

## ALEJANDRO J. GANIMIAN

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Twitter: @aganimian

### **EDUCATION**

- 2009-2015 Harvard University, Graduate School of Education  
Ed.D., Quantitative Policy Analysis in Education  
(Economics of Education Concentration)
- 2006-2007 University of Cambridge, Faculty of Education  
M.Phil, Educational Research
- 2004-2006 Georgetown University, School of Foreign Service  
B.S.F.S., International Politics, *magna cum laude*  
(Minor in Justice and Peace Studies)
- 2002-2004 Lincoln University College – Buenos Aires, Argentina  
(Transferred to Georgetown University at the end of sophomore year)

### **ACADEMIC APPOINTMENTS**

- 2017-Present Assistant Professor of Applied Psychology and Economics, Steinhardt School of  
Culture, Education, and Human Development, New York University
- 2015-2017 Senior Education Post-Doctoral Fellow, Abdul Latif Jameel Poverty Action Lab  
(J-PAL) South Asia – New Delhi, India

### **AFFILIATIONS**

- 2019-Present Non-Resident Fellow, Center for Universal Education, Brookings Institution
- 2019-Present Editorial Board Member, *Educational Evaluation and Policy Analysis*
- 2019-Present Advisory Board Member, Organization for Ibero-American States for Education,  
Science, and Culture (OEI)
- 2017-Present Special Invitee, Abdul Latif Jameel Poverty Action Lab (J-PAL) Latin America  
and the Caribbean – Santiago, Chile
- 2017-Present Faculty Affiliate, Institute for Human Development and Social Change (IHDSC),  
New York University

- 2017-Present Research Affiliate, Global TIES for Children, New York University
- 2017 Advisory Board Member, Secretary of Educational Assessment, National Ministry of Education and Sports – Buenos Aires, Argentina
- 2015-2018 Non-Resident Fellow, Inter-American Dialogue
- 2015-2017 Scientific Director, Program on Impact Evaluation in Education, Torcuato Di Tella University – Buenos Aires, Argentina

### **ACADEMIC AWARDS AND FELLOWSHIPS**

#### New York University:

2017 Vivian G. Prins Global Scholar

#### Harvard University:

2011 Multidisciplinary Fellowship on Inequality & Social Policy  
 2010 Bradley Fellowship  
 2009 Presidential Scholarship

#### University of Cambridge:

2008 Cambridge Overseas Trust Bursary (declined)  
 2007 Top thesis grade in graduating cohort  
 2006 Bill & Melinda Gates Cambridge Scholarship

#### Georgetown University:

2006 Alpha Sigma Nu Honor Society (declined)  
 2006 Phi Beta Kappa Honor Society  
 2005 John Carroll Fellowship

### **PEER-REVIEWED PUBLICATIONS**

\* Indicates that authorship order reflects size of contribution, with largest contribution coming first. Authorship on articles without asterisk is in alphabetical order of authors' last names.

#### Accepted:

**Ganimian, A. J.** (Conditionally accepted). Growth mindset interventions at scale: Experimental evidence from Argentina, *Educational Evaluation and Policy Analysis*.

\***Ganimian, A. J.**, Barrera-Osorio, F., Biehl, M. L., & Cortelezzi, M. A. (Conditionally accepted). Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina, *Journal of Research on Educational Effectiveness*.

#### Published:

de Hoyos, R., **Ganimian, A. J.**, & Holland, P. A. (in press). Teaching *with* the test: Experimental evidence on diagnostic feedback and capacity-building for schools in Argentina, *World Bank Economic Review*.

\*Muralidharan, K., Singh, A., & **Ganimian, A. J.** (2019). Disrupting education? Experimental evidence on technology-aided instruction in India, *American Economic Review*, 109(4), 1-35.

\***Ganimian, A. J.**, Alfonso, M., & Santiago, A. (2017). More than words: expressed and revealed preferences of top college graduates entering teaching in Argentina, *Comparative Education Review*, 61(3), 581-606.

Barrera-Osorio, F. & **Ganimian, A. J.** (2016). The barking dog that bites: Test score volatility and school rankings in Punjab, Pakistan, *International Journal of Educational Development*, 49, 31-54.

\***Ganimian, A. J.** & Murnane, R. J. (2016). Improving educational outcomes in developing countries: Lessons from rigorous evaluations, *Review of Educational Research*, 86(3), 719-755.

**Ganimian, A. J.** (2016). Why do some school-based management reforms survive while others are reversed? The cases of Honduras and Guatemala, *International Journal of Educational Development*, 47, 33-46.

**Ganimian, A. J.** (2011). What motivates top college graduates to go into teaching? Preliminary evidence on Enseñá por Argentina, *Educar*, 47(2), 297-326. (In Spanish).

**Ganimian, A. J.** (2006). The seeds of social inclusion: Reforming education in Costa Rica, *Georgetown Journal of International Affairs*, 6(1), 145-151.

## **WORKING PAPERS**

Banerjee, A. V., Bhattacharjee, S., Chattopadhyay, R., **Ganimian, A. J.**, Duflo, E. & Spelke, E. The arithmetic skills of working children are less flexible than previously believed and schooling may not help them improve.

\*de Barros, A., **Ganimian, A. J.**, & Muralidharan, K. New evidence on previously unassessed math skills in India.

\*de Barros, A., **Ganimian, A. J.**, & Muralidharan, K. Who benefits from personalized learning? Experimental evidence from India.

\*de Barros, A., & **Ganimian, A. J.**, & Muralidharan, K. How much do students benefit from practice exercises? Experimental evidence from India.

de Hoyos, R., **Ganimian, A. J.**, & Holland, P. A. A bridge too far? Experimental evidence on performance management tools and training for public schools in Argentina.

\***Ganimian, A. J.**, Mbiti, I. M., & Mishra, A. Learning by doing: Experimental evidence on a teacher residency program in India.

\***Ganimian, A. J.**, & Ho, A. D. Reality check: The reliability of classroom observations and student surveys in non-research settings.

**Ganimian, A. J.**, Muralidharan, K., & Walters, C. R. Improving early-childhood learning outcomes: Experimental evidence from India.

\***Ganimian, A. J.**, Rockoff, J. E., & Cortelezzi, M. A. What is the effect of providing schools with feedback on their internal efficiency? Experimental evidence from Argentina.

## **POLICY REPORTS**

### English and Spanish:

Vegas, E. & **Ganimian, A. J.** (2013). The theory and evidence on teacher policies in developed and developing countries. *IDB Working Paper Series No. IDB-WP-438*. Washington, DC: Inter-American Development Bank.

**Ganimian, A. J.** & Solano Rocha, A. (2011). Measuring up? How did Latin America and the Caribbean perform on the 2009 Programme for International Student Assessment (PISA)? Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL).

**Ganimian, A. J.** (2009). How much are Latin American children learning? Highlights from the Second Regional Student Achievement Test (SERCE). Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL).

### English:

Vegas, E., Loeb, S., Romaguera, P., Paglayan, A.S., Goldstein, N., **Ganimian, A. J.**, Trembley, A. & Jaimovich, A. (2013). What matters most in teacher policies? A framework paper. *SABER Working Paper Series*. Washington, DC: The World Bank.

### Spanish:

**Ganimian, A. J.** (2015). Clues made in Latin America: What did the countries, schools, and students that performed best in TERCE do? Buenos Aires, Argentina: Red Latinoamericana por la Educación (Reduca) and Proyecto Educar 2050.

**Ganimian, A. J.** (2015). The educational thermometer: Report on the achievement of Argentina in the national student assessments (ONE) 2005-2013. Buenos Aires, Argentina: Proyecto Educar 2050.

**Ganimian, A. J.** (2014). Unequal learning: How does student achievement in PISA 2012 differ by region in Argentina? Buenos Aires, Argentina: Proyecto Educar 2050.

**Ganimian, A. J.** (2014). Clues to improve: What did the countries, schools, and students that performed best in the PISA 2012 do? Buenos Aires, Argentina: Proyecto Educar 2050.

**Ganimian, A. J.** (2013). We still cannot improve: A report on the performance of Argentina on PISA 2012. Buenos Aires, Argentina: Proyecto Educar 2050.

## **POLICY BRIEFS**

### Spanish:

**Ganimian, A. J.** (2019). Can we change students' mindsets to improve their performance in school? Evidence on workshops with students in Argentina. *Evidence-based Policies Series*. Buenos Aires, Argentina: Inter-American Dialogue and Proyecto Educar 2050.

**Ganimian, A. J.** (2019). How can we support secondary school students? Evidence on scholarships and mentoring in Argentina. *Evidence-based Policies Series*. Buenos Aires, Argentina: Inter-American Dialogue and Proyecto Educar 2050.

**Ganimian, A. J.** (2019). How can we improve school management and classroom instruction? Evidence on providing schools with information on student achievement in Argentina. *Evidence-based Policies Series*. Buenos Aires, Argentina: Inter-American Dialogue and Proyecto Educar 2050.

Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #14: Mexico in PISA 2012. Achievements and challenges ahead. *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).

Bos, M. S., **Ganimian, A. J.**, Vegas, E., & Alfonso, M. (2014). Brief #13: Peru in PISA 2012. Achievements and challenges ahead. *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).

Bos, M. S., **Ganimian, A. J.**, Vegas, E., & Álvarez Marinelli, H. (2014). Brief #12: Colombia in PISA 2012. Achievements and challenges ahead. *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).

Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #11: Chile in PISA 2012. Achievements and challenges ahead. *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).

Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #10: How did students who attended pre-school perform? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).

- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #9: How was student achievement related to resources invested in education? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #8: What do countries that improve do? The case of Brazil. *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB), Organisation for Economic Co-operation and Development (OECD), and Todos Pela Educaçao.
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #7: How was student achievement related to assessment and accountability policies? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #6: How did low- and high-income students perform? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #5: How did boys and girls perform? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #4: How many students had high levels of performance? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2014). Brief #3: How many students had low levels of performance? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2013). Brief #2: How much did Latin America improve? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).
- Bos, M. S., **Ganimian, A. J.**, & Vegas, E. (2013). Brief #1: How did Latin America perform? *Latin America in PISA 2012 Series*. Washington, DC: Inter-American Development Bank (IDB) and Organisation for Economic Co-operation and Development (OECD).

## **GRANT AWARDS**

- 2019-Present *Principal Investigator*. “Developing systems to reduce student absenteeism in developing countries: Experimental evidence from Argentina.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [Co-PI Lindsay C. Page] (\$113,772)
- 2019-Present *Principal Investigator*. “Building school management capacity in developing countries: Experimental evidence from India.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [Co-PI Daniela Scur] (\$109,896)
- 2018-Present *Co-Principal Investigator*. “Teach for science: An impact evaluation of Science Education Initiative’s Fellows Program.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [PI Isaac M. Mbiti] (\$37,379)
- 2018 *Principal Investigator*. “How can education technology improve student learning?” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative (\$20,000)
- 2017-Present *Principal Investigator*. “Innovation and evaluation hub: A model for sub-national governments in Argentina.” Abdul Latif Jameel Poverty Action Lab, Government Partnership Initiative (\$67,039)
- 2017-Present *Co-Principal Investigator*. “Improving school preparedness and child health outcomes through the Integrated Child Development Scheme.” Abdul Latif Jameel Poverty Action Lab, Cash Transfers for Child Health Initiative [PI K. Muralidharan, Co-PI C. R. Walters] (\$300,239)
- 2016-Present *Co-Principal Investigator*. “Improving school performance at scale: Indian states as laboratories for innovation, evaluation, and evidence-based education system reform.” Research in Improving Systems of Education (RISE) [PI K. Muralidharan, Co-PI A. Singh] (£4,193,544)
- 2016-Present *Co-Principal Investigator*. “The learning lab: An initiative to conduct computer-based RCTs on math and language pedagogy.” Douglas B. Marshall, Jr. Foundation [PI K. Muralidharan] (\$750,000)
- 2016-Present *Co-Principal Investigator*. “Street smart or school smart? Leveraging working children’s competencies to teach them mathematics.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [PIs A. V. Banerjee, E. Duflo; Co-PI E. Spelke] (\$49,768)
- 2016-2019 *Principal Investigator*. “Informing students of their potential ability: Experimental evidence from Argentina.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative (\$50,618); Inter-American Development Bank (\$14,000)

- 2015-2019 *Co-Principal Investigator*. “Embedding technical support for system-wide, evidence-based education reform in Delhi.” Abdul Latif Jameel Poverty Action Lab, Government Partnership Initiative [PI K. Muralidharan, Co-PI U. Bhattacharya] (\$50,000)
- 2014-2017 *Principal Investigator*. “Do scholarships and mentoring improve student performance? Experimental evidence from Argentina.” Inter-American Development Bank [Co-PIs F. Barrera-Osorio, L. Biehl, M. Cortelezzi] (\$300,000)
- 2013-2018 *Principal Investigator*. “The reliability and predictive power of demonstration lessons to identify effective teachers.” Inter-American Development Bank [Co-PI A. D. Ho] (\$19,000)
- 2012-2016 *Principal Investigator*. “Expressed and revealed preferences of top college graduates entering teaching in Argentina.” [Co-PIs M. Alfonso, A. Santiago] Ministry of Education of the City of Buenos Aires (\$5,500); Inter-American Development Bank (\$20,000)

## **PROFESSIONAL EXPERIENCE**

- 2015 Consultant, American Institutes for Research (AIR)
- 2014-2015 Consultant, Grupo de Análisis para el Desarrollo (GRADE) – Lima, Peru
- 2014 Consultant, Mexicanos Primero – México, DF
- 2013-2014 Consultant, Inter-American Development Bank
- 2012 Consultant, Bill & Melinda Gates Foundation
- 2011-2014 Consultant, Program for Education Policy and Governance (PEPG)
- 2010-2012 Consultant, World Bank
- 2009-2015 Co-founder, Enseñá por Argentina – Buenos Aires, Argentina
- 2006-2015 Co-founder, Educar y Crecer – Buenos Aires, Argentina
- 2007-2009 Program Associate, Partnership for Educational Revitalization in the Americas (PREAL), Inter-American Dialogue

## **INVITED LECTURES**

### English:

“Improving early-childhood learning outcomes: Experimental evidence from India.” Introduction to Global Education course, New York University. New York, NY. October 3, 2019.

“Learning by doing: Experimental evidence on a teacher residency program in India.”

- Development Research Institute, New York University. New York, NY, November 15, 2019.
- Psychology and Social Intervention Colloquium, Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University. New York, NY. September 11, 2019.



“The arithmetic skills of working children are less flexible than previously believed and schooling may not help them improve.”

- Economics of Education, Teachers College, Columbia University. New York, NY. April 16, 2018.
- Development Research Institute, New York University. New York, NY, March 9, 2018.
- Post-Primary Education Initiative, Abdul Latif Jameel Poverty Action Lab. December 6, 2017.

“Growth mindset interventions at scale: Experimental evidence from Argentina.”

- Child Development and Social Policy in Global Societies course, New York University. New York, NY. April 26, 2019.
- Neuroscience and Education Lab, New York University. New York, NY. December 7, 2018.
- Development Economics seminar, Department of Economics, New York University. New York, NY. May 8, 2018.

“Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina.”

- Brown Center of Education Policy, Brookings Institution. Washington, DC. May 5, 2016.
- Education Division, Inter-American Development Bank. Washington, DC. April 8, 2016.

“Teaching with the test: Experimental evidence on diagnostic feedback and capacity-building for schools in Argentina.”

- Statistical and Psychometric Methods for Educational Measurement course, Harvard Graduate School of Education. Cambridge, MA, November 6, 2017.
- Predoctoral Interdisciplinary Research Training (IES-PIRT) program, New York University. Cambridge, MA. New York, NY, October 16, 2017.
- Global TIES for Children, New York University. New York, NY, October 11, 2017.
- Education Policy and Program Evaluation (EPPE) program, Harvard Graduate School of Education. Cambridge, MA, October 2, 2017.

“The predictive power and reliability of demonstration lessons to identify effective teachers.”

- Department of Economics, Autonomous University of Madrid, Spain. November 11, 2014.
- Department of Economics, Camilo José Cela University, Madrid, Spain. November 11, 2014.
- National Institute for Educational Assessment, Madrid, Spain. November 12, 2014.
- WISE International Education Summit. Doha, Qatar. November 4-6, 2014.

“Improving educational outcomes in developing countries: Lessons from rigorous evaluations.”

- USAID Education Sector, Washington, DC. July 30, 2014.
- University of the Andes, Bogotá, Colombia. June 17, 2014.

Spanish:

“Measures of Effective Teaching.” Conference on Management and Quality of Education organized by Libertad y Desarrollo, Santiago, Chile. June 6, 2014. (Keynote speaker).

“Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina.”

- Secretariat of Educational Assessment at the Ministry of Education, Culture, Science and Technology of Argentina. Buenos Aires, Argentina. June 9, 2017.
- Department of Economics, Torcuato Di Tella University. Buenos Aires, Argentina. August 25, 2016.
- Ministry of Education of Argentina. Buenos Aires, Argentina. March 10, 2016.

“What do Mexican teachers say? Teaching and Learning International Survey (TALIS) 2013.” Interactive Museum of Economics, Mexico City, Mexico. September 23, 2014.

“Teaching with the test: Experimental evidence on diagnostic feedback and capacity-building for schools in Argentina.”

- Ministry of Education of La Rioja. La Rioja, Argentina. July 4, 2017.
- Secretariat of Educational Assessment at the Ministry of Education, Culture, Science and Technology of Argentina. Buenos Aires, Argentina. June 9, 2017.
- Ministry of Education of Madrid. Madrid, Spain. April 18, 2017.

“The Measures of Effective Teaching (MET) project.”

- Conference for the Ministry of Education of Colombia, organized by the Inter-American Development Bank. Bogotá, Colombia. June 18, 2014.
- Ministry of Finance of the Province of Buenos Aires, Buenos Aires, Argentina. January 21, 2014.
- International Conference on Teacher Evaluation organized by the Inter-American Development Bank, Lima, Peru, December 3, 2013. (Presentation with S. Licón).

“How can we assess education policies rigorously?”

- Uninove University, São Paulo, Brazil. November 27, 2013.
- State Council of Education of São Paulo, São Paulo, Brazil. November 27, 2013.
- Torcuato Di Tella University, Buenos Aires, Argentina. August 7, 2013.

“Latin America in PISA 2012: A diagnosis and some clues on how to improve.” International Conference on Information and Communication Technology in Education organized by the Organization of American States, Mazatlán, Mexico. March 20-21, 2014.

“Teaching as leadership: Measuring the impact of Teach for Argentina.” Enseñá por Argentina’s Summer Training Institute, Buenos Aires, Argentina. January 22, 2014.

“The quality and equity of education in Argentina.” Enseñá por Argentina’s Summer Training Institute, Buenos Aires, Argentina. January 22, 2014.

“What are the teacher policies that impact student achievement?” Torcuato Di Tella University, Buenos Aires, Argentina. July 11, 2013.

“Enseñá por Argentina.” Harvard Club of Argentina, Buenos Aires, Argentina. February 15, 2013. (Presentation with O. Ghillione)

“(How) can we use international large-scale assessments to benchmark educational performance?” Torcuato Di Tella University, Buenos Aires, Argentina. February 14, 2013.

“The quality and equity of education in Argentina.” Enseñá por Argentina’s Summer Training Institute, Buenos Aires, Argentina. February 14, 2013.

“Wrong way? Trends in student and teacher assessments in Argentina and Latin America.” EducAR 2050 IV Forum on Education Quality, Catholic University of Argentina, Buenos Aires, Argentina. August 23, 2012.

“What are the teacher policies of the top-performing and rapidly-improving school systems? Lessons for Argentina.” Torcuato Di Tella University, Buenos Aires, Argentina. August 22, 2013.

### **CONFERENCE PRESENTATIONS**

“The arithmetic skills of working children are less flexible than previously believed and schooling may not help them improve.”

- 43rd annual meeting of the Association for Education Finance and Policy (AEFP). Portland, Oregon. March 15-17, 2018.
- Annual Research on Improving Systems in Education (RISE) conference. Washington, DC, June 16, 2017.

“Disrupting education? Experimental evidence on technology-aided instruction in India” (Paper with K. Muralidharan & A. Singh).

- Spring 2018 meeting of the Society for Research on Educational Effectiveness (SREE). Washington, DC, February 28-March 3, 2018.
- Annual Research on Improving Systems in Education (RISE) conference. Washington, DC, June 15, 2017.
- Program on Education Policy and Governance (PEPG) at the Harvard Kennedy School of Government. Cambridge, MA, November 8, 2016.
- Annual meeting of the North East Development Consortium (NEUDC). Cambridge, MA, November 5, 2016.

“Teaching with the test: Experimental evidence on diagnostic feedback and capacity- building for schools in Argentina.”

- Annual meeting of the North East Development Consortium (NEUDC). Cambridge, MA, November 5, 2017.
- Fall research conference of the Association for Public Policy Analysis and Management (APPAM). Washington, DC, November 3-4, 2016.

“Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina.”

- 2nd international conference of the Association for Public Policy Analysis and Management (APPAM). London, UK, June 13-15, 2016.

- Annual meeting of the United Nations University World Institute for Development Economics Research (UNU-WIDER). Helsinki, Finland, June 5-8, 2016.
- 13th annual meeting of the Midwest International Economic Development Conference. Minneapolis, MN. May 6, 2016.
- 41st annual meeting of the Association for Education Finance and Policy (AEFP). Denver, Colorado. March 17-19, 2016.
- 17th annual meeting of the Global Development Network (GDN). Lima, Peru. March 17, 2016.
- 9th annual meeting of the Latin American and Caribbean Economic Association's Impact Evaluation Network (LACEA-IEN). Buenos Aires, Argentina. March 10, 2016.

“The predictive power and reliability of demonstration lessons to identify effective teachers.”

- 19th annual meeting of the Latin American and Caribbean Economic Association (LACEA) and the 29th Latin American Meeting of the Econometric Society (LAMES). Sao Paulo, November 20-22, 2014.
- Fall research conference of the Association for Public Policy Analysis and Management (APPAM). Albuquerque, NM, November 6-8, 2014.

“Calling their bluff: Expressed and revealed preferences of top college graduates entering teaching in Argentina.” (Paper with M. Alfonso & A. Santiago).

- 39th annual meeting of the Association for Education Finance and Policy (AEFP). San Antonio, TX, March 13-15, 2014.
- Spring 2014 meeting of the Society for Research on Educational Effectiveness (SREE). Washington, DC, March 6-8, 2014.
- 18th annual meeting of the Latin American and Caribbean Economic Association (LACEA) and the 28th Latin American Meeting of the Econometric Society (LAMES). Mexico City, October 31-November 2, 2013.

“What motivates top college graduates to go into teaching? Preliminary evidence from Teach for Argentina.” Comparative International Education Society (CIES), Montreal, Canada, May 3, 2012.

“Assessing teacher policies in Latin America.” Comparative International Education Society (CIES), Montreal, Canada, May 3, 2012.

“The politics of school-based management reform in Central America: The case of Honduras.” Comparative International Education Society (CIES), Charleston, SC, March 23, 2009.

## **SERVICE**

### Journals:

**Economics.** *American Economic Journal: Applied Economics (AEJ Applied), Journal of Development Economics (JDE), Journal of Economic Behavior and Organization (JEBO), Journal of Public Economics (JPE), The Journal of Human Resources (JHR), The Quarterly Journal of Economics (QJE), The Review of Economics and Statistics (REStat)*

**Education.** *American Educational Research Journal (AERJ), Comparative Education Review (CER), Educational Evaluation and Policy Analysis (EEPA), International Journal of Educational Development (IJED), Journal of Research on Educational Effectiveness (JREE)*

**Psychology.** *American Journal of Community Psychology (AJCP), Developmental Science, Journal of Applied Developmental Psychology (JADP)*

Conferences:

Society for Research on Educational Effectiveness (SREE)

Foundations:

Abdul Latif Jameel Poverty Action Lab (J-PAL), Post-Primary Education Initiative

University:

2019-Present *Committee member.* Curriculum, Awards, and Annual Faculty Review, Steinhardt School of Culture, Education, and Human Development, New York University.

Spring 2019 *Committee member.* Counseling Psychology Clinical Professor Search, Steinhardt School of Culture, Education, and Human Development, New York University.

2018-Present *Committee member.* Psychology and Social Intervention Ph.D. Admissions, Steinhardt School of Culture, Education, and Human Development, New York University.

2017-Present *Committee member.* Psychology and Social Intervention Ph.D. and Human Development and Social Intervention M.A, Steinhardt School of Culture, Education, and Human Development, New York University.

Spring 2017 *Committee member.* Counseling Psychology Assistant Professor Search, Steinhardt School of Culture, Education, and Human Development, New York University.

**TEACHING**

\* Indicates course was significantly revised.

New York University:

2018-Present *Instructor.* “Research methods in applied psychology I.”\* [Spring and fall 2018, spring and fall 2019] (B.S. students)

2017-Present *Instructor.* “Psychological measurement.”\* [Fall 2017] (M.A. and Ph.D. students)

Executive education:

2018 *Developer, instructor.* “Executive education course on impact evaluation in education.” [August 2018 – co-taught with M. A. Cortelezzi] (Directors of educational assessment in all 24 provinces of Argentina)

2017 *Developer, instructor.* “Executive education course on impact evaluation in education.” [August 2017 – co-taught with M. A. Cortelezzi] (Staff from educational assessment government agencies, non-profits, and foundations)

Harvard University:

2012-2014 *Teaching fellow.* “Quantitative methods for improving causal inference in educational research.” [Spring 2014 – taught by D. J. Deming; fall 2020 – taught by R. J. Murnane and J. B. Willett] (M.A. and Ph.D. students)

2013 *Teaching fellow.* “Methods of educational measurement.” [Fall 2013 – taught by D. M. Koretz and A. D. Ho] (M.A. and Ph.D. students)

2013 *Teaching fellow.* “Social inequality and educational disadvantage.” [Spring 2013 – taught by R. J. Murnane] (M.A. and Ph.D. students)

2012 *Teaching fellow.* “Market-based reforms in American education.” [Spring 2012 – taught by M. R. West] (M.A. and Ph.D. students)

2011 *Teaching fellow.* “Microeconomics: A policy tool for educators.” [Fall 2011 – taught by F. Barrera-Osorio]

**STUDENT ADVISING**

Primary advisor:

2019-Present Sharnic Djekar (Ph.D. candidate, Psychology and Social Intervention)

Secondary advisor:

2019-Present Samuel Hansen Freel (Ph.D. candidate, Psychology and Social Intervention)

Dissertation-committee chair:

2019-Present Amrita Ramakrishnan (Ph.D. candidate, Counseling Psychology)

Dissertation-committee member:

2019-Present Travis Cramer (Ph.D. candidate, Psychology and Social Intervention)

2018-Present Taymy Caso (Ph.D. candidate, Counseling Psychology)

Second-year paper committee member:

2019-Present Jessica Siegel (Ph.D. candidate, Psychology and Social Intervention)

Independent-study instructor:

Spring 2019 Anastasia Knight (B.S., Applied Psychology)

**MEDIA COVERAGE**

English:

- “Debate arises over teaching “growth mindsets” to motivate students,” *Scientific American* (August 12, 2019)
- “Giving EdTech a chance to shine” (Podcast), *Education Next* (May 29, 2019)
- “Andhra Pradesh is experimenting with edu-tech in a big way,” *Financial Express* (May 4, 2019)
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