

Prof. Dr. Frank Niklas

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Curriculum Vitae

Personal Data

Name **Prof. Dr. Frank Niklas**

Date of birth **14.12.1980**

Marital status **Married, 3 children**

ORCID <https://orcid.org/0000-0002-3777-7388>

ResearchGate <https://www.researchgate.net/profile/Frank-Niklas>

Google Scholar <http://scholar.google.com.au/citations?hl=en&user=X2Yp56oAAAAJ>

h-index:23 i10-index: 36 > 1700 Citations

Publons <https://publons.com/author/403985/frank-niklas#profile>

Loop Profile <https://loop.frontiersin.org/people/473213/overview>

Scopus <https://www.scopus.com/authid/detail.uri?authorId=30567489800>

Website https://www.psy.lmu.de/ffp_en/persons/professoren/niklas_frank/index.html

Research Interests

- Home Literacy Environment / Home Numeracy Environment
- Interventions in the home learning environment (also with digital media)
- Development of early competencies in children with and without migration background
- Educational learning apps for children
- Development of the academic self-concept
- Composition effects in kindergartens and schools
- School-readiness

Short Bio

Frank Niklas is a developmental and educational psychologist with research interests in how children learn in the context of families (Home Learning Environment). He studied psychology at the University of Würzburg, where he completed his PhD in 2010. In 2013, he was granted a 2-year post-doctoral fellowship by the German Academic Exchange Services (DAAD) to work as a post-doc at the University of Melbourne, Australia, at which he still has an honorary appointment. In 2014, he received his *venia legendi* for psychology at the University of Würzburg, where he worked as senior research fellow after his return from Australia in 2015. From June 2018 until February 2019, Frank was appointed senior lecturer at the University of Augsburg. Since March 2019, he is Professor for Educational Psychology and Family studies at the LMU Munich.

Prof. Dr. Frank Niklas – CV

Education and Academic Qualification

- 2014 **JMU Würzburg (Germany), Habilitation completed**
Venia Legendi for Psychology
- 08/2013 – **MGSE, University of Melbourne (Australia), Post-doc research fellow**
08/2015 funded by the German Academic Exchange Services (DAAD)
- 2010 **JMU Würzburg (Germany), PhD completed**
Degree: Dr. phil. (summa cum laude; 0.5)
- 03/2007 – **JMU Würzburg (Germany), PhD student (Educational Psychology)**
02/2008
- 01/2004 – **Cardiff University (Wales), Erasmus student**
06/2004 Subject: Psychology (M.Sc.)
- 10/2001 – **JMU Würzburg (Germany), Diplom-Psychologie**
03/2007 Degree: 1.2
- 09/2000 – **Civilian service in Nürnberg (Germany)**
06/2001
- 09/1987 – **Higher education entrance qualification**
06/2000 (Primary and secondary schools in Fürth, Germany; Degree: 1.1)

Work Experience as Psychologist

- Since 03/2019 **LMU Munich (Germany),**
Professor for Educational Psychology and Family Studies
- 06/2018 – **University of Augsburg (Germany),**
02/2019 *Senior Lecturer*
- 08/2015 – **JMU Würzburg (Germany),**
05/2018 *Senior Research Fellow*
- 08/2013 – **MGSE, University of Melbourne (Australia),**
08/2015 *Post-doctoral Research Fellow*
- 03/2012 – **Umeå University (Sweden),**
04/2012 *Guest Lecturer*
- 03/2007 – **JMU Würzburg (Germany),**
08/2013 *Research Fellow*
- Since 2007 **Teaching of Educational and Developmental Psychology at University**
On-going **Level (60+ courses)**

Prof. Dr. Frank Niklas – CV

Third party and internal funding

- 07/2021 – **Rotary4Kitas**, project funded by Rotary Germany (~ 25.000 €)
Status: PI
- 03/2021 – **Learning4Kids**, project funded by the European Research Council (ERC-Starting Grant 801980) (~ 1,5 Mio. €)
Status: PI
- 2018 **Funding for the Initiation of International Projects** funded by the Bavarian Research Alliance (~ 3.100 €)
- 04/2017 – **Lese-Projekt**, project co-funded by the German Reading Foundation and the Institute of Psychology of the JMU Würzburg (~ 5.000 €)
03/2020
Status: PI
- 08/2016 – **Erfolgreich in Familien optimale Lernumwelten gestalten (ERFOLG)**, project funded by the Institute of Psychology of the JMU Würzburg (~ 3.000 €)
07/2017
Status: PI
- 2016 **Funding for the Initiation of International Projects** funded by the Bavarian Research Alliance (4.011 €)
- 2014 – **Four Travel Grants** for the ISSBD-Conference (July 2014), funded by
2015 German Academic Exchange Services (DAAD) and the Jacobs Foundation (~ 8.000 €)
- 2014 – **Enriching the home learning environment and How do early
2015 childhood educators and early years teachers prioritise children's school readiness characteristics?**, projects founded by the MGSE, University of Melbourne (Australia) (~ 24.500 €)
Status: PI
- 2012 – **Kooperationsprojekts Lernumwelt Gestalten (KLUG)**, project funded
2013 by the Institute of Psychology of the JMU Würzburg (~ 5.000 €)
Status: PI
- 2012 **Visiting teacher** funded by the University of Umeå (~ 2.500 €)

Prof. Dr. Frank Niklas – CV

Reviewer activities

Journals

- AERA Open (American Educational Research Association)
- Applied Psycholinguistics
- Bilingual Research Journal
- BMC Pediatrics
- British Journal of Educational Psychology
- Child Development (zudem: Consulting Editor)
- Child Development Perspectives
- Cognitive Development
- Computers in Human Behavior
- Contemporary Educational Psychology
- Creative Education
- Developmental Science
- Diagnostica
- Die Deutsche Schule
- Early Child Development and Care
- Early Childhood Education Journal
- Early Childhood Research Quarterly
- Early Education and Development
- Educational Psychology
- Educational Research and Evaluation
- Educational Research and Reviews
- European Journal of Developmental Psychology
- European Journal of Psychology of Education
- Frontiers in Psychology
- Frontiers in Education
- Frühe Bildung
- High Ability Studies
- IEEE Access
- IEEE Transactions on Games
- Infant and Child Development
- International Journal of Bilingual Education and Bilingualism
- International Journal of Early Years Education
- International Journal of Educational Research
- International Journal of Environmental Research and Public Health
- International Journal of Multilingualism
- International Journal of Psychology and Psychoanalysis
- International Review of Applied Linguistic in Language Teaching
- Journal for Educational Research Online
- Journal for the Study of Education and Development (Infancia y Aprendizaje)
- Journal of Child Language
- Journal of Early Childhood Literacy
- Journal of Early Childhood Research
- Journal of Experimental Child Psychology
- Journal of Family Research
- Journal of Family Studies
- Journal of Intellectual and Developmental Disability
- Journal of Intelligence
- Journal of Research in Childhood Education
- Journal of Research in Reading
- Language Learning and Development
- Learning and Individual Differences
- Learning and Instruction
- Learning, Culture and Social Interaction
- Learning Environment Research
- Online Readings in Psychology and Culture (Intern. Association for Cross-Cultural Psychology)
- PLOS ONE
- Preventive Medicine Reports
- Reading and Writing: An Interdisciplinary Journal
- Research in Developmental Disabilities
- Review of Educational Research
- School Effectiveness and School Improvement
- Scientific Studies of Reading
- Social Forces
- Studies in Educational Evaluation
- Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie
- Zeitschrift für Erziehungswissenschaft
- Zeitschrift für Familienforschung
- Zeitschrift für Pädagogische Psychologie

Funding agencies

- DAAD (German Academic Exchange Services)
- Estonian Research Council
- Israel Science Foundation
- Netherlands Initiative for Education Research (Programme Council for Fundamental Scientific Education Res.)
- PH Bern

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Memberships

- Memberships
- ‘Deutsche Gesellschaft für Psychologie‘ (DGPs; German Psychological Society)
 - Member of the section ‘Educational Psychology’ within the German Psychological Society
 - Center for Advanced Studies LMU“ (CAS^{LMU}), Germany
 - Munich Center of the Learning Sciences (MCLS), Germany
 - Science of Learning Research Centre (SLRC), Australia

Commitment to self-administration

- 01/2022 – Selection committee for the “Deutschlandstipendium” at the Faculty 11, LMU Munich
- 09/2021 – Ethics committee at the Faculty 11, LMU Munich
- 03/2017 – Appointment committees for professorial positions at the JMU Würzburg, the Catholic University Eichstätt-Ingolstadt, and the LMU Munich (3x)
- 09/2016 – Ethics committee at the Institute of Psychology, JMU Würzburg
06/2018

List of theses supervised

- PhD students - 4 Dissertations
- Psychology students - 12 Diplomarbeiten
- >20 M.A. theses
- >20 B.A. thesis
- School Psychologists - >10 “Zulassungsarbeiten”

Awards, Scholarships, and Fellowships

- 2019 **Heisenberg fellowship** granted by the DFG (Heisenbergantrag NI 1469/2-1, 2019-2024; ca. 400.000 €; rejected due to the appointment as professor at the LMU Munich, Germany)
- 08/2013 – **Post-doctoral fellowship** at the Melbourne Graduate School of Education, University of Melbourne, Australia) granted by the German Academic Exchange Services (DAAD; in total ca. 100.000 €)
08/2015
- 2012 **Dissertation award** by the “unterfränkische Gedenkjahrstiftung für Wissenschaft und der Universität Würzburg“ (500 €)
- 2012 **Performance bonus** by the University of Würzburg (3.823,93 €)
- 01/2004 – **‘ERASMUS’-Fellowship** to study abroad (Cardiff University, Wales) granted
06/2004 by the EU and by the German Academic Exchange Services (DAAD) (ca. 1.600 € & study fees)
- 10/2001 – **Fellowship according to the ‘Bayerischen Begabtenförderungsgesetz**
09/2006 **(BayBFG) des Freistaates Bayern’** [Bavarian funding scheme for gifted students] (2001 - 2006) for studying psychology at the JMU Würzburg, Germany (in total, ca. 29.000 €)

Selected publications:

- Gesell, N., Niklas, F., Schmiedeler, S. & Segerer, R. (2020). Mindfulness and romantic relationship outcomes: The mediating role of conflict resolution styles and closeness. *Mindfulness*, 11, 2314-2324. doi: <https://doi.org/10.1007/s12671-020-01449-9>
- Niklas, F., Cohrssen, C. & Tayler, C. (2016). Improving preschoolers' numerical abilities by enhancing the home numeracy environment. *Early Education and Development*, 27(3), 372-383. doi: <http://dx.doi.org/10.1080/10409289.2015.1076676>
- Niklas, F., Schmiedeler, S., Pröstler, N. & Schneider, W. (2011). Die Bedeutung des Migrationshintergrunds, des Kindergartenbesuchs sowie der Zusammensetzung der Kindergartengruppe für sprachliche Leistungen von Vorschulkindern. *Zeitschrift für Pädagogische Psychologie*, 25(2), 115-130. doi: <http://dx.doi.org/10.1024/1010-0652/a000032>
- Niklas, F. & Schneider, W. (2013). Home literacy environment and the beginning of reading and spelling. *Contemporary Educational Psychology*, 38, 40-50. doi: <http://dx.doi.org/10.1016/j.cedpsych.2012.10.001>
- Niklas, F. & Schneider, W. (2015). With a little help: improving kindergarten children's vocabulary by enhancing the home literacy environment. *Reading and Writing: An Interdisciplinary Journal*, 28(4), 491-508. doi: <http://dx.doi.org/10.1007/s11145-014-9534-z>
- Niklas, F. & Schneider, W. (2017). Home learning environment and development of child competencies from kindergarten until the end of elementary school. *Contemporary Educational Psychology*, 49, 263-274. doi: <http://dx.doi.org/10.1016/j.cedpsych.2017.03.006>
- Niklas, F. & Tayler, C. (2018). Room quality and composition matters: Children's verbal and numeracy abilities in Australian early childhood settings. *Learning and Instruction*, 54, 114-124. doi: <http://dx.doi.org/10.1016/j.learninstruc.2017.08.006>
- Niklas, F., Tayler, C. & Schneider, W. (2015). Home-based literacy activities and children's cognitive outcomes: A comparison between Australia and Germany. *International Journal of Educational Research*, 71, 75-85. doi: <http://dx.doi.org/10.1016/j.ijer.2015.04.001>
- Schneider, W., Niklas, F. & Schmiedeler, S. (2014). Intellectual development from early childhood to early adulthood: The impact of early IQ differences on stability and change over time. *Learning and Individual Differences*, 32, 156-162. doi: dx.doi.org/10.1016/j.lindif.2014.02.001
- Segerer, R., Niklas, F., Suggate, S. & Schneider, W. (2021). Young minority home-language students' biased reading self-concept and its consequences for reading development. *Reading Research Quarterly*, 56(1), 71-94. doi: <https://doi.org/10.1002/rrq.300>