

FABIAN MÜLLER, PhD

Publication List |

Overview of my interdisciplinary work across social psychology, education, assessment, and policy.

Peer-reviewed journal articles (7; 3 first-author) | Book chapters (2) | Policy & practice publications (5; 4 first-author) | Invited talks & webinars (3; 3 first-author) | Conference presentations (12; 6 first-author)

Peer-Reviewed Journal Articles

Jury, M., Stanzcak, A., Huron, C., **Müller, F.**, Aelenei, C., & Sireci, S. (in press). Perceived fairness of exam accommodations for students with special educational needs. *Assessment in Education: Principles, Policy & Practice*.

SCImago Q1 (Education)

Müller, F., Aelenei, C., & Jury, M. (2026). When accommodations are not enough: A multi-study examination of teacher bias toward students with special educational needs across student gender. *Teaching and Teacher Education*, 171, 105304.

<https://doi.org/10.1016/j.tate.2025.105304>

SCImago Q1 (Education)

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; Experimental and Cognitive 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 at time of publication (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. M. (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; Mathematics)

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; Experimental and Cognitive Psychology; Medicine)

Book Chapters

- Sälzer, C., Denk, A., **Müller, F.**, & Kholti, M. (in press). 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.
- 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 Publications

- Müller, F.** (2025). *Le même travail, mais pas la même note: Le biais caché envers les élèves avec des besoins éducatifs particuliers* [Same work, different grade: The hidden bias against students with special educational needs]. Le 21 du LaPsyDÉ. <https://www.le21dulapsyde.com/post/le-m%C3%A4me-travail-mais-pas-la-m%C3%A4me-note-le-biais-cach%C3%A9-envers-les-%C3%A9l%C3%A8ves-avec-des-besoins-%C3%A9ducatifs>
- 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 AT 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 AT 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 AT WORK Foundation. <https://www.proutatwork.de/produkt/how-to-5-queere-themen/>
- Denk, A.*, **Müller, F.***, Lubaway, E.*, Sälzer, C., Kozina, A., Vidmar, M., Rasmusson, M., Marušić, I., Jensen, H. B., Nielsen, B. L., Vieluf, S., Ojsteršek, A., & 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

Invited Talks & Webinars

- Müller, F.**, Aelenei, C., & Jury, M. (2026, April 1). *When fairness and comparability collide: Teachers' perceptions of accommodations and bias in inclusive assessment* [Invited webinar]. AEA – Europe Inclusive Assessment Special Interest Group, Association for Educational Assessment – Europe, Online.
- Müller, F.**, Aelenei, C., & Jury, M. (2026, February 18). *Le même travail, mais pas la même note : Le biais caché envers les élèves avec des besoins éducatifs particuliers* [Same work, different grade: The hidden bias against students with special educational needs] [Invited talk]. Journée de sensibilisation à l'école inclusive [Inclusive school awareness day], Institut national supérieur du professorat et de l'éducation (INSPÉ) de l'académie de Paris (Campus Molitor), Paris, France.
- Müller, F.**, Aelenei, C., & Jury, M. (2026, January 26). *Le même travail, mais pas la même note : Le biais caché envers les élèves avec des besoins éducatifs particuliers* [Same work, different grade: The hidden bias against students with special educational needs] [Invited talk]. Séminaire interne annuel : Enjeux des pratiques inclusives dans la mise en œuvre d'évaluations à grande échelle [Annual internal seminar: Inclusive practices in large-scale assessments], Direction de l'évaluation, de la prospective et de la performance (DEPP), Ministère de l'Éducation nationale, Paris, France.

Conference Presentations

Oral Presentations

- Müller, F.**, Aelenei, C., & Jury, M. (2026, July). *Meritocratic ideals as barriers to inclusion: Evidence of teacher backlash against students with special educational needs across student gender*. 20th General Meeting of the European Association of Social Psychology (EASP), Strasbourg, France.
- Jury, M., **Müller, F.**, & Aelenei, C. (2025, July). *Experimental evidence regarding backlash effects against students with SEN in inclusive education*. 1st London International Conference on Inclusive Education (LICIE), London, United Kingdom.
- 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*. 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*. 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, United Kingdom.
- 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*. 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*. 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)*. Education and Refugees: Research Meets Practice - Meeting, Berlin, Germany.
- * equal contribution
- Strohmaier, A. R., Schiepe-Tiska, A., **Müller, F.**, & Reiss, K. M. (2017, April). *Mathematical reading patterns: The influence of self-concept and situational context*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX, United States. Conference paper archived in ERIC. <https://eric.ed.gov/?id=ED602201>
- 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]. 5th Meeting of the Gesellschaft für Empirische Bildungsforschung (GEBF), Heidelberg, Germany.

Poster Presentations

- Müller, F.**, Denk, A., & Sälzer, C. (2018, June). *HAND IN HAND – Making schools ready to fight discrimination against minorities. 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*. Annual Meeting of the National Council on Measurement in Education (NCME), San Antonio (TX), United States. <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*. 45th Annual Meeting of the Jean Piaget Society, Toronto, Canada.

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>

Manuscripts in Progress

Müller, F., Menu, I., Rémeau, M., Le Stanc, L., & Borst, G. (in progress). *Resilient or left behind? Learning trajectories and inequalities across COVID-affected student cohorts in France*. Manuscript in preparation.

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.