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EDUCATION

NHH Norwegian School of Economics, Bergen, Norway.
Ph.D. Economics, *expected* Spring 2026.

Harris School of Public Policy, University of Chicago, Chicago, USA.
Research Stay hosted by Ariel Kalil, 09/2023 – 03/2024.

University of Mannheim, Mannheim, Germany.
M.Sc. Economics, 2017 – 2019.

University of Mannheim, Mannheim, Germany.
B.Sc. Economics, 2013 – 2016.

FIELDS OF INTEREST

Economics of Education, Behavioral Economics, Experimental Economics

REFERENCES

Alexander W. Cappelen
Professor of Economics
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Economics
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Kai Barron
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Ariel Kalil
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JOB MARKET PAPER

“Biased Parental Beliefs: Experimental Evidence from Norway”

⇒ [Link to paper](#)

Parents’ beliefs about their children’s abilities shape parental behavior and decision-making. But do parents process information about their children’s abilities objectively or in a biased way? I study this question in a large-scale lab-in-the-field experiment with Norwegian elementary school students and their parents ($N = 743$ parent–child pairs) to examine how parents update beliefs when receiving noisy signals about their child’s performance in a cognitive (mathematics) or a non-cognitive (prosociality) skill. In mathematics, parents update symmetrically, placing about one third of the Bayesian weight on both positive and negative signals. In prosociality, by contrast, parents apply around 60% of the Bayesian weight to positive information but very little weight to negative information. The asymmetry is particularly pronounced when signals are framed as reflecting parents’ own traits: in this case, parents react roughly 200% more strongly to good than to bad news. Following negative prosocial signals, parents engage in defensive processing: they downplay their child’s effort and the relevance of the signals. Survey evidence indicates that these domain differences stem from two factors: parents are better informed about their child’s performance in mathematics, and they view prosociality as more central to their child’s broader life success. Biased belief updating thus emerges when information is sparse and outcomes are self-relevant, with important implications for how feedback is designed and delivered in educational contexts.

WORKING PAPER

“Parents’ Perceptions of Children’s Economic Prospects Affect Parental Investments” with Mesmin Destin, Ivan A. Hernandez, Ariel Kalil, Rebecca M. Ryan, and David Silverman. Under review.

⇒ [Link to paper](#)

PUBLICATIONS

“Economic Mobility and Parents’ Opportunity Hoarding” with Mesmin Destin, Ivan A. Hernandez, Ariel Kalil, Rebecca M. Ryan, David Silverman, September 2024.

Proceedings of the National Academy of Sciences of the United States of America (PNAS), 21 (37) e2407230121.

⇒ [Link to paper](#)

WORK IN PROGRESS

“Does Parental Feedback Shape Children’s (Over)Confidence?” with Kai Barron, Michela Carlana, and Oda Sund.

⇒ [Status: Paper draft forthcoming](#)

This paper studies how parents shape the ego-relevant information children receive about themselves and how it influences the beliefs and behavior of children. Using a field experiment with 7th-grade Norwegian students and their parents, we show that parents provide their children with feedback that is systematically more favorable than parents’ private beliefs. Children incorporate this positively biased feedback into their self-assessments without affecting their actual performance. The gap between parents’ private beliefs and communicated feedback is larger when feedback precedes task completion, suggesting motivational intent. The study contributes to the understanding of how social transmission of self-relevant information, rather than just individual cognitive biases, shapes overconfidence.

“Parental Beliefs About the Returns to Cognitive and Non-Cognitive Skills and Investments in Children” with Derek Rury.

⇒ [Status: Piloting stage](#)

Using a representative sample of U.S. parents, we examine how parents perceive the pecuniary and non-pecuniary returns to investments in their children’s cognitive and non-cognitive skills. We explore whether perceived returns vary by the child’s initial level of skills or by gender, particularly in light of growing concerns about boys’ under-performance in both academic and behavioral dimensions. Finally, we investigate how these perceptions relate to actual parental investment decisions.

AFFILIATIONS

FAIR –Centre for Experimental Research on Fairness, Inequality and Rationality, Norwegian NHH School of Economics, Bergen, Norway.

BIP Lab – Behavioral Insights and Parenting Lab, University of Chicago, Chicago, USA.

GRANTS AND FUNDING

Professor Wilhelm Keilhaus Memorial Fund (EUR 2,500)

Funding received for attending academic conferences in 2025

Norges Bank’s Fund for Economic Research (EUR 2,200)

Funding received for attending academic conferences in 2025

Professor Wilhelm Keilhaus Memorial Fund (EUR 1,300)

Funding received for “Parental Belief Updating About Children’s Abilities”

Diligentia Foundation for Empirical Research (EUR 39,000)

Funding received for “Does Parental Feedback Shape Children’s (Over)Confidence?”

Research Council of Norway - Research Stay Abroad Funding (EUR 22,500)

Funding received for research stay at the University of Chicago

Centre of Ethics and Economics (CEE) Grant (EUR 2,800)
Funding received for “Parental Belief Updating About Children’s Abilities”

Professor Wilhelm Keilhaus Memorial Fund (EUR 6,000)
Funding to support Lab-in-the-Field Data Collection

CONFERENCES AND WORKSHOPS

2025 (past and upcoming): FAIR – MPI Bonn Workshop; 17th Nordic Conference in Behavioral and Experimental Economics; Advances with Field Experiments Conference; Narratives, Memory and Beliefs Workshop WZB-LMU; Experiments in Economics and Business Workshop TUM; Berlin – Bergen Workshop; International Symposium in Experimental Economics (iSEE) NYU Abu Dhabi

2024: NBER Economics of Mobility Workshop; FAIR – MPI Bonn Workshop; Nordic PhD Workshop in the Economics of Education

2023: Rohit and Harvanit Kumar Conference on Early Childhood Development; Advances with Field Experiments Conference; 6th Experiments on Social Inequality Workshop

2022: HCEO – briq Summer School on Socioeconomic Inequality

TEACHING EXPERIENCE

Graduate (Master) Level:

ECN421 – Behavioral Economics, Norwegian School of Economics, Spring 2025.

STR421 – Competitive Strategy, Norwegian School of Economics, Spring 2023.

FIE403 – Business Cycle Analysis, Norwegian School of Economics, Autumn 2021 – Autumn 2022.

FIE421 – Long-Term Macroeconomic Analysis, Norwegian School of Economics, Spring 2021.

Undergraduate (Bachelor) Level:

SAM17 – Economics and Psychology, Norwegian School of Economics, Autumn 2024.

RELEVANT RESEARCH & PROFESSIONAL EXPERIENCE

University Lecturer (50% Position), Norwegian School of Economics, Norway, 2024 – 2025.

Full-time Research Assistant (Predoc) for Teodora Boneva, University of Oxford, United Kingdom, 2019 – 2020.

Research Assistant for Sebastian Findeisen, University of Mannheim, Germany, 2018 – 2019.

Research Assistant at the Centre for European Economic Research (ZEW), Mannheim, Germany, 2016 – 2017.

Research assistant for Prof. Dr. Eckhard Janeba, University of Mannheim, Germany, 2014 – 2016.

OTHER

Software: Stata, R, Python, oTree, Qualtrics.

Language: German (native), English (fluent), French (basic), Latin.

Citizenship: German.

Last updated: November, 2025.