

# ESTELLE SHIN

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## EDUCATION

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**University of California, Davis**

Ph.D. in Economics

Davis, CA

*September 2018 - Present*

**Yonsei University**

B.A. in Economics

Seoul, Republic of Korea

*March 2013 - February 2017*

Graduate with **Highest Honors** (*Summa Cum Laude*)

**University of Wisconsin, Madison**

Exchange Undergraduate

Madison, WI

*September 2015 - May 2016*

## RESEARCH INTERESTS

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Labor Economics, Economics of Education, Applied Microeconomics

## WORKING PAPERS

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**The Persistent Effect of Being Old for Grade on Social-Emotional Skills** (*Job Market Paper*)

*Abstract:* I examine the persistence of old-for-grade effects in secondary education on social-emotional skills, measured by self-esteem, friendships, learning approaches, and goal-setting mind-sets. Students who are older at school entry, thereby older than their grade peers throughout school life may have a potential advantage in their social-emotional skill development. Utilizing a fuzzy regression discontinuity design and leveraging data from the Seoul Education Longitudinal Study 2010 (SELS) in South Korea, I uncover different patterns for girls and boys. I find that old-for-grade girls consistently exhibit higher self-esteem compared to young-for-grade girls during both middle and high school. I also find suggestive evidence that old-for-grade girls maintain more effective learning approaches and stronger friendships. In contrast, I do not find significant differences between old-for-grade and young-for-grade boys. These findings suggest the persistence of old-for-grade effects and gender disparities in social-emotional skill development, potentially carrying implications for future labor market outcomes.

## WORK IN PROGRESS

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**Do Single-Sex Middle Schools Improve Social-Emotional Skills**

*Abstract:* This paper uses unique random school assignment in Seoul to examine the effects of single-sex middle schools on students' social-emotional skills. Conditioning on sixth grade baseline measures, I find that male students in all-boys middle schools show improved self-esteem and learning approaches compared to their counterparts in coeducational middle schools, despite having lower school satisfaction. They also have higher test scores in math and English. On the other hand, female students in all-girls middle schools do not necessarily experience improvement in social-emotional skills, although they are more satisfied with school. These findings suggest that

single-sex schools have differential effects on female and male students, possibly leading to different later life outcomes.

## PRESENTATION

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Applied Micro Student Talk, UC Davis	2023 ( $\times 2$ )
EqualiTEA Talk, UC Davis	2022, 2023

## TEACHING EXPERIENCE

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<b>UC Davis</b>	Davis, CA
Teaching Assistant	<i>Sep 2019 - Present</i>

- Economics of the Labor Market, Economics of Human Resources, Public Finance, Industrial Organization, Intermediate Microeconomic Theory, Principles of Microeconomics

<b>Yonsei University</b>	Seoul, Republic of Korea
Teaching Assistant for Prof. Yun Jeong Choi	<i>Mar 2017 - Jun 2018</i>

- Introduction to Microeconomics, Industrial Organization

## SCHOLARSHIP/FELLOWSHIP

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Provost's Fellowship in the Arts, Humanities and Social Sciences (UC Davis)	2018-2019
Yong Woon Scholarship (Yong Woon Foundation)	2017-2018
BK 21 Plus Scholarship (Yonsei University)	2017
Yonsei Outstanding Student Scholarship (Yonsei University)	2017
Pakyoung Scholarship (Pakyoung Scholarship Foundation)	2015
Scholarship for Academic Excellence (Yonsei University)	2013, 2014, 2015

## SKILLS AND OTHERS

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Skills	Stata, R, Python
Languages	English(fluent), Korean(native)
Citizenship	Republic of Korea

## REFERENCES

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Scott Carrell	Marianne Bitler	Jenna Stearns
Professor	Professor	Associate Professor
Department of Economics	Department of Economics	Department of Economics
University of Texas at Austin	University of California, Davis	University of California, Davis
scott.carrell@austin.utexas.edu	bitler@ucdavis.edu	jestearns@ucdavis.edu