

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:35

i10-index: 58

> 4000 Citations

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/w2-professorship-2/niklas_frank/index.html

Research Interests

- Home Literacy Environment / Home Numeracy Environment
- (Digital) interventions in the home learning environment
- Development of early competencies in children with and without migration background
- Educational learning apps for children
- Development of 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, where he conducts his EU-funded longitudinal project “Learning4Kids”.

Prof. Dr. Frank Niklas – CV

Education and Academic Qualification

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

Work Experience as Psychologist

Since 03/2019	LMU Munich (Germany), <i>Professor for Educational Psychology and Family Studies (W2)</i>
Since 08/2015	MGSE, University of Melbourne (Australia), <i>Honorary Senior Fellow</i>
06/2018 – 02/2019	University of Augsburg (Germany), <i>Senior Lecturer</i>
08/2015 – 05/2018	JMU Würzburg (Germany), <i>Senior Research Fellow</i>
08/2013 – 08/2015	MGSE, University of Melbourne (Australia), <i>Post-doctoral Research Fellow</i>
03/2012 – 04/2012	Umeå University (Sweden), <i>Guest Lecturer</i>
03/2007 – 08/2013	JMU Würzburg (Germany), <i>Research Fellow</i>
Since 2007 On-going	Teaching of Educational and Developmental Psychology at University Level (65+ courses)

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Third party and internal funding

11/2024 – 10/2027	Project HOME (Frühe HOchbegabung in der FaMiliE fördern) funded by the KARG Foundation (~ 250.000 €) <i>Status: Co-PI</i>
2024	Scoping Workshop funded by the Volkswagen Stiftung (Az. 9D399) together with Prof. Peter John (Applied University Flensburg) and the Reading Foundation Germany (29.100 € + Usage of the congress center Xplanatorium Herrenhausen) <i>Status: Co-PI</i>
03/2019 – 01/2025	Learning4Kids , project funded by the European Research Council (ERC-Starting Grant 801980) (~ 1,5 Mio. €) <i>Status: PI</i>
2023	Funding for the Initiation of International Projects funded by the Bavarian Research Alliance & the LMU - China Academic Network (~ 4.700 €)
06/2022 – 05/2023	Funding from the Investment Fund (LMU excellent) for the preparation of an ERC Consolidator Grant proposal (34.540 € + 6 months 100%-E13).
07/2021 – 12/2022	Rotary4Kitas , project funded by Rotary Germany (~ 52.000 €) <i>Status: PI</i>
2018	Funding for the Initiation of International Projects funded by the Bavarian Research Alliance (~ 3.100 €)
04/2017 – 03/2020	Lese-Projekt , project co-funded by the German Reading Foundation and the Institute of Psychology of the JMU Würzburg (~ 5.000 €) <i>Status: PI</i>
08/2016 – 07/2017	Erfolgreich in Familien optimale Lernumwelten gestalten (ERFOLG) , project funded by the Institute of Psychology of the JMU Würzburg (~ 3.000 €) <i>Status: PI</i>
2016	Funding for the Initiation of International Projects funded by the Bavarian Research Alliance (4.011 €)
2014 – 2015	Four Travel Grants for four conferences funded by German Academic Exchange Services (DAAD) and the Jacobs Foundation (~ 8.000 €)
2014 – 2015	Enriching the home learning environment and How do early childhood educators and early years teachers prioritise children's school readiness characteristics? , projects founded by the MGSE, The University of Melbourne (Australia) (~ 24.500 €) <i>Status: PI</i>
2012 – 2013	Kooperationsprojekts Lernumwelt Gestalten (KLUG) , project funded by the Institute of Psychology of the JMU Würzburg (~ 5.000 €) <i>Status: PI</i>
2012	Visiting teacher funded by the University of Umeå (~ 2.500 €)

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Reviewer activities

Journals

- AERA Open (American Educational Research Association)
- Applied Psycholinguistics
- Bilingualism: Language and Cognition
- Bilingual Research Journal
- BMC Pediatrics
- British Journal of Developmental Psychology
- British Journal of Educational Psychology
- Child Development (also: Consulting Editor)
- Child Development Perspectives
- Child Psychiatry & Human Development
- 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
- Early Years: an International Research Journal
- Education Sciences
- Educational Psychology: An International Journal of Experimental Educational Psychology
- Educational Research and Evaluation
- Educational Research and Reviews
- Educational Review
- European Early Childhood Education Research Journal
- 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 Behavioral 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 Applied Developmental Psychology
- 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 Intellectual Disabilities
- 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
- Literacy
- npj Science of Learning
- Online Readings in Psychology and Culture (Intern. Association for Cross-Cultural Psychology)
- Parenting: Science and Practice
- Pediatrics International
- PLOS ONE
- Psychology in Russia: State of the Art
- 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
- Stress & Health
- Studies in Educational Evaluation
- Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie
- Zeitschrift für Erziehungswissenschaft
- Zeitschrift für Familienforschung
- Zeitschrift für Pädagogische Psychologie

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Funding agencies

- DAAD (German Academic Exchange Services)
- Estonian Research Council
- Humboldt Foundation
- Israel Science Foundation
- Netherlands Initiative for Education Research (Programme Council for Fundamental Scientific Education Res.)
- PH Bern
- Singapore's national Human Potential (HP) Initiative

Memberships

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| Memberships | <ul style="list-style-type: none">- ‘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- “Netzwerk Leseforschung”, Germany |
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Commitment to self-administration

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| 03/2022 – | Member of the examination board for school psychology, LMU Munich |
| 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 (9x) |
| 09/2016 –
06/2018 | Ethics committee at the Institute of Psychology, JMU Würzburg |

List of theses supervised

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| PhD students | <ul style="list-style-type: none">- 4 PhD students (8 additional PhD students as secondary/third/external reviewer) |
| Psychology students | <ul style="list-style-type: none">- 12 Diplomarbeiten- >20 M.A. theses- >30 B.A. thesis |
| School Psychologists | <ul style="list-style-type: none">- >30 “Zulassungsarbeiten” |

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Awards, Scholarships, and Fellowships

2022	Top-downloaded Article Award (Social Development)
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)
2016	Highly-Cited Research Paper Award (Contemp. Educat. Psy.)
08/2013 – 08/2015	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 €)
2012	PhD 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 – 06/2004	‘ERASMUS’-Fellowship to study abroad (Cardiff University, Wales) granted by the EU and by the German Academic Exchange Services (DAAD) (ca. 1.600 € & study fees)
10/2001 – 09/2006	Fellowship according to the ‘Bayerischen Begabtenförderungsgesetz (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 €)

Major Scientific Collaborations

With the following researchers, I work and co-publish on topics such as early child development, the home learning environment, mindfulness, early childhood education and care, children’s self-concept development, and children’s literacy and mathematical competencies:

- Prof. Caroline Cohrssen (**University of New England**), Australia
- Prof. Jane Page & Prof. Tricia Eadie (**MGSE, University of Melbourne**), Australia
- Dr. Robin Segerer (**University of Basel**), Switzerland
- Dr. Valérie Berner (**University of Eichstätt-Ingolstadt**), Germany
- Prof. Simone Ehmig (**German Reading Foundation, Mainz**), Germany
- Prof. Simone Lehl (**College of Education, Weingarten**), Germany
- Dr. Sandra Schmiedeler (**University of Würzburg**), Germany
- Prof. Michael Sailer (**University of Augsburg**), Germany
- Prof. Hedwig Gasteiger (**University of Osnabrück**), Germany
- Dr. Anna Mues (**German Youth Foundation, Munich**), Germany
- Prof. Dorit Aram (**Tel Aviv University**), Israel
- Dr. Rotem Schapira (**Levinsky College of Education, Tel Aviv**), Israel
- Prof. Efsun Birtwistle (**University of Nottingham**), UK
- Prof. Astrid Wirth (**University of Vienna**), Austria

Selected publications:

- Niklas, F.**, Birtwistle, E., Mues, A., & Wirth, A. (2025). Learning apps at home prepare children for school. *Child Development*, 96, 577–590.
<https://doi.org/10.1111/cdev.14184>
- 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. <http://dx.doi.org/10.1080/10409289.2015.1076676>
- Niklas, F.** & Schneider, W. (2013). Home literacy environment and the beginning of reading and spelling. *Contemporary Educational Psychology*, 38, 40-50.
<http://dx.doi.org/10.1016/j.cedpsych.2012.10.001>
- 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.
<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.
<http://dx.doi.org/10.1016/j.ijer.2015.04.001>
- Schiele, T., Edelsbrunner, P., Mues, A., Birtwistle, E., Wirth, A., & **Niklas, F.** (2025). The effectiveness of game-based app literacy learning in preschool children from diverse backgrounds. *Learning and Individual Differences*, 117, 102579.
<https://doi.org/10.1016/j.lindif.2024.102579>
- 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. <https://doi.org/10.1002/rrq.300>
- Valcárcel Jiménez, M., Wirth, A., Birtwistle, E., & **Niklas, F.** (2024). The Home Literacy Environment and television exposure as mediators between migration background and preschool children's linguistic abilities. *Reading & Writing*, 37, 2323–2347.
<https://doi.org/10.1007/s11145-023-10458-8>
- Wirth, A., Mues, A., Birtwistle, E., & **Niklas, F.** (2024). Evaluating educational apps for preschoolers: Differences and agreements between the assessments of experts, parents and their children. *Computers in Human Behavior*, 160, 108361.
<https://doi.org/10.1016/j.chb.2024.108361>
- Wirth, A., Stadler, M., Birtwistle, E., & **Niklas, F.** (2023). New Directions in the Conceptualization and Operationalization of the Home Learning Environment. *Journal of Educational Psychology*, 115(1), 160–172.
<https://doi.org/10.1037/edu0000749>