BEATRIZ GIETNER

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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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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 how gender gaps in Maths achievement develop among Irish students, using data from the Growing Up in Ireland study. I examine how factors measured at ages 9 and 13 predict Maths scores in the Leaving Certificate exam taken at age 17/18. Using Oaxaca-Blinder decompositions, I separate the gender gap into two parts: differences in measurable skills and traits (endowments) and differences in how those skills are rewarded (coefficients). Boys score 4.4 to 5.2 points higher than girls in Maths on average. When using age 9 predictors, most of the gap comes from differences in returns to skills. By age 13, actual differences in cognitive skills explain most of the gap. Early differences in treatment turn into real skill gaps by the teenage years. Family structure directly affects achievement. Students with absent fathers score lower on average, exactly 13.6 points for boys and 15.2 points for girls. For boys, this comes from both weaker skills and lower returns to family resources. For girls, lower Maths scores link more strongly to mother's education and household income. 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)