

# Marjorie W. Schaeffer

University of Chicago—Department of Psychology  
5848 South University Avenue Chicago, IL 60637  
773-834-4701

Mschaeffer@uchicago.edu  
MarjorieSchaeffer.com  
Pronouns: She/Her/Hers

## EDUCATION

---

**University of Chicago**, Chicago, IL 2013—Expected May 2019

Ph.D. in Developmental Psychology

Advisor: Dr. Sian Beilock

Dissertation Title: Understanding How Key Socializers' Attitudes Influence Children's Math Performance

Masters Thesis: Can an App Boost Children's Math Achievement?

**Wellesley College**, Wellesley, MA 2005—2009

B.A. in Psychology with Honors, minor in Education Studies

Advisor: Dr. Beth Hennessey,

Honors Thesis: Effects of High Stakes Testing on Elementary School Students' Anxiety Levels

## TEACHING EXPERIENCE

---

**Elmhurst College**, Elmhurst, IL October 2018—Present

Introduction to Psychological Science, *Lecturer* (2018)

**University of Chicago**, Chicago, IL September 2015—Present

Psychological Impacts of Education Policy (John Dewey Prize Lectureship), *Lecturer* (2018)

Mechanisms of Mind, *Lecturer* (2017)

Developmental Psychology: Theories and Techniques, *Teaching Assistant* (2016, 2017, 2018)

The Psychology of Learning, *Teaching Assistant* (2017)

Stereotype and Prejudice, *Teaching Assistant* (2017)

Debates in Cognitive and Social Neuroscience, *Teaching Assistant* (2016)

The Mind in Context, *Teaching Intern* (2016)

Mechanisms of Mind, *Teaching Intern* (2016)

How the Mind Creates Reality, *Teaching Intern* (2015)

**Teach For America**, Saint Louis, MO August 2009—June 2011

*5<sup>th</sup> Grade Teacher, Larimore Elementary*

Taught 68 students in four different subjects. Worked within district, state and federal requirements to prepare students for state assessment. Tracked student growth using eValuate by Edison Learning.

*Kindergarten Teacher, Confluence Academy—South City*

Taught 25 students full kindergarten curriculum. Tracked student academic growth using DIBELS, NWEA and self-created assessments. Students showed an average of 2.0 years growth in reading and 1.5 years growth in math as measured by the NWEA.

**Benchmark School, Media, PA**

June 2005—August 2005

*Teaching Assistant*

Assisted with two classes of nine students with language based learning disabilities. Worked on reading and writing skills, especially using key words to decode unknown words and writing about the elements of a story. Marked papers and made recommendations for admission to school.

## **PEDAGOGY AND MENTORING EXPERIENCE**

---

**Advisor, Undergraduate Senior Honor Theses**

2016-2018

- Caroline Sudduth, University of Chicago, Exploring the Role of Math Anxiety in Career Choices (2018)
- Fiona Helgren, University of Chicago, Implicit Theories of Emotion Moderate the Effects of Expressive Writing on Exam Performance (2016)

**Teaching Consultant for the Chicago Center for Teaching**

2018-2019

Conduct individual teaching consultations and mid-course reviews for graduate student instructors.

**PRISM Preceptor for Undergraduate Psychology Program**

2017-2019

Organize professional and academic development workshops on the psychology major, honors theses, applying for fellowships, finding summer internships, getting involved in research, careers in mental health, applying to graduate school, and writing a statement of purpose.

## **PEER-REVIEWED PUBLICATION AND BOOK CHAPTERS**

---

**\* indicates authors contributed equally to the manuscript**

Ramirez, G., Fries, L., Gunderson, E., **Schaeffer, M.W.**, Maloney, E., Beilock, S., & Levine, S. (In Press). Reading Anxiety – An early affective impediment to children’s success in reading. *Journal of Cognition and Development*.

**Schaeffer, M.W.\***, Rozek, C.S.\*, Berkowitz, T., Levine, S.C., & Beilock, S.L. (In Press). Dis-associating the relation between parents’ math anxiety and children’s math achievement: Long-term effects of a math app intervention. *Journal of Experimental Psychology: General*.

Berkowitz, T., **Schaeffer, M.W.**, Rozek, C.S., Beilock, S.L., & Levine, S.C. (In Press). Supporting science, technology, engineering, and mathematics (STEM) learning by helping families overcome math anxiety. In M. Caspe, T. Woods, & J.L. Kennedy (Eds.), *Promising practices for engaging families in STEM learning* (pp. 19-34). Charlotte, NC: Information Age Press.

Beilock, S.L., **Schaeffer, M.W.**, & Rozek, C.S. (2017). Understanding and addressing performance anxiety. In A.J. Elliot, C.S. Dweck, & D.S. Yeager (Eds.), *Handbook of competence and*

motivation (2nd Edition): Theory and application (pp. 155-172). New York, NY: Guilford Press.

Park, D.\*, **Schaeffer, M. W.\***, Nolla, K., Levine, S. C., & Beilock, S. L. (2017). How do generic statements impact performance? Evidence for entity beliefs. *Developmental Science*. 20(2), 1-8.

Berkowitz, T., **Schaeffer, M. W.**, Rozek, C. S., Maloney, E. A., Levine, S. C., & Beilock, S. L. (2016). Response to Comment on “Math at home adds up to achievement in school”. *Science*, 351(6278), 1161-1161.

Berkowitz, T.\*, **Schaeffer, M. W.\***, Maloney, E. A., Peterson, L., Gregor, C., Levine, S. C., & Beilock, S. L. (2015). Math at home adds up to achievement in school. *Science*, 350(6257), 196-198.

Maloney, E. A, **Schaeffer, M. W**, & Beilock, S. L. (2013). Mathematics anxiety and stereotype threat: Shared mechanisms, negative consequences, and promising interventions. *Research in Mathematics Education*, 15, 115-128

## **ADDITIONAL PUBLICATIONS**

---

Berkowitz, T., Schaeffer, M.W., Rozek, C.S., Beilock, S.L., & Levine, S.C. (2017). The parent connection: What kinds of parent support promote children's academic achievement? *The Psychologist*, 30, 28-32.

## **ACADEMIC TALKS**

---

**Schaeffer, M.W.** (2018). Social influences on performance: The role of parents and teachers on children's math achievement. Invited talk presented at the Elmhurst College, Elmhurst, Illinois.

**Schaeffer, M.W.** (2017). Why Words Matter: The Importance of Language in Children’s Math Learning. Invited talk presented at the Spatial Intelligence and Learning Center, Northwestern University, Evanston, Illinois.

**Schaeffer, M.W.**, Berkowitz, B., Levine, S.C, & Beilock, S.L. (2016) Boosting Children’s Math Achievement by Doing Bedtime Math. Symposium talk presented at the Annual Association for Psychological Science Conference, Chicago, IL.

**Schaeffer, M.W.** (2015). Bedtime Learning Together: Can an app improve children’s math knowledge? Symposium talk presented at the Annual Inter-Science of Learning Centers Conference, San Diego, CA.

**Schaeffer, M.W.** (2013). Teachers' Efficacy Beliefs Relates to Children's Math Learning When Controlling for Math Anxiety. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois.

## CONFERENCE POSTER PRESENTATIONS

---

**Schaeffer, M.W.**, Rozek, C.S., Berkowitz, T., Levine, S.C., & Beilock, S.L. (2018). Investigating the Development of Gender Stereotypes in Early Elementary School. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology, Atlanta, GA.

Herts, J.B., Rozek, C. S., **Schaeffer, M.W.**, Berkowitz, T., Stallings, W., Beilock, S. & Levine, S. (2017). Math Anxious Parents Provide Lower Quality Math Instruction. Poster presented at the Twenty-Ninth Association for Psychological Science (APS) Annual Convention, Boston, MA.

**Schaeffer, M.W.**, Rozek, C.S., Berkowitz, T., Levine, S.C., & Beilock, S.L. (2017). Preventing the Math Achievement Gap Between High and Low Math Anxious Families in Elementary School. Poster presented at the Biannual Meeting of the Society for Research on Child Development, Austin, TX.

Smith, K., Stallings, W., Munro, E., Yu, A., **Schaeffer, M.**, Rozek, C., Berkowitz, T., Beilock, S. & Levine, S. (2017). Developing and Validating a Novel Measure of Math Anxiety in Young Children. Poster presentation at Midwestern Psychological Association Conference, Chicago, IL.

Berkowitz, T., **Schaeffer, M.**, Rozek, C., Levine, S.C., & Beilock, S.L. (2016). Bedtime Learning Together: Boosting Children's Math Achievement Through Bedtime Math. Poster presented at the Education and Inequality in 21<sup>st</sup> Century America Conference, Palo Alto, CA.

Berkowitz, T., **Schaeffer, M.**, Rozek, C., Levine, S.C., & Beilock, S.L. (2016). Using an iPad App to Foster Parent-Child Interactions Around Math and Boost Children's Math Achievement. Poster presented at the SRCDD special topics meeting on Technology and Media in Child Development, Irvine, CA.

Fine, R.D., Rozek, C.S., Maloney, E., **Schaeffer, M.W.**, Ramirez, G., Beilock, S.L., & Levine, S.C. (2016). Socioeconomic Status Moderates the Relation Between Parents' Math Anxiety and Their Math Expectations for Their Children. Poster presented at the Association for Psychological Science annual conference, Chicago, IL.

**Schaeffer, M.**, Berkowitz, T., Levine, S., & Beilock, S. (2015) Bedtime Learning Together: Boosting Children's Math Achievement by Doing Bedtime Math. Poster presented at the 56<sup>th</sup> annual meeting of the Psychonomics Society in Chicago, IL.

- Fine, R., **Schaeffer, M.**, Maloney, E., Ramirez, R., Beilock, S.L., & Levine, S.C. (2015) Differences in Pedagogy between High and Low Math Anxious Teachers and Subsequent Student Performance. Poster presented at the Ninth Biennial Meeting of the Cognitive Development Society in Columbus, OH.
- Berkowitz, T., **Schaeffer, M.**, Beilock, S., & Levine, S. (2015) Bedtime Learning Together: Boosting Children's Math Achievement by Doing Bedtime Math (2015). Poster presented at the Ninth Biennial Meeting of the Cognitive Development Society in Columbus, OH.
- Schaeffer, M.**, Park, D., Nolla, K., Levine, S. & Beilock, S. (2015) Understanding the Mechanism by which Generic Language Impacts Performance. Poster presented at the biennial meeting of the Society for Research on Child Development in Philadelphia, PA.
- Berkowitz, T., **Schaeffer, M.**, Beilock, S. & Levine, S. (2015). Bedtime Learning Together: Exploring The Use Of Technology To Support Children's Math Learning And Attitudes. (2015). Poster presented at the biennial meeting of the Society for Research on Child Development in Philadelphia, PA.
- Gregor, C., Lyu, J., Berkowitz, T., **Schaeffer, M.**, Beilock, S., & Levine, S. (2015) The Impact of App Usage On Elementary Children's Math Performance. Poster presented at the 87th annual meeting of the Midwestern Psychological Association in Chicago, IL.
- Gregor, C., Lyu, J., **Schaeffer, M.**, Berkowitz, T., Levine, S., & Beilock, S. (2105). The Effects Of Parent Math Anxiety on Their Likelihood to Engage Children With Math-Related Content. Poster presented at the 87th annual meeting of the Midwestern Psychological Association in Chicago, IL.
- Owens, W. L., **Schaeffer, M. W.**, Park, D., Gunderson, E.A., Levine, S. C., & Beilock, S. L. (2012). Children's Domain-Specific Theories of Intelligence Relate to Domain-Specific Academic Anxieties. Poster presented at the Association for Psychological Science, Chicago, IL.

## **GRANTS AND AWARDS**

---

John Dewey Prize Lecturer	2017—2018
Society for Personality and Social Psychology, Graduate Student Travel Award—\$500	2018
Norman Anderson Research Award—University of Chicago	2015—2018
Successful Pathways from School to Work Grant—\$50,000	2014—2016
National Science Foundation Pre-Doctoral Fellowship—Honorable Mention	2014
Summer Research Award—Wellesley College	2008—2009
Undergraduate Research Award—Wellesley Center for Women	2007—2008

## RESEARCH EXPERIENCE

---

### The University of Chicago

2013—Expected Ph.D., May 2019

#### *Graduate Student*

Investigating how adults' attitudes and beliefs influence the cognition and behavior of the children with whom they interact. Specifically interested in how parents and teachers' math anxiety influences children's math learning and whether parent based interventions can change this relation.

### Human Performance Lab at University of Chicago, Chicago, IL August 2011—September 2013

#### *Research Assistant for Professor Sian Beilock*

Liaison between the lab and numerous teachers and principals in public and private schools. Recruited over 70 teachers and 700 children for a study examining the effect of teachers' math anxiety on first and second graders. Administered standardized and unstandardized assessments of math achievement and attitudes to children. Scheduled and managed seven part-time research assistants.

### Political Science Department, Wellesley College, Wellesley, MA

June 2008—May 2009

#### *Research Assistant for Professor Hahrie Han*

Recruited participants for research interviews. Scheduled and conducted 58 interviews with civically involved individuals. Transcribed interviews and analyzed transcripts to find emerging trends. Research was used in *Moved to Action: Motivation, Participation and Inequality in American Politics* by Hahrie Han, Stanford University Press.

### Wellesley Centers for Women, Wellesley, MA

September 2008—August 2009

#### *Research Assistant for Georgia Hall and Recipient of Undergraduate Research Award*

Administered the Peabody Picture Vocabulary Test (PPVT) and the Expressive Vocabulary Test (EVT) to 125 children at four different research sites. Scored, coded and analyzed data using SPSS to evaluate FasTrackKids, an international after-school enrichment program.

### Feminist Majority, Arlington, VA

June 2007—July 2008

#### *Summer Intern*

Researched the effect of recent changes to Title IV on access to sports and academic research grants for women and girls. Collected research from multiple online databases, analyzed relevant data using STATA, and wrote related abstracts.

## SERVICE

---

### Psychology Graduate Students Organization, Chicago, IL

September 2013—June 2018

#### *Member, Travel and Research Committee*

### Chicago Wellesley Club, Chicago, IL

June 2011—June 2013

#### *Co-Vice President of Community Service*

## **PROFESSIONAL ACTIVITIES**

---

### **Ad-hoc Reviewer**

Journal of Experimental Psychology: General, Cognition and Emotion

### **Affiliations**

Association for Psychology Science  
Cognitive Development Society  
Society for Research in Child Development  
American Educational Research Association  
Sigma Xi  
Psi Chi

## **REFERENCES**

---

### **Dr. Sian Beilock**

President  
Barnard College  
3009 Broadway  
New York City, NY 10027  
(212) 854-2021  
Beilock@Barnard.edu

### **Dr. Susan C. Levine**

Rebecca Anne Boylan Professor  
in Education and Society  
University of Chicago,  
5848 South University Avenue  
Chicago, IL 60637  
(773) 702-8844  
s-levine@uchicago.edu.

### **Dr. Erin A. Maloney**

Assistant Professor  
School of Psychology  
University of Ottawa  
022 Vanier Hall  
136 Jean Jacques Lussier  
Ottawa, Ontario, Canada K1N 6N5  
(613) 562-5800, x.4116  
Erin.Maloney@uottawa.ca

### **Dr. Anne Henly**

Senior Lecturer, Department of Psychology and  
the Social Sciences Collegiate Division  
Director, Undergraduate Research Initiative  
in Psychology  
University of Chicago  
5848 South University Avenue  
Chicago, IL 60637  
(773) 834-2712  
henly@uchicago.edu