

Jing Liu

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EDUCATION BACKGROUND

Stanford University

- Ph.D. in Economics of Education, June 2018 (expected)
 - *Dissertation title*: Peers, Teachers, and the Mechanisms of Education Production—Using High Resolution Data to Understand Education Processes
 - Awarded a National Academy of Education/Spencer Dissertation Fellowship
 - *Committee*: Susanna Loeb (advisor), Eric Bettinger, Ben Domingue, Julie Cohen
- M.A. in Economics 2016

Peking University, Beijing, China

- M.A. in Economics of Education 2013
- B.A. in Economics (Public Finance Concentration) 2011
 - Graduated with Honors
 - Graduate Thesis Recognized with Distinction

RESEARCH INTERESTS

Economics of Education; Education Policy; Computational Social Science; Text as Data; Experimental and Quasi-Experimental Designs.

PUBLICATIONS

Peer Reviewed Journal Articles

Liu, J. & Loeb, S. (2017), “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”. (Revise & Resubmit at *Journal of Human Resources*)

Whitney, C. R. & **Liu, J.** (2017), “What We’re Missing: A Descriptive Analysis of Part-Day Absenteeism in Secondary School”, *AERA Open*, 3(2). [equal authorship]
Press coverage: Education Week, Stanford Report

Bettinger, E., **Liu, J.**, Loeb, S. (2016), “Connections Matter: How Interactive Peers Affect Students in Online College Courses”, *Journal of Policy Analysis and Management (Big Data Special Section)*, 35(4), 932-954. [equal authorship]

Policy Briefs & Other Publications

Liu, J. (2017), “It’s Time to Ask Why Postsecondary Online Learning Is Not Working Well”, *Inside Higher Ed*, Jun 21, 2017.

Liu, J. & Loeb, S. (2016), “Going to School Is Optional: Schools Need to Engage Students to Increase Their Lifetime Opportunities”, *Brookings Evidence Speaks Series*, Oct 27, 2016.

Liu, J. & Yuan, C., (2012), “Did Value-Added Tax Reform Change Enterprise’s Employment? Evidence from the Value-Added Tax Reform in Northeastern China”, *Economic Science* (in Chinese), 1, 103-114.

Completed Manuscripts

Liu, J. (2017), “Looking into Classrooms: Using Text-as-Data Methods to Understand Beneficial Teacher Practices at Scale”.

Work In Progress

“Remote but Influential: Peer Effects in Online Higher Education Classrooms” (with Eric Bettinger, Susanna Loeb, and Eric S. Taylor)

“Identifying Equity-Potential in Teacher Applicants” (with Emily Penner, Jane Rochmes, and Susanna Loeb)

“Using Text as Data to Understand School Improvement Strategies and Their Impacts” (with Min Sun)

“Substitute Teachers: Who Are They and How Do They Affect Student Achievement?”

“Occupational Hazard and College Major choice: Evidence from Anti-Doctor Violence (with Shiyu Bo, Joy Chen, Vincent Song, and Sen Zhou)

“The Geography of Inequality in China’s Higher Education” (with Shiyu Bo, Joy Chen, and Sen Zhou)

FELLOWSHIPS, HONORS & AWARDS

2017	National Academy of Education/Spencer Dissertation Fellowship (\$27,500)
2017	Shultz Graduate Student Fellowship in Economic Policy, Stanford Institute for Economic Policy Research (\$17,500)
2017	Technology for Equity in Learning Opportunities (TELOS) Stanford GSE Doctoral Student Award (\$7,500)
2016	Stanford GSE PhD Student Recognition Award (Nomination)
2015	The Karr Family Fellowship, Stanford CEPA (\$27,000)
2013	The I. James and Viola Quillen Fellowship, Stanford University (\$12,441)
2012	Outstanding Academic Performance Award, Peking University
2012	Kwang Hua Scholarship, Peking University
2011	Best Paper Award, Essay Competition, Deloitte (China) Tax Championship 2011
2011-12	First Class Merit Scholarship for Graduate Students, Peking University (Twice)

RESEARCH GRANTS

- 2017 Royalty Research Fund (RRF) at University of Washington at Seattle, “Using Text as Data to Understand School Improvement Strategies and Their Impacts” (Co-Principal Investigator; PI: Min Sun), \$22,012
- 2017 Dissertation Grant, Stanford Freeman Spogli Institute (FSI), \$15,000

RESEARCH EXPERIENCE

- 2013- Present Research Assistant
Center for Education Policy Analysis, Stanford University
Worked with Susanna Loeb and Eric Bettinger
- 2012-13 Researcher
The Formation of Education Policy in China – A Case Study of China’s Rural Compulsory Education Finance Reform, commissioned by China’s Ministry of Finance
Principal Investigator: Rong Wang
- 2011 Research Assistant
School of Economics, Peking University
“Public Education Spending and Private Substitution in Urban China”, *Journal of Development Economics* 115 (2015): 124-139.
Principal Investigator: Cheng Yuan & Lei Zhang

PRESENTATIONS

- 2017 “Peer Interaction and Social Roles: Measuring Peer Effects in Online Higher Education Classrooms”, AEFPP 2017 Conference, Washington DC.
- 2017 “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”, SREE Spring 2017 Conference, Washington DC.
- 2016 “Connections Matter: How Interactive Peers Affect Students in Online College Courses”, GESIS Computational Social Science Winter Symposium, Cologne, Germany.
- 2016 “Teacher Effects on Student Attendance in Secondary School”, AEFPP 2016 conference, Denver, Colorado.
- 2015 “Peer Mechanism: How Interactive Peers Affect Students in Online College Courses”, APPAM Conference (Preconference big data and public policy workshop), Miami, Florida.

TEACHING EXPERIENCE

- Spring 2017 *Education Policy in the United States*, Susanna Loeb, Stanford University
Helped to develop syllabus and weekly assignments, facilitated classroom discussion, and graded student essays.
- Fall 2016 *Statistical Analysis in Education: Regression*, Eric Bettinger, Stanford University
Gave lectures in weekly sections and when the instructor was absent to both master and Ph.D. students, Taught Stata programming techniques; held weekly office hours, and designed and graded assignments.
- Fall 2014 *Economics of Education in the Global Economy*, Martin Carnoy, Stanford University
Graded student problem sets and essays.
- Fall 2010 *Statistics for Business and Economics*, Cheng Yuan, Peking University
Gave lectures in weekly sections to advanced undergraduate students; held weekly office hours; designed and graded assignments.

UNIVERSITY SERVICE

Student liaison for Stanford Institute for Research in the Social Sciences 2015 to present

SKILLS

Languages: Chinese (native), English (proficient)
Computer: STATA, R, Python

PROFESSIONAL MEMBERSHIPS

Association for Education Finance and Policy (AEFP)
Association for Public Policy and Management (APPAM)
American Education Research Association (AERA)
Society for Research on Educational Effectiveness (SREE)

REFERENCES

Susanna Loeb (chair)
The Barnett Family Professor of Education
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