

Nini Yining Lin

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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
- Lee Branstetter**, James M. Walton Professor of Economics and Public Policy, Carnegie Mellon University
branstet@andrew.cmu.edu
- Jens Ludwig**, Edwin A. and Betty L. Bergman Distinguished Service Professor, University of Chicago
jludwig@uchicago.edu