

# 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.

## Working Papers

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### **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.

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

*Abstract:* In this paper I examine gender gaps in Maths and English achievement among Irish students using data from the Growing Up in Ireland study. Through Oaxaca-Blinder decomposition, I analyze how cognitive skills, noncognitive traits, and socioeconomic factors contribute to these gaps. Boys score higher in Maths, but the gap shrinks in wealthier households and when the primary caregiver has more education. Girls outperform boys in English, and this advantage grows in highly educated households. While cognitive skills tend to close gaps, some behavioral traits, like hyperactivity and conscientiousness, widen them. Socioeconomic background plays a mixed role, sometimes narrowing gaps (e.g., primary caregiver education in Maths) and sometimes reinforcing them (e.g., secondary caregiver education in Maths, parental education in English). These results suggest that gender differences in academic achievement are not just about ability, they are also shaped by behavior and family background. Understanding these patterns could help make education policies more targeted and effective.

## 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 Redshirting 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)*
- 2025: **10th LEER Conference on Education Economics**, Leuven, Belgium  
*(Upcoming)*
- 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

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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)