

Anton K. G. Marx

CONTACT INFORMATION

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EDUCATION

Since 2016 (ongoing): Ph.D., Psychology, LMU Munich

Dissertation: *Advances in Research on Emotional Contagion* (working title)

Supervisor: Prof. Dr. Anne C. Frenzel // Co-Supervisor: Prof. Dr. Corinna Reck

Member of the Munich Center of the Learning Sciences (MCLS) Doctoral Training Program

Since 2015 (ongoing): Psychotherapist for Children and Adolescents

Post-graduate Qualification and Certification in Cognitive Behavioral Therapy (Duration: 5 years)

Arbeitsgemeinschaft für Verhaltensmodifikation (AVM), Munich, Germany // Web: www.avm-institute.de

Additional Qualifications: Trauma Therapy, Social Competence-/Self-Assertiveness-Training (SCT/SAT)

2009-2015: State Exam (equivalent to M.Sc.), LMU Munich

Subjects: School Psychology and Primary School Teaching/Educational Sciences

Thesis: *The Relationship Between Achievement Motives and Frontal Alpha Asymmetry: An Exploratory EEG-Study* (Supervisor: PD Dr. Jörg Meinhardt)

Grade/GPA: A/1.3 (with distinction)

PROFESSIONAL EXPERIENCE

Since 2016 (ongoing): Ph.D. Student and Research Associate

LMU Munich, Department of Psychology, Psychology in the Learning Sciences // Web: www.psy.lmu.de/pls

Project leader in the DFG funded research project "Emotional Contagion in the Classroom"

Principal Investigators: Prof. Dr. Frenzel, Prof. Dr. Reck, and Prof. Dr. Pekrun

2013-2016: Student Assistant

LMU Munich, Department of Psychology, Developmental psychology // Web: www.psy.lmu.de/epp

EEG- and Eye-Tracking-Lab (Principal Investigator: PD Dr. Jörg Meinhardt)

Lab-Management and Project Coordination

PUBLICATIONS

Journal Articles (Peer-Reviewed)

Müller, B. C. N., Marx, A. K. G., Paulus, M., & Meinhardt, J. (2018). Frontal EEG Alpha Asymmetry Relates to Implicit Achievement Motives: A Pilot Study. *Mind, Brain and Education*, 12, 2, 82-89. doi: 10.1111/mbe.12175

Conference Contributions

Marx, A. K. G., Frenzel, A. C., Pekrun, R., Kosovac, K., Müller, M., & Reck, C. (2020, accepted). Examining enjoyment in the classroom using facial expression analysis. Poster submitted to the American Educational Research Association (AERA) annual conference, San Francisco, USA.

Marx, A. K. G., Frenzel, A. C., Reck, C., Kosovac, K., Müller, M., & Pekrun, R. (2019, September). Teachers' susceptibility to emotional contagion relates to their discrete emotions and emotional exhaustion. Paper presented at the Joint Conference of the DGPS-Sections Developmental Psychology and Educational Psychology (paEpsy), Leipzig, Germany.

Marx, A. K. G., Frenzel, A. C., Pekrun, R., Kosovac, K., Müller, M., & Reck, C. (2019, September). Examining teachers' and students' enjoyment in class using automated facial emotion recognition. Paper submitted to the Joint Conference of the DGPS-Sections Developmental Psychology and Educational Psychology (paEpsy), Leipzig, Germany.

Kosovac, K., **Marx, A. K. G.**, Frenzel, A. C., Pekrun, R., Müller, M., & Reck, C. (2019, September). Self-reported attachment insecurity – Using the Vulnerable Attachment Style Questionnaire in adolescents. Paper presented at the Joint Conference of the DGPS-Sections Developmental Psychology and Educational Psychology (paEpsy), Leipzig, Germany.

Marx, A. K. G., Frenzel, A. C., Pekrun, R., Reck, C., & Müller, M. (2019, August). Teachers' and learners' emotional experiences in class: Using automated facial action coding. Paper presented at the European Association for Research on Learning and Instruction (EARLI) annual conference, Aachen, Germany.

Kosovac, K., **Marx, A. K. G.**, Frenzel, A. C., Pekrun, R., Müller, M., & Reck, C. (2019, July). Attachment insecurity and emotional difficulties in adolescents. Paper presented at the International Congress of the European Society for Child and Adolescent Psychiatry (ESCAP), Vienna, Austria.

Poteat, J., **Marx, A. K. G.**, & Frenzel, A. C. (2019, June). Relationships among teachers' and students' reported and observed enjoyment in university classrooms. Paper presented at the 2nd International Conference on Children's Health, Well-being, Rights, and Education, Pristina, Kosovo.

Marx, A. K. G., Frenzel, A. C., Reck, C., Klauser, N., Müller, M., & Pekrun, R. (2019, April). Susceptibility to emotional contagion relates to teachers' emotions and burnout. Poster presented at the American Educational Research Association (AERA) annual conference, Toronto, Canada.

Frenzel, A. C.*, **Marx, A. K. G.***, Pekrun, R., Reck, C., & Müller, M. (2019, April). Teachers' and Learners' Emotional Experiences in Class: A Field-based Video Study. Paper presented at the American Educational Research Association (AERA) annual conference, Toronto, Canada.

Klauser, N., Reck, C., **Marx, A. K. G.**, Müller, M., Frenzel, A. C., & Pekrun, R. (2018, September). Bedeutung der Bindungsunsicherheit für Unterrichtsemotionen und Burnout bei Lehrkräften. Poster auf dem 51. Kongress der Deutschen Gesellschaft für Psychologie (DGPS), Frankfurt, Germany.

Marx, A. K. G., Frenzel, A. C., Klauser, N., Müller, M., Reck, C., & Pekrun, R. (2018, September). Teachers' facial expressions of affect relate to their emotional experiences - Combining automated facial action coding with self-report. Poster auf dem 51. Kongress der Deutschen Gesellschaft für Psychologie (DGPS), Frankfurt, Germany.

**these authors contributed equally to this work*

WORKSHOPS & TALKS

Schönbrodt, F., & **Marx, A.K.G.** (2019, February). *Maintaining privacy with open data*. Workshop at the Open-Science-Committee (OSC), Department of Psychology, LMU Munich.

Marx, A.K.G., & Müller, M. (2018, October). *Data privacy and Data security: Introduction to the EU-GDPR*. Talk at the Psychotherapeutic Outpatient Clinic for Children and Adolescents, Department of Psychology, LMU Munich.

Marx, A.K.G. (2018, July). *Data privacy and Psychological Research*. Workshop at the Department of Psychology, Psychology in the Learning Sciences, LMU Munich.

TEACHING EXPERIENCE

Study program “M.Sc. Psychology” (LMU Munich)

Emotional experiences of teachers and students in class, facial expression analysis and automated emotion recognition, research methodology and study design (quantitative research)

Study program “School psychology” (LMU Munich)

Counseling techniques, motivational interviewing, psychopathology and mental disorders in children and adolescents, crisis intervention techniques, cognitive behavioral therapy (basics)

PROFESSIONAL MEMBERSHIPS

- * Deutsche Gesellschaft für Psychologie (DGPS, German Psychological Society)
- * American Educational Research Association (AERA), Division C: Learning and Instruction
- * European Association for Research on Learning and Instruction (EARLI), SIG Motivation & Emotion

ADDITIONAL SKILLS

Languages

German (native), English (fluent), Spanish (basics)

Software/Programming

R/RStudio, SPSS, Microsoft Office/Google Docs, LaTeX, Markdown, HTML/CSS (basics), iMotions FACET and AFFECTIVA, Noldus Observer XT and Facereader

TRAININGS & CERTIFICATIONS

2016-2019: Video-Intervention-Therapy (VIT, George Downing), ZPP Heidelberg & LMU Munich

06/2019: Research Data Management in Educational Research, GESIS, Cologne, Germany

02/2019: Good Scientific Practices, Open-Science-Committee (OSC), LMU Munich, Germany

11/2018: Data Analysis and Data Management in R, MCLS, LMU Munich, Germany

07/2018: EU-GDPR: Data Privacy and Psychological Research, University of Frankfurt, Germany

01/2018: Academic Writing, Graduate Center, LMU Munich, Germany

02/2017: Facial Expression Analysis using the Facial-Action-Coding-System (FACS, Paul Ekman), University of Saarbrücken, Germany

04/2016: Motivational Interviewing (MI, Miller & Rollnick), ZPG Deggendorf, Germany

SUPERVISION/CO-SUPERVISION

Bachelor Students

01/2019, Lara Jötten, Educational Sciences (Co-Supervisor)

12/2018, Marius Wossidlo, Psychology (Supervisor)

Master Students (and equivalent)

10/2019, Randy Kroker, Educational Sciences (Supervisor)
09/2019, Tamara Bramböck, Psychology (Co-Supervisor)
09/2019, Romy Bläse, School Psychology (Supervisor)
09/2019, Marina Pfeifer, School Psychology (Supervisor)
09/2019, Lysianne Simon, School Psychology (Supervisor)
09/2019, Konstanze Koller, School Psychology (Supervisor)
05/2019, Sarah Bramböck, School Psychology (Supervisor)
04/2019, Katharina Maurer, School Psychology (Supervisor)
03/2019, Laura Dietrich, School Psychology (Supervisor)
12/2018, Henriette Hausdörfer, School Psychology (Supervisor)
08/2018, Kaley Lesperance, Psychology (Co-Supervisor)
08/2018, Raven Rinas, Psychology (Co-Supervisor)
10/2018, Adrian Faruga, School Psychology (Supervisor)
10/2018, Eva Staab, School Psychology (Supervisor)
07/2018, Sabine Scherbauer, School Psychology (Supervisor)
04/2018, Laura Kilgenstein, School Psychology (Supervisor)
03/2018, Matthias Meier, School Psychology (Supervisor)
03/2018, Clara Bergmann, School Psychology (Supervisor)
10/2017, Anton Bach, Educational Sciences (Supervisor)
09/2017, Robert Schafnitzel, School Psychology (Co-Supervisor)

REFERENCES

- * Prof. Dr. Anne C. Frenzel, LMU Munich, Department of Psychology, frenzel@psy.lmu.de
- * Prof. Dr. Corinna Reck, LMU Munich, Department of Psychology, corinna.reck@psy.lmu.de

Updated: November 3, 2019