

# Nini Yining Lin

Carnegie Mellon University

Phone: (872) 904-1243

Email: [ninil@andrew.cmu.edu](mailto:ninil@andrew.cmu.edu)

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## Education

**Ph.D. in Public Policy & Management, Carnegie Mellon University**, Expected May 2030

**Master of Public Policy, University of Chicago**, May 2025

**B.S. in Business Administration and Management, *Cum Laude*, Boston University**, 2017

Minor in Japanese Language and Literature

## Research Interests

Economics of Education, Behavioral Science, Applied Econometrics

## Research Papers

### **Behavioral Attenuation and Teachers' Take-up of EdTech: Experimental Evidence from Rural China**

*Abstract:* This paper investigates the adoption and impact of *Duolingo*, a widely used language learning app, through a randomized controlled trial involving 138 middle school English teachers and approximately 16,000 students in rural China. It evaluates the effectiveness of behaviorally-informed interventions in overcoming barriers to teachers' EdTech adoption and improving teaching and learning outcomes. Teachers were divided into control, low-dosage, and high-dosage treatment groups, with interventions targeting information-processing constraints. Results indicate that both treatment groups significantly increased their daily usage of *Duolingo*, with the high-dosage group exhibiting the highest engagement levels. Additionally, the high-dosage treatment increased the share of teachers mentioning other apps by 11 percentage points, a statistically significant result, suggesting a positive spillover effect. These findings underscore the potential of behaviorally-driven strategies to enhance EdTech adoption, address educational disparities, and foster scalable, sustainable improvements in teaching quality and student learning outcomes. [\[link to paper\]](#)

Accepted for presentation at the 2025 Association for Education Finance & Policy (AEFP) Annual Conference.

### **Using Duolingo to Improve Low-Income Students' English Learning: A Field Experiment with 16,000 Middle School Students**, *work in progress*, with Shuangye Chen and Xiaoyang Ye

Presentation: John List Voltage Research Program, University of Chicago, August 2024

RCT Registry: [AEARCTR-0014228](#)

## Research Experience

**John List Voltage Research Program, University of Chicago**, Research Assistant (Sep 2024-Present)

**National Institutes of Educational Policy Research, ECNU**, Research Assistant (Oct 2023-May 2024)

## Teaching Experience

**University of Chicago, Harris School of Public Policy**

Coding Lab for Public Policy, Teaching Assistant, Fall 2024

**University of Chicago, Kenneth C. Griffin Department of Economics**

Introduction to Economics of Education, Teaching Assistant, Winter 2025

## Industry Experience

**Avenues: The World School, New York**

*Regional Market Manager*, Founding Team (Oct 2019-Sep 2022)

Launched the first regional campus in China, establishing standard operating procedures for cross-border management and strategy.

Built the regional admissions database, enhancing global enrollment analytics.

Developed a digital communication framework for global engagement across 15 channels.

*Project Specialist* (July 2017-Sep 2019)

Researched China's K12 education market, analyzing policies and trends for strategic insights.

Managed cross-country marketing, audience profiling, and market audits.

Contributed to curriculum development for campus expansions.

## Skills and Certificates

**Certificates:** UChicago Data and Policy Summer Scholar, UChicago Persuasive Writing Certificate

**Technical Skills:** Python, R, STATA

**Languages:** Chinese (Native), English (Fluent), Japanese (Proficient), French (Basic)

## References

**Atila Abdulkadiroglu**, Garonzik Family Distinguished Professor of Economics, Duke University

[atila.abdulkadiroglu@duke.edu](mailto:atila.abdulkadiroglu@duke.edu)

**Lee Branstetter**, James M. Walton Professor of Economics and Public Policy, Carnegie Mellon University

[branstet@andrew.cmu.edu](mailto:branstet@andrew.cmu.edu)

**Jens Ludwig**, Edwin A. and Betty L. Bergman Distinguished Service Professor, University of Chicago

[jludwig@uchicago.edu](mailto:jludwig@uchicago.edu)