

BARBARA SCHNEIDER

John A. Hannah University Distinguished Professor
Department of Sociology and College of Education
Michigan State University
620 Farm Lane -516 Erickson Hall,
East Lansing, MI 48824
bschneid@msu.edu

EDUCATION

- 1979 Ph.D., Northwestern University, Dissertation: *Production analysis of gains in achievement*
- 1976 M.S., National Louis University, Thesis: *An analysis of program planning in Illinois*
- 1967 B.S., National Louis University, Sociology, with honors

PROFESSIONAL EXPERIENCE

- 2005-present John A. Hannah University Distinguished Professor in the College of Education and the Department of Sociology at Michigan State University
- 2005-present Senior Fellow, NORC and the University of Chicago Center on Advancing Research and Communication in STEM at NORC
- 1991-2005 Senior Social Scientist, NORC and the University of Chicago
- 1999-2005 Professor of Sociology, the University of Chicago Faculty Associate, Committee on Human Development, the University of Chicago Research Associate, Population Research Center, NORC and the University of Chicago
- 1996-1998 Associate Professor Department of Education, University of Chicago
- 1987-2005 Research Associate, Ogburn-Stouffer Center for the Study of Population and Social Organization, the University of Chicago and NORC
- 1980-1987 Assistant Professor, Northwestern University School of Education
- 1975-1976 Adjunct Professor, National Louis University
- 1967-1973 Public School Teacher, Chicago and Glencoe, Illinois.

TEACHING EXPERIENCE

Michigan State University

Courses Taught: Education Policy, Survey Research Methods in Education, Causal Inference and Issues of Scale Up, Sociology of Education, Introduction to Sociology.

Currently Supervising Graduate Students: in College of Education in Measurement and Quantitative Methods and Educational Policy and in the Department of Sociology.

University of Chicago

Supervised over two dozen graduate students in Sociology, Human Development, and Psychology, and supervised several undergraduate honors theses. Served on the dissertation committees of students in Sociology, Human Development, and Psychology. Supervised eight Postdoctoral Fellows affiliated with the Alfred P. Sloan Center. On Working Families, Among the graduate students supervised, four received AERA/NCES dissertation grants; three received Spencer dissertation grants, two received National Institutes of Health Postdoctoral Fellowships, two received Positive Psychology grants, one received National Science Foundation Doctoral Dissertation grants, and two received National Science Foundation Postdoctoral Awards.

Placement of Students—Graduate Students Supervised at the University of Chicago and Michigan State University: Andrew Guest, Professor, University of Portland; Lori Hill, Associate Executive Director, AERA; Julie Kochanek, Vice president AIR; Kim Maier, Associate Professor, Michigan State University; Jennifer Matjasko, Behavioral Scientist, Centers for Disease Control and Prevention; Chandra Muller, Professor, University of Texas at Austin; Stephen Plank, Managing Researcher, American Institutes for Research; Catherine Riegle-Crumb, Associate Professor, University of Texas at Austin; James Roney, Professor, University of California, Santa Barbara; Kathryn Schiller, Associate Professor, State University of New York at Albany; David Shernoff, Director, CMSCE, Rutgers University; Roger Shouse, Associate Professor, Pennsylvania State University; Christopher Swanson, Vice President of Research and Development, *Education Week*; Phil Hammack, Associate Professor, University of California, Santa Cruz; Douglas Lauen, Associate Professor, University of North Carolina, Chapel Hill, winner of the Spencer Foundation Dissertation Award; Shira Offer, Deputy Chair, Department of Sociology and Anthropology, Bar Ilan University; Sylvia Martinez, Associate Professor of Education and Latino Studies, Indiana University; Rob Petrin, Senior Vice President and Director of Data Analytics and Applied Sciences Ipsos Public Affairs; Matthew Weinshenker, Associate Professor Department of Sociology and Anthropology Fordham University; Chi-Young Koh, Survey Research Center, Sungkyunkwan University; Lara Perez-Felkner, Associate Professor, Florida State University; Nathan Jones, Associate Professor, Boston University; Venessa Keesler, Past Deputy Superintendent of Educational Services, Michigan Department of Education; Ryan Goodwin, Director of the Center for Higher Education Innovation, University of Central Florida; Michael Broda, Assistant Professor, Virginia Commonwealth University; Gregory Wallsworth, Manager, Senior Economist in Amazon Connections, Amazon; Guan Saw, Assistant Professor, Claremont University. Wei Li, Assistant Professor, University of Florida; I-Chien Chen, Research Associate, Michigan State University, Christopher Klager, Research Associate Institute of Policy Research, STEPP-Statistics for Evidence-Based Policy and Practice, Northwestern University.

Post-doctoral Fellows Supervised: Emma Adam, Professor, Northwestern University; Rachel Gordon, Professor of Sociology, University of Illinois at Chicago; Lianne Kurina, Associate Professor (teaching) Medicine, Stanford University; Alisa Lewin, Associate Professor, Department of Sociology and Anthropology, University of Haifa; Doo Hwan Kim, Assistant Professor, Duksung Women's University, Seoul Korea; Jennifer Schmidt, Associate Professor, Michigan State University; Claire Amy Thoreson, Assistant Professor, Texas Southern University; Elizabeth McGhee-Hassrick, Associate Professor, Drexel University; Freda Lynn, Associate Professor, Department of Sociology, University of Iowa; Jamie Puccioni, Associate

Professor, University at Albany, SUNY; Anna Chmielewski, Associate Professor, University of Toronto; Elizabeth Covay-Minor, Associate Professor, National Louis University; Soobin Kim, Research Scientist Education Analytics; I-Chien Chen, Research Associate, Michigan State University; Christel Beverly, Research Associate Michigan State University.

FELLOWSHIPS AND AWARDS

- 2019 Selected as Fellow of the Association for Psychological Science
- 2017 Elected to the Finnish Academy of Science and Letters
- 2017 University of Helsinki, Honorary Doctor of Philosophy
- 2017 Research Affiliate Center for Advanced Study of the Behavior Sciences, Stanford University
- 2016 Willard Waller Award for Career Achievement, American Sociology Association
- 2015 Elected to the National Academy of Education
- 2014 Selected as Fellow for the American Association for the Advancement of Science
- 2014 Past President, American Educational Research Association (AERA)
- 2013 President, American Educational Research Association (AERA)
- 2012 Best article, Israel Sociological Association
- 2012 Merit Alumni Award for the School of Education and Social policy, Northwestern University
- 2012 President Elect American Educational Research Association (AERA)
- 2011 University Distinguished Professor Award
- 2011 Elizabeth G. Cohen Distinguished Career in Applied Sociology of Education Award
- 2010 Elected member of the Inter-University Consortium for Political and Social Research Council
- 2009 Selected as a Fellow of the American Educational Research Association (AERA)
- 2008 Fulbright Scholar: New Century Scholars Program
- 2005 Elected member of the Sociological Research Association
- 2003 Selected as Fellow for the Bellagio Study and Conference Center, Rockefeller Foundation
- 1984 Lilly Fellow, Lilly Endowment Postdoctoral Teaching Awards Program
- 1982 American Jewish Academicians Award, American Jewish Committee in Cooperation with Hebrew University
- 1979 Robert J. Coughlin Award, Outstanding Dissertation; given for scholarly excellence in doctoral research, Northwestern University
- 1977 Special Graduate Research Dissertation Grant, Northwestern University Graduate School
- 1974 Spencer Foundation Research Fellowship, Northwestern University. Award made to Northwestern University in 1971 for young scholars working on problems related to education
- 1973 Graduate Fellowship, National Louis University

OTHER PROFESSIONAL ACTIVITIES

Michigan State University

University Distinguished Review Committee 2019; Review Committee of Tenure and Promotion, 2011-2012; Vice-President Research and Graduate Studies Search Committee, 2012; Review Panel Board Member, Intramural Research Grants Program (IRGP) Social Science and Education Panel, 2006, 2007; Mentor, McNair Scholars Program: Preparing Undergraduates for Graduate Study, 2006; Search Committee, College of Education, 2005-2010; Fact Proposal Selection Committee, 2006; University Honorary Degree Committee, 2010-2014 Economics of Education Steering Committee member 2009-2014; Chair of Education Policy Center Faculty Advisory Board, 2010-2015; Co-chair of the Search Committee for Joint Appointment in the College of Education and Department of Economics for a Professorship in Education and Economics, 2010-2012.

National and International Service

Scientific Advisory Board, Internet Interdisciplinary Institute, Universitat Oberta de Catalunya 2017-present
Chair, Section on Social, Economic & Political Sciences, American Association for the Advancement of Science, 2018-2021
Scientific Advisory Committee, Mindset Scholars Network, 2017-2020
Advisory Board, Regional Education Laboratory-Northeast and the Islands-TWG, 2017-present
Leap Innovations Research Advisory Board, 2017-present
Chair, American Educational Research Association Grants Board, 2017-present
Co-chair, Mindset Scholars Network, 2015-2017
World Education Research Association Council, 2014-2017
Committee of the National Academy of Education workshop to examine current and potential uses of NCES longitudinal surveys for the Education Research Community, 2013
Guest Editor, *the ANNALS of the American Academy of Political and Social Science*, November, 2011
Editor, *Sociology of Education*, 2005-2005
National Research Council (2005) Committee Member, *Advancing Scientific Research in Education*
National Research Council (2004) Committee Member, *Strengthening Peer Review in Federal Agencies that Support Education Research*
Editor, *Educational Evaluation and Policy Analysis*, 2000-2003

Editorial Boards:

Journal of Educational Effectiveness, 2008-present
Teachers College Record, 1996-present
American Educational Research Association Open, 2016-2019
American Journal of Education, 2004-2020
American Educational Research Journal, 1999-2003
Educational Evaluation and Policy Analysis, 1998-2003
Review of Educational Research, 1998-2003
Sociology of Education, 1996-1998

Elected member of the Inter-University Consortium for Political and Social Research (ICPSC) Council, 2010-2013

Vice President, Society for Research on Educational Effectiveness, 2010-2013

Governing Council and Co-Principal Investigator of the International Postdoctoral Program Pathways to Adulthood, 2009-2017

External Advisory Board Member, Learning Sciences Research Institute, 2009-2012

Governing Council Society for Research on Educational Effectiveness, 2008-2018

Regional Education Laboratory Technical Working Group, 2007

Advisory Member, National Center for the Analysis of Longitudinal Data in Education Research (CALDER) at the Urban Institute, 2007-2016

The National Academies Division of Behavioral and Social Sciences Committee on Common Metrics in the Social Sciences, Workshop on Advancing Social Science Theory: The Importance of Common Metrics, 2009-2010

Selection Committee, Alfred P. Sloan Foundation Post-Doctoral Awards on Working Families, 2008-2010

Advisory Member, Northwest Regional Educational Laboratory, 2007-2011

Chair Government Relations Committee, AERA, 2007-2009

Brown Center Advisory Committee, 2005-2009

National Research Council, FERPA Workshop Committee, 2007-2008

Reviewer, Israel Science Foundation, 2015

Reviewer for the Swiss National Science Research Council, 2008, 2015

Reviewer, Economic Research Council, United Kingdom, 2007, 2015

Reviewer, Mellon Foundation Pre-Doctoral Awards, 2007

External Dissertation Examiner, University of Cape Town, 2007

Advisory Member, Social Science Research Council, Transitions into Postsecondary Education, 2003-2007

Governing Board, AERA Grants Program, 1997-2007, 2014-present

Reviewer, Israel Science Foundation, 2006, 2008, 2010

Education Representative to the American Association for the Advancement of Science for the American Sociological Association, 2003-2006

Advisory Member, *Adolescent Health and Academic Achievement* Study at the University of Texas, 2001-2006

National Research Council, Evaluation for Center for Education, 2004-2005

National Academies Committee on Populations, Panel on Hispanics in the United States, 2003-2005

National Academy of Sciences, Center for Education, Committee on Research in Education, 2002-2004

Advisory Board, Frederick D. Patterson Research Institute, UNCF, 2003-2004

Member of the Committee on Creating an Advanced Placement Course in Sociology, American Sociological Association, 2001-2004

Advisory Member, Center for Research on Educational Opportunities at Notre Dame, Private School Study, 2003

Chair, Sociology of Education, American Sociological Association, 2002-2003

Spivack Advisory Panel, American Sociological Association, Spring 2001

Program Chair, American Sociological Association Section on Sociology and Education, 1996

Palmer O. Johnson Memorial Awards Committee, American Educational Research Association, 1984-1986

Membership in Professional Associations:

American Anthropological Association
American Association for the Advancement of Science
American Educational Research Association
American Sociological Association
Population Association of America
Society for Research on Adolescence
Society for Research on Child Development
Society for Research on Educational Effectiveness (founding and board member 2007-2017)

Served on Tenure and Promotion Committees in Sociology and Education for: Brigham Young University, University of Delaware, Arizona State University, Claremont University, Cornell University, Dartmouth College, Fordham University, Harvard University, Johns Hopkins University, Indiana University, Montana State University, New York University, Northern Illinois University, Pennsylvania State University, Princeton University, Rice University, Stanford University, State University of New York, Tel Aviv University, Temple University, University of California at Berkeley, University of California at Los Angeles, University of Georgia, University of Miami, University of Minnesota, University of North Carolina at Chapel Hill, University of Notre Dame, University of Pennsylvania, University of Texas, Austin, University of Virginia, University of Wisconsin, Vanderbilt University.

RESEARCH EXPERIENCE

CAP: Exploring the Value of a Digitized Intervention on Improving College Readiness and Interest in STEM for Urban and Rural Secondary Students (ReCAP). CAP is an intervention intended to promote a high school-wide college-going culture in which all students are provided resources that encourage postsecondary attendance with a special emphasis on STEM. (National Science Foundation, PI-award \$1,297,419: 2107-2019.)

PIRE: Crafting Optimal Learning in Science Environments. This project seeks to enhance engagement in secondary science classrooms by measuring the effect of a project-based intervention. Teachers will participate in developing a projects-based science unit with experts at Michigan State University. Partnering with schools in Finland, this research project will use smart phone technology to measure the emotional and intellectual engagement of students using newly developed project-based science units. (National Science Foundation, PI-award \$3,602,431: 2015-2021.)

An International Study of Student Engagement: An EaGER Grant. This research project is designed to better understand engagement including: what it is; how to measure it; what effect it has on science learning particularly in secondary school science classes; and how teachers can use this information to improve their instruction and student learning. (National Science Foundation, PI-award \$299,410: 2014-2016.)

Forming Better STEM Career Trajectories: Sustaining and Scaling-up CAP. Study aimed at testing whether the College Ambition Program (CAP) can be made sustainable with school personnel (science and mathematics teachers) in order to allow for scale-up and an objective third-party evaluation. CAP is an intervention intended to promote a high school-wide college-going culture in which all students are provided resources that encourage postsecondary attendance with a special emphasis on STEM. (National Science Foundation, PI-award \$1,732,086: 2013-2016.)

Title I Technical Assistance Grant, College Ambition Program (CAP). This collaboration with the Michigan Department of Education (MDE) is part of the State Board of Education's initiative to eliminate the achievement gap between African American males and the highest performing student group. (Michigan Association of Intermediate School Administrators (MAISA) and MDE, PI-award, \$444,768: 2013-2014, \$187,006: 2015-2016.)

Pathways to Biomedical Careers: Enhancing the High School Experience. Study aimed at extending and evaluating the College Ambition Program (CAP, www.collegeambition.org, a whole-school design that provides resources and support to low-income and minority students to attend college and pursue careers in science, technology, engineering, and mathematics, including biomedicine. (National Institutes of Health, PI-award \$414,970: 2012-2015.)

Improving Understandings of Student Engagement in STEM to Enhance Teacher Education and Classroom Instruction: An International Collaboration. Study designed to bring together quantitative social scientists, teacher educators, and postdoctoral fellows currently conducting cutting edge research on student engagement in STEM in the U.S. and Finland to advance both the measurement of student engagement, and the development of tools to help mathematics and science teachers identify, encourage, and sustain engagement in their classroom. (National Science Foundation, PI-award \$299,766: 2012-2015.)

Michigan Collaboration on Education Research. Evaluates the impact of the Michigan Merit Curriculum on high school graduation rates and postsecondary attendance. (Institute of Education Sciences, PI Brian Jacob and Co-PI subcontract award \$2,100,803: 2011-2016.)

Transforming Interests into STEM Careers. Tests an experimental model in two high schools that promotes a STEM college-going culture and encourages adolescents to pursue STEM majors in college. (National Science Foundation, PI-award \$1,198,391: 2009-2012.)

Advancing Research and Communication in STEM. An interdisciplinary academic research center to conduct research, offer technical assistance, and advance knowledge in educational research directed at improving learning and instruction in STEM from pre-k through post secondary. (National Science Foundation, PI-award \$4,998,437: 2008-2015.)

Data Research and Development Center. An interdisciplinary academic research center designed to bring together converging scientific evidence on what works in the areas of reading, mathematics, and science. (National Science Foundation, National Institute of Child Health and Human Development, and the Institute for Educational Sciences, PI-award \$7,339,592: 2002-2007 Website: <http://drdc.uchicago.edu/>.)

Center on Parents, Children, and Work. An interdisciplinary academic research center designed to examine how working families make investments in time and resources, how these choices are made, the effects these investments have on the quality of relationships in the household, and the resulting socialization of school-age children and adolescents. (Alfred P. Sloan Foundation, PI and Co-PI Linda Waite award \$2,788,388: 1997-2000; Renewal \$3,249,957: 2000-2003; Renewal \$2,994,200: 2003-2006 Website: <http://wf.educ.msu.edu/>.)

Midwestern Regional Educational Laboratory (MREL): Using Multiple Levels of Data to Address Educational Issues in the Region (Task 1.2: Fast Response Applied Research and Development Project). Study that links datasets and undertakes analyses to describe current educational trends to assist state, district, and local school agencies in making effective decisions. (Institute for Education Sciences subcontract to Learning Points Associates, PI-award \$1,068,898: 2005-2009.)

The Invisible Hand: Parent Accountability Pressures in Urban Schools. Doctoral dissertation research of Elizabeth McGhee Hassrick at the University of Chicago directed by Barbara Schneider. Study examines the construction and organizational impact of parent driven accountability pressures in the context of urban school settings. (National Science Foundation, award \$7,011: 2006-2007.)

Methods for the Study of Career Development (TEACH Research). An experimental study that brought high achieving minority Chicago Public high school students in contact with the Hospitalist Project, an ongoing clinical research project at the University of Chicago, where high school students interacted with undergraduate students, medical students, and faculty to gain practical experience in health-related research. This preliminary study resulted in a larger grant from the National Institute of Health. (Spencer Foundation, PI-award \$75,000: 2004-2006.)

Collaborative Research: Developing a National Model for a College-level Introductory Sociology Course. This project developed and evaluated a pilot college-level sociology course. (National Science Foundation. PI-award \$97,993: 2005- 2007.)

Center for Education Evaluation. Evaluation to assess how well CFE is fulfilling its mission and goals. (National Research Council, PI-award \$65,000: 2005.)

Study of Jewish Schools. A pilot study of Jewish day schools and after-school programs in Chicago (Spencer Foundation, PI-award \$34,958: 2000.)

Making the Transition: Work Experience after High School. Longitudinal study that examined employment and schooling experiences of young adults after completing high school. (Office of Research, U.S. Department of Education, PI-award \$440,208: 1997-2000.)

Secondary School Curricular Reform and Postsecondary Education Success. Examined the relationship between students' academic experiences in high school and their success in postsecondary education. (National Science Foundation, PI-award - \$281,344: 1997-1999; Supplementary Grant \$100,000: 1999-2000.)

Constructive Paths toward Future Well-Being. Study to identify positive and adaptive responses to stressful circumstances faced by adolescents both in- and out-of-school. (William T. Grant Foundation. PI Mihaly Csikszentmihalyi and Co-PI award \$195,331: 1996-1998.)

World of Our Parents, World of Our Children. This project produced a book, *The Ambitious Generation: America's Adolescents, Motivated but Directionless*. The data for this project were drawn from Robert Havighurst's intensive study in River City and the Alfred P. Sloan Foundation Study of Youth and Social Development. (Spencer Foundation. PI and Co-PI David Stevenson award \$10,000: 1996-1997.)

Study of Career Choice (now titled Alfred P. Sloan Study of Youth and Social Development [SSYSD]). This study was designed to learn why some students have clear ideas of their future careers, what information they use to formulate those ideas, and how they decide what education and skills they need to achieve their occupational aspirations. (Alfred P. Sloan Foundation, PIs Charles Bidwell, Mihaly Csikszentmihalyi, Larry Hedges, and Barbara Schneider- award - \$3,393,175: 1992-1997 Website: <http://www.icpsr.umich.edu>.)

Improving Mathematics and Science Learning: A School and Classroom Approach. Identified the mechanisms in the classroom and the school that are instrumental in fostering science and mathematics learning. (National Science Foundation. PI Charles Bidwell and Co-PI award \$1,221,194: 1993-1995.)

Adolescence through Adulthood: Education and Work Transitions in the United States and the Soviet Successor States. Provided an opportunity for researchers to examine two databases: Paths of a Generation from the Soviet Successor States, and High School and Beyond from the U.S. (Spencer Foundation. PI Charles Bidwell and Co-PI award \$185,700: 1994-1995.)

Evaluation of the Pepsi School Challenge Project. Examined the impact of a multi-million-dollar incentive program in two urban high schools. (Pepsi Foundation. PI James Coleman and Co-PI award \$87,532: 1995-1996.)

Analysis of National Education Longitudinal Studies Data. Three substantive research subprojects formed the core elements of this project. These subprojects were: Systemic Analysis of the School and Community, and Effects on Student Outcomes--Investigator: James Coleman; Social Organization, Teachers' Commitment, and Students' Engagement with Learning—Investigators: Charles Bidwell and Anthony Bryk; and Student Subcultures, Factors Affecting Them, and Their Consequences for Student Learning—Investigator: Barbara Schneider. A fourth subproject devised and implemented a database management system. (National Center for Education Statistics and the National Science Foundation. Co-PI award \$1,024,999. 1992-1994.)

Coordinated Case Studies: School Reform Chicago-Style. This study intensively examined 12 schools in Chicago to understand how system-wide change catalyzed by the Chicago School Reform Act affected the organizational processes in different schools. (Spencer Foundation. Principal Investigator: Anthony Bryk. Associate Project Director: Barbara Schneider award amount \$432,000: 1995-1999.)

National Education Longitudinal Study of 1988 (NELS: 88) First and Second Follow-Ups. NELS: 88 was a longitudinal national representative sample of eighth graders in the United States. (NELS: 88 was sponsored by the U.S. Department of Education, National Center for Education Statistics. Design, Instrumentation and Analysis Task Leader: Barbara Schneider. 1986-1993: Award totals: \$37.4 million.)

The Quality of the Doctorate in Schools of Education. Designed to define and assess indicators of quality in university education doctoral programs. The study assessed the variation in quality among research universities offering the PhD and EdD. (Ford Foundation, the Johnson Foundation, and the Deans Network' PI. (1980-1985.)

Newcomers: Blacks in Private Schools. Explored why black parents send their children to private schools and to understand the experiences of the students in those schools. (National Institute of Education. PI Diana T. Slaughter and Co-PI award: \$94,791: 1984-1986.)

University Internship Programs. Investigated the quality of university internship programs in different departments at Northwestern University. (Lilly Endowment, PI: 1983.)

Identifying Future Research and Training Programs of University-Based Secondary Education Departments. Examined the problems of secondary education faculty members in research universities. (Office of Education, U.S. Department of Health, Education, and Welfare. PI: 1982).

America's Small Schools. This study focused on reviewing the literature on school size. (National Institute of Education, PI-award \$5,000.00: 1980).

PUBLICATIONS

Books

Krajcik, J. and Schneider, B. (Eds.) (In press). *Science education through multiple literacies: Project-based learning in elementary school.* Harvard Education Press.

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, K. (2020) *Learning Science: The Value of crafting engagement in science environments.* New Haven: Yale University Press. Also published in Chinese by, Educational Science Publishing House Limited, 2021.

Schneider, B. (Eds.). (July 2018) *Handbook of the sociology of education in the 21st century.* New York: Springer.

Eryaman, Y., & Schneider, B. (Eds.). (2017). *Evidence and public good in educational policy, research and practice.* New York, NY: Springer.

Christensen, K., & Schneider, B. (Eds.). (2010). *Workplace flexibility: Realigning 20th century jobs for a 21st century workforce.* Ithaca, NY: Cornell University Press.

Sykes, G., Schneider, B., & Plank, D. N. (Eds.). (2009). *The AERA handbook of education policy research*. New York: Routledge.

Schneider, B., Carnoy, M., Kilpatrick, J., Schmidt, W., & Shavelson, R. (2007). *Estimating causal effects using experimental and observational designs*. Washington, DC: American Educational Research Association.

Schneider, B., & McDonald, S. (Eds.). (2007). *Scale-up in education: Vol. 1. Ideas in principle. and Vol. 2. Issues in practice*. Lanham, MD: Rowman & Littlefield.

Schneider, B., & Waite, L. (Eds.). (2005). *Being together, working apart: Dual-career families and the work-life balance*. Cambridge, UK: Cambridge University Press.

Hedges, L. V., & Schneider, B. (Eds.). (2005). *The social organization of schooling*. New York: Russell Sage Foundation.

Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.

Csikszentmihalyi, M., & Schneider, B. (2000). *Becoming adult: How teenagers prepare for the world of work*. New York: Basic Books.

Schneider, B., & Stevenson, D. (1999). *The ambitious generation: America's teenagers, motivated but directionless*. New Haven, CT: Yale University Press. Awards: Selected as an outstanding book by University Press Books for Public and Secondary School Libraries.

Borman, K., & Schneider, B. (Eds.). (1998). *Adolescent years: Social influences and educational challenges. The 97th Yearbook of the National Society for the Study of Education, Part I*. Chicago: University of Chicago Press.

Coleman, J., Schneider, B., Plank, S., Schiller, K., Shouse, R., Wang, H., & Lee, S. –A. (Eds.). (1997). *Redesigning American education*. Boulder, CO: Westview Press.

Cookson, P., & Schneider, B. (Eds.). (1995). *Transforming schools*. New York: Garland Press.

Schneider, B., & Coleman, J. (Eds.). (1993). *Parents, their children, and schools*. Boulder, CO: Westview Press.

Monographs

Schneider, B. (2008, December). *College choice and adolescent development: Psychological and social implications of early admission*. Arlington, VA: National Association for College Admission Counseling.

Schneider, B. (2007). *Forming a college-going community in U.S. public high schools*. Seattle, WA: Bill & Melinda Gates Foundation.

Schneider, B., Atteberry, A., & Owens, A. (2005, June). *Family matters: Family structure and child outcomes*. Birmingham: Alabama Policy Institute.
Schneider, B. *America's small schools*. (1980). Washington, DC: National Institute of Education.

Book Chapters

Tipton, E., Yeager, D., Iachan, R., and Schneider, B. (2019). Designing Probability Samples to Study Treatment Heterogeneity. In Lavrakas, P., Traugott, M., Kennedy, C., Holbrook, A., DeLeeuw, E., and West, B. (Eds). *Experimental methods in survey research: Techniques that combine random sampling with random assignment* New York, NY: Wiley.

Schneider, B., Young, L (2019). Advancing workforce readiness among low-income and minority high school students. In Oswald, F. L., Behrend, T. S., & Foster, L. L. (Eds.). *Workforce readiness and the future of work*. New York, NY: Taylor & Francis.

Schneider, B., Klager, C., & Young, L. (2018). A continuing controversy: Investing in early childhood and adolescent interventions. In K. Shigemasu, S. Kuwano, T. Sato, & T. Matsuzawa (Eds.), *Diversity in harmony: Proceedings of the 31st International Congress of Psychology* (pp. 396-414). New York, NY: Wiley.

McDonald, S., Schneider, B. (2017). Guiding principles for evaluating evidence in education research. In Eryaman, Y., & Schneider, B. (Eds.), *Evidence and public good in educational policy, research and practice*. (pp.175-198). New York, NY: Springer.

Moeller, J., Spicer, J., Salmela-Aro, K., Schneider, B., (2017). Advances in the research on situation-specific and contextual aspects of student engagement. In I. Schoon & R. K. Silbereisen (Eds.), *Pathways to adulthood, educational opportunities, motivation and attainment in times of social change* (pp. 119-136). London: UCL IOE Press.

Lavonen, J., Linnansaari, J., Juuti, K., Salmela-Aro, K., Krajcik, J., & Schneider, B. (2017). The influence of an international professional development project for the design of engaging secondary science teaching in Finland. In M. K. Mhlolo, S. N. Matoti & B. Fredericks (Eds.). *Book of Long Papers: 25th Annual Meeting of the Southern African Association of Researchers in Mathematics Science & Technology Education (SAARMSTE)* (pp.206-220). Johannesburg: SAARMSTE ISBN 978-0-9922269-4-7.

Spicer, J., Schneider, B., Salmela-Aro, K., Moeller, J. (2017). The conceptualization and measurement of student engagement in science: A cross-cultural examination from Finland and the United States. In L.D. Hill, F. J. Levine (Eds.). *Global perspectives on education research*. (pp. 228-248). New York, NY: Routledge Taylor & Francis Group.

Jones, N., & Schneider, B. (2017). The influence of aspirations on educational and occupational outcomes. In A. Furlong (2nd ed.), *International handbook of youth and young adulthood*. Oxford, UK: Routledge.

Schneider, B. (2016). Beginning a Journey, Choosing a Path. Sadovnik, A.R. (Ed.) *Leaders in the Sociological Study of Education*. Rotterdam, Netherlands: Sense Publishers. Part of the Leaders in Educational Studies Series.

Settersten, R. A., Jr., Ottusch, T. M., & Schneider, B. (2015). Becoming adult: Meanings of markers to adulthood. In R. A. Scott & S. M. Kosslyn (Eds.), *Emerging trends in the social and behavioral sciences*. Hoboken, NJ: Wiley.

Schneider, B., Saw, G., & Broda, M. (2015). Work and work migration within and across countries in emerging and young adulthood. In L. A. Jensen (Ed.), *The Oxford handbook of human development and culture: An interdisciplinary perspective*. New York, NY: Oxford University Press.

Judy, J., Mazuca Ebmeyer, C., & Schneider, B. (2015). Solving the college admissions mismatch process: Importance of high school norms and values. In V. Stead (Ed.), *International perspectives on higher education admission policy: A reader*. New York, NY: Peter Lang Publishers.

Kochanek, J. R., & Schneider, B. (2014). Trust in schools: Leadership for organizational change. *Trust in educational research*. Germany: Barbara Budrich Publishers.

Perez-Felkner, L., McDonald, S. and Schneider, B. (2014). What happens to high-achieving females after high school? Gender and persistence on the postsecondary STEM pipeline. In I. Schoon & J. Eccles (Eds.), *Gender differences in aspirations and attainment*. Cambridge, UK: Cambridge University Press.

Schneider, B., Judy, J., & Burkander, K. (2014). Schools. In J. McLeod, E. Lawler, and M. Schwalbe (Eds.), *Handbook of the social psychology of inequality*. New York: Springer.

Schneider, B., Judy, J., Mazuca, C., & Broda, M. (2014). Trust in elementary and secondary urban schools: A pathway for student success and college ambition. In D. Van Maele, P. Forsyth, & M. Van Houtte (Eds.), *Trust and school life*. New York: Springer.

Schneider, B., Broda, M., Judy, J., & Burkander, K. (2014), Pathways to college and STEM careers: Enhancing the high school experience. In B. Schneider & J. Judy (Eds.), *New directions for youth development: Innovations in improving access to higher education*. San Francisco, CA: Jossey-Bass.

Perez-Felkner, L., Hedberg, E.C., and Schneider, B. (2011). The changing landscape for educational opportunity: Enhancing the public option for black youth. In D. Slaughter-Defoe, H. Stevenson, E. Arrington, & D. Johnson (Eds.), *Black educational choice: Assessing the private and public alternatives to traditional K–12 public schools*. Santa Barbara, CA: Praeger Press.

Schneider, B., Grogan, E., & Maier, A. (2011). Improving teacher quality: A sociological presage. In M. Hallinan (Ed.), *Frontiers in sociology of education* (pp. 163-180). New York, NY: Springer.

Schneider, B. (2011). Foreword. In P. Forsyth, C. Adams, & W. Hoy (Eds.), *Collective trust: Why schools can't improve without it*. New York: Teachers College Press.

Offer, S., & Schneider, B. (2010). Multitasking among working families: A strategy for dealing with the time squeeze. In K. Christensen & B. Schneider (Eds.), *Workplace flexibility: Realigning 20th century jobs to 21st century workers* (pp. 43-56). Ithaca, NY: Cornell University Press.

Schneider, Barbara, Venessa Keesler, and Larissa Morlock. "The effects of family on children's learning and socialization." *The Nature of learning*. (2010).

Schneider, B. (2009). Challenges of transitioning into adulthood. In I. Schoon & R. K. Silbereisen (Eds.), *Transitions from school to work: Globalization, individualization, and patterns of diversity* (pp. 265-290). Cambridge, UK: Cambridge University Press.

Sykes, G., Schneider, B., & Ford, T. G. (2009). Introduction. In G. Sykes, B. Schneider, & D. N. Plank (Eds.), *The AERA handbook on educational policy research* (pp. 1-16). New York, NY: Routledge.

Jones, N. & Schneider, B. (2009). Rethinking the role of parenting: Promoting adolescent academic success and emotional well-being. In Nancy E. Hill and Ruth K. Chao (Eds.) *Families, schools, and the adolescent: Connecting research, policy, and practice*. New York: Teachers College Press.

Jones, N. D., & Schneider, B. L. (2009). Social stratification and educational opportunity. In G. Sykes, B. Schneider, & D. N. Plank (Eds.), *The AERA handbook on educational policy research* (pp. 889-900). New York, NY: Routledge.

Offer, S., & Schneider, B. (2008). The emotional dimension of family time and their implications for work-family balance. In K. Korabik, D. Lero, & D. Whitehead (Eds.), *Handbook of work-family integration: Research, theory, and best practices*. London: Elsevier.

Schneider, B. (2008). Assessing quality in educational journals. In P. B. Walters, A. Lareau, & S. Ranis (Eds.), *Education research on trial: Policy reform and the call for scientific rigor*. New York, NY: Routledge.

Maier, K. G., Ford, T. G., & Schneider, B. (2007). Are middle-class families advantaging their children? In L. Weis (Ed.), *The way class works: Readings on school, family, and the economy*. London: Routledge.

Schneider, B., Wyse, A. E., & Keesler, V. (2007). Is small really better? Testing some assumptions of school size. In T. Loveless and F. Hess (Eds.), *Brookings papers on education policy: 2006-2007* (pp. 15-47). Washington, DC: Brookings Institute.

Schneider, B., & McDonald, S. K. (2007). Scale-up in principle: An introduction. In B. Schneider & S. K. McDonald (Eds.), *Scale-up in education: Vol. 1: Ideas in principle* (pp. 1-15). Lanham, MD: Rowman & Littlefield.

Schneider, B., & McDonald, S. K. (2007). Scale-up in practice: An introduction. In B. Schneider & S. K. McDonald (Eds.), *Scale-up in education: Vol. 2: Issues in practice* (pp. 1-12). Lanham, MD: Rowman & Littlefield.

Schneider, B., Martinez, S., & Owens, A. (2006). Barriers to educational opportunities for Hispanics in the United States. In M. Tienda & F. Mitchell (Eds.), *Hispanics and the future of America* (pp. 179-221). Washington, DC: The National Academies Press.

Schneider, B., Hoogstra, L., Sexton, H., & Chang, F. (2006). Public and private school differences: The relationship of adolescent religious involvement to psychological well-being and altruistic behavior. In M. T. Hallinan (Ed.), *School sector effects on educational outcomes* (pp. 73-100). Notre Dame, IN: University of Notre Dame Press.

Schneider, B. (2006). In the moment: The benefits of the Experience Sampling Method. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives and approaches* (pp. 469-488). Mahwah, NJ: Lawrence Erlbaum Associates.

Schneider, B., Kertcher, Z., & Offer, S. (2006). Global trends towards education and science: Tension and resistance. In J. Ozga, T. Seddon, & T. S. Popkewitz (Eds.), *Education research and policy: Steering the knowledge-based economy* (pp. 200-216). New York: London Taylor & Francis.

Schneider, B., & Waite, L. (2005). Timely and timeless: Working parents and their children. In S. M. Bianchi, L. M. Casper, & R. B. King (Eds.), *Work, family, health and well-being* (pp. 67-78). Mahwah, NJ: Lawrence Erlbaum Associates.

Schneider, B., Ainbinder, A., & Csikszentmihalyi, M. (2004). Stress and working parents. In J. T. Haworth & A. J. Veal (Eds.), *Work and leisure* (pp. 145-167). New York: Routledge Press.

Lee, Y. S., Schneider, B., & Waite, L. (2003). Children and housework: Some unanswered questions. In K. B. Rosier (Ed.), *Sociological studies of children and youth: Vol. 9* (pp. 105-125). Greenwich, CT: JAI Press.

Schneider, B. (2003). Strategies for success: High school and beyond. In D. Ravitch (ed.), *Brookings papers on education policy: 2003* (pp. 55-93). Washington, DC: Brookings Institution Press.

Schneider, B. (2003). Sociology of education: An overview of the field at the turn of the twenty-first century. In M. T. Hallinan, A. Gamoran, W. Kubitschek, & T. Loveless (Eds.), *Stability and change in American education: Structure, process, and outcomes* (pp. 193-226). Clinton Corners, NY: Eliot Werner Publications.

Schneider, B., & Stevenson, D. (2000). The ambitious generation: Imagining the future. In J. H. Ballantine & J. Z. Spade (Eds.), *Schools and society: A sociological approach to education* (pp.101-105). Belmont, CA: Wadsworth Publishing.

Schneider, B. (2000). Social systems and norms: A Coleman approach. In M. Hallinan (Ed.), *Handbook of educational sociology*. New York: Kluwer Academic/Plenum Publishers Corporation.

Schneider, B. (2000). Explaining the unrealized aspirations of racial and ethnic minorities. In G. Campbell, Jr., R. Denes, & C. Morrison (Eds.), *Access denied: Race, ethnicity, and the scientific enterprise* (pp. 174-186). London: Oxford University Press.

Bidwell, C., Schneider, B., & Borman, K. (1998). Working: Perceptions and experiences of American teenagers. In K. Borman & B. Schneider (Eds.), *The adolescent years: Social influences and educational challenges. The ninety-seventh yearbook of the National Society for the Study of Education: Part I* (pp. 160-182). Chicago: University of Chicago Press.

Stevenson, D. L., Kochanek, J., & Schneider, B. (1998). Making the transition from high school: Recent trends and policies. In K. Borman & B. Schneider (Eds.), *The adolescent years: Social influences and educational challenges. The ninety-seventh yearbook of the National Society for the Study of Education: Part I* (pp. 207-226). Chicago, IL: University of Chicago Press.

Kao, G., Tienda, M., & Schneider, B. (1996). Racial and ethnic variation in educational outcomes. In A. M. Pallas (Ed.), *Research in sociology of education and socialization: Vol. 11* (pp. 263-297). Greenwich, CT: JAI Press.

Schneider, B. (1996). School, parent, and community involvement: The federal government invests in social capital. In K. M. Borman, P. W. Cookson, A. R. Sadovnik, & J. Z. Spade (Eds.), *Implementing educational reform: Sociological perspectives on educational policy* (pp. 193-213). Norwood, NJ: Ablex Publishing Corporation.

Schneider, B., & Schmidt, J. (1996). Young women at work: A life-course perspective. In K. Borman & P. Dubeck (Eds.), *Women and work: A handbook* (pp. 17-21). New York: Garland Publishing.

Schneider, B., Csikszentmihalyi, M., & Knauth, S. (1995). Academic challenge, motivation, and self esteem: The daily experiences of students in high school. In M. Hallinan (Ed.), *Restructuring schools: Promising practices and policies* (pp.175-195). New York: Plenum Publishing Corporation.

Schneider, B. (1994). Thinking about an occupation: A new developmental and contextual perspective. In A. Pallas (Ed.), *Research in sociology of education and socialization: Vol. 10* (pp. 239-259). Greenwich, CT: JAI Press.

Schneider, B., & Hood, S. (1994). Pathways to organizational change: From deans network to holmes group. In K. Borman & N. Greenman (Eds.), *Changing American education: Recapturing the past or inventing the future?* (pp. 107-132). New York: State University of New York Press.

Schneider, B., Hieshima, J., Lee, S., & Plank, S. (1994). East-Asian academic success in the United States: Family, school, and community explanations. In P. Greenfield & R. Cocking (Eds.), *Cross-cultural roots of minority child development* (pp. 323-349). Hillsdale, NJ: Lawrence Erlbaum Associates.

Schneider, B. (1993). Improving the education of children at risk: A Catholic school approach. In A. Yogev & J. Dronkers (Eds.), *International perspectives on education and society: Education and social change: Vol. 3*. Greenwich, CT: JAI Press.

Plank, S., Schiller, K., Schneider, B., & Coleman, J. (1993). Effects of choice in education. In E. Russell & R. Rothstein (Eds.), *School choice: Examining the evidence* (pp. 111-134). Washington, DC: Economic Policy Institute, 1993.

Schneider, B. (1989). Schooling for minority children: An equity perspective. In W. Boyd & J. Cibulka (Eds.), *Private schools and public policy: International perspectives* (pp. 73-89). Philadelphia: Falmer Press.

Schneider, B. (1989). Private schools and Black families: An overview of family choice initiatives. In D. Slaughter & D. Johnson (Eds.), *Visible now: Blacks in private schools* (pp. 270-283). Westport, CT: Greenwood Press.

Schneider, B., & Slaughter, D. (1988). Educational choice for Blacks in urban private elementary schools. In T. James & H. Levin (Eds.), *Comparing public and private schools: Institutions and organizations: Vol. 1. Institutions and organizations* (pp. 294-310). Philadelphia, PA: Falmer Press.

Schneider, B. (1987). Tracing the provenance of teacher education. In T. Popkewitz (Ed.), *Critical studies in teacher education* (pp. 211-242). Philadelphia, PA: Falmer Press.

Schneider, B. (1984). Graduate programs in schools of education: Facing tomorrow, today. In M. Pelczar, Jr., & L. Solman (Eds.), *Keeping graduate programs responsive to national needs* (pp. 57-63). San Francisco: Jossey-Bass.

Articles

Maestrales, S., Dezendorf, R., Tang, X., Salmela-Aro, K., Bartz, K., Juuti, K., Lavenon, J., Krajcik, J., Schneider, B., (in press). US and Finnish high school science engagement during the COVID-19 pandemic. *International Journal of Psychology*.

Maestrales, S., Zhai, X., Baker, Q., Touitou, I., Krajcik, J., & Schneider, B. (In Press). Using machine learning to evaluate multidimensional assessments of chemistry and physics. *Journal of Science Education and Technology*.

Juuti, K., Lavonen, J., Salonen, V., Salmela-Aro, K., Schneider, B., Krajcik, J. (In press). A teacher-researcher partnership for professional learning: Co-designing project-based learning units to increase student engagement in science classes. *Journal of Science Teacher Education*. <https://doi.org/10.1080/1046560X.2021.1872207>.

Chen, I.C., Rocha-Beverly, C. & Schneider, B. (2021) Learning by playing Init2Winit: How alignment knowledge increases educational aspirations and college plans in high school. *Journal of Research on Technology in Education*. <https://doi.org/10.1080/15391523.2021.1877225>.

Chen, I.C., Rocha-Beverly, C. & Schneider, B. Alignment of educational aspirations and career plans in high school with mobile app. *Technology, Education and Information Technologies* (2020). <https://doi.org/10.1007/s10639-020-10296-z>.

Schneider, B., Bradford, L. (2020). What we are learning about fade-out of intervention effects: A Commentary. *Psychological Science in the Public Interest*. doi.org/10.1177/1529100620935793.

Zhai, X., Schneider, B., Krajcik, J. (2020). Motivating preservice physics teachers to low socioeconomic status schools. *Physical Review Physics Education Research*. doi.org/10.1103/PhysRevPhysEducRes.16.023102.

Inkinen, J., Klager, C., Juuti, K., Schneider, B., Salmela-Aro, K., Krajcik, J., & Lavonen, J. (2020). High school students' situational engagement associated with scientific practices in designed science learning situations. *Science Education*. doi: 10.1002/sce.21570.

Yeager, D. S., Hanselman, P., Walton, G. M., Crosnoe, R., Muller, C. L., Tipton, E., Schneider, B., Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*. DOI:org/10.1038/s41586-019-1466-y.

Kim, S., Klager, C., and Schneider, B. (2019). The Effects of Alignment of Educational Expectations and Occupational Aspirations on Labor Market Outcomes: Evidence from NLSY79. *The Journal of Higher Education*. DOI: 10.1080/00221546.2019.1615333.

Kim, S., Wallsworth, G., Xu, R., Schneider, B., Frank, K., Jacob, B., and Dynarski, S. (2019). The impact of the Michigan merit curriculum on high school math course-taking. *Educational Evaluation and Policy Analysis*. DOI: 10.3102/0162373719834067.

Inkinen, J., Klager, C., Schneider, B., Juuti, K., Krajcik, J., Lavonen, J. (2018). Science classroom activities and student situational engagement. *International Journal of Science Education*. DOI: 0.1080/09500693.2018.1549372.

Broda, M., Ekholm, E., Schneider, B., & Hutton, A. (2018). Teachers' social networks, college-going practices, and the diffusion of a school-based reform initiative. *SAGE Open*. DOI: 10.1177/12158244018817397.

- Minor, E., Saw, G., Frank, K.A., Schneider, B., and Torphy, K. (2018). External contextual factors and teacher turnover: The case of Michigan high schools. *Teachers' College Record*.
- Broda, M., Yun, J., Schneider, B., Yeager, D.S., Walton, G.M. & Diemer, M. (2018). Reducing inequality in academic success for incoming college students: A randomized trial of growth mindset and belonging interventions. *Journal of Research on Educational Effectiveness*. DOI: 10.1080/19345747.2018.1429037.
- Saw, G. K., Schneider, B. L., Frank, K. A., Chen, I. C., Keesler, V., & Martineau, J. (2017). The impact of being labeled as a persistently lowest achieving school: Regression discontinuity evidence on school labeling. *American Journal of Education*. DOI:10.1086/692665.
- Schneider, B., Kim, S.B., & Klager, C. (2017). Co-development of education aspirations and postsecondary enrollment especially among low-income and minority students. *Research in Human Development*, 14(2), 143-160. DOI: 10.1080/15427609.2017.1305811.
- Milesi, C., Perez-Felkner, L., Brown, K., & Schneider, B.(2017). Engagement, persistence, and gender in computer science: Results of a smartphone ESM study. *Frontiers in Psychology*. Section Organizational Psychology. DOI: 10.3389/fpsyg.2017.00602.
- Milesi, C., Perez-Felkner, L., Brown, K., & Schneider, B. (2017). Gender differences in motivational and cognitive abilities: The role of engagement in transitioning to STEM careers. *Frontiers in Psychology*. DOI: 10.3389/fpsyg.2017.00602.
- Jacob, B., Dynarski, S., Frank, K., & Schneider, S., (2017) Are expectations alone enough? Estimating the effect of a mandatory college-prep curriculum in Michigan. *Educational Evaluation and Policy Analysis*. Advance online publication. DOI: 10.3102/0162373716685823.
- Schneider, B. (2016) Retracing the steps to reducing education inequality. *Sociology of Education* 89 (3) 1-2. DOI: 10.1177/0038040716652669.
- Goodwin, R., Li, W., Broda, M., Johnson, H., Schneider, B. (2016). Improving college enrollment of at-risk students at the school level. *Journal of Education for Students Placed at Risk. (JESPAR)*, 21(3), 143-156.
- Schneider, B. L., & Saw, G. K. (2016). Racial and ethnic gaps in postsecondary aspirations and enrollment. *Russell Sage Foundation Journal of the Social Sciences*, 2(5), 58-82.
- Salmela-Aro, K., Moeller, J., Schneider, B.; Spicer, J., & Lavonen, J. (2016). Integrating the light and dark sides of student engagement with person-oriented and situation-specific approaches. *Learning and Instruction*. EARLI doi: 10.1016/j.learninstruc.2016.01.001.
- Schneider, B.L., (2016) Conserving a legacy: Presidential leaders in educational research. *Educational Researcher*. March 2016 45: 173-179.

Schneider, B. L., Saw, G. K., & Broda, M. K. (2016). A future for the national education longitudinal program. *AERA Open*. *AERA Open*, 2(2), DOI: 10.1177/2332858416634686.

Schneider, B., Klager, C., Chen, I. C., Burns, J. (2016). Transitioning into adulthood: Striking a balance between support and independence. *Policy Insights from Behavioral and Brain Sciences*. January 13: 2372732215624932.

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, K., Broda, M., Spicer, J., Bruner, J., Moeller, J., Linnansaari, J., Juuti, K., & Viljaranta, J. (2016). Investigating optimal learning moments in U.S. and Finnish Science Classes. *Journal of Research in Science Teaching*, 53(3), 400-421.

Moeller, J., Dietrich, J., Eccles, J. Passionate experiences in adolescence: Situational variability and long-term stability. *Journal of Research on Adolescence*. DOI. Org/10.1111/jora.12297.

Schneider, B. (2015). 2014 AERA Presidential address, The college ambition program: A realistic transition strategy for traditionally disadvantaged students. *Educational Researcher* 44 (7), 394-403.

Schneider, B., Milesi, C., Perez-Felkner, L., Brown, K., Gutin, I. (2015). Does the gender gap in STEM majors vary by field and institutional selectivity? *Teachers College Record*. www.tcrecord.org. July 16: ID Number: 18026.

Saw, G. K., & Schneider, B. L. (2015). Challenges and opportunities for estimating effects with large-scale education data sets. *Contemporary Educational Research Quarterly*, 23(4), 93-119.

Linnansaari, J., Viljaranta, J., Lavonen, J., Schneider, B., & Salmela-Aro, K. (2015). Finnish students' engagement in science lessons. *NorDiNa* 11(2), 192-206.

Moeller, J., Salmela-Aro, K., Lavonen, J., Schneider, B. (2015). Does anxiety in math and science classrooms impair math and science motivation? Gender differences beyond the mean level. *International Journal of Gender, Science, and Technology*, 7(2,) 229-254.

Milesi, C., Brown, K. L., Hawkley, L., Dropkin, E., & Schneider, B. (2014). Charting the impact of federal spending for education research: A bibliometric approach. *Educational Researcher*, 43(7), 361-370.

Schneider, B., Wallsworth, G., & Gutin, I. (2014). Family experiences of competition and adolescent performance. *Journal of Marriage and Family*, 6(3), 665-676. DOI: 10.1111/jomf.12110.

Saw, G. K., & Schneider, B. (2012). Tracing entrepreneurship orientation in adolescence to business ownership. *International Journal of Developmental Science*, 6(3-4), 151-165.

Crosnoe, R., Benner, A. D., & Schneider, B. (2012). Drinking, socioemotional functioning, and academic progress in secondary school. *Journal of health and social behavior*, 53(2), 150-164.

Perez-Felkner, L., McDonald, S.-K., Schneider, B., & Grogan, E. (2012, March 5). Female and male adolescents' subjective orientations to mathematics and the influence of those orientations on postsecondary majors. *Developmental Psychology*. Advance online publication. doi: 10.1037/a0027020.

Liu, H. Wang, Q., Keesler, V., & Schneider, B. (2011). Nonstandard work schedules, work-family conflict and parental well-being: A comparison of married and cohabiting unions. *Social Science Research*, 40, 473-484.

Lynn, F. B., Zhang, Z., & Schneider, B. (2011). The changing relationship between fertility and educational expectations: Adolescents in the 1970s versus the 1980s. *Journal of Family Issues*, 34(9), 1147-1174.

Offer, S. & Schneider, B. (December 2011). Revisiting the gender gap in time-use patterns: Multitasking and well-being among mothers and fathers in dual earner families. *American Sociological Review*, 76(6), 809-833.

Christensen, K., Schneider, B., & Butler, D. (2011). Families with school age children. *The Future of Children*, 21, 69-90.

Schneider, B. (2011). The human face of workplace flexibility. *The ANNALS of the American Academy of Political and Social Science*, 638, 103-122.

Arora, V., Schneider, B., Thal, R., & Meltzer, D. (2011). Design of an intervention to promote entry of minority youth into clinical research careers by aligning ambition: The TEACH (Training Early Achievers for Careers in Health) research program. *Journal of Social Issues*, 67, 580-598.

Schneider, B. L., Ford, T., & Perez-Felkner, L. (2010). Social Networks and the Education of Children and Youth. In P. Peterson, E. Baker & B. McGaw (Eds.), *International Encyclopedia of Education* (pp. 705-711). Oxford: Elsevier.

Crosnoe, R., & Schneider, B. (2010). Social capital, information, and socioeconomic disparities in math coursework. *American Journal of Education*, 117, 109-137.

Schneider, B. (2009). Inspiring youth to careers in science and medicine: Lessons from the Sloan study of youth and social development. *Journal of Public Health Management and Practice*, 15, S102-S106.

Schneider, B. (2009). Method differences in measuring working families' time. *Social Indicators Research*, 93, 105-110.

McGhee Hassrick, E., & Schneider, B. (2009). Parent social networks: Securing a school advantage for their children. *American Journal of Education*, 115, 195-225.

Keesler, V. A., Fermin, B. J., & Schneider, B. L. (2008). A model for an advanced introductory level sociology course. *Teaching Sociology*, 36, 345-358.

Wyse, A. E., Keesler, V. A., & Schneider, B. (2008). Assessing the effects of small school size on mathematics achievement: A propensity score-matching approach. *Teachers College Record*, 110, 1879-1900.

Broege, N., Owens, A., Graesch, A. P., Arnold, J. E., & Schneider, B. (2007). Calibrating measures of family activities between large- and small-scale data sets. *Sociological Methodology*, 37(1), 119-149.

Schneider, B., & Keesler, V.A. (2007). School Reform 2007: Transforming education into a scientific enterprise. *Annual Review of Sociology*, 33, 197-217.

Offer, S., & Schneider, B. (2007). Children's role in generating social capital. *Social Forces*, 85, 1125-1142.

Schneider, B., Schalliol, D., Makela, S., & McDonald, S. K. (2006). Knowledge production and the public interest. *American Sociologist*, 37(2), 96-112.

McDonald, S. K., Keesler, V. A., Kaufman, N. J., & Schneider, B. (2006). Scaling-up exemplary interventions. *Educational Researcher*, 35(3), 15-24.

Mulligan, C., Schneider, B., & Wolfe, R. (2005). Non-response and population representation in studies of adolescent time use. *Electronic International Journal of Time Use Research*, 2(1), 33-53.

Kim, D. H., & Schneider, B. (2005). Social capital in action: Alignment of parental support in adolescents' transition to postsecondary education. *Social Forces*, 84, 1181-1206.

Schneider, B. (2004). Building a scientific community: The need for replication. *Teachers College Record*, 106, 1471-1483.

Kurina, L. M., Schneider, B., & Waite, L. J. (2004). Stress, symptoms of depression and anxiety, and cortisol patterns in working parents. *Stress and Health*, 20(2), 53-63.

Schneider, B., Rice, H., & Hoogstra, L. (2004). The importance of religion in adolescents' lives. *Catholic Education*, 7, 366-389.

Guest, A., & Schneider, B. (2003). Adolescents' extracurricular participation in context: The mediating effects of schools, communities, and identity. *Sociology of Education*, 76, 89-109. [Reprinted in Ballantine, J. H. & Spade, J. Z. (2007). *Schools and Society: A Sociological Approach to Education* (3rd ed.). Thousand Oaks, CA: Pine Forge Press.]

- Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly, 18*, 158-176.
- Schneider, B. (2001). Educational stratification and the life course. *Sociological Focus, 34*(4), 563-566.
- Hoogstra, L., Schneider, B., & Chang, F. (2001). Young adult occupational identity and well-being: Influences of postsecondary education and work. *Sociological Focus, 34*(4), 337-356.
- Csikszentmihalyi, M., & Schneider, B. (2001). Conditions for optimal development in adolescence: An experiential approach. *Applied Developmental Science, 5*(3), 122-124.
- Moneta, G. B., Schneider, B., & Csikszentmihalyi, M. (2001). A longitudinal study of the self-concept and experiential components of self worth and affect across adolescence. *Applied Developmental Science, 5*(3), 125-142.
- Swanson, C., & Schneider, B. (1999). Students on the move: Residential and educational mobility in American schools. *Sociology of Education, 72*, 54-67.
- Schoenhals, M., Tienda, M., & Schneider, B. (1998). The educational and personal consequences of adolescent employment. *Social Forces, 77*, 723-761.
- Schneider, B., Swanson, C. B., & Riegle-Crumb, C. (1997). Opportunities for learning: Course sequences and positional advantages. *Social Psychology of Education, 2*, 25-53.
- McPartland, J., & Schneider, B. (1996). Opportunities to learn and student diversity: Prospects and pitfalls of a common core curriculum. *Sociology of Education, 69* (Special issue), 66-81.
- Schneider, B., Schiller, K., & Coleman, J. (1996). Public school choice: Some evidence from the National Education Longitudinal Study of 1988. *Educational Evaluation and Policy Analysis, 18*, 19-29.
- Stevenson, D., Schiller, K., & Schneider, B. (1994). Sequences of opportunities for learning. *Sociology of Education, 67*, 184-198.
- Hieshima, J., & Schneider, B. (1994). Intergenerational effects on the cultural and cognitive socialization of third and fourth generation Japanese Americans. *Journal of Applied Developmental Psychology, 15*, 319-327.
- Schiller, K., Plank, S., & Schneider, B. (1993). Are they schools of choice? A response to Sosniak and Ethington. *Educational Evaluation and Policy Analysis, 15*, 99-104.
- Shouse, R., Schneider, B., & Plank, S. (1992). Teacher assessments of student effort: Effects of student characteristics and school type. *Educational Policy, 6*, 266-288.

Schneider, B., & Shouse, R. (1992). Children of color: Eighth graders in independent schools. An analysis of the eighth-grade cohort from the National Education Longitudinal Study of 1988. *Journal of Negro Education, 61*, 223-234.

Schneider, B., & Lee, Y. (1990). A model for academic success: The school and home environment of East Asian Students. *Anthropology and Education Quarterly, 21*, 358-377.

Schneider, B. (1989). El capital y la capacidad academicos de los centros universitarios de formacion del profesorado [The capital and the ability of academic universities of training teachers]. *Revista De Educacion, 290*, 215-278.

Schneider, B. (1985). Further evidence of school effects. *Journal of Educational Research, 78*, 351-356.

Slaughter, D., & Schneider, B. (1985). Parental goals and Black student achievement in urban private elementary schools: A synopsis of preliminary research findings. *Journal of Intergroup Relations, 13*(1), 24-33.

Schneider, B., & Raths, J. (1983). Teacher educators: Do they have a place in research-oriented universities? *High School Journal, 66*(2), 70-82.

Encyclopedic Entries

Young, L., Spicer, J. Schneider, B. Education Policy in the U.S. Oxford Bibliographies in Education, May 2018 DOI: 10:1093/OBO/97801999756384-0098.

Moeller, J., Eccles, J. S., Salmela-Aro, K., Dietrich, J., Schneider, B., & Grassinger, R. (2015). Passion and Motivation. In J. D. Wright (Ed.), *The International Encyclopedia of the Social and Behavioral Sciences, 2nd Edition*, Vol 17. Elsevier. Pp. 570-576.

Schneider, B., & Cook, W. G. (in press). Psychology of vocational interests, values, and preferences. In J. D. Wright (Ed.), *The International Encyclopedia of Social and Behavioral Sciences, 2nd Edition*. Elsevier Science.

Judy, J., & Schneider, B. Educational Policy in the United States. *Oxford Bibliographies in "Education"*. New York: Oxford Press, 9/30/2013. <http://www.oxfordbibliographies.com>.

Schneider, B., Keesler, V., & Morlock, L. (2010) The effects of family on children's learning and socialization. *The nature of learning: Using research to inspire*. Paris, France: OECD.

Schneider, B., & McDonald, S –K. (2010). Methods for approximating random assignment. In: P. Peterson, E. Baker, B. McGaw (Eds.), *International Encyclopedia of Education*, Vol. 3 (pp. 97-103). Oxford, UK: Elsevier.

Schneider, B., Ford, T. G., & Perez-Felkner, L. (2010). Social networks and the education of children and youth. In E. Baker, P. Peterson, & B. McGaw (Eds.), *The International Encyclopedia of Education*, Vol. 6 (pp. 705-711). London: Elsevier.

Schneider, B., & Santana, R. (2007). Social capital and education. In G. Ritzer (Ed.), *Blackwell Encyclopedia of Sociology*. Oxford: Blackwell Publishing.

Schneider, B. (2002). Education, primary and secondary schools, and gender. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social and Behavioral Sciences: Vol. 6* (pp. 4239-4243). Oxford: Elsevier Science.

Schneider, B. (2001). College. In R. M. Lerner & J. V. Lerner (Eds.), *Adolescence in America: An encyclopedia* (pp. 134-139). Denver, CO: ABC-Clío.

Schneider, B. (2001). The ubiquitous emerging conception of social capital. In D. Levinson, P. Cookson, & A. Sadovnik (Eds.), *Education and sociology: An encyclopedia: Vol. 1*. New York: Garland Publishing.

Book Reviews

Schneider, B. (In press). [Review of the book, *Equity in science; Representation, culture, and the dynamics of change in graduate education*]. *Social Forces*.

Schneider, B. (2013). [Review of the book, *The rise of women: The growing gender gap in education and what it means for American schools*]. *Population and Development Review*. New York: Russell Sage Foundation.

Schneider, B. (2008). [Review of the book *Experience Sampling Method: Measuring the quality of everyday life*]. *European Psychologist*, 13, 152-153.

Schneider, B. (2008). [Review of the book *Reform as learning: School reform, organizational culture, and community politics in San Diego*]. *American Journal of Sociology*, 113, 1745-1747.

Schneider, B. (2004). Spare the rod [Review of the book *Judging School Discipline: The Crisis of Moral Authority*]. *Contexts* 3(3): 64-65.

Schneider, B. (2004). [Review of the book *Crossing the stage: Redesigning the senior year*]. *American Journal of Education*, 110, 289-292.

Schneider, B. (2004). [Review of the book *Working and growing up in America*]. *Work and Occupations*, 31, 142-143.

Schneider, B. (2001). [Review of the book *Children of the land: Adversity and success in rural America*]. *American Journal of Sociology*, 106, 1187-1188.

Schneider, B. (2000). [Review of the book *Youth crisis: Growing up in the high-risk society*]. *Contemporary Sociology*, 29, 525-526.

Schneider, B. (1999). [Review of the book *Protecting youth at work: Health, safety, and development of working children and adolescents in the United States*]. *Contemporary Sociology*, 28, 690-691.

Schneider, B. (1995). [Review of the book *Lessons of a generation: Education and work in the lives of the high school class of 1972*]. *American Journal of Education*, 104, 57-61.

Schneider, B. (1982). School learning, home forgetting? [Review of the book *Summer Learning and Effects of Schooling*]. *Contemporary Education Review*, 1, 71-73.

Schneider, B. (1980). [Review of the book *Determinants of educational outcomes: The impact of families, peers, teachers and schools*]. *Educational Researcher*, 9(10), 22-23.

Research Reports and Technical Papers

Krajcik, J., Schneider, B., Miller, E., Chen, I., Bradford, L., Bartz, K., Baker, Q., Palinscar, A., Peek-Brown, D., Codere, S., (in press). *Assessing the Effect of the Project-Based Learning on Science Learning in Elementary Schools*. Final Technical Report to Lucas Education Research.

Schneider, B (contributor). (2013, September). *Improving the Health, Safety, and Well-Being of Young Adults-Workshop Summary*. Institute of Medicine of the National Academies.

Schneider, B. & Hedges, L. (2013, May). *Evaluation plan for the Innovation Lab Network*. Final report to the Council of Chief State School Officers.

Schneider, B. & Judy, J. (2011, August). *Social and Cultural Context of English Language Learners*. Paper prepared for the Board on Children, Youth, and Families Institute of Medicine/National Research Council.

Schneider, B. (2007). *Forming a college-going community in U.S. public high schools*. Bill & Melinda Gates Foundation. Available at:
<http://www.gatesfoundation.org/nr/downloads/ed/researchevaluation/CollegeGoing.pdf>

Schneider, B. et al. (2005, October). *Evaluating the efficacy of the Center for Education at the National Academies. Final report to the Center for Education*. University of Chicago and NORC, Data Research and Development Center. Available at:
<http://www7.nationalacademies.org/cfe/CFE%20Evaluation%20Report.pdf>

Schneider, B. (2003). *Report on the cooperative research project of Chicago Area Jewish Schools*. Final report to the Spencer Foundation.

Schneider, B. (2003). *Support for common tools in educational research*. The National Research Council for Education, Committee on Research in Education.

Schneider, B. (2001, July). *Comparing youth from different generations: Scientific findings and the popular literature*. Paper prepared for the National Research Council, National Academy of Sciences, Committee on the Youth Population and Military Recruitment.

Schneider, B., Hoogstra L., Schmidt, J., & Shernoff, D. (2001). *Making the transition: Working experiences after high school*. Washington DC: U.S. Department of Education, Office of Educational Research and Improvement.

Mulligan, C. B., Schneider, B., & Wolfe, R. (2000, November). *Time use and population representation in the Sloan Study of Adolescents* (NBER Tech. Working Paper No. 265). Cambridge, MA: National Bureau of Economic Research.

Schneider, B., Chang, F., Hill, L., Petrin, R., Riegle-Crumb, C., & Swanson, C. (1999, December). *Transitioning from high school* (White Paper). Washington, DC: National Science Foundation.

Shapiro, D., Hoogstra, L., & Schneider, B. (1999). *Making the transition: Work experiences after high school* (Issue Brief No. 2). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Gortner, D., Hoogstra, L., & Schneider, B. (1999). *How teenagers define and approach work: Attitudes and implications* (Issue Brief No. 1). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Bidwell, C., Csikszentmihalyi, M., Hedges, L., & Schneider, B. (1999). *Final report to the Alfred P. Sloan Foundation for the Sloan Study of Youth and Social Development: Vols. 1-2*.

Bidwell, C., Csikszentmihalyi, M., Hedges, L., & Schneider, B. (1992). *Studying career choice: A pilot study: Vols. 1-3*. Report to the Alfred P. Sloan Foundation.

Ingels, S., Schneider, B., Hafner, A., & Stevenson, D. (1990). *A profile of the American eighth grader: Student descriptive summary*. Washington, DC: U.S. Department of Education.

Slaughter D., & Schneider, B. (1986). *Newcomers: Blacks in private schools. Final report: Vols. 1-2*. Washington, DC: National Institute of Education.

Schneider, B. (1985). *Quality of the Doctorate in schools of education*. Final Report to the Ford Foundation.

Schneider, B. (1984). *Undergraduate field-based programs in professional schools*. Final Report. Indianapolis, IN: Lilly Endowment, Inc.

Koff, R., Florio, D., & Schneider, B. (1977). *Model state legislation: Continuing professional education for school personnel*. Washington, DC: National Institute of Education.

Other Publications

Touitou, I., Barry, S., Bielik, T., Schneider, B., & Krajcik, J. (2018). The Activity Summary Board: Adding a visual reminder to enhance a project-based-learning unit. *Science Teacher*, March 2018 30-35.

Schneider, B., & Judy, J. (Eds.). (2014). *New directions for youth development: Innovations in improving access to higher education*. San Francisco, CA: Jossey-Bass.

Schneider, B., & Settersten, R. (2013, July 16). Now What? *Insider Higher Education*. Retrieved from <http://www.insidehighered.com/views/2013/07/16/colleges-obligations-helping-their-students-after-graduation-essay>.

Schneider, B. (2012). Adolescent ambitions and conceptions of adult work. *Educational Reflective Practices*, 2, 35-57.

Schneider, B., Judy, J., & Mazuca, C. (2012). *Boosting STEM interest in high school*. Phi Delta Kappan September 2012 94 (1): 62-65.

Schneider, B., & Owens, A. (2005). Self-regulation and the transition to adulthood. *Academic Exchange Quarterly*, 9(4), 62-66.

Schneider, B. (2003). The *Evaluation Exchange* special report on scientifically based research. *The Evaluation Exchange*, 9(2), 11-12.

Bryk, A., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60(6), 40-44.

Csikszentmihalyi, M., Schneider, B., Shernoff, D., & Hoogstra, L. (2001). Preparing for the world of work. *The NAMTA Journal*, 26(1), 123-138.

Schneider, B., Waite, L., & Dempsey, N. P. (2000). Teenagers in dual-career families. *National Council on Family Relations Report*, 45, 4.

Schneider, B., & Stevenson, D. (1999). The ambitious generation. *Educational Leadership*, 57(4), 22-25.

Schneider B. (1999, July 16). Verbatim [Interview]. *The Chronicle of Higher Education*, 45(45), A21.

Schneider B., & Stevenson, D. (1999, June 14). Point of view: The ambition paradox. *Community College Week*, 11(23), 4.

Schneider, B., & Stevenson, D. (1999, April 14). Commentary: The ambitious generation. *Education Week*, 18(31), 41, 60.

Schneider, B. (1997, May). *The rising tide of female ambitions*. AAUW Massachusetts Spring Convention: Gender equity in careers and classrooms, New Bedford, MA.

Schneider, B. (1996). School Choice. *Issues in Science and Technology*, 13(1), 15-16.

Schneider, B. (1995, September-October). ASA President Maureen Hallinan: She's in a class by herself. *Footnotes*, p. 1, 10.

Schneider, B., Brown, L., Denny, T., Mathis, B., & Schmidt, W. (1984). The deans' perspective on the status of doctoral programs in schools of education. *Phi Delta Kappan*, 65(9), 617-620.

CONGRESSIONAL BRIEFINGS

Schneider, B. (2006, September 29). Congressional Briefing sponsored by Senator Dodd (D-CT) on Workplace Flexibility and Women in the Workplace.

Schneider, B. (2006, May 1). *Meeting the needs of today's families: The role of workplace flexibility*. Invited Presentation sponsored by Senator Lamar Alexander (R-TN) and Senator Hillary Rodham Clinton (D-NY). Organized by Workplace Flexibility 2010 and New America Foundation, Dirksen Senate, Washington, DC.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS

American Educational Research Association

Engaging Students in Optimal Learning Environments. (2019) Toronto Canada; *Teachers' Social Networks, College-Going Practices, and the Diffusion of a School-Based Reform Initiative*. (2019) Toronto, Canada; *Designing Engaging Science Education Modules for Finnish Secondary School Classrooms Through an International Professional Development Project*. (2019) Toronto Canada; *The Effects of Alignment of Educational and Occupational Expectations on Labor Market Outcomes*. (2019) Toronto, Canada; *Using Fidelity of Implementation to Advance Project-Based Learning Curricular Design, Professional Learning, and Assessment*. (2019) Toronto, Canada; *Exploring the Role of Social and Emotional Learning in Project-Based Learning Science Classrooms* (2019) Toronto, Canada; *Providing Opportunities with Technology to Support Traditionally Disadvantaged Students: Examining College Ambition Program*. (2019) Toronto, Canada; *Using Project-Based Science to Cultivate Imagination and Inquisitiveness in Science Learning Environments*. (2019) Toronto, Canada; *Does it help to have sisu? Situational grit and challenge in Finnish and American students*. (2018) New York, NY; *Enhancing imagination and problem-solving in science* (2018) New York, NY; *Learning enhancers and detractors and value aspect of motivation in Finnish and America classrooms* (2018) New York; *Institutional Contexts of Inequality: US and Canadian Perspectives*. (2017) San Antonio, TX; *Crossing the Great Divide: College Access for Low-Income and Under-represented Minorities* (2016); *Aligned ambitions: What's behind the college mismatch problem?* Presidential Address, Philadelphia, PA; 2014, San Francisco; 2012, Vancouver; 2011, New Orleans; 2010, Denver; 2009, San Diego; 2008, New York; 2007, Chicago; 2006, San Francisco; 2005, Montreal; 2004, San Diego; 2000, New Orleans; 1999, Montreal; 1996, New York; 1995, San Francisco; 1994, New Orleans; 1993, Atlanta; 1992, San Francisco; 1991, Chicago; 1990, Boston; 1986, San Francisco; 1985, Chicago; 1994, New Orleans; 1983, Montreal; 1982, New York; 1981, Los Angeles; 1980, Boston; 1977.

American Sociological Association

San Francisco; 2013, New York; 2011, Las Vegas; 2010, Boston; 2009, San Francisco; 2008, Boston; 2007, New York; 2006, Montreal; 2005, Philadelphia; 2004, San Francisco; 2003, Atlanta; 2002, Chicago; 2001, Anaheim; 2000, Washington, DC; 1999, Chicago; 1996, New York; 1995, Washington, DC; 1994, Los Angeles; 1993, Miami Beach; 1992, Pittsburgh; 1991, Cincinnati; 1986.

Society for Research on Adolescence

Austin; 2012, Vancouver; 2008, Chicago; 1996, Boston; 1994.

Society for Research on Child Development

Tampa; 1995, Indianapolis; 1991.

Society for Research on Educational Effectiveness

Klager, C. & Schneider, B. (2018, Mar. 1). *Strategies for Evaluating Curricular Interventions Using the Experience Sampling Method*. Society for Research on Educational Effectiveness, Washington, DC.

World Education Research Association

Schneider, B., Salmela-Aro, K., Lavonen, J., Krajcik, J. (2018, December 1) *Engaging Students in Optimal Learning Environments*, World Education Research Association, Hong Kong.

Klager, C. & Schneider, B. (2017, Dec. 1). *Enhancing imagination and problem-solving in science*. World Education Research Association, Hong Kong.

Upadyaya, K., Salmela-Aro, K., Klager, C., Schneider, B., Krajcik, J., Lavonen, J. (2017, Dec. 1). *Learning enhancers and detractors and value aspect of motivation: Finnish and American students' experiences in science and other academic classes*. World Education Research Association, Hong Kong.

Presentations at Other Professional Meetings

Klager, C., Young, L., & Schneider, B. (2018, Mar. 10). *Assessing collaboration and competition through project-based learning*. National Association for Research in Science Teaching, Atlanta, GA.

Klager, C., Marjanen, J., & Touitou, I. (2017, Aug. 21). *Imagination and problem-solving in a project-based learning intervention*. European Science Education Research Association, Dublin, Ireland.

Klager, C., Schneider, B., Krajcik, J., Lavonen, J., & Salmela-Aro, K. (2017, Apr. 25). *Creativity in a project-based physics and chemistry intervention*. National Association for Research in Science Teaching, San Antonio, TX.

Schneider, B (2016, July 26) *Transitioning into Adulthood: Striking a Balance Between Support and Independence*. International Congress of Psychology, Annual Meeting, Yokohama, Japan.

Schneider, B (2016, January) *Race, Class and Affirmative Action*. Presented at University of Tel Aviv.

Schneider, B. (2015, September) *Crafting optimal learning in science environments*. Presented at the 2015 European Science Education Research Association Bi-Annual Meeting, Helsinki, Finland.

- Schneider, B. (2015, September) Crafting optimal learning in science environments. Presented at the 2015 European Conference on Educational Research, Budapest, Hungary.
- Schneider, B. (2014, September). Seeking Work: The Plight of Finding Work for Young Adults. Presented at the 14th Biennial Conference of the European Association for Research on Adolescence, Izmir, Turkey.
- Schneider, B. (2014, July). Keys to Successful Partnerships: The Case of Michigan. Presented at the Workshop on Longitudinal Education Data Systems, New York, NY.
- Schneider, B. (2013, November). *Strengthening the Infrastructure of Education Research*. Presented at the World Education Research Association-World Focal Meeting in Conjunction with Consejo Mexicano de Investigación Educativa, Guanajuato, Mexico.
- Schneider, B. (2013, November). *Aligning ambitions: What's behind the college match problem?* Presented at the Midwest Sociology of Education Conference, University of Wisconsin, Madison, WI.
- Schneider, B. (2013, October). *What does it mean to be engaged and why does it matter?* Presented at the EAGER workshop, Helsinki, Finland.
- Schneider, B., Broda, M., & Judy, J. (2013, October). *Improving Postsecondary Outcomes for Low-Income and Minority Students*. Accepted submission for the 6th Conference on Emerging Adulthood, Chicago, IL.
- Vincent-Lancrin, S., & Schneider, B. (2013, August). *Common core standards: Effective model for student learning? An international perspective*. Presented at the 15th Biennial EARLI Conference for Research on Learning and Instruction, Munich, Germany.
- Schneider, B. (2013, August). *Pathways to Biomedical Careers: Enhancing the High School Experience*. Presented at the Annual Interventions Conference, San Diego, CA.
- Schneider, B. (2013, May). *Schooling and health: The challenges of today's adults*. Presented at the Workshop on Improving the Health, Safety, and Well-Being of Young Adults, Washington, D.C.
- Hastings, A., Burkander, K., & Schneider, B. (April 2013). *Perceptions of rurality and students' postsecondary aspirations*. Presented at the Culturally Relevant Educational Assessment Conference, Chicago, IL.
- Schneider, B., Judy, J., Khawand, C., & Burkander, K. (June 2012). *Improving postsecondary outcomes for low-income students: Scaling-up the College Ambition Program*. Paper presented at the first conference for The National Center on Scaling Up Effective Schools, Nashville, TN.
- Byun, S., Kim, D., Schneider, B. & Kim, K. (2008, May). *Dropouts in higher education: A comparative study between South Korea and the U.S.* Presented at the RC28 Spring Meeting, Social Stratification and Insiders/Outsiders: Cross-national Comparisons within and between Continents, Florence, Italy.
- Schneider, B. et al. (2006, February). *The TEACH (Training Early Achievers for Careers in Health) research program*. Presented at the American Association for the Advancement of Science annual meeting, St. Louis, MO.
- Schneider, B. (2005, October). *The misaligned ambitions of today's college student*. Invited presentation at the Wisconsin Center for the Advancement of Postsecondary Education, University of Wisconsin-Madison, Madison, WI.
- Schneider, B. (2003, January). *Trust in Schools*. Invited presentation at the Spencer Training Project, Duke University, Durham, NC.
- Schneider, B. (2002, April). *The changing mosaic: Designing successful experiences for the new*

- American college student*. Presented at the teleconference conducted by the National Resource Center for the First Year Experience & Students in Transition, University of South Carolina, Columbia, SC.
- Csikszentmihalyi, M., & Schneider, B. (2002). *Preparing to work*. Presented at the North American Montessori Teachers' Association, Cleveland, OH.
- Gamoran, A., & Schneider B. (2000). *Rethinking outcomes of religious schooling: The case of Jewish schools in Chicago*. Presented at the conference on Public and Private School Influences on Student Outcomes, University of Notre Dame, Notre Dame, IN.
- Schneider, B. (2000). *Childhood and adolescent development*. Presented at the Voices for Children Conference, sponsored by the Department of Child and Family Services, Chicago.
- Schneider, B., & Csikszentmihalyi, M. (2000). *When time flies by: The flow experience*. Presented at the American Management Association, Toronto, Ontario.
- Borman, K., & Schneider, B. (1994). *Entry to the labor force: Money Maximizers vs. Career Seekers vs. Independence Seekers*. Presented at the World Congress of Sociology, Bielefeld, Germany.
- Schneider, B., Plank, S., & Wang, H. (1993). *Output driven systems: A new approach to improving science and mathematics education*. Presented at the Conference on Science and Mathematics Education: Connecting Resources for Reform, Ohio State University, Columbus, Ohio.
- Schneider, B. (1990). *Children at risk in public and private elementary schools*. Presented at the meeting of the International Sociological Association, Madrid, Spain, 1990.
- Schneider, B., & Shouse, R. (1991). *Children of color in independent schools*. Presented at the National Association of Independent Schools, New York.
- Schneider, B. (1991). *The effectiveness of the Catholic inner-city school*. Presented at the National Catholic Education Association, Boston.
- Schneider, B., & Shouse, R. (1991). *Work lives of eighth graders: Preliminary findings from the National Education Longitudinal Study of 1988*. Presented at the Society for Research on Child Development, Seattle, WA.
- Schneider, B. (1985). *Problems of doctoral programs in teacher education*. Presented at the American Association of Colleges for Teacher Education, Denver, CO.
- Schneider, B. (1983). *Schools of education: Establishing a legitimate and appropriate position in the university structure*. Presented at the American Association of Colleges for Teacher Education, Detroit, MI.
- Schneider, B. (1980). *Association leadership and its role in educational policy*. Presented at the American Association of Colleges for Teacher Education, Dallas, TX.
- Rosenbaum, J., & Schneider, B. (1980). *The absence of individual status effects on achievement*. Presented at the Society for the Study of Social Problems, New York.

Invited Presentations

- Schneider, B. (2021, June 24). *Relevance of Relational Trust for Today*. William T. Grant Foundation for Scholars Retreat.
- Schneider, B. & Salmela-Aro, K. (2019, February 13) *Personalized and socio-emotional learning*. Using 21st Century intelligent technology tools in education, Helsinki, Finland.
- Schneider, B. (2019, February 25) *Invited speaker at the AERA-NSF Institute on Statistical Analysis: Development of Mathematical Competencies in Early Childhood*, Laguna Beach, CA.

- Schneider, B. & Salmela-Aro, K. (2019, May 28) Learning Science-Crafting engaging science environments, Collegium Helveticum, Zurich, Switzerland.
- Schneider, B. (2019, August 5-8) Invited speaker at the World Education Research Association Focal Meeting, Tokyo, Japan.
- Schneider, B. (2019, September 24-25) Invited speaker at the OECD Centre for Educational Research and Innovation international conference, Creativity and critical thinking skills in school: moving the agenda forward, London, UK.
- Schneider, B. (2019, October 23-25) Invited keynote speaker for The 4th Science Education Forum, Beijing P.R. China.
- Schneider, B. & Salmela-Aro, K. (2018, August 2) Using Smartphone Technology to Advance International Education Research, WERA World Congress, Cape Town, South Africa.
- Schneider, B. (2018, October 24) Invited speaker at the Using 21st Century tools in Education Stanford University, CA.
- Schneider, B. (2018, November 6) Social Inequalities in educational opportunities, Pathways Fellowship Program Book Launch, London, England.
- Schneider, B. (2017, May 9) Designing and Measuring Optimal Learning Moments in Finland and U.S. Secondary Science Classes, Academy of Finland, Helsinki, Finland.
- Schneider, B. (2017, May 10) Designing Environments to Promote Optimal Learning/Engagement and the Measurement of Project Based Learning, Academy of Finland, Helsinki, Finland.
- Schneider, B. (2017, July 1-10) Speaker at the First International Summer School “Inequality of educational opportunities,” Moscow, Russia.
- Schneider, B. (2017, October 13-14) Speaker at the International Conference on Research Informed Policy and Practices, Taipei, Taiwan.
- Schneider, B. & Salmela-Aro, K. (2018, August 2) Using Smartphone Technology to Advance International Education Research, WERA World Congress, Cape Town, South Africa.
- Schneider, B. (2018, October 24) Invited speaker at the Using 21st Century tools in Education Stanford University, CA.
- Schneider, B. (2018, November 6) Social Inequalities in educational opportunities, Pathways Fellowship Program Book Launch, London, England.
- Schneider, B (2017, May 8) Optimal Learning Moment in Science Environment, Academy of Finland, The Finnish Identity of SISU and its Impact on Motivation, Expectations, and Well-being, Helsinki, Finland.
- Schneider, B (2017, March 25) Engagement in Science: A Gender Perspective, International Convention of Psychological Sciences, Vienna, Austria.
- Schneider, B (2016, November 11) Guiding Principles, World Education Research Association, Kaoshiung, Taiwan.
- Schneider, B (2016, October 30) Advancing Creativity for Learning Physics, Network on Intrapersonal Research in Education, University of Oxford, London, England.
- Schneider, B (2016, September 13) Learning Science: Finland and U.S. Perspectives, Academy of Science, FinnSight2016, Helsinki, Finland.
- Schneider, B (2016, July 27) A Continuing Controversy: Investing in Early Childhood versus Adolescent Interventions. International Congress of Psychology, Annual Meeting, Yokohama, Japan.
- Schneider, B. (2016, April 19) *Gender and Post-secondary Institutional Change* Presented at Universitat Oberta de Catalunya, Barcelona, Spain.

- Schneider, B. (2016, April 12) *Crafting Optimal Learning Moments in Science Environments*. Presented at National Science Foundation, Washington, D.C.
- Schneider, B. (2016, March 18) *Providing Opportunities for Post-Secondary Education Among Under-Represented Groups*. Presented at University of Chile.
- Schneider, B. (2016, January 7) *U.S. View of Affirmative Action: Discounting the Evidence on Race and Misjudging the Effects of Class*. Presented at Tel Aviv University.
- Schneider, B. (2015, December 16) *Investigating Optimal Learning Moments in U.S. and Finnish Science Classes*. Presented at the National Academy of Science, Washington, D.C.
- Schneider, B. (2015, December 3) *International Collaborations: Value of Partnerships*. Presented at OECD Centre for Education Research and Innovation (CERI) Washington D.C.
- Schneider, B. (2015, November 9) *A Forum on Next Generation STEM Learning for All*. Presented at the National Science Foundation STEM Forum for the White House, Washington, D.C.
- Schneider, B. (2015, September 7) *Workshop: Innovative Methodology for Research in Adolescence*. Presented at the 2015 World Educational Research Association Annual Meeting, Budapest, Hungary.
- Schneider, B. (2015, September 2) *Investigating Optimal Learning Moments*. Presented at University of Helsinki.
- Schneider, B. (2014, November) Presentation at Marbach Castle, Switzerland the Pathways to Adulthood Meeting.
- Schneider B. (2014, July 13). *Innovation for Universal Quality Education*. Presentation at Azim Premji University and the Organisation for Economic Co-operation and Development. Bangalore, India.
- Schneider, B. (2014, June 30). *Fostering Innovation and Improvement in Education: The Contribution of Longitudinal Information Systems*. Presentation at Barnard College for the OECD Centre for Education Research and Innovation (CERI). New York, NY.
- Schneider, B. (2013, August 28). *Why the Common Core State Standard*. Presented at the European Association for Research on Learning and Instruction Biennial Conference on Responsible Teaching and Sustainable Learning. Munich, Germany.
- Schneider, B. (2013, March 2). *The Importance of Student-Centered Learning in an Era of Standardization and Accountability*. Presented at the Ancona school 50th Anniversary Education Symposium, Chicago, IL.
- Schneider, B. (2013, February 27). *Demonstrating Success: Policy and Implementation Considerations for Supporting an Evaluation Framework*. Presented at CCSSO's Innovation Lab Network Convening, The Journey to Student-Centered Innovation in Education: Focusing on Policy and Implementation, San Diego, CA.
- Schneider, B. (2012, April 2). *A different view on Ogbu's Theory of Oppositional Culture*. Presented at Princeton University, Princeton, NJ.
- Schneider, B. (2012, March 26). *The College Ambition Program: Transitioning into postsecondary school*. Presented at New York University, New York, NY.
- Schneider, B. (2012, March 12). *Causal inference workshop*. Presented at the National Science Foundation, Washington, D.C.
- Schneider, B. (2011, October 11). *Transitioning into STEM Careers*. Presented at the Reinventing Michigan Through Education Conference, Kalamazoo, Michigan.

- Schneider, B. (2011, September 26). *Designing a study for scale-up: The College Ambition Program (CAP)*. Presented at the University of Pennsylvania, Graduate School of Education, Philadelphia, PA.
- Schneider, B. (2011, July 5). *Gender differences in motivational and cognitive abilities: The role of engagement in transitioning to STEM careers*. Presented at the 12th European Congress of Psychology, Istanbul, Turkey.
- Schneider, B. (2011, May 7). *Engaging interest in school success*. Presented at the Learning and the Brain: Science of Success Conference, Chicago, IL.
- Schneider, B. (November 2010). *The human face on workplace flexibility*. Presented at the Invitational Conference on Focus on Workplace Flexibility, Washington, D.C.
- Schneider, B. (2010, July 12). *Gendered differences in aligned ambitions: High school experiences and pursuit of postsecondary opportunities in STEM majors*. Presented at the Pathways to Adulthood International Conference, Institute of Education, London.
- Schneider, B. (2010, May 20). *Pathways to adulthood: Intergenerational approaches*. Presented at the Pathways to Adulthood International Conference, Helsinki Collegium for Advanced Studies (HCAS), Helsinki, Finland.
- Schneider, B. (2010, April 29). *Fulfilling adolescent and parental ambitions in an increasingly competitive social world*. Presented at the Reconsidering the American Dream: Middle Class Families Experience the 21st Century Conference, University of California, Los Angeles, CA.
- Schneider, B. (2009, August 31). *Parenting for the future*. Presented at the OECD/CERI International Seminar: Innovative Learning Environments, Radisson SAS Scandinavia Hotel, Central Oslo, Norway.
- Schneider, B. (2008, October 31). *Adolescent ambitions and conceptions of adult work*. Presented at the Supporting the Integration of the Local Guidance System Conference, Il Centro Risorse Orientamento, Arezzo, Italy.
- Schneider, B. (2008, August 7). *Inspiring youth to careers in science and medicine: Lessons from the Sloan Study of Youth and Social Development*. Presented at the Social Science Perspectives on Workforce Policy Conference, Center for Disease Control, Atlanta, GA.
- Schneider, B. (2008, July 22). *Do evidence-based psychotherapy and education require randomized trials?* Presented at the XXIX International Congress of Psychology 2008 Controversial Debates, Berlin, Germany.
- Schneider, B. (2008, February). *Kindling a STEM workforce: The importance of motivation, evidence of prerequisites for Scale-Up*. Keynote address presented at the National Science Foundation ITEST meeting, Arlington, VA.
- Schneider, B. (2008, January). *What happens when high school students are too ambitious: Results from the Alfred P. Sloan Foundation Study of Youth and Social Development*. Presented at the 3-3-4 Transition in Hong Kong Education in Comparative Asian Perspective seminar, Hong Kong.
- Schneider, B. (2007, June). *What happens when high school students are too ambitious? Results from the Alfred P. Sloan Foundation Study of Youth and Social Development*. Yonsei University and Chinese University of Hong Kong.
- Schneider, B. (2007, June). *Estimating causal effects using observational and experimental data*. Korean Society for the Study of Sociology of Education.
- Schneider, B. (2007, June). *Challenges of transitioning into adulthood*. Korea University, Yonsei University, and Korean Society for the Study of Sociology of Education.

- Schneider, B. (2007, June). *Being together, working apart: Dual-career families and the work-life balance*. Korea University.
- Schneider, B. (2007, May). *Mothers in the workplace*. Presented at the seminar: Fertility decline, women's choices in the life course, and balancing work and family life: Japan, the USA, and other OECD countries, Tokyo.
- Schneider, B. (2007, April). Challenges to transitioning to adulthood. Presented at the Jacobs Foundation Conference, Marbuch Castle, Germany.
- Schneider, B. (2006, October). *Keynote address*. Presented at the 2006 FINE (First in the Nation in Education) Foundation Conference: Are our Adolescents too Ambitious? Meeting the Challenges of Transitioning into Post-Secondary School, Des Moines Area Community College, Ankeny Campus, IA.
- Schneider, B. (2006, October 20) *Older kids need care, too: What it means to parent adolescents?* in the session, *What are the missing faces of work/family conflict?* Presented at the Council on Contemporary Families 2006 Symposium: Who Cares? Dilemmas of Work and Family in the 21st Century, Chicago.
- Schneider, B., & Jones, N. (2006, July). *Rethinking the role of parenting for adolescents*. Presented at the Family-School Relations during Adolescence: Linking Interdisciplinary Research and Practice Conference at Duke University, Durham, NC.
- Schneider, B. (2006, June 15). *Preparation from a research perspective*. Invited presentation at the Questions That Matter Invitational Conference: Connecting Research, Policy, and Practice to Improve College Access and Success, Washington, DC.
- Schneider, B. (2006, May). *Is small really better? Testing some assumptions of school size*. Invited presentation at The Brookings Institution Brown Center on Education Policy: Brookings Papers on Education Policy Conference, What Do We Know About the Effects of School Size and Class Size? Washington, DC.
- Schneider, B. (2006, May). *Why working families avoid flexibility: The costs of over working*. Invited presentation at the Alfred P. Sloan Foundation First International Conference, Why Workplace Flexibility Matters: A Global Perspective, Chicago.
- Schneider, B., Broege, N., Ochs, E., Kremer-Sadlik, T., & McKinley, M. (2006, May 16). *The lives of working families*. Presentation at the Alfred P. Sloan Foundation International Conference Closed Module Meeting, Chicago.
- Schneider, B. (2006, May 3) *The need for rigorous research*. Presented at the Midwestern Regional Educational Laboratory Board of Directors Meeting, Chicago.
- Schneider, B., Broege, N., & Owens, A. (2006, April). *Performing well but feeling bad*. Posted at Harvard University's Achievement Gap Initiative, Cambridge, MA.
- Schneider, B. (2006, March 31). *Statistical methodology in education research projects*. Invited presentation at the American Statistical Association and National Science Foundation, Washington, DC.
- Schneider, B. (2006, February). *Trust in schools: Relational trust and improving academic achievement*. Invited presentation at the Sociology of Education Association Conference, San Jose, CA.
- Schneider, B. (2005, November). *Being-together, working-apart: Dual-career families and the work-life balance*. Invited talk at the College of Charleston, Charleston, SC.
- Schneider, B. (2005, June). *Still at risk: The U.S. high school*. Invited presentation at the Institute for Education Sciences, Washington, DC.

- Schneider, B. (2005, May). *Beginning origins of gender inequality*. Presented at the symposium Addressing Achievement Gaps: The Progress and Challenges of Women and Girls in Education and Work, ETS, Princeton, NJ.
- Schneider, B. (2004, November). *Parenting adolescents for academic success*. Presented at Michigan State University, East Lansing.
- Schneider, B. (2004, October). *Parenting adolescents for academic success*. Presented at the Jacobs Conference on Educational Influences, Marbach Castle, Germany.
- Schneider, B. (2003, June). *Support for common tools in educational research*. Presented at the National Research Council for Education, Washington, DC.
- Schneider B. (2003). *Timely and timeless: Working parents and their children*. Presented at the National Institute of Child Health and Human Development.
- Schneider, B. (2003). *Trust in schools*. Presented at Pennsylvania State University, University Park, PA.
- Schneider, B. (2003). *Working families*. Presented at Duke University, Sociology Department, Durham, NC.
- Schneider, B. (2003). *Trust in schools a core resource for improvement*. Presented for the Spencer Foundation at Duke University, Durham, NC.
- Schneider B. (2002). *Results of the 500 Family Study*. Presented at the University of California, Los Angeles.
- Schneider, B., & Rice, H. (2002). *Building social character*. Presented at the University of Notre Dame, Notre Dame, IN.
- Schneider, B. (2002, May). *Strategies for success*. Presented at The Brookings Institution Annual Forum on Educational Policy, Washington, DC.
- Schneider, B. (2002, March 11). *Summary remarks*. Presented at the research seminar sponsored by the Office of Educational Research and Improvement, the National Center for Education Statistics, and the National Institute on the Education of At-Risk Students Planning and Evaluation Service: Instructional and Performance Consequences of High-Poverty Schooling, Washington, DC.
- Schneider, B. (2002, March). *Today's working families: The importance of quality time*. Presented at the Inaugural Speaker Series, Berger Institute for Work, Family, and Children, Claremont McKenna College, Claremont, CA.
- Schneider, B. (2001, November). *Sociology of education: An overview of the field at the turn of the twenty-first century*. Presented at the Sociology of Education Symposium honoring Robert Dreeben, University of Notre Dame, Notre Dame, IN.
- Schneider, B. (2001, November 6). *Driving, dating, and time alone: Childcare needs for teens*. Presented at the workshop Illinois Child Care--Making Connections, Springfield, IL.
- Schneider, B. (2001, October 22). *What does all this mean for students?* Presented at Rethinking the K-20 Science Education System in New York State: A Summit, Albany, NY.
- Schneider, B. (2001). *Today's teens tomorrow's college students*. Presentation for the STAMATS Committee, Chicago.
- Schneider, B. (2001, July). *Comprehensive school reform research and evaluation*. Presented for the U.S. Department of Education, Office of Education Research and Improvement, Denver, CO.
- Schneider, B. (2001, June). *America's teenagers*. Presented at New Trier High School, Winnetka, IL.
- Schneider, B. (2001, May 2). *The ambitious generation*. Invited presentation at the Illinois

- Association for College Admission Counseling Annual Conference, Arlington Heights, IL.
- Schneider, B. (2001, April 3). *Being Jewish: A study of Jewish identity in American adolescents*. Invited presentation at the Contemporary Jewish Thought lecture series, University of Chicago, Chicago.
- Schneider, B. (2001, February). *The ambitious generation*. Invited presentation at the Pierce County Careers Consortium, Pierce College, Tacoma, WA.
- Schneider, B. (2000). *Reaching teens where they are*. Presented for the Community Foundation for Jewish Education.
- Schneider, B. (1999). *Adolescence in the U.S.* Invited presentation at the University of Michigan, Ann Arbor.
- Schneider, B. (1995, April 6). *Measuring outcomes in public and private education*. Invited presentation at the University of Notre Dame, Notre Dame, IN.
- Schneider, B. (1995, January 9). *Community support and involvement: Forging new partnerships implementing recent federal legislation*. Invited presentation for the U.S. Department of Education and American Sociological Association, St. Pete's Beach, FL.
- Schneider, B. (1991). *Research issues using NELS:88 Data*. Invited presentation at the University of Cincinnati, OH.
- Schneider, B. (1990). *NELS:88 conceptual and methodological issues*. Invited presentation at the University of Michigan, Ann Arbor.
- Schneider, B. (1986, March). *The changing population of Catholic schools: Problems and opportunities*. Invited address at the Loyola University of Chicago Educational Issues Forum, The future of Catholic schools: The worst of times or the best of times, Chicago.
- Schneider, B. (1986, February). *Blacks and inner city private elementary schools*. Invited presentation at the National Invitational Conference, Research on private education: Private schools and public concerns what we know and what we need to know, Catholic University, Washington, DC.
- Schneider, B. (1985). *Quality of the doctorate in schools of education*. Invited address at the Annual Meeting of the Midwest Association of Graduate Deans, Chicago.
- Schneider, B., & Slaughter, D. (1984). *Assessing educational choices: Blacks in private urban elementary schools*. Invited presentation at the National Invitational Research Conference: Comparing public and private schools, Stanford University, Palo Alto, CA.
- Schneider, B. (1984). *Some explanations for variations among specializations in schools of education*.
Presented at the Wingspread Conference Center, Racine, WI.
- Schneider, B. (1983). *Graduate programs in schools of education*. Presentation to the Council of Graduate Deans, Toronto, Ontario.
- Schneider, B. (1982). *Teacher preparation and teaching*. Presented at Hebrew University, Israel.

SELECTED MEDIA PRESENTATIONS

- Krajcik, J. and Schneider, B. (2021). Project-based Learning Deepens Science Knowledge, in *Conversation*, reported on Yahoo and referenced in the *Washington Post* and *Atlantic Journal Constitution*.
- Jacobs, L. (2013, September 9). Challenges and opportunities facing education research [Interviewed by Author]. *Education Talk Radio*.
- Neighmond, P. (2011, December 2). Study: Multitasking multi-stressful for working moms [Interviewed by Author]. *National Public Radio*, (Washington, D.C.).

American Sociological Association. (2011, December 1). Working moms multitask more and have worse time doing so than dads. *ScienceDaily*.

Goodwin, J. (2011, December 1). Multitasking stresses out working moms more than dads [Quoted by author]. *HealthyDay* (Norwalk, CT) featured in *USA Today* (McLean, VA).

Pappas, S. (2011, December 1) Moms multitask more than dads, enjoy it less [Quoted by Author]. *Live Science* (New York, NY).

Healy, M. (2011, November 29). Dads are doing more, but moms are more stressed, study finds [Quoted by author]. *Los Angeles Times* (Los Angeles, CA) featured in *USA Today*.

Greenhouse, S. (2010, December 1). Delayed child rearing, more stressful lives [Cited by author]. *New York Times* (New York, NY).

Jayson, S. (2010, April 16). Working from home not so family-friendly [Quoted by author]. *USA Today*, pp. A1- A2.

A family affair. (2007, Spring). *New Educator*, cover story on research and personal life experiences.

Domingue, S. (2006, June 26). Study fuels debate on best classroom sizes [Cited by author]. *The Daily Advertiser* (Lafayette, LA).

Viadero, D. (2006, June 7). Study questions push for smaller high schools [Cited by author for *Is small really better? Testing some assumptions of school size*]. *Education Week*, 25(39), 12-13.

The Association of New York City Education Councils. (2006, June 7). [Cited in *Study Questions Push for Smaller High Schools: Downsizing seen as unlikely to benefit types of students targeted by reforms*] 25(39), 12-13.

Viadero, D. (2006, May 31). Smaller not necessarily better, school-size study concludes [Cited by author]. *Education Week* 25(38). Available at: http://www.edweek.org/ew/articles/2006/05/23/38small_web.h25.html

Glasser, D. (2006, March 9). Working-parenting no easy balancing act [Quoted by author]. *Miami Herald*, p. 8.

Sietel, S. (2006, February). More help from the Sloan Foundation [Quoted by author]. *Work and Family: Trend Report*. Minnetonka, MN: Work and Family Connection.

Mahany, B. (2005, October 30). The trouble with multitasking (and are women really better at it)? [Quoted by author]. *Chicago Tribune*.

Gewertz, C. (2002, October 16). 'Trusting' school community linked to student gains [*Trust in schools: A core resource for improvement* cited by author]. *Education Week*, 22(7), 8.

WebFN News, focused on Sloan Working Families Center research

WGNU Radio, St. Louis, Missouri, focused on *The Ambitious Generation*

CBS Evening News focused on *The Ambitious Generation*

NBC News focused on *The Ambitious Generation*

CNN, Selected Programs focusing on teenagers and school violence

Newsweek, Interview regarding American teenagers

Better Homes and Gardens, interview on teenagers and stress

Chicago Tribune Magazine, interview on teenagers and career aspirations