <li>- Celebrating 50 years of the 1970 British Cohort Study: a longitudinal studies conference: 2020 (accepted)</li> </ul>
<b>invited talks</b>	<ul style="list-style-type: none"> <li>- <i>University of Glasgow</i>, Scottish Quantitative Education Research Workshop, June 2022</li> <li>- <i>University of Glasgow</i>, School of Education, April 2021</li> <li>- <i>GUS (Growing Up in Scotland) Symposium at SLLS Annual Conference</i>, University of Stirling, October 2017.</li> <li>- <i>Effe (European Forum for Freedom in Education) Symposium</i>, University of Edinburgh, May 2015.</li> <li>- <i>University of Cologne</i>, Institute of Sociology and Social Psychology, May 2013.</li> <li>- <i>German Centre for Research on Higher Education and Science Studies</i>, Hannover, April 2010.</li> <li>- <i>Centre Maurice Halbwachs</i>, Paris, March 2009</li> </ul>
<b>summer schools</b>	EQUALSOC and ECSR joint Summer School, Trento, August 2009.
<b>research visits</b>	<i>University of Cologne, Institute of Sociology and Social Psychology</i> , October-November 2015.
<b>further training</b>	<p>Causal Mediation Analysis, GESIS, September 2021.</p> <p>Recent Advances in Causal Inference, <i>University of Edinburgh</i>, September 2014. Propensity score matching, inverse probability of treatment weighting, instrumental variable regression.</p> <p>SOEP@Campus 2007, <i>University of Duisburg-Essen</i>, October 2007. Panel regression, structural equation modelling, matching, event history analysis.</p>

## 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

- Completed
  - Ahmad T. M. Alamri (September 2021). 'Perceptions of school leaders and teachers about shared decision making in Saudi Arabia (second supervisor)
- Current supervision
  - PhD
    - \* Janet Jagaba (first)
    - \* Alastair Wilson (first)
    - \* Eva Antwi-Darko (second)
    - \* Scott Orr (second)
    - \* Xueyan Hao (second)
    - \* Keith Falconer (second)
  - EdD
    - \* William Quirke (first)
    - \* Christopher Wilson (first)
    - \* Charles McQuade (second)
    - \* Caroline Wilson (second)
    - \* Rachel Gibson (second)
    - \* Jan Smith (second)

Completed supervision of 14 undergraduate and 9 Master's 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*; *Social Forces*; *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) .

*July 8, 2022*