FABIAN MÜLLER

Psychologist, PhD

PERSONAL DETAILS

⌂ | Paris, France

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🌐 | fabian-muller-phd.github.io

in | fabian-mueller-psy

R^G | Fabian-Mueller-33

10 years of experience in policy analysis and data-driven decision-making to promote equity and inclusion. Skilled in managing interdisciplinary projects, advanced data analysis, and effective communication. Experienced across sectors (academia, NGOs, international collaborations), with a strong understanding of the policy landscape and evaluation logic.

Key Strengths

- **Policy Analysis & Evaluation:** Expertise in education and social inclusion policies, including the use of socio-economic indicators for assessment and improvement
- **Advanced Data Analysis:** Proficient in R, SPSS, and MPlus for complex analysis of large-scale assessments, surveys, and experimental data
- **Strategic Project Management:** Experienced in leading research projects and contributing to multi-country, cross-sector initiatives
- **Communication Excellence:** Proven ability to translate research into actionable, audience-specific insights

EDUCATION

05/2023 - 10/2019

PSYCHOLOGY PhD
Université Paris Cité, Paris
Thesis in Social Psychology: "Closing the Achievement Gap: Learning from Working-Class Students' Acculturation and Success in Higher Education"
Directed by Rasyid-Bo Sanitioso, Sébastien Goudeau

09/2014 - 10/2012

PSYCHOLOGY MASTER OF SCIENCE
Ludwig-Maximilians-Universität, Munich
Clinical Psychology and Cognitive Neuroscience
Focus: Neurocognitive Psychology

09/2012 - 10/2009

PSYCHOLOGY BACHELOR OF SCIENCE
Universität Regensburg
Focus: Cognitive Neuroscience, Industrial/Organizational/Social Psychology, and Clinical Psychology

PROFESSIONAL EXPERIENCE

Present - 06/2025

(fixed-term)

RESEARCH ASSOCIATE
LaPsyDÉ, CNRS, Université Paris Cité, Paris
- Analyze longitudinal administrative education data from the French Ministry of Education (DEPP) to study the impact of COVID-19 on learning trajectories and educational inequalities
- Develop advanced statistical models (e.g., growth curve models, structural equation modeling) and reproducible R pipelines for cross-cohort analyses and policy-relevant indicators
- Coordinate data harmonization and database integration across DEPP cohorts and variables, ensuring high data quality and comparability
- Draft policy briefs and scientific papers for international audiences, translating research into actionable insights

Skills: Longitudinal data analysis, SEM, R programming, interdisciplinary collaboration, policy brief writing, data integration, policy analysis

05/2025 - 05/2024

(fixed-term)

RESEARCH ASSOCIATE
Laboratoire ACTé, Université Clermont Auvergne, Clermont-Ferrand
- Managed an inclusive education project on special needs and gender effects on academic performance using experimental methods and R
- Developed policy recommendations and contributed to actionable strategies for inclusive teaching practices
- Taught courses and disseminated findings through peer-reviewed publications and international conferences
- Collaborated with multidisciplinary teams, enhancing interdisciplinary research and teamwork capabilities

Skills: Project management, experimental research, statistical analysis (R), policy development, academic writing, interdisciplinary collaboration

03/2023 - 10/2019

(fixed-term)

RESEARCH ASSOCIATE
Laboratoire de Psychologie Sociale, Université Paris Cité, Paris
- Led research on social class inequalities in higher education and produced evidence-based policy recommendations
- Led cross-country and national projects on digital and cultural divides, managing large-scale surveys ($N = 2{,}275$ participants) and conducting statistical analyses in R (e.g., CFA, mixed-effects, regression)
- Secured international funding and built collaborative projects, engaging effectively with diverse stakeholders
- Published in peer-reviewed journals and presented at international conferences, translating research for diverse audiences

Skills: Policy analysis, advanced statistics (R), large-scale survey design, international collaboration, communication, teaching and mentorship

TECHNICAL SKILLS

OS	macOS, Windows
MS Office	Excel, Word, PPT
Statistical Software	R, SPSS, MPlus
Eye-Tracking Software	SMI, Tobii Studio
Experiment and Survey Tools	Psytoolkit, Qualtrics, Unipark, LimeSurvey
Methodological Expertise	RCTs, Quasi-Experiments, DiD, Longitudinal Studies, Correlational Research

LANGUAGE SKILLS

GERMAN	Native
ENGLISH	Proficiency (C2)
FRENCH	Advanced (C1)

GLOBAL RESEARCH

- **2021, 2022: Visiting Researcher** at TUM, Munich; "ImplEyCit" project on eye movements and cultural comparisons
- **2015, 2016: Research Stay** at NTNU, Taipei; Studied PISA responses using eye-tracking

FUNDING & GRANTS

Doctoral Fellowship (2019- 2023)
- Awarded by the *École Doctorale « Cognition, Comportements, Conduites Humaines »* (ED 261), Université Paris Cité
- Supported doctoral research in social psychology focused on educational inequalities

ImplEyCit Project (2020 – 2022)
- "Exploring the Connection between Implicit Eye Movement Measures and Explicit Self-Report Responses: A Cross-Cultural Study"
- Funded by BayFrance, promoting Franco-Bavarian academic collaborations in research and education
- Grant Amount: €4,525

PROFESSIONAL EXPERIENCE - CONTINUED

12/2019 - 02/2019

(freelance)

SCIENTIFIC CONSULTANT
PROUT AT WORK Foundation, Munich
- Specialized in creating inclusive work environments, focusing on adult/vocational education and equity for LGBTQI+ individuals
- Conducted literature reviews to develop guidelines for SMEs and large enterprises on LGBTQI+ inclusion
- Translated academic research and policy evaluations into practical solutions, communicating complex ideas clearly
- Collaborated with a diverse range of stakeholders to develop training materials and HR strategies, enhancing LGBTQI+ employee inclusion

Skills: Research to practice translation, policy analysis, inclusion strategy development, stakeholder engagement

08/2018 - 10/2015

(fixed-term)

RESEARCH ASSOCIATE
TUM School of Education, Munich
Chair for Empirical Educational Research (05/2017 – 08/2018):
- Key contributor to an EU-funded project across five countries, enhancing educational policy evaluation and strategy
- Implemented diversity facilitator trainings in schools to foster inclusion and enhance competencies among teachers and students
- Conducted a systematic literature review on skills assessment tools (13,963 articles), resulting in a high-impact journal publication
- Designed and analyzed surveys using quantitative and qualitative methods, providing insights for educational policy-making
- Coordinated project resources, including budget and staff, demonstrating effective project planning and leadership

Centre for International Student Assessment (10/2015 – 12/2016):
- Developed/analyzed transnational educational surveys, including PISA, focusing on cross-country studies
- Pioneered eye-tracking research in intercultural settings (ROC-Taiwan/Germany), enhancing understanding of cognitive processes
- Managed complex datasets using SPSS, MPlus, and SMI, showcasing data analysis expertise
- Collaborated with national PISA team and international researchers, contributing to project planning, execution, and evaluation

Skills: Policy analysis, quantitative/qualitative research, literature review, survey design, project management, data analysis, international collaboration, teaching

09/2015 - 03/2013

(fixed-term)

RESEARCH ASSISTANT
Chair of Developmental Psychology, LMU Munich
- Conducted behavioral and eye-tracking experiments for cross-country projects using quantitative methods
- Collaborated with research centers in Japan, France, and Canada, fostering strong international stakeholder relationships
- Supported project planning and grant applications to ensure timely execution

Skills: Quantitative research, international collaboration, project coordination, data dissemination

PROFESSIONAL MEMBERSHIP

EASP	European Association of Social Psychology
VLSP*	Professional Association for Queer People in Psychology, Representative in IPsyNet (from 2017 – 2024)

SUMMARY OF PUBLICATIONS

CATEGORY (Total by 1st/Co-Author)	SUB-CATEGORY	1st Author	Co-Author
Journal Articles (4/4)	Planned/In Progress	2	1
By Specific Journals	International Review of Social Psychology	1	-
	Educational Research Review	1	-
	ZDM Mathematics Education	-	1
	Journal of Experimental Child Psychology	-	1
	Social Cognitive and Affective Neuroscience	-	1
By SCImago Journal Field	Social Psychology (Q1)	1	-
	Education (Q1)	1	1
	Developmental and Educational Psychology (Q1)	-	1
	Cognitive Neuroscience (Q1)	-	1
Book Chapters (0/2)	Submitted	-	1
	Published	-	1
Policy & Practice Guidelines (3/1)	Diversity & Inclusion Guidelines	3	-
	Assessment Catalogue	-	1
Conference Contributions (5/6)	Submitted	-	1
	Presented	5	5

Note. Overview of my publication record, organized by journal, discipline, and authorship to highlight the interdisciplinary scope of my work.

WORK IN PROGRESS

Müller, F., Jury, M., & Aelenei, C. (2025, June 18). *When accommodations are not enough: A multi-study examination of teacher bias toward students with special educational needs across student gender* [Preprint]. PsyArXiv. https://doi.org/10.31234/osf.io/fx7jc_v1

Description:
- Examines how the intersection of students' gender and special educational needs (SEN) status influences teachers' perceptions of competence and grading, across three experimental studies.
- Uncovers systematic biases in teacher evaluations of students with SEN to inform strategies for equitable assessment practices and promote inclusivity through targeted teacher training programs.

Müller, F., Goudeau, S., Aelenei, C., & Sanitioso, R. B. (in progress). *Beyond degrees: Navigating cultural mismatch and social-class identity in higher education across national contexts.* Manuscript in preparation, Université Paris Cité, France.

Description:
- Explores the impact of cultural mismatch on working-class students' academic trajectories through correlational, longitudinal, and experimental studies across France and Germany.
- Highlights adaptation strategies used by high-performing working-class students, with implications for educational policy and support systems in higher education.

Jury, M., Stanzcak, A., Huron, C., **Müller, F.**, Aelenei, C., & Sireci, S. (2025, July 11). *Perceived fairness of exam accommodations for students with special educational needs* [Preprint]. PsyArXiv. https://doi.org/10.31219/osf.io/fcnz4_v1

Description:
- Investigates how students and teachers perceive the fairness of various exam accommodations (e.g., extra time, scribes, exemptions) for students with SEN, drawing on a meta-analysis of experimental data and large-scale surveys.
- Highlights how meritocratic beliefs and accommodation types influence judgments of fairness, with implications for inclusive assessment practices.

Sälzer, C., Denk, A., **Müller, F.**, & Kholti, M. (in revision). *Assessing socio-emotional learning: Perspectives on educational goals at the individual and group level.* In G. T. L. Brown & L. R. Harris (Eds.), Handbook of human and social conditions in assessment (2nd ed.). Routledge.

Description:
- Reviews theoretical models and assessment approaches for social-emotional learning (SEL) within schools.
- Highlights SEL's role in improving student outcomes and supporting diverse educational needs through inclusive strategies.

PUBLICATIONS

Peer-Reviewed Journal Articles

Melzel, S., Altvater-Mackensen, N., Ganglmayer, K., **Müller, F.**, Steinmassl, K., Hauf, P., & Paulus, M. (2025). The development of children's and adults' use of kinematic cues for visual anticipation and verbal prediction of action. *Journal of Experimental Child Psychology, 249*, 106064. https://doi.org/10.1016/j.jecp.2024.106064
(SCImago Q1: "Developmental and Educational Psychology")

Müller, F., Goudeau, S., Stephens, N. M., Aelenei, C., & Sanitioso, R. B. (2023). Social-class inequalities in distance learning during the COVID-19 pandemic: Digital divide, cultural mismatch, and psychological barriers. *International Review of Social Psychology, 36*(1): 3, 1–17. https://doi.org/10.5334/irsp.716
(SCImago Q1: "Social Psychology")

Müller, F.*, Denk, A.*, Lubaway, E.*, Sälzer, C., Kozina, A., Perše, T. V., Rasmusson, M., Jugović, I., Nielsen, B. L., Rozman, M., Ojsteršek, A., & Jurko, S. (2020). Assessing social, emotional, and intercultural competences of students and school staff: A systematic literature review. *Educational Research Review, 29*, 100304. https://doi.org/10.1016/j.edurev.2019.100304
* equal contribution
(SCImago Q1: "Education")

Strohmaier, A.R., Schiepe-Tiska, A., Chang, Y.-P., **Müller, F.**, Lin, F.-L., & Reiss, K.R. (2020). Comparing eye movements during mathematical word problem solving in Chinese and German. *ZDM Mathematics Education, 52*, 45 - 58. https://doi.org/10.1007/s11858-019-01080-6
(SCImago Q1: "Education")

Schuwerk, T., Schurz, M., **Müller, F.**, Rupprecht, R., & Sommer, M. (2017). The rTPJ's overarching cognitive function in networks for attention and Theory of Mind. *Social Cognitive and Affective Neuroscience, 12*(1), 157 - 168. https://doi.org/10.1093/scan/nsw163
(SCImago Q1: "Cognitive Neuroscience")

Book Chapters

Sälzer, C., Denk, A., **Müller, F.**, & Grosche, M. (2020). Spezifische Herausforderungen des Einbezugs von Schüler*innen mit sonderpädagogischem Förderbedarf in internationale Large-Scale-Assessments [Specific challenges for the inclusion of students with special educational needs in international large-scale assessments]. In C. Gresch, P. Kuhl, M. Grosche, C. Sälzer, & P. Stanat (Eds.), *Schüler*innen mit sonderpädagogischem Förderbedarf in Schulleistungserhebungen* (pp. 55–74). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-27608-9_3

Policy & Practice Guidelines

Müller, F. (2019). *HOW TO Nr. 3: Sprechen Sie LGBT*IQ? Leitfaden für eine genderinklusive und -gerechte Sprache* [HOW TO Nr. 3: Do you speak LGBT*IQ? Guideline for a gender inclusive and fair language]. PrOut@Work-Foundation. https://www.proutatwork.de/produkt/how-to-3-sprechen-sie-lgbtiq/

Müller, F. (2019). *HOW TO Nr. 4: LGBT*IQ für Einsteiger. Warum sich Vielfalt am Arbeitsplatz lohnt. Leitfaden für Arbeitgeber_innen* [HOW TO Nr. 4: LGBT*IQ for beginners. Why diversity in the workplace pays off. A guide for employers]. PrOut@Work-Foundation. https://www.proutatwork.de/produkt/how-to-4-lgbtiq-fuer-einsteigerinnen/

Müller, F. (2019). *HOW TO Nr. 5: LGBT*IQ – und Du? Coming Out für Insider. Leitfaden für Arbeitnehmer_innen* [HOW TO Nr. 5: LGBT*IQ – and you? Coming out for insiders. A guide for employees]. PrOut@Work-Foundation. https://www.proutatwork.de/produkt/how-to-5-queere-themen/

Denk, A.*, **Müller, F.***, Lubaway, E.*, Sälzer, C., Kozina, A., Vidmar, M., … Jurko, S. (2017). *Catalogue for the assessment of social, emotional, and intercultural competences.* http://dx.doi.org/10.13140/RG.2.2.25059.86560/1
* equal contribution

Dissertation

Müller, F. (2023). *Closing the achievement gap: Learning from working-class students' acculturation and success in higher education* [Doctoral dissertation, Université Paris Cité]. HAL theses. https://theses.hal.science/tel-04163355

CONFERENCE CONTRIBUTIONS

Oral Presentations (Without Proceedings)

Jury, M., **Müller, F.**, & Aelenei, C. (2025, July). *Experimental evidence regarding backlash effects against students with SEN in inclusive education* [Oral presentation]. 1st London International Conference on Inclusive Education (LICIE), London, UK.

Müller, F., Goudeau, S., Aelenei, C., & Sanitioso, R. B. (2023, June). *Acculturation in higher education institutions: How high-performing working-class students reduce cultural mismatch at university* [Oral presentation]. 19th General Meeting of the European Association of Social Psychology (EASP), Kraków, Poland.

Müller, F., Goudeau, S., Sanitioso, R. B. (2022, July). *Working-class students and distance learning during the COVID-19 pandemic: Digital divide, cultural mismatch, and psychological barriers* [Oral presentation]. European Association of Social Psychology – Society for the Psychological Study of Social Issues (EASP-SPSSI) Meeting: Society in the Classroom: Integrating Perspectives on how Socioeconomic Disparities Unfold in Educational Settings, London, UK.

Müller, F., Goudeau, S., Sanitioso, R. B. (2022, July). *Working-class students and distance learning during the COVID-19 pandemic: Digital divide, cultural mismatch, and psychological barriers* [Oral presentation]. 14ème Congrès International de Psychologie Sociale, Bordeaux, France.

Tobias, S., Ganglmayer, K., **Müller, F.**, Hauf, P., & Paulus, M. (2019, September). *The development of children's use of kinematic cues for action prediction: An assessment of explicit and implicit processing* [Oral presentation]. PaEpsy Meeting of the Deutsche Gesellschaft für Psychologie (DGPs), Leipzig, Germany.

Denk, A*, **Müller, F.***, & Sälzer, C. (2017, December*). Hand in Hand – Social and emotional skills for tolerant and non-discriminative societies (a whole school approach)* [Oral presentation]. "Education and Refugees: Research Meets Practice" - Meeting, Berlin, Germany.
* equal contribution

Strohmaier, A.R., Schiepe-Tiska, A., **Müller, F.**, Reiss, K.M. (2017, March). *Über den Zusammenhang zwischen mathematikbezogener Ängstlichkeit und Blickbewegungen beim Lesen von Mathematikaufgaben in unterschiedlichen situationellen Kontexten* [On the relationship between mathematics-related anxiety and eye movements while reading math problems in different situational contexts; Oral presentation]. 5th Meeting of the Gesellschaft für Empirische Bildungsforschung (GEBF), Heidelberg, Germany.

Oral Presentations (With Proceedings)

Strohmaier, A.R., Schiepe-Tiska, A., **Müller, F.**, Reiss, K.M. (2017, April). *Mathematical reading patterns – The influence of self-concept and situational context* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), San Antonio (TX), USA. https://www.researchgate.net/publication/325343415_Mathematical_Reading_Patterns_-_The_Influence_of_Self-Concept_and_Situational_Context

Poster Presentations

Müller, F., Denk, A., & Sälzer, C. (2018, June). *HAND IN HAND – Making schools ready to fight discrimination against minorities* [Poster presentation]. Preaching to the Choir: An International LGBTQ Psychology Pre-Conference of the 29th International Congress of Applied Psychology (ICAP), Montréal, Canada. https://doi.org/10.17605/OSF.IO/CKV2E

Müller, F., Schiepe-Tiska, A., Strohmaier, A.R. (2017, April). *EyeQuest – Cross-cultural comparison of eye movements and self-reports* [Poster presentation]. Annual Meeting of the National Council on Measurement in Education (NCME), San Antonio (TX), USA. https://doi.org/10.13140/RG.2.2.15675.98087

Hauf, P., **Müller, F.**, Aldaqre, I., & Paulus, M. (2015, June). *Are kinematic cues used to predict action goals? A developmental study* [Poster presentation]. 45th Annual Meeting of the Jean Piaget Society, Toronto, Canada.