BEATRIZ GIETNER

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Office Contact Information

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Education

University College Dublin, Ph.D. in Economics *2020–Present*

Trinity College Dublin, MEd. in Science Education *2016-2018*

Universidade Federal de Santa Catarina, Brazil, Lic. in Physics *2012-2013*

Universidade Federal de Santa Catarina, Brazil, BSc. in Physics *2008-2012*

References

Professor Kevin Denny (Supervisor)
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Professor Orla Doyle (Chair)
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Professor Joseph Roche
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School of Education
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Research and Teaching Fields

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

Job Market Paper

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

Abstract: Incoming.

Working Papers

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

Abstract: This study looks at how cognitive and noncognitive skills shape academic performance in Maths and English among Irish secondary students, with a focus on gender differences. Using data from the Growing Up in Ireland study, I find that cognitive skills are the strongest predictors of achievement, especially for boys. Noncognitive traits also matter, particularly for girls in Maths. Most students benefit from having both skill types, but girls in Maths stand out, they can make up for weaker cognitive scores with stronger behavioral traits. This suggests that helping students build both cognitive and noncognitive skills, with different approaches depending on gender and subject, could be a more effective way to support learning.

The Timing of Educational Inequality: Early Mechanisms Behind Gender Gaps in Maths Achievement

Abstract: In this study I examine the development of gender gaps in Maths achievement among Irish secondary school students using data from the Growing Up in Ireland study. I use Oaxaca-Blinder decompositions at two stages, age 9 and age 13, to separate differences in observed characteristics (endowments) from differences in returns to these characteristics (coefficients). Boys outperform girls by approximately 4.4 to 5.2 points in Leaving Certificate Maths scores. Decomposition results show that at age 9, differences in returns explain a larger share of the gap, while by age 13, differences in cognitive skills, particularly numerical ability, account for most of the observed gap. Family background also matters. Students with absent fathers experience substantial penalties in Maths achievement, with gaps of 13.6 points for boys and 15.2 points for girls. For boys, the penalty is driven by both skill differences and lower returns. For girls, maternal education and socioeconomic factors play a stronger role. These findings point to the need for early interventions to reduce gender disparities in Maths achievement and to address the compounding effects of family disadvantage on educational outcomes.

Work in Progress

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

Starting Behind to Get Ahead: A Critical Examination of Educational Redshirting Research

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

Academic Experience

Conferences

2025: **Irish Economic Association Annual Conference 2025**, Belfast, UK
(Upcoming, attending)

2025: **Young Economists' Meeting 2025**, Brno, Czech Republic
(Upcoming, invited)

2025: **ESCoE Conference on Economic Measurement 2025**, London, UK
(Upcoming, attending)

2025: **10th LEER Conference on Education Economics**, Leuven, Belgium
Kindly supported by UCD's School of Economics

2024: **Progress Conference 2024: Toward Abundant Futures**, Berkeley, USA
Kindly supported by Roots of Progress Institute

2024: **Growing Up In Ireland Annual Conference**, Dublin, Ireland

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

2023: **Irish Economic Association Annual Conference 2023**, Athlone, Ireland
Kindly supported by UCD's School of Economics

Summer Schools and Workshops

2024: **AV's Difference-in-Differences Workshop**, San Francisco, USA
Kindly supported by Arnold Ventures

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

Awards, Scholarships, and Grants

UCD School of Economics Scholarship *2020–2025*

ISWE Mentorship Program Participant *2025–2026*

AMIE Mentoring Program Participant *2024–2025*

Teaching Experience

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

Additional Information

Citizenship	Brazil, Italy
Programming Skills	R, Matlab, LaTeX, Python, Stata, HTML
Languages	Portuguese (native), English (fluent), Spanish (advanced), Korean (conversational), Japanese (beginner)