

STEFANIE JÄHNEN

Research Experience

- 09/2017 – present Visiting Researcher of the President's Research Group, WZB Berlin Social Science Center
- 04/2014 – 08/2017 Research Fellow of the President's Project Group and the Project Group "National Educational Panel Study: Vocational Training and Lifelong Learning", WZB Berlin Social Science Center
- 04/2011 – 03/2014 Student Assistant of the Junior Research Group "Education and Transitions into the Labour Market" and the President's Project Group, WZB Berlin Social Science Center

Education

- 06/2016 – present PhD Student in Sociology, Humboldt-Universität zu Berlin
 - *Thesis title:* Residential mobility and segregation in German cities
 - *Supervisors:* Anette Eva Fasang, Philipp Lersch
- 10/2010 – 01/2015 M.A. in Social Sciences, Humboldt-Universität zu Berlin (Grade: 1.1)
- 10/2008 – 07/2009 Exchange Student, University of Granada, Spain
- 10/2006 – 09/2010 B.A. in Social Sciences and Philosophy, Leipzig University (Grade: 1.0)

Scholarships

- 09/2017 – 09/2022 Doctoral scholarship from the German Academic Scholarship Foundation
- 01/2015 – 07/2015 Humboldt Research Track Scholarship from Humboldt-Universität zu Berlin
- 03/2010 – 06/2013 Scholarship from the German Academic Scholarship Foundation

Research Fields

Social Inequality, Spatial Mobility, Residential Segregation, Neighborhood Research, School Policy, Causal Inference

Selected Publications (Peer-reviewed journal articles)

Jähnen, Stefanie & Marcel Helbig (2023): [The socio-spatial distribution of migrants in German cities between 2014 and 2017](#). *Geografiska Annaler: Series B, Human Geography*. Online first, 12 June.

Jähnen, Stefanie & Marcel Helbig (2023): [The dynamics of socio-economic segregation: What role do private schools play?](#) *Urban Studies* 60 (4): 734-751.

Jähnen, Stefanie & Marcel Helbig (2015): [Der Einfluss schulrechtlicher Reformen auf Bildungsungleichheiten zwischen den deutschen Bundesländern](#). Eine quasi-experimentelle Untersuchung am Beispiel der Verbindlichkeit von Übergangsempfehlungen [The Effect of Changing School Laws on Educational Inequalities Between the German States. A Quasi-Experimental Study on Mandatory vs. Non-Mandatory Tracking Recommendations]. *Kölner Zeitschrift für Soziologie und Sozialpsychologie* 67 (3): 539-571.