

# BEATRIZ GIETNER

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## Office Contact Information

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School of Economics, University College Dublin (UCD)  
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## Education

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University College Dublin, Ph.D. in Economics	<i>2020–Present</i>
Trinity College Dublin, MEd. in Science Education	<i>2016–2018</i>
Universidade Federal de Santa Catarina, Brazil, Lic. in Physics	<i>2012–2013</i>
Universidade Federal de Santa Catarina, Brazil, BSc. in Physics	<i>2008–2012</i>

## References

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<b>Professor Kevin Denny (Supervisor)</b> University College Dublin School of Economics <a href="mailto:kevin.denny@ucd.ie">kevin.denny@ucd.ie</a> +353 (1) 716-4632	<b>Professor Orla Doyle (Chair)</b> University College Dublin School of Economics <a href="mailto:orla.doyle@ucd.ie">orla.doyle@ucd.ie</a> +353 (1) 716-8677
<b>Professor Paul Devereux</b> University College Dublin School of Economics <a href="mailto:devereux@ucd.ie">devereux@ucd.ie</a> +353 (1) 716-8279	<b>Professor Joseph Roche</b> Trinity College Dublin School of Education <a href="mailto:joseph.roche@tcd.ie">joseph.roche@tcd.ie</a> +353 (1) 896-4851

## Research and Teaching Fields

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**Primary:** Economics of Education  
**Secondary:** Labour Economics, Econometrics & Machine Learning

## Job Market Paper

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**Shinsai Go: Educational and Economic Repercussions of the Great East Japan Earthquake**

*Abstract:* Incoming.

## **Two Sides of the Same Coin? How Cognitive and Noncognitive Skills Shape Academic Achievement**

*Abstract:* This study examines how cognitive and noncognitive abilities jointly influence academic performance in Maths and English among Irish secondary students, with a focus on gender differences. Using data from the Growing Up in Ireland longitudinal study, I apply linear and translog production functions to model these relationships. The results reveal that cognitive abilities are the strongest predictors of academic performance for all students, with a slightly stronger correlation observed for male students. Noncognitive factors also contribute significantly, especially for female students in Maths. The interaction between cognitive and noncognitive factors varies by subject: in Maths, they tend to complement each other, while in English, one can more easily compensate for the other. However, there is a limit to how much noncognitive abilities can make up for cognitive skills, with behavioral skills offering more flexibility than personality traits. The study also uncovers diminishing returns as students develop their abilities, particularly in English. These findings suggest that educational strategies targeting both cognitive and noncognitive development, tailored to gender and subject-specific needs, may be more effective in addressing academic achievement gaps. The results also highlight the importance of considering whether noncognitive measures represent changeable behaviors or more stable personality traits when designing educational interventions.

## **Educational Inequality and Gender Achievement Gaps: The Role of Skills and Socioeconomic Factors in Academic Performance**

*Abstract:* This paper examines gender achievement gaps in Maths and English among Irish students using data from the Growing Up in Ireland study. I employ the Oaxaca-Blinder decomposition method to analyze how cognitive abilities, non-cognitive traits, and socioeconomic factors contribute to these gaps. The findings reveal persistent gender-based patterns in academic achievement that vary by subject and socioeconomic status. Boys consistently outperform girls in Maths, though this gap is smaller in higher-income households and when the primary caregiver has higher education. On the other hand, girls demonstrate superior performance in English, with this advantage amplifying in households where caregivers have higher education levels. The decomposition analysis shows that cognitive factors, particularly numerical and verbal reasoning, tend to narrow gender achievement gaps, while certain non-cognitive traits like Hyperactivity/Inattention and Conscientiousness often work to widen them. With respect to socioeconomic effects, higher household income and primary caregiver education tend to narrow the Maths gap, secondary caregiver education appears to widen it. In English, higher parental education levels are associated with larger gaps favoring girls, suggesting differential returns to family background by gender and subject. These findings contribute to our understanding of human capital formation and the economics of education, with implications for addressing educational inequalities and optimizing skill development.

## Work in Progress

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**Shadow Education Policies and Outcomes in East Asia: A Comparative Analysis (2009-2023)**

**Starting Behind to Get Ahead: A Critical Examination of Educational Red-shirting Research**

**Financial Aid, Educational Choice, and Student Outcomes During the Great Recession**

## Academic Experience

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### Conferences

- 2025: **ESCoE Conference on Economic Measurement 2025**, London, UK  
*(Upcoming)*
- 2024: **Causal Inference OCE Conference III**, Chicago, USA  
*Kindly supported by University of Chicago's Kenneth C. Griffin Department of Economics*
- 2024: **Irish Economic Association Annual Conference 2024**, Galway, Ireland  
*Kindly supported by UCD's School of Economics*
- 2024: **Growing Up In Ireland Annual Conference**, Dublin, Ireland
- 2024: **Progress Conference 2024: Toward Abundant Futures**, Berkeley, USA  
*Kindly supported by Roots of Progress Institute*
- 2023: **Irish Economic Association Annual Conference 2023**, Athlone, Ireland  
*Kindly supported by UCD's School of Economics*

### Summer Schools and Workshops

- 2024: **ISEG Summer School 2024 - Machine Learning for Prediction and Causal Analysis**, Lisbon, Portugal  
*Kindly supported by UCD's School of Economics*
- 2024: **Optimization - Conscious Econometrics Summer School 2024**, Chicago, USA  
*Kindly supported by University of Chicago's Kenneth C. Griffin Department of Economics*
- 2024: **AV's Difference-in-Differences Workshop**, San Francisco, USA  
*Kindly supported by Arnold Ventures*

## Awards, Scholarships, and Grants

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UCD School of Economics Scholarship	2020–2025
ISWE Mentorship Program Participant	2025–2026
AMIE Mentoring Program Participant	2024–2025

## Teaching Experience

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Econometrics (M.Sc.)	TA for Dr. Tiziana Brancaccio	<i>Autumn 2023/24</i>
Adv. Econometrics: Microeconometrics	TA for Dr. Nora Strecker	<i>Spring 2023/24</i>
Intermediate Macroeconomics	TA for Dr. Yota Deli	<i>Spring 2022/23</i>
Macroeconomics for Business	Tutor for Dr. Ivan Pastine	<i>Autumn 2021/22</i>
Microeconomics for Business	TA for Dr. David Madden	<i>Spring 2020/21</i>
Game Theory	TA for Dr. Lucy Xinyang Liu	<i>Autumn 2020/21</i>
Industrial Economics	TA for Dr. Lucy Xinyang Liu	<i>Autumn 2020/21</i>
Physics and General Science	High School Teacher	<i>2014–2016</i>

## Additional Information

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<b>Citizenship</b>	Brazil, Italy
<b>Programming Skills</b>	R, Matlab, L <sup>A</sup> T <sub>E</sub> X, Python, Stata, HTML
<b>Languages</b>	Portuguese (native), English (fluent), Spanish (advanced), Korean (conversational), Japanese (beginner)