

# Marlis M. Schneider

NHH Norwegian School of Economics  
Department of Economics  
Helleveien 30, 5045 Bergen  
Norway

Email: [marlis.schneider@nhh.no](mailto:marlis.schneider@nhh.no)  
Homepage: [marlisschneider.com](http://marlisschneider.com)  
Phone: +47 9444 1548

## EDUCATION

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**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

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Economics of Education, Behavioral Economics, Experimental Economics

## REFERENCES

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**Alexander W. Cappelen**  
Professor of Economics  
NHH Norwegian School of  
Economics  
[alexander.cappelen@nhh.no](mailto:alexander.cappelen@nhh.no)  
+47 55 95 95 77

**Kai Barron**  
Research Associate  
WZB Berlin  
[kaibarron@gmail.com](mailto:kaibarron@gmail.com)  
+49 30 25491 432

**Ariel Kalil**  
Daniel Levin Professor  
University of Chicago  
[akalil@uchicago.edu](mailto:akalil@uchicago.edu)  
+1 773 834 2090

## JOB MARKET PAPER

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**“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, self-serving manner? 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*, updating is symmetric, with parents assigning roughly 30% of the Bayesian benchmark weight to both positive and negative signals. In *prosociality*, by contrast, parents assign about 60% of the benchmark weight to good signals but only minimal weight to bad ones. The asymmetry is particularly pronounced when signals are framed as reflecting parents’ own traits. 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 ego-relevant, with important implications for how feedback is designed and delivered in educational contexts.

## WORKING PAPER

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**“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

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**“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

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**“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 7<sup>th</sup>-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

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**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

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**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

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**2025 (past and upcoming):** FAIR – MPI Bonn Workshop; 17<sup>th</sup> 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; 6<sup>th</sup> Experiments on Social Inequality Workshop

**2022:** HCEO – briq Summer School on Socioeconomic Inequality

## TEACHING EXPERIENCE

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### 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

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**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

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

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

**Citizenship:** German.

Last updated: November, 2025.