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EDUCATION

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

Harris School of Public Policy, University of Chicago, Chicago, USA
Research Stay hosted by Ariel B. 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

Primary: Behavioral Economics, Economics of Education, Family Economics

Secondary: Experimental Economics, Economics of Information, Applied Microeconomics

AFFILIATIONS

FAIR – Centre for Experimental Research on Fairness, Inequality and Rationality
BIP Lab – Behavioral Insights and Parenting Lab

WORKING PAPERS

“Parental Belief Updating About Children’s Abilities: Experimental Evidence from Norway” August 2025.

(*Job Market Paper*)

Parental decision-making is shaped by beliefs about their children’s abilities. While prior research has focused on information gaps, this study investigates whether parents process available information in systematically biased ways. In a lab-in-the-field experiment in Norway, I provide parents with noisy but unbiased signals about their seventh-grade child’s relative performance in one of two domains – mathematics or prosociality, the latter measured using a series of incentivized dictator games. I examine whether belief updating varies by signal valence (positive vs. negative signal), domain, and the signal’s ego-relevance, captured by whether it reflects the parent’s traits or the child’s likely future outcomes. Parents, on average, overestimate their child’s abilities, and belief updating deviates from the Bayesian benchmark in both domains. However, asymmetric updating is domain-specific. In prosociality, parents place more weight on positive, ego-relevant signals, especially when intergenerational transmission is emphasized. In mathematics, updating is symmetric and less sensitive to signal framing. Parents exposed to more negative signals in the prosocial domain perceive their children as having exerted less effort, but express higher aspirations for tertiary education and report a higher willingness to invest in their child. To interpret these patterns, I examine how parents perceive each domain and how informed they are. The findings provide

novel evidence of belief updating about others' performance, specifically in the parent-child context.

"Does Parental Feedback Shape Children's (Over)Confidence?" with Kai Barron, Michela Carlana, and Oda Sund, September 2024.

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. 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.

"Parents' Perceptions of Children's Economic Prospects Affect Parental Investments" with David Silverman, Ivan A. Hernandez, Rebecca M. Ryan, Ariel Kalil, Mesmin Destin, September 2024.

Individuals are sensitive to cues about economic conditions in ways that affect their beliefs and behavior. This paper experimentally tests how parents' perceptions of children's mobility prospects affect parental investments of time and money in child skill development. An experiment involving approximately 1,000 parents of children aged 5-17 aimed to shift parents' beliefs regarding the possibility of future upward (downward) economic mobility in US society. We find that parents are responsive to signals about their children's future economic mobility prospects. Using a novel measure of time investment, parents who are prompted to consider favorable prospects for their children increase their time investments to enhance their children's skills and report being more willing to pay for resources to achieve this aim. These parents also strengthen their beliefs about the returns on parental investments, highlighting a plausible mechanism. Effects on beliefs and behavior are consistent across parents of varying income and educational levels.

WORK IN PROGRESS

"Parental Beliefs About the Returns to Cognitive and Non-Cognitive Skill Investments in Children" with Derek Rury, August 2025.

Experimental design stage

PUBLICATIONS

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

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

GRANTS AND FUNDING

Professor Wilhelm Keilhaus Memorial Fund (NOK 28,000)

Funding received for attending academic conferences in 2025

Norges Bank's Fund for Economic Research (NOK 25,000)

Funding received for attending academic conferences in 2025

Professor Wilhelm Keilhaus Memorial Fund (NOK 15,000)

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 (NOK 250,000)

Funding received for research stay at the University of Chicago

Centre of Ethics and Economics (CEE) Grant (NOK 30,000)

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

Professor Wilhelm Keilhaus Memorial Fund (NOK 65,000)

Funding to support Lab-in-the-Field Data Collection

CONFERENCES AND WORKSHOPS

Berlin – Bonn Max Planck Workshop (autumn 2025); 17th Nordic Conference in Behavioral and Experimental Economics (autumn 2025); Advances with Field Experiments Conference (autumn 2025); Narratives, Memory and Beliefs Workshop WZB-LMU (autumn 2025); Field Experiments in Economics and Business Workshop (autumn 2025); Berlin – Bergen Workshop; International Symposium in Experimental Economics (iSEE) NYU Abu Dhabi; NBER Economics of Mobility Workshop; Rohit and Harvanit Kumar Conference on Early Childhood Development; HCEO – briq Summer School on Socioeconomic Inequality

TEACHING EXPERIENCE

Undergraduate (Bachelor) Level:

SAM17 – Economics and Psychology, Teaching Assistant (TA), Norwegian School of Economics, Autumn 2024. Instructor: Mathias Philip Ekström.

Graduate (Master) Level:

FIE421 – Long-Term Macroeconomic Analysis, Teaching Assistant (TA), Norwegian School of Economics, Spring 2021. Instructor: Gernot Peter Doppelhofer.

FIE403 – Business Cycle Analysis, Teaching Assistant (TA), Norwegian School of Economics, Autumn 2021 – Autumn 2022. Instructors: Jan Tore Klovland, Krisztina Molnar, Markus Johan Karlman.

STR421 – Competitive Strategy, Teaching Assistant (TA), Norwegian School of Economics, Spring 2023. Instructor: Lars Sørgaard.

ECN421 – Behavioral Economics, Teaching Assistant (TA), Norwegian School of Economics, Spring 2025. Instructor: Siri D. Isaksson.

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.

REFERENCES

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Last updated: August, 2025.