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RESEARCH INTERESTS

Working at the intersection of cognitive science, educational psychology, and computational modeling, I research the cognitive and motivational processes that underlie educational success. Much of my recent work has focused on using computational models to better anticipate where, when, and how learning strategy and motivational interventions might be tailored for different individual, technological, and school contexts. Through these efforts, I aim to create the contextually rich intervention theory needed to create effective and equitable educational environments.

EMPLOYMENT

June 2023 – Present. Postdoctoral Researcher & Lecturer, Universität Potsdam, Germany

- Department of Education Science, Working Group for Digital Education
- Mentor for Wissenschaftlicher Mitarbeiter: Prof. Dr. Katharina Scheiter

EDUCATION

2023 Ph.D., Educational Psychology, The University of Texas at Austin

- **Specialization:** Human Development, Culture, & Learning Sciences
- **Dissertation:** Self-regulated learning and treatment effect heterogeneity in educational interventions: A formal model and simulation study

2021 M.Ed., Educational Psychology, The University of Texas at Austin

- **Specialization:** Quantitative Methods
- **Portfolio:** Applied Statistical Modeling, Department of Statistics & Data Science

2018 A.B., Cognitive Science, Dartmouth College

- Phi Beta Kappa, Magna Cum Laude

JOURNAL PUBLICATIONS (* Indicates Co-Equal Authorship)

1. **Schuetze, B. A.**, & Yan, V. X. (in press). Assessing the stability and replicability of the associations between goal orientation and self-regulated learning strategies: A pre-registered replication of Muis and Franco (2009). *Meta-Psychology*. psyarxiv.com/ahjr5/
 - a. Open data: <https://osf.io/e7tw2/>

2. Ferguson, R., Khosravi, H., Kovanović, V., Viberg, O., Aggarwal, A., Brinkhuis, M., Buckingham Shum, S., Chen, L. K., Drachsler, H., Guerrero, V. A., Hanses, M., Hayward, C., Hicks, B., Jivet, I., Kitto, K., Kizilcec, R., Lodge, J. M., Manly, C. A., Matz, R. L., Meaney, M. J., Ochoa, X., **Schuetze, B. A.**, Spruit, M., van Haastrecht, M., van Leeuwen, A., van Rijn, L., Tsai, Y.-S., Weidlich, J., Williamson, K., & Yan, V. X. (2023). Aligning the goals of learning analytics with its research scholarship: An open peer commentary approach. *Journal of Learning Analytics*, 10(2), 14-50. <https://doi.org/10.18608/jla.2023.8197>
 - a. Contributed commentary 9: **Schuetze, B. A.** & Yan, V. X. The complexity of inferring long-term, generalizable learning from immediate behavioral indicators.
3. *Yan, V. X., & ***Schuetze, B. A.** (2023). What is meant by “growth mindset”? Current theory, measurement practices, and empirical results leave much open to interpretation: Commentary on Macnamara and Burgoyne (2023) and Burnette et al. (2023). *Psychological Bulletin*, 149(3-4), 206–219. <https://doi.org/10.1037/bul0000370>
 - a. Awarded Editor’s Choice by *Psychological Bulletin*, March-April 2023
 - b. Media: [Hechinger Report](#) / [KQED: MindShift](#)
4. Kang, S. H. K., Eglington, L. G., **Schuetze, B. A.**, Lu, X., Huaco J., & Hinterstoisser, T. M. (2023). Using cognitive science and technology to enhance financial education: The effect of spaced retrieval practice. *Journal of Financial Counseling and Planning*, 34(1) <https://doi.org/10.1891/JFCP-2021-0032>
 - a. Media: [National Endowment for Financial Education](#)
5. **Schuetze, B. A.** & Yan, V. X. (2023). Psychology faculty overestimate Cohen’s *d* effect sizes by half a standard deviation. *Collabra: Psychology*, 9(1), 74020. <https://doi.org/10.1525/collabra.74020>
 - a. Open data and R Shiny app: <https://osf.io/jxw8t/>
6. Muenks, K., Miller, J. E., **Schuetze, B. A.**, & Whittaker, T. A. (2023). Is cost separate from or part of subjective task value? An empirical examination of expectancy-value versus expectancy-value-cost perspectives. *Contemporary Educational Psychology*, 72, 102149. <https://doi.org/10.1016/j.cedpsych.2023.102149>
 - a. Open data: <https://osf.io/sq4e2/>
7. Zengilowski, A. N., Nash, B. L., **Schuetze, B. A.**, & Schallert, D. L. (2022). Bringing refutation texts back to their literacy roots: What do critical literacy and culturally responsive pedagogy have to teach us about students' conceptual change? *Literacy Research: Theory, Method, and Practice*, 71(1), 341-358. <https://doi.org/10.1177/23813377221109544>
8. **Schuetze, B. A.** & Yan, V. X. (2022). Optimal learning under time constraints: Empirical and simulated tradeoffs between depth and breadth of study. *Cognitive Science*, 46(4), e13136. <https://doi.org/10.1111/cogs.13136>
 - a. Open data: <https://osf.io/p43zd/>

9. Yan, V. X., & **Schuetze, B. A.** (2022). Not just stimuli structure: Sequencing effects in category learning vary by task demands. *Journal of Applied Research in Memory and Cognition*, 11(2), 218-228. <https://doi.org/10.1016/j.jarmac.2021.09.004>
 - a. Awarded Editor's Choice by *JARMAC*, Summer 2022
 - b. Open data: <https://osf.io/3uv7t/>

10. **Schuetze, B. A.** (2022). The research-practice divide is not only an issue of communication, but of values: The case of growth mindset. *Texas Education Review*, 10(1), 92-104. <http://dx.doi.org/10.26153/tsw/21506>
 - a. Media: *Psychonomic Society Digital Event on Strategic Learning*

11. *Zengilowski, A. N., ***Schuetze, B. A.**, Nash, B. L., & Schallert, D. L. (2021). A critical review of the refutation text literature: Methodological confounds, theoretical problems, and possible solutions. *Educational Psychologist*, 56(3), 175-195. <https://doi.org/10.1080/00461520.2020.1861948>
 - a. Media: APA Div. 15 Podcast, *Emerging Research in Educational Psychology*
 - b. Open data: <https://doi.org/10.6084/m9.figshare.12899378>

12. **Schuetze, B. A.**, Eglington, L. G., & Kang, S. H. K. (2019). Retrieval practice benefits memory precision. *Memory*, 27(8), 1091-1098. <https://doi.org/10.1080/09658211.2019.1623260>
 - a. Open data: <http://doi.org/10.6084/m9.figshare.7527188>

BIG TEAM & OPEN SCIENCE

For these publications, I am a member of an authorship consortium. In this role, I often contribute data, expertise, and edits to the manuscript.

1. Tierney, W., Hardy, J. H., III., Ebersole, C., Viganola, D., Clemente, E., Gordon, M., Hoogeveen, S., Haaf, J., Dreber, A.A., Johannesson, M., Pfeiffer, T., Chapman, H., Gantman, A., Vanaman, M., DeMarree, K., Igou, E., Wylie, J., Storbeck J., Andreychik, M.R., McPhetres, J., Vaughn, L.A., **Culture and Work Forecasting Collaboration**, & Uhlmann, E. L. (2021). A creative destruction approach to replication: Implicit work and sex morality across cultures. *Journal of Experimental Social Psychology*, 93, 104060. <https://doi.org/10.1016/j.jesp.2020.104060> [Member of Forecasting Collaboration].

2. Tierney, W., Hardy J., Ebersole, C.R., Leavitt K., Viganola D., Clemente E., Gordon M., Dreber A., Johannesson M., Pfeiffer T., **Hiring Decisions Forecasting Collaboration**, & Uhlmann, E.L. (2020). Creative destruction in science. *Organizational Behavior and Human Decision Processes*, 161, 291-309. <https://doi.org/10.1016/j.obhdp.2020.07.002>. [Member of Forecasting Collaboration].

THESES, TECHNICAL REPORTS AND PRE-PRINTS

1. **Schuetze, B. A.** (2023). Self-regulated learning and treatment effect heterogeneity in educational interventions: A formal model and simulation study [The University of Texas at Austin, Doctoral Dissertation]. *Texas ScholarWorks*.
<http://dx.doi.org/10.26153/tsw/47549>
2. Yan, V. X., **Schuetze, B. A.**, & Eglinton, L. G. (2020, December 10). A review of the interleaving effect: Theories and lessons for future research. *PsyArxiv*.
psyarxiv.com/ur6g7
3. **Schuetze, B. A.** (2018). The impact of retrieval practice on memory fidelity: A metacognitive approach [Dartmouth College, Bachelor's Thesis]. *Dartmouth College Undergraduate Theses*. 256. https://digitalcommons.dartmouth.edu/senior_theses/256

IN PREP AND UNDER REVIEW (Data Collected and Manuscript in Progress)

1. **Schuetze, B. A.** (under review). A new model of school learning.
 - a. Pre-print available at *PsyArxiv*: <https://psyarxiv.com/be6g4>
 - b. Open data and simulation code: <https://osf.io/z8n3a/>
2. Yan, V. X., **Schuetze, B. A.**, & Rea, S. D. (revision submitted). Becoming better learners, becoming better teachers: Augmenting learning via cognitive and motivational theories.
3. **Schuetze, B. A.**, & von Hippel, P. T. (under review). How not to fool ourselves about the heterogeneity of treatment effects.
4. **Schuetze, B. A.**, Carvalho, P. F., & Yan, V. X. (in prep). Capturing session-to-session dynamics of learning and forgetting: A test of existing knowledge tracing models.
5. **Schuetze, B. A.**, & Eglinton, L.G. (in prep). Converging evidence in favor of the logistic learning curve.
6. **Schuetze, B. A.**, & Yan, V. X. (in prep). Hidden-agenda based regulation: Goal-oriented self-regulated learning in the lab and the classroom.
7. **Schuetze, B. A.** (in prep). When, where, and for whom should we target different classes of educational interventions? An analysis using the New Model of School Learning
8. **Schuetze, B. A.**, & Yan, V. X. (in prep). What do students value in a teacher, and what predicts these values?

INVITED TALKS

- Upcoming University of Potsdam, Education Science Colloquium, *The Rise and Fall (and Rise Again) of Interest in Treatment Effect Heterogeneity in Education Research*
- 2023 Guest Lecture, EDP 382D.4 Psychology of Learning, UT Austin, *Metacognition and Motivation*
- 2023 Guest Lecture, EDP 382D Metacognition & Self-Regulated Learning, UT Austin, *New Model of School Learning*
- 2022 Teaching to the Brain (Keynote Speaker), Austin Community College
- 2022 Stanford Language and Cognition Lab, Stanford University, *Treatment Effect Heterogeneity and Self-Regulated Learning: A Formal Model and Simulation Study*
- 2022 Human Development, Culture, & Learning Sciences Colloquium, UT Austin
- 2022 Bjork Learning and Forgetting Lab (CogFog), UCLA, *Treatment Effect Heterogeneity and Self-Regulated Learning: A Formal Model and Simulation Study*
- 2022 Communicating Science to a Broader Audience Panel, Science of Learning Early Career Researcher Group

CONFERENCE PRESENTATIONS

1. **Schuetze, B. A.**, & Yan, V. X. (2023, April). Self-regulated learning and treatment effect heterogeneity in educational interventions: A formal model and simulation study. Poster presented at the 2023 AERA Annual Meeting, Chicago IL.
2. **Schuetze, B. A.**, & Yan, V. X. (2022, November). Hidden-agenda based regulation: Extending models of study-time allocation to more educationally realistic stimuli. Talk presented at the 63rd Annual Meeting of the Psychonomic Society, Boston MA.
3. **Schuetze, B. A.**, & Yan, V. X. (2022, November). Self-regulated learning and treatment effect heterogeneity in educational interventions: A formal model and simulation study. Poster presented at the Meeting of the Mathematical Psychology Society at Psychonomics, Boston MA.
4. Zengilowski, A. N., Nash, B. L., **Schuetze, B. A.**, & Schallert, D. L. (2021, December). Theoretical musings on refutation text research: Navigating the tensions between addressing students' misconceptions and culturally responsive pedagogy. Paper presented at the Literacy Research Association's 71st Virtual Annual Conference.
5. **Schuetze, B. A.**, & Yan, V.X., (2021, November). Optimizing study for real-world constraints requires a depth-breadth tradeoff. Talk presented at the 62nd Annual Meeting of the Psychonomic Society, online.
6. Miller, J. E., **Schuetze, B. A.**, Whittaker, T. A., & Muenks, K. M. (2021, April). Cost's relationship with subjective task value through latent variable modeling analyses. Paper presented at the 2021 American Educational Research Association Virtual Annual Meeting.
7. Zengilowski, A. N., **Schuetze, B. A.**, & Schallert, D. L. (2021, April). "My views have slightly changed": A quantitative-qualitative inquiry into the revision of students' socio-political beliefs. Paper presented at the 2021 American Educational Research Association Virtual Annual Meeting.

8. **Schuetze, B. A.** & Yan, V. X. (2020, November). Attention and memory processes both play a role in the interleaving effect. Poster presented at the 61st Annual Meeting of the Psychonomic Society, online.
9. Zengilowski, A. N., **Schuetze, B. A.**, & Schallert, D. L. (2020, December). Why students “talk”: Factors that influence undergraduates' participation patterns in collaborative online discussions. Paper presented at the Literacy Research Association's 70th Virtual Annual Conference.
10. **Schuetze, B. A.** & Yan, V.X. (2020, May). Towards an integrative model of the interleaving effect: Contributions of spacing and attention. Talk was to be presented at the 32nd Annual Convention of the Association for Psychological Science, Chicago, IL (Conference Canceled).
11. Zengilowski, A. N., **Schuetze, B. A.**, Nash, B. L., & Schallert, D. L. (2020, April). A critical review of the refutation text literature: Reflections from a failed experiment. Paper was to be presented at the 2020 American Educational Research Association Annual Meeting, San Francisco, CA (Conference Canceled).
12. **Schuetze, B. A.**, Eglington, L. G., & Yan, V. X. (2019, November). The effect of interleaving versus blocking on category learning: A meta-analysis. Poster presented at the 60th Annual Meeting of the Psychonomic Society, Montreal, Canada.
13. Jang, K., & **Schuetze, B. A.** (2019, August). Exploring a high(er)-dimensional space: Using the Apprentice Learner Architecture to compute dot products. Poster presented at the 19th Simon Initiative LearnLab Summer School, Pittsburgh, PA.
14. **Schuetze, B. A.**, Eglington, L. G., & Kang, S. H. K. (2018, May). The impact of retrieval practice on memory precision. Poster presented at the 3rd International Meeting of the Psychonomic Society, Amsterdam, The Netherlands.
15. **Schuetze, B. A.** (2017, July). The impact of globalization on the Miskito people: Using a quantitative model to test a qualitative theory from political ecology. Proceedings of the 35th International Conference of the System Dynamics Society, Cambridge MA.
16. Eglington, L. G., **Schuetze, B. A.**, & Kang, S. H. K. (2017, May). Enhancing spatial learning: Does retrieval practice benefit transfer? Poster presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.
17. Eglington, L. G., **Schuetze, B. A.**, & Kang, S. H. K. (2016, November). The effects of retrieval practice on spatial learning. Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.

SCIENCE COMMUNICATION AND OPINION PIECES

1. **Schuetze, B. A.** (2023, September). How can we better communicate the science of learning? Moving toward a participatory cognitive science. *Psychonomic Society: Featured Content Blog*.
 - a. Invited Post for Digital Event on Strategic Learning
2. **Schuetze, B. A.** (2023, May 29). "Do you know what I mean?": Hidden differences in the understanding of concepts across people. *CogBites*. <https://cogbites.org/2023/05/29/do-you-know-what-i-mean-hidden-differences-in-the-understanding-of-concepts-across-people/>
3. **Schuetze, B. A.** (2022, March 21). Correcting misinformation may not be as complicated as it sounds. *CogBites*. <https://cogbites.org/2022/03/21/correcting-misinformation-may-not-be-as-complicated-as-it-sounds/>
4. London, L., Madner, S., & Skerritt, D., with contributions by Rubenstein, K., **Schuetze, B. A.**, & Blasko, K. (2021, September 23). How many people are really needed in a transformation? *McKinsey & Company: People and Organizational Performance Blog*. <https://www.mckinsey.com/business-functions/transformation/our-insights/how-many-people-are-really-needed-in-a-transformation>
5. **Schuetze, B. A.** (2020, December 7). Should students use laptops in the classroom? *CogBites*. <https://cogbites.org/2020/12/07/should-students-use-laptops-in-the-classroom/>
6. **Schuetze, B. A.** (2020, October 27). Severe threats facing PASSHE (letter). *LNP | LancasterOnline*. https://lancasteronline.com/opinion/letters_to_editor/severe-threats-facing-passhe-letter/article_ea726d30-17b0-11eb-b5de-0758492ceba1.html
7. Rivers, M. L., Baranski, M. F. S., **Schuetze, B. A.**, & Anchan, D. M. (2020, May 18). Why cognitive science? Perspectives from graduate students. *The Cognitive Science Society Blog*. <https://cognitivesciencesociety.org/why-cognitive-science-perspectives-from-graduate-students/>
8. **Schuetze, B. A.** (2020, April 27). What do fire extinguishers tell us about human memory? *CogBites*. <https://cogbites.org/2020/04/27/what-fire-extinguishers-tell-us-about-human-memory/>
9. **Schuetze, B. A.** (2019, October 28). Flipped classrooms: The benefits (or lack thereof) are in the details. *CogBites*. <https://cogbites.org/2019/10/28/flipped-classrooms-the-benefits-are-in-the-details/>
10. **Schuetze, B. A.** (2019, May 7). What happened to Raven House? Dartmouth must invest in its education department. *The Dartmouth*. <https://www.thedartmouth.com/article/2019/05/schuetze-what-happened-to-raven-house>
11. **Schuetze, B. A.** (2019, April 8). The video quality of Skype interviews may impact who gets hired. *CogBites*. <https://cogbites.org/2019/04/08/the-video-quality-of-skype-interviews-may-impact-who-gets-hired/>

12. **Schuetze, B. A.** (2019, February 2). Struggle with algebra? Perceptual learning interventions could help. *CogBites*. <https://cogbites.org/2019/02/11/mathematics-expertise-its-perceptual/>
13. **Schuetze, B. A.** (2017, October 12). The internet of things. *The Dartmouth*. <https://www.thedartmouth.com/article/2017/10/schuetze-the-internet-of-things>
14. **Schuetze, B. A.** (2016). LWD management: A practicum. *RMS Journal*, Spring 2016, 16-17. <https://www.river-management.org/assets/Journals-Newsletters/2016spring.pdf>

GRANTS AND RESEARCH SUPPORT

- 2020 SCORE Replication Grant #7965**, Center for Open Science (\$11,312)
- Co-investigator with V. X. Yan, contributing to large open science project conducted by the COS and DARPA
 - Led design, pre-registration, and administration of multi-national survey on learning strategies and goal orientations
- 2018 Harrington Doctoral Fellowship**, UT Austin (\$300,000 over five years)
- Nominated by the Educational Psychology Department
 - Awarded to only 9/800 incoming PhD students across the university
- 2017 Kaminsky Undergraduate Research Award**, Dartmouth College (\$2,100)
- 2016 James O. Freedman Presidential Scholar**, Dartmouth College (\$1,700)
- 2015 Office of Outdoor Programs Summer Research Grant**, Dartmouth College (\$3,500)

AWARDS AND DISTINCTIONS

- 2023 Würzburg International Autumn School on Lasting Learning**, Selected Attendee
- 2023 Travel Award**, AERA Motivation SIG
- 2023 Graduate Student Seminar Funding**, AERA Division C
- 2023 Professional Development Award**, UT Austin Graduate School (\$1,000)
- 2020 Honorable Mention**, NSF Graduate Research Fellowship Program
- 2020 Associate Membership**, Sigma Xi
- 2019 Simon Initiative LearnLab Graduate Student Scholarship**, Carnegie Mellon (\$250)
- Supported my attendance at Carnegie Mellon's annual summer school on computational models of learning and intelligent tutoring
- 2018 Senior Travel Grant**, Dartmouth College (\$1,000)
- 2018 Harrington Travel Award**, UT Austin (\$1,000)
- 2018 The Stretch '76 Award**, Dartmouth College
- Awarded yearly to the “Student who best exemplifies the spirit of *the stretch by never being afraid to face important challenges and adventures*”
- 2012 Eagle Scout** with Silver Palm, Boy Scouts of America

TEACHING EXPERIENCE

Institution	Course Title	Position	Times Offered & Class Size	Average Ratings
University of Potsdam, Germany	Enhancing student learning in the classroom: Insights from cognitive and motivational theories	Instructor of Record	2 seminars x 25 undergraduate students	Planned for F23
University of Texas at Austin, USA	EDP 304 Strategic Learning for the 21 st Century	Instructor of Record	4 sections x 28 undergraduate students (2 hybrid, 2 in-person)	S20 4.5 / 5 S20 4.5 / 5 F19 4.6 / 5 F19 4.6 / 5
	EDP 382D.8 Instructional Psychology	Teaching Assistant	1 seminar x 7 graduate students	S21 4.4 / 5
	EDP 382D.6 Motivation and Emotion	Teaching Assistant	1 seminar x 18 graduate students	F20 4.3 / 5
Dartmouth College, USA	ENGS 018 System Dynamics for Policy Design	Teaching Assistant	1 section x 35 undergraduate students	N/A

RELEVANT WORK EXPERIENCE

2021 – 2022 Research Fellow, McKinsey & Company, Austin TX

- Learning sciences and statistical subject matter expert on diverse, cross-functional consulting teams
- Developed behavior change program, which is being deployed internationally at governmental and corporate organizations
- Performed statistical analyses for three McKinsey.com articles, each of which were viewed over 25,000 times

2020 Graduate Data Scientist Intern, HP Inc. (Hewlett-Packard), Austin TX

- Created and cross-validated models of sales quota performance for HP's largest global accounts (totaling \$5 billion dollars revenue yearly)

2017 – 2018 Special Consultant, Maguire Associates, Concord MA

- Consulted for colleges and universities on engagements worth over \$150 million.
- Analyzed institutional data in SPSS and R.

OUTREACH AND SERVICE

2019 – Present. Founding Author & Peer Reviewer, [CogBites](#)

- Translating cutting-edge cognitive science research into accessible “bite-sized” summaries
- Most prolific contributor to CogBites since its inception, with five blog posts
- Editing and peer-reviewing other authors’ contributions
- Site has reached 20,000 viewers across 160 countries

2023 Member of the Study Selection Committee, Psychological Science Accelerator

- Review panel for John Templeton Foundation grants supporting large multi-lab science projects working towards a non-WEIRD psychology

2023 Science Fair Judge, Junior & Senior Div., Austin Energy Regional Science Festival

2022 Group Mentor, Diversity and Inclusiveness via Education in Psychology (DIVE)

- Mentored students from historically underrepresented backgrounds who are pursuing graduate study in psychology

2019 Research Consultant, Biochemistry Undergraduate Curriculum Revamp, UT Austin

PEER REVIEW

Journals: *Contemporary Educational Psychology, The Educational and Developmental Psychologist, Journal of Applied Research in Memory and Cognition, Journal of Experimental Psychology: Applied, Journal of Learning Analytics, Learning and Instruction, Memory & Cognition, Nature Reviews Psychology, Psychology in the Schools, Social Psychology of Education, Translational Issues in Psychological Science*

Conferences: AERA, Educational Data Mining

Grants: APS Student Caucus Grant Competition, APS Researching Injustice and Social Equality (RISE) Award, Psychological Science Accelerator

PROFESSIONAL MEMBERSHIPS / ORGANIZATIONS

2016 – Present Psychonomic Society, Member

2017 – Present Association for Psychological Science, Member

2020 – Present AERA – Division C, Member

REFERENCES

Available upon request.