

Marten Clausen, Ph.D., Prof.,

Date of birth: 11/15/1968

University of Duisburg-Essen
Educational Research Faculty
Campus Essen / Weststadttürme
45117 Essen
0201-1832792
marten.clausen@uni-due.de



Scientific Vita

1990-1996	Study of Psychology at the Christian-Albrechts-University Kiel (Diploma)
1996-2000	Scientific Researcher in the TIMSS-Project and the TIMSS-Video Project at the MPI for Human Development in Berlin ("Third International Mathematics and Science Study"), Center for Educational Research (Prof. J. Baumert)
2000	Dissertation „Perception of instruction – Agreement, construct validity und criterion validity in research on quality of instruction” at the Free University Berlin
2000-2006	Scientific Researcher and Assistant Professor (C1) at the Department for Educational Research II at the University of Mannheim (Prof. M. Hofer)
2007	Temporary Professor at the Department for Educational Research II at the University of Mannheim
2007	Birth of son Jakob Matthis Clausen
2008	Parental leave for 8 months
2008	Birth of daughter Marta Janne Clausen
2008	Offers for full professorships at University of Duisburg-Essen, PH Weingarten and University of Saarbrücken
2009	Appointment as Full Professor at the University of Duisburg-Essen

Awards, patents

1997	Doctoral scholarship by the Max-Planck-Society
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Professional Activities

2010	Consultant for the office of education of the city of Essen (Bildungsbüro Stadt Essen: Projekt „Lernen vor Ort“)
2010	Representative for module 3 "Fundamentals of school and teaching quality" in the educational part of the teacher education program at the University of Duisburg-Essen
2009-2010	Development of Bachelor/Master curriculum for the teaching profession as a member of the Bachelor-Master group at the University of Duisburg-Essen
2005	Development of Bachelor / Master curriculum for psychology as a member of the Bachelor-Master-Commission of the Department of Psychology, University of Mannheim
2000-2010	Adhoc Reviewer for DFG and Swiss National Fund
2000-2010	Adhoc Reviewer for numerous scientific journals: Zeitschrift für Pädagogische Psychologie, Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, Unterrichtswissenschaft, Empirische Pädagogik, Journal for Educational Research Online, European Journal of Psychology of Education, Learning and Instruction

Fields of Interests

- Educational quality
- School effectiveness and evaluation
- Quality of instruction
- Desired and undesired effects of standard based reforms
- Gifted students
- Values, ethics, and moral development

Selected Publications

1. Clausen, M. (in press). *School choice viewed from the perspectives of schools and parents (Schulwahl aus der Sicht von Eltern und Schulen)*. Monography accepted for the reviewed series „Empirische Erziehungswissenschaft“. Münster: Waxmann.
2. Clausen, M., Winkler, C., Neu-Clausen, M. (2007). Fostering psychosocial development by means of extra lessons - a time table analysis of grammar schools in Baden-Wurtemberg (Die Förderung psychosozialer Entwicklung durch Schulprofile? Eine Analyse der Kontingenzstundentafeln von Gymnasien in Baden-Württemberg). *Zeitschrift für Pädagogik*, 53(6), 744-757.
3. Hofer, M., Schmid S., Fries, S., Dietz, F., Clausen, M. & Reinders, H. (2007). Individual values, motivational conflicts, and learning for school. *Learning and Instruction*, 17, 17-28.
4. Schmid, S., Fries, S., Hofer, M., Dietz, F., Reinders, H. & Clausen, M. (2007). The theory of motivational action conflicts – Empirical studies and practical consequences. In M. Prenzel (Ed.), *Studies on the educational quality of schools. The final report on the DFG Priority Programme*. Münster: Waxmann.
5. Clausen, M. (2006). Why do you choose this particular school? A content analytical study of parents' reasons for school choice within a given track (Warum wählen Sie genau diese Schule? Eine inhaltsanalytische Untersuchung elterlicher Begründungen der Wahl der Einzelschule innerhalb eines Bildungsgangs). *Zeitschrift für Pädagogik*, 52(1), 69-90.
6. Hofer, M., Reinders, H., Fries, S., Clausen, M. (2005). The influence of changing values on development in adolescence: A deductive approach (Der Einfluss des Wertewandels auf die Entwicklung im Jugendalter: Ein deduktiver Ansatz). *Zeitschrift für Pädagogik*, 51(1), 81-100.
7. Hofer, M., Reinders, H., Fries, S., Clausen, M., Schmid S. & Dietz, F. (2005). The theory of motivational action conflicts: A differential approach for the relationship between values and learning motivation (Die Theorie motivationaler Handlungskonflikte. Ein differenzieller Ansatz zum Zusammenhang zwischen Werten und schulischer Lernmotivation). *Zeitschrift für Pädagogik*, 51(3), 326-341.
8. Hofer, M., Fries, S., Reinders, H., Clausen, M, Dietz, F. & Schmid, S. (2004). Individual values, action conflicts, and learning motivation in school (Individuelle Werte, Handlungskonflikte und schulische Lernmotivation). In J. Doll & M. Prenzel (Hrsg.), *Educational quality of schools: Professionalization of teaching, development of instruction and fostering of students as strategies for the improvement of quality (Bildungsqualität von Schule: Lehrerprofessionalisierung, Unterrichtsentwicklung und Schülerförderung als Strategien der Qualitätsverbesserung)*. Münster: Waxmann.
9. Mischo, C., Arnold, R. & Clausen, M. (2004). Fostering social cognition in school: The effectiveness of a shortterm intervention (Förderung sozialer Kognitionen in der Schule: Zur Wirksamkeit einer Kurzintervention). *Psychologie in Erziehung und Unterricht*, 2, 151-161.
10. Clausen, M. (2002). *Quality of instruction – A question of perspective? (Qualität von Unterricht – Eine Frage der Perspektive?)*. Waxmann: Münster.