

ALEJANDRO J. GANIMIAN

Steinhardt School of Culture, Education, and Human Development, New York University
246 Greene Street, Kimball Hall 406W, New York, NY, 10003 – alejandro.ganimian@nyu.edu

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

EDUCATION

- 2015 Ed.D. Harvard University, Graduate School of Education, Quantitative Policy Analysis in Education (Economics of Education Concentration)
- 2007 M.Phil University of Cambridge, Faculty of Education, Educational Research
- 2006 B.S. *Magna cum laude*, Georgetown University, School of Foreign Service, International Politics

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. *Italicized* authors were students, research assistants, or post-doctoral fellows for whom I was serving as their supervisor or primary advisor at the start of the study.

Published:

1. de Hoyos, R., Djaker, S., **Ganimian, A. J.**, Holland, P. A. (2024). The impact of combining performance-management tools and training with diagnostic feedback in public schools: Experimental evidence from Argentina. *Economics of Education Review*, 9, 102518.
2. **Ganimian, A. J.**, Muralidharan, K., & Walters, C. R. (2023). Augmenting state capacity for child development: Experimental evidence from India. *Journal of Political Economy*.
3. *Cramer, T., Cappella, E., Morris, P., & **Ganimian, A. J.** (2023). Measuring and predicting teachers' commitment to implementing evidence-based programs. *Early Childhood Research Quarterly*, 64(3), 405-415.
4. *Siegel, J., **Ganimian, A. J.**, & Cappella, E. (2023). Can positive school climate ameliorate racial-ethnic disparities in access to high-quality pre-kindergarten? Evidence from a large urban school district. *Early Childhood Research Quarterly*, 64, 313-323.
5. *de Barros, A. & **Ganimian, A. J.** (2023). Which students benefit from computer-based individualized instruction? Experimental evidence from public schools in India. *Journal of Research on Educational Effectiveness*, online first.
6. *de Barros, A. & **Ganimian, A. J.** (2023). The foundational math skills of Indian children. *Economics of Education Review*, 92, 102336.
7. *de Barros, A., **Ganimian, A. J.**, & Venkatachalam, A. (2022). Which students benefit from independent practice? Experimental evidence from a math software in private schools in India. *Journal of Research on Educational Effectiveness*, 15(2), 279-301.
8. *Cramer, T., **Ganimian, A. J.**, Morris, P., & Cappella, E. (2021). The role of teachers' commitment to implement in delivering evidence-based social-emotional learning programs. *Journal of School Psychology*, 88, 85-100.
9. de Hoyos, R., **Ganimian, A. J.**, & Holland, P. A. (2021). Teaching with the test: Experimental evidence on diagnostic feedback and capacity-building for schools in Argentina. *World Bank Economic Review*, 35(2), 499-520.
10. ***Ganimian, A. J.** & Freel, S. H. (2021). Can principal training improve school management? Short-term experimental evidence from Argentina. *Papeles de Economía Española*, 166, 67-83.
11. **Ganimian, A. J.** (2020). Growth mindset interventions at scale: Experimental evidence from Argentina. *Educational Evaluation and Policy Analysis*, 42(3), 417-438.

12. ***Ganimian, A. J.**, Barrera-Osorio, F., Biehl, M. L., & Cortelezzi, M. A. (2020). Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina. *Journal of Research on Educational Effectiveness*, 13(2), 380-400.
13. *Muralidharan, K., Singh, A., & **Ganimian, A. J.** (2019). Disrupting education? Experimental evidence on technology-aided instruction in India. *American Economic Review*, 109(4), 1426-1460.
14. ***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.
15. 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.
16. ***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.
17. **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.
18. **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).
19. **Ganimian, A. J.** (2006). The seeds of social inclusion: Reforming education in Costa Rica. *Georgetown Journal of International Affairs*, 6(1), 145-151.

Under review:

1. Banerjee, A. V., Bhattacharjee, S., Chattopadhyay, R., **Ganimian, A. J.**, Duflo, E., & Spelke, E. Street smart or school smart? The arithmetic skills of working children in two Indian cities. *Nature: Human Behavior* (revise and resubmit).
2. *Djaker, S.*, **Ganimian, A. J.** & Sabarwal, S. Out of sight, out of mind? The gap between students' test performance and teachers' estimations in India and Bangladesh. *Economics of Education Review* (revise and resubmit).
3. Arteaga, I., *de Barros, A.* & **Ganimian, A. J.** The challenges of scaling up effective child-reading practices using technology in developing settings: Experimental evidence from India. *Journal of Public Economics* (submitted).

WORKING PAPERS

1. **Ganimian, A. J.**, Mbiti, I. M. & *Mishra, A.* Improving math and science skills in contexts of low teacher capacity: Experimental evidence from India.
2. ***Ganimian, A. J.**, *Djaker, S.* How can developing countries address heterogeneity in students' preparation for school? A review of the challenge and potential solutions.
3. **Djaker, S.*, **Ganimian, A. J.**, Angrist, N. & Sabarwal, S. How can we encourage teachers to improve the skills of low-achieving students? Experimental evidence from Bangladesh.
4. ***Ganimian, A. J.**, *Djaker, S.*, Angrist, N. & Sabarwal, S. Do teachers in low- and middle-income countries really "Teach to the top"? A classroom-observation protocol to characterize heterogeneity in student-teacher interactions.
5. ***Ganimian, A. J.**, Page, L. C., Childs, J. & *Bartoli, B.* Developing systems to reduce student absenteeism in low- and middle-income countries: Experimental evidence from Argentina.
6. ***Ganimian, A. J.** & Jones, S. M. Improving early socio-emotional skills in contexts of low teacher capacity: Experimental evidence from Argentina.
7. ***Ganimian, A. J.**, Rockoff, J. E., Cortelezzi, M. A., & *Dayal, A.* Experimental evidence on providing principals with information on students' performance in school in Argentina.

BOOK CHAPTERS

Spanish:

1. **Ganimian, A. J.** & Vegas, E. (2020). How can we leverage technology to improve learning? In Granados, O. (Ed.) *The education of tomorrow: Inertia or transformation?* Madrid, Spain: Organization for Ibero-American States for Education, Science, and Culture (OEI).

REPORTS

English:

1. Burde, D., Lahmann-Rosen, H., de Barros, A., Counterman, M., King, E., **Ganimian, A. J.**, & *Acris, S.* (2022). Armenian civics for engagement activity: Evidence review. Washington, DC: United States Agency for International Development/The Cloudburst Group.
2. King, E., **Ganimian, A. J.**, & *Acris, S.* (2022). Liberia civic education: Impact evaluation design report. Washington, DC: United States Agency for International Development/The Cloudburst Group.
3. King, E., **Ganimian, A. J.**, & *Acris, S.* (2021). Liberia civic education: Evaluability assessment. Washington, DC: United States Agency for International Development/The Cloudburst Group.
4. King, E., **Ganimian, A. J.**, & *Acris, S.* (2021). Liberia civic education: Evidence review. Washington, DC: United States Agency for International Development/The Cloudburst Group.
5. **Ganimian, A. J.** (2021). Early grade reading in crisis: A call to action. Highlights from the Fourth Regional Comparative and Explanatory Study with emphasis in Central America and the Dominican Republic. Washington, DC: American Institutes for Research.
6. **Ganimian, A. J.**, Hess, F. M., & Vegas, E. (2020). Realizing the promise: How can education technology improve learning for all? Washington, DC: Brookings Institution.
7. Ganimian, A. J., Muralidharan, K. and Walters, C. R. (2020). Improving school preparedness and child health outcomes through Integrated Child Development Services in Tamil Nadu. Report to the Government of Tamil Nadu. New Delhi, India: Abdul Latif Jameel Poverty Action Lab (J-PAL).
8. 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.
9. 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.
10. **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).
11. **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).

Spanish:

11. **Ganimian, A. J.** (2022). Informe sobre las ausencias de los estudiantes a la escuela en la Provincia de Mendoza, Argentina: Incidencia, antecedentes y posibles consecuencias. New York, NY: Steinhardt School of Culture, Education, and Human Development, New York University.
12. **Ganimian, A. J.**, Pissinis, A. & Antonini, S. (2022). ¿Qué aprendimos de Aprender? Informe sobre el desempeño de las 24 jurisdicciones argentinas en las evaluaciones nacionales de desempeño estudiantil, 2016-2021. Ciudad Autónoma de Buenos Aires, Argentina: Educar 2050.
13. **Ganimian, A. J.** (2019). Aprendizaje bajo, desigual y estancado: Informe sobre el desempeño de Argentina en el Programa para la Evaluación Internacional de Alumnos (PISA) 2018. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
14. **Ganimian, A. J.** (2015). Pistas hechas en Latinoamérica: ¿Qué hicieron los países, escuelas y estudiantes con mejor desempeño en el Tercer Estudio Regional Comparativo y Explicativo (TERCE)? Ciudad Autónoma de Buenos Aires, Argentina: Red Latinoamericana por la Educación (Reduca) and Proyecto Educar 2050.

15. **Ganimian, A. J.** (2015). El termómetro educativo: Informe sobre el desempeño de Argentina en los Operativos Nacionales de Evaluación (ONE) 2005-2013. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
16. **Ganimian, A. J.** (2014). Avances y desafíos pendientes: Informe sobre el desempeño de Argentina en el Tercer Estudio Regional Comparativo y Explicativo (TERCE) del 2013. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
17. **Ganimian, A. J.** (2014). El aprendizaje desigual: ¿Cómo difiere el desempeño de los alumnos de las regiones argentinas en el Programa para la Evaluación Internacional de Alumnos (PISA) 2012? Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
18. **Ganimian, A. J.** (2014). Pistas para mejorar: ¿Qué hicieron los países, escuelas y estudiantes con mejor desempeño en el Programa para la Evaluación Internacional de Alumnos (PISA) 2012? Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
19. **Ganimian, A. J.** (2013). No logramos mejorar: Informe sobre el desempeño de Argentina en el Programa para la Evaluación Internacional de alumnos (PISA) 2012. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.

GRANTS & RESEARCH FUNDING

Total: \$10,302,686 (\$9,529,461 as Principal Investigator or Co-Principal Investigator).

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|--------------|--|
| 2023-Present | <i>Co-Investigator.</i> “Expanding minority youth access to evidence-based care: A pilot effectiveness trial of a digital mental-health intervention.” National Institutes of Health [PIs: E. Nadeem, A. Van Meter] (\$773,255) |
| 2022-Present | <i>Principal Investigator.</i> “Identifying scalable and cost-effective approaches to improving parenting practices for young children in developing settings.” The Agency Fund [Co-PIs I. Arteaga, A. de Barros, S. Sheth] (\$180,000) |
| 2022-Present | <i>Post-Doctoral Fellow.</i> “Do teachers in developing countries <i>really</i> ‘teach to the top’? A classroom-observation protocol to characterize heterogeneity in student-teacher interactions.” National Academy of Education/Spencer Foundation (\$70,000) |
| 2021-Present | <i>Co-Principal Investigator.</i> “Building back better education systems in Bangladesh: Mainstreaming formative assessments in classrooms.” Foreign, Commonwealth & Development Office and The World Bank [PI S. Sabarwal] (\$1,300,000) |
| 2021-Present | <i>Co-Principal Investigator.</i> “Liberia civic education impact evaluation.” United States Agency for International Development (USAID) [PI E. King] (\$896,676) |
| 2021-Present | <i>Principal Investigator.</i> “Improving early socio-emotional skills in contexts of low teacher capacity.” Weiss Fund for Research in Development Economics, Becker Friedman Institute for Economics at the University of Chicago [Co-PI S. M. Jones] (\$69,000) |
| 2019-Present | <i>Principal Investigator.</i> “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 L. C. Page] (\$113,772) |
| 2019 | <i>Principal Investigator.</i> “Building school management capacity in developing countries: Experimental evidence from India.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [Co-PI D. Scur] (\$109,896) |
| 2018-Present | <i>Co-Principal Investigator.</i> “Teach for science: An impact evaluation of Science Education Initiative’s Fellows Program.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [PI I. M. Mbiti] (\$37,379) |
| 2018 | <i>Principal Investigator.</i> “How can education technology improve student learning?” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative (\$20,000) |

- 2017-2022 *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)
- 2016-2022 *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 [PI K. Muralidharan, Co-PI A. Singh] (£4,193,544)
- 2016-2022 *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)
- 2016-2022 *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)
- 2017-2019 *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)
- 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)

ACADEMIC AWARDS, FELLOWSHIPS, AND SCHOLARSHIPS

- 2024 Early Career Award, Association for Education Finance and Policy (AEFP)
- 2021 Excellence in Reviewing Award for 2020 for *American Economic Journal: Applied Economics* by the American Economic Association (AEA)
- 2021 Outstanding Reviewer for 2020 for *Educational Evaluation and Policy Analysis* by the American Educational Research Association (AERA)
- 2017 Vivian G. Prins Global Scholar, New York University
- 2011 Inequality & Social Policy Fellowship, Harvard University
- 2010 Bradley Fellowship, Harvard University
- 2009 Presidential Scholarship, Harvard University
- 2008 Cambridge Overseas Trust Bursary (declined), Cambridge University
- 2007 Top thesis grade in graduating cohort, Cambridge University

2007	Bill & Melinda Gates Cambridge Scholarship, Cambridge University
2006	Alpha Sigma Nu Honor Society (declined), Georgetown University
2006	Phi Beta Kappa Honor Society, Georgetown University
2005	John Carroll Fellowship, Georgetown University

UNIVERSITY, NATIONAL, AND INTERNATIONAL ROLES

2023-Present	Member, CESifo Network – Munich, Germany
2022-Present	Invited Researcher, Abdul Latif Jameel Poverty Action Lab (J-PAL) South Asia – Delhi, India
2019-Present	Non-Resident Fellow, Global Economy and Development, Brookings Institution
2019-Present	Advisory Board Member, Organization for Ibero-American States for Education, Science, and Culture (OEI)
2017-Present	Invited Researcher, 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)
2017-Present	Research Affiliate, Global TIES for Children
2015-2018	Non-Resident Fellow, Inter-American Dialogue

PROFESSIONAL EXPERIENCE

2021-Present	Consultant, USAID
2020-2022	Consultant, World Bank
2021	Consultant, Innovations for Poverty Action (IPA)
2015	Consultant, American Institutes for Research (AIR)
2014-2015	Consultant, <i>Grupo de Análisis para el Desarrollo (GRADE)</i> – Lima, Peru
2014	Consultant, <i>Mexicanos Primero</i> – México, DF
2013-2014	Consultant, Inter-American Development Bank
2012	Consultant, Bill & Melinda Gates Foundation
2010-2012	Consultant, World Bank
2009-2015	Co-founder, <i>Enseñá por Argentina</i> – Buenos Aires, Argentina
2006-2015	Co-founder, <i>Educación y Crecer</i> – Buenos Aires, Argentina
2007-2009	Program Associate, Partnership for Educational Revitalization in the Americas (PREAL), Inter-American Dialogue

INVITED PRESENTATIONS

“Out of sight, out of mind? The gap between students’ test performance and teachers’ estimations in India and Bangladesh”

1. Development Research Institute, New York University. New York, NY: March 16, 2023.
2. Africa Meeting of the Econometric Society. Web-based presentation: June 2, 2022.

“Report on students’ absences to school in the Province of Mendoza: Prevalence, predictors, and possible consequences”

3. Area of Education, School of Government, Torcuato Di Tella University. Web-based presentation: June 22, 2022.
4. Argentinian Network of Behavioral Sciences and Public Policies, Unit of Behavioral Sciences and Public Policies, Secretariat of Strategic Affairs of the Office of the President. Web-based presentation: April 6, 2022.
5. General Directorate of Schools, Province of Mendoza. General Alvear, Province of Mendoza, Argentina: June 13, 2022.
6. General Directorate of Schools, Province of Mendoza. City of Mendoza, Province of Mendoza, Argentina: June 9, 2022.
7. Inter-American Development Bank. Web-based presentation: November 23, 2021.

“Great things come to those who wait: Experimental evidence on performance-management tools and training in public schools in Argentina”

8. Colombian Institute for the Evaluation of Education Quality (ICFES). Web-based presentation: November 5, 2020.

“Augmenting state capacity for child development: Experimental evidence from India.”

9. Child Development and Social Policy in Global Societies course, New York University. New York, NY. April 6, 2023.
10. Teachers College, Columbia University. New York, NY. February 16, 2023.
11. Annenberg Institute, Brown University. Providence, RI. November 3, 2022.
12. Department of Education Reform, University of Arkansas. Fayetteville, AK. October 28, 2022.
13. Harry S. Truman School of Government and Public Affairs, University of Missouri. Web-based presentation: January 26, 2022.
14. Graduate School of Education, University of Pennsylvania. Philadelphia: PA: October 17, 2021.
15. EdPolicyWorks Group, University of Virginia. Web-based presentation: October 11, 2021.
16. Global TIES for Children. New York, NY: July 7, 2021.
17. Effective Altruism Group. Web-based presentation: June 30, 2021.
18. Scaling Community of Practice. Web-based presentation: April 22, 2021.
19. School of Government, Catholic University of Chile. Web-based presentation: March 26, 2021.
20. Global Work-in-Progress Seminar, Brookings Institution. Web-based presentation: March 17, 2021.
21. Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University. Web-based presentation: March 10, 2021.
22. Introduction to Global Education course, New York University. New York, NY: October 29, 2020.
23. Society for Research on Educational Effectiveness (SREE). Web-based presentation: August 5, 2020.
24. Research on Improving Systems of Education (RISE) Online Series. Web-based presentation: July 15, 2020. (Presentation with K. Muralidharan).
25. Introduction to Global Education course, New York University. New York, NY. October 3, 2019.

“Realizing the promise: How can education technology improve learning for all?”

26. United Nations Children’s Fund (UNICEF). Web-based presentation: October 22, 2020.
27. American Institutes for Research (AIR). Web-based presentation: October 19, 2020.
28. How to advance the edtech agenda to ensure every child can read by age 10. ONE Campaign. Web-based panel: September 24, 2020.
29. Beyond reopening: A leapfrog moment to transform education? Brookings Institution. Web-based panel: September 14, 2020.
30. Feedback Sessions, Brookings Institution. Web-based presentation: July 7, 2020. (Presentation with E. Vegas).

“Improving math and science skills in contexts of low teacher capacity: Experimental evidence from India.”

31. Development Research Institute, New York University. New York, NY, November 15, 2019.

32. 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.

“Street smart or school smart? The arithmetic skills of working children in two Indian cities.”

33. Foundations of Learning. Web-based presentation: June 25, 2021.

34. Economics of Education, Teachers College, Columbia University. New York, NY. April 16, 2018.

35. Development Research Institute, New York University. New York, NY, March 9, 2018.

36. Post-Primary Education Initiative, Abdul Latif Jameel Poverty Action Lab. December 6, 2017.

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

37. Child Development and Social Policy in Global Societies course, New York University. New York, NY. April 26, 2019.

38. Neuroscience and Education Lab, New York University. New York, NY. December 7, 2018.

39. Department of Economics, New York University. New York, NY. May 8, 2018.

“Disrupting education? Experimental evidence on technology-aided instruction in India”

40. Conference: “Education technology: How can it improve learning. Lessons for Latin America and the Caribbean.” Abdul Latif Jameel Poverty Action Lab (J-PAL) Regional Office for Latin America and the Caribbean/Proyecto Educar 2050. Buenos Aires, Argentina. June 28, 2018.

41. Abdul Latif Jameel Poverty Action Lab (J-PAL) Regional Office for Latin America and the Caribbean. Santiago, Chile: June 27, 2018.

42. Department of Applied Statistics, Social Sciences, and Humanities (ASH), New York University. New York, NY: May 2, 2018.

43. Ministry of Education of the City of Madrid. Madrid, Spain: April 19, 2017.

44. Program on Education Policy and Governance (PEPG) at the Harvard Kennedy School of Government. Cambridge, MA, November 8, 2016.

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

45. Inter-American Development Bank. March 2, 2018.

46. Secretariat of Educational Assessment at the Ministry of Education, Culture, Science and Technology of Argentina. Buenos Aires, Argentina. June 9, 2017.

47. Ministry of Education, Culture, Science and Technology of Argentina. March 10, 2017.

48. Brown Center of Education Policy, Brookings Institution. Washington, DC. May 5, 2016.

49. Education Division, Inter-American Development Bank. Washington, DC. April 8, 2016.

50. Department of Economics, Torcuato Di Tella University. Buenos Aires, Argentina. August 25, 2016.

51. Ministry of Education of Argentina. Buenos Aires, Argentina. March 10, 2016.

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

52. Conference: “Evidence-based Education Policies: Salta’s Experience.” Salta, Argentina: November 1, 2019.

53. Statistical and Psychometric Methods for Educational Measurement course, Harvard Graduate School of Education. Cambridge, MA, November 6, 2017.

54. Predoctoral Interdisciplinary Research Training (IES-PIRT) program, New York University. Cambridge, MA. New York, NY, October 16, 2017.

55. Global TIES for Children, New York University. New York, NY, October 11, 2017.

56. Education Policy and Program Evaluation (EPPE) program, Harvard Graduate School of Education. Cambridge, MA, October 2, 2017.

57. Ministry of Education of La Rioja. La Rioja, Argentina. July 4, 2017.

58. Area of Education, School of Government, Torcuato Di Tella University. Buenos Aires, Argentina. June 28, 2017.

59. Secretariat of Educational Assessment at the Ministry of Education, Culture, Science and Technology of Argentina. Buenos Aires, Argentina. June 9, 2017.
60. Ministry of Education of Madrid. Madrid, Spain. April 18, 2017.

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

61. Universidad del Externado de Colombia. Bogotá, Colombia. May 8, 2015.
62. Inter-American Development Bank. Buenos Aires, Argentina. December 15, 2014.
63. Teacher and Teaching Quality course, Harvard Graduate School of Education. Cambridge, MA. October 23, 2014.
64. United States Agency for International Development (USAID) Education. Washington, DC. July 30, 2014.
65. Universidad de los Andes. Bogotá, Colombia. June 16, 2014.
66. Teacher and Teaching Quality course, Harvard Graduate School of Education. Cambridge, MA. October 3, 2013.

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

67. Conference for the Ministry of Education of Colombia, organized by the Inter-American Development Bank. Bogotá, Colombia. June 18, 2014.
68. Conference on Management and Quality of Education organized by Libertad y Desarrollo, Santiago, Chile. June 6, 2014. Keynote speaker.
69. Ministry of Finance of the Province of Buenos Aires, Buenos Aires, Argentina. January 21, 2014.
70. International Conference on Teacher Evaluation organized by the Inter-American Development Bank, Lima, Peru, December 3, 2013. (Presentation with S. Licón).

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

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

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

75. USAID Education Sector, Washington, DC. July 30, 2014.
76. University of the Andes, Bogotá, Colombia. June 17, 2014.
77. “What do Mexican teachers say? Teaching and Learning International Survey (TALIS) 2013.” Interactive Museum of Economics, Mexico City, Mexico. September 23, 2014.
78. “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.

CONFERENCE PRESENTATIONS

1. “Developing systems to reduce student absenteeism in low- and middle-income countries: Experimental evidence from Argentina.” Fall research conference of the Association for Public Policy Analysis and Management (APPA). Atlanta, Georgia. November 10, 2023.

“Improving math and science skills in contexts of low teacher capacity: Experimental evidence from India.”

2. Annual meeting of the Association for Education Finance and Policy (AEFP). Baltimore, MA. March 15, 2024.
3. Annual meeting of the North East Development Consortium (NEUDC). Cambridge, MA. November 4, 2023.
4. Spring 2020 meeting of the Society for Research on Educational Effectiveness (SREE). Web-based presentation. March 11, 2020.

“Augmenting state capacity for child development: Experimental evidence from India.”

5. Fall 2021 meeting of the Society for Research on Educational Effectiveness (SREE). Web-based presentation: September 26, 2021.
6. Fall 2020 meeting of the Society for Research on Educational Effectiveness (SREE). Web-based presentation: August 5, 2020.

“Can performance-management tools and training complement diagnostic feedback? Experimental evidence from public schools in Argentina.”

7. Annual meeting of the North East Development Consortium (NEUDC). Web-based presentation. November 11, 2020.
8. International Research Seminar on Education Quality, Colombian Institute for Evaluation in Education (ICFES). Bogotá, Colombia: November 5, 2020.
9. “Growth mindset interventions at scale: Experimental evidence from Argentina.” Fall research conference of the Association for Public Policy Analysis and Management (APPAM). Washington, DC, November 7, 2019.

“Street smart or school smart? The arithmetic skills of working children in two Indian cities.”

10. 43rd annual meeting of the Association for Education Finance and Policy (AEFP). Portland, Oregon. March 15-17, 2018.
11. Annual Research on Improving Systems in Education (RISE) conference. Washington, DC, June 16, 2017.
12. “Improving instruction in developing countries: Leveraging education technology to advance our knowledge and accelerate our learning on what works.” Spring research conference of the Society for Research on Educational Effectiveness (SREE). Washington, DC, March 2, 2018.

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

13. Spring 2018 meeting of the Society for Research on Educational Effectiveness (SREE). Washington, DC, February 28-March 3, 2018.
14. Annual Research on Improving Systems in Education (RISE) conference. Washington, DC, June 15, 2017.
15. 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.”

16. Annual meeting of the North East Development Consortium (NEUDC). Cambridge, MA, November 5, 2017.
17. 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.”

18. 2nd international conference of the Association for Public Policy Analysis and Management (APPAM). London, UK, June 13-15, 2016.
19. Annual meeting of the United Nations University World Institute for Development Economics Research (UNU-WIDER). Helsinki, Finland, June 5-8, 2016.
20. 13th annual meeting of the Midwest International Economic Development Conference. Minneapolis, MN. May 6, 2016.
21. 41st annual meeting of the Association for Education Finance and Policy (AEFP). Denver, Colorado. March 17-19, 2016.
22. 17th annual meeting of the Global Development Network (GDN). Lima, Peru. March 17, 2016.
23. 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.”

24. 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.
25. 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).

26. 39th annual meeting of the Association for Education Finance and Policy (AEFP). San Antonio, TX, March 13-15, 2014.
27. Spring 2014 meeting of the Society for Research on Educational Effectiveness (SREE). Washington, DC, March 6-8, 2014.
28. 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.
29. “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.
30. “Assessing teacher policies in Latin America.” Comparative International Education Society (CIES), Montreal, Canada, May 3, 2012.
31. “The politics of school-based management reform in Central America: The case of Honduras.” Comparative International Education Society (CIES), Charleston, SC, March 23, 2009.

TEACHING

* Indicates a new or substantially redesigned course.

New York University (Instructor):

1. * “Professional development seminar II.” [Spring 2024] (M.A. students)
2. * “Professional development seminar I.” [Fall 2023] (M.A. students)
3. “Advanced seminar in psychology and social intervention.” [Fall 2021, spring 2022] (Ph.D. students)
4. * “Research methods in applied psychology I.” [Spring and fall 2018, spring and fall 2019, spring 2020-2021] (B.S. students)
5. * “Psychological measurement.” [Fall 2017, spring 2020-2024] (M.A. and Ph.D. students)

Harvard University (Teaching fellow):

1. “Quantitative methods for improving causal inference in educational research.” [Spring 2014 – Instructor: D. J. Deming; fall 2012 – Instructors: R. J. Murnane and J. B. Willett] (M.A. and Ph.D. students)
2. “Methods of educational measurement.” [Fall 2013 – Instructors: D. M. Koretz and A. D. Ho] (M.A. and Ph.D. students)
3. “Social inequality and educational disadvantage.” [Spring 2013 – Instructor: R. J. Murnane] (M.A. and Ph.D. students)
4. “Market-based reforms in American education.” [Spring 2012 – Instructor: M. R. West] (M.A. and Ph.D. students)
5. “Microeconomics: A policy tool for educators.” [Fall 2011 – Instructor: F. Barrera-Osorio]

STUDENT ADVISING

Primary advisor:

2023-Present Verónica Mesalles (Ph.D. candidate, Psychology and Social Intervention)
2019-2024 Sharnic Djaker (Ph.D., Psychology and Social Intervention)

Secondary advisor:

2021-Present Berta Bartoli (Ph.D. candidate, Psychology and Social Intervention)
2021-Present Trenel Francis (Ph.D. candidate, Psychology and Social Intervention)
2019-2024 Samuel Hansen Freel (Ph.D., Psychology and Social Intervention)

Dissertation-committee chair:

2019-2022 Amrita Ramakrishnan (Ph.D., Counseling Psychology)

Dissertation-committee member:

2021-Present Sorana Acris (Ph.D. candidate, International Education)
2020-Present Ofer Chen (Ph.D. candidate, Education, Communication and Technology)
2020-Present Rena Deitz (Ph.D. candidate, International Education)
2022-2024 Saloni Gupta (Ph.D., Economics of Education, Teachers College – Columbia University)
2022-2024 Zezhen (Michael) Wu (Ph.D., Psychology and Social Intervention)
2019-2020 Travis Cramer (Ph.D., Psychology and Social Intervention)
2018-2020 Taymy J. Caso (Ph.D., Counseling Psychology)

Second year paper-committee member:

2019-2021 Jessica Siegel (Ph.D. candidate, Psychology and Social Intervention)

Independent-study instructor:

Spring 2020 Jessica Siegel (Ph.D. candidate, Psychology and Social Intervention)
Spring 2019 Anastasia Knight (B.S., Applied Psychology)

PROFESSIONAL AND COMMUNITY SERVICE

Editorial-board member:

2023-Present *Education Finance and Policy*
2020-Present *Journal of Research on Educational Effectiveness*
2019-Present *Educational Evaluation and Policy Analysis*

Referee for peer-reviewed journals:

Economics *American Economic Journal: Applied Economics (AEJ Applied), American Economic Review: Insights (AER: Insights), Economic Development and Cultural Change (EDCC), Economics of Education Review (EER), Journal of Development Economics (JDE), Journal of Economic Behavior and Organization (JEBO), The Journal of Human Resources (JHR), Journal of Public Economics (JPUBE), The Quarterly Journal of Economics (QJE), The Review of Economics and Statistics (ReStat), Review of Economic Studies (ReStud), World Bank Economic Review (WBER), World Development*

Education *American Educational Research Journal (AERJ), Comparative Education Review (CER), Educational Evaluation and Policy Analysis (EEPA), Education Finance and Policy (EFP), 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)*

Public policy *Journal of Policy Analysis and Management (JPAM)*

Referee for conferences:

Society for Research on Educational Effectiveness (SREE)

Referee for research grants:

Abdul Latif Jameel Poverty Action Lab (J-PAL), Inter-American Development Bank (IDB), National Academy of Education/Spencer Foundation (NAEd/Spencer), National Science Foundation (NSF), United States Agency for International Development-Development Innovations Ventures (USAID-DIV)

Awards/advisory-boards member:

Fundación Clarín's Teaching Award, Global TIES for Children/Inter-agency Network for Education in Emergencies (INEE) Measurement Library, Jacobs Foundation, Jacobs Foundation/Massachusetts Institute of Technology (MIT) LEAP Challenge, Learning and Educational Achievement in Pakistan (LEAPS)

Professional-association leadership:

2021-2022 Co-Chair, Education in Developing Countries Community Group, Association for Education Finance and Policy (AEFP)

Professional-association member:

American Economic Association (AEA), American Educational Research Association (AERA), Association for Education Finance and Policy (AEFP), Association for Public Policy and Management (APPAM), Comparative International Education Society (CIES), Education Policy Collaborative (EPC), Latin American and Caribbean Economic Association (LACEA), Society for Research in Educational Effectiveness (SREE)

UNIVERSITY SERVICE

New York University:

2017-Present Member, Development Research Institute faculty group

Steinhardt School of Culture, Education, and Human Development:

2023-Present Co-founder/Lead, Education Policy Group
Summer 2021 Advisor, Global TIES for Children Abu Dhabi review

Department of Applied Psychology:

Summer 2023 Instructor, Quality Undergraduate Education and Scholarly Training (QUEST) program
2022-2024 Chair, Taskforce on MA and PhD admissions policies and practices
2019 Member, Curriculum committee
2018 Member, Search committee, Clinical faculty in Counseling Psychology
2017-2021 Member, Human Development and Social Intervention MA program committee
2017 Member, Search committee, Tenure-track faculty in Counseling Psychology

Psychology and Social Intervention PhD:

2021, 2023 Member, Empirical research critique committee
2022 Chair, Admissions committee
2019-2021 Member, Admissions committee

Human Development Research and Policy MA:

2021-Present Co-founder/Director

- Designed a new one-year MA, based on three core areas: foundations in human development, research methodology and statistics, and professional development
- Worked with NYU-Steinhardt's Academic Affairs to obtain state's approval
- Created all professional-development course syllabi and became instructor of record
- Advises all students on courses, internship, and job applications post-graduation
- Chair admissions committee every year since the program's inception

- Hosts all information programs for the program with program faculty and students

RECENT MEDIA COVERAGE

English:

1. “Learn how to be smarter with this one stupid trick,” *Forked Lightning* (August 8, 2023)
2. “Let’s help teachers address students’ learning needs,” *BOLD* (January 23, 2023)
3. “India’s high-tech governance risks leaving behind its poorest citizens,” *The Economist* (October 16, 2021)
4. “Connecting learners: Narrowing the educational divide,” *Economist Intelligence Unit* (June 15, 2021)
5. “When does ed tech actually help?” *Education Week* (September 14, 2020)
6. “To make ed tech work, set clear goals, review the evidence, and pilot before you scale,” *Brookings Institution* (September 10, 2020)
7. “How does the use of education technology actually impact students in poorer regions of the developing world?” *VoxDev* (August 24, 2020)
8. “Debate arises over teaching “growth mindsets” to motivate students,” *Scientific American* (August 12, 2019)
9. “Giving EdTech a chance to shine” (Podcast), *Education Next* (May 29, 2019)
10. “Andhra Pradesh is experimenting with edu-tech in a big way,” *Financial Express* (May 4, 2019)
11. “In Delhi experiment, software sparks success,” *Education Next* (April 22, 2019)
12. “In poor countries technology can make big improvements to education,” *The Economist* (November 15, 2018)
13. “Universal lessons,” *The Economist* (July 7, 2018)
14. “How teaching with the test (not to the test) improves learning,” *Development Impact* (November 16, 2017)
15. “20 innovative edtech projects from around the world,” *EduTech* (November 6, 2017)
16. “Why children do well in ‘street maths’ but not in the classroom,” *Scroll.in* (October 15, 2017)
17. “Not drawn to scale? RCTs and education reform in developing countries,” *Research in Improving Systems of Education (RISE)* (September 12, 2017)
18. “Technology is transforming what happens when a child goes to school,” *The Economist* (July 22, 2017)
19. “How can education systems be better? A round-up of the 2017 RISE conference,” *Development Impact* (June 21, 2017)
20. “A framework for taking evidence from one location to another,” *Development Impact* (May 24, 2017)
21. “Juggling dreams and livelihood: View from the back-bench,” *Hindustan Times* (May 1, 2017)
22. “India’s learning deficit: Solution on the horizon?” *Financial Express* (March 31, 2017)
23. “Technology could transform learning in India’s govt schools if used correctly,” *Hindustan Times* (March 27, 2017)
24. “Technoskeptics pay heed: A computer-assisted learning program that delivers learning results,” *Development Impact* (February 15, 2017)
25. “Should your next-door neighbor assess your daughter’s reading skills?” *Education Next* (December 8, 2015)
26. “Should teaching ‘soft’ skills be a priority?” *Education Next* (December 3, 2014)

Spanish:

27. “Crisis educativa. Cuál es el inquietante número del Censo 2022 que enciende alarmas en el aprendizaje,” *La Nación* (December 9, 2023)
28. “Pruebas PISA: Revelan dos datos clave de la debacle educativa y una paradoja de la pandemia,” *Clarín* (December 5, 2023)
29. “Aprender 2022: Polémica por cómo se armó la muestra y su impacto en los resultados,” *Clarín* (May 31, 2023)
30. “Pruebas Aprender: Un nuevo modo de medir mostró mejores resultados,” *Clarín* (May 18, 2023)
31. “Para mejorar, hay que proteger las evaluaciones del uso político,” *Clarín* (September 8, 2022)

32. “Juegos del cerebro: La prueba piloto en las aulas mendocinas que apuesta por una ‘adultez feliz,’” *La Nación* (August 12, 2022)
33. “En educación, necesitamos más información y menos política,” *La Nación* (June 29, 2022)
34. “Los alumnos faltan 24 días por año y eso se refleja en las notas que se sacan,” *Infobae* (June 15, 2022)
35. “La DGE quiere alertar a los padres por mensajes de texto cuando sus hijos faltan a clases,” *Los Andes* (June 14, 2022)
36. “Ausencias injustificadas a clases: Cuando los padres embargan el futuro de los hijos,” *Diario Uno* (June 12, 2022)
37. “Los hallazgos del ausentismo escolar en Mendoza,” *El Sol* (June 9, 2022)
38. “La DGE sobre ausentismo: Hay chicos que pierden hasta 24 días al año,” *Mendoza Post* (June 9, 2022)
39. “Una oportunidad para potenciar la tecnología,” *Clarín* (September 3, 2020)
40. “Tecnología en educación,” *La Nación* (November 6, 2018)
41. “Alejandro Ganimian: ‘Entregar netbooks a las escuelas no ha tenido efectos positivos y, en algunos casos, fue negativo,’” *Clarín* (July 29, 2018)
42. “Educación: cuánto y cómo conviene usar computadoras en el aula,” *Clarín* (July 12, 2018)
43. “El papel de la tecnología en el aula,” *La Nación* (July 5, 2018)
44. “¿Qué falta para lograr evaluaciones confiables de calidad educativa?,” *La Nación* (December 28, 2016)
45. “El sorpresivo salto de Argentina en la prueba PISA derivó en la descalificación,” *Clarín* (December 7, 2016)
46. “¿Qué han hecho otros países y nosotros no?,” *Clarín* (September 6, 2016)
47. “Con tutores, lograron reducir el fracaso en la escuela secundaria,” *Clarín* (May 5, 2016)
48. “Denuncian la manipulación de datos de la educación,” *Clarín* (April 2, 2015)
49. “Polémicas por la droga y el ausentismo docente,” *La Nación* (March 29, 2015)
50. “El INDEC educativo,” *Bastión Digital* (March 25, 2013)
51. “Tu vecino, el evaluador,” PAL Network (December 8, 2015)
52. “Los diez mitos de la educación argentina. Y por qué hay que discutirlos,” *La Nación* (February 22, 2015)
53. “¿Cuál es el mejor camino para medir la calidad educativa?,” *Infobae* (January 31, 2015)
54. “Inseguridad, desigualdad y educación,” *La Nación* (October 25, 2014)
55. “‘Patria y pupitres’ el eslogan de una utopía olvidada,” *La Nación* (October 12, 2014)
56. “Sólo dos provincias podrán completar los 190 días de clase,” *Clarín* (October 9, 2014)
57. “Las diferentes realidades educativas,” *La Nación* (September 6, 2014)
58. “¿Las elites van a la escuela?,” *La Nación* (August 1, 2014)
59. “La educación ausente,” *La Nación* (July 5, 2014)
60. “Ausentismo de alumnos y docentes,” *La Nación* (June 11, 2014)
61. “Ser docente hoy,” *La Nación* (April 20, 2014)
62. “La educación de las elites, ¿también en problemas?,” *La Nación* (April 10, 2014)
63. “Cómo hacer para que los chicos aprendan,” *Clarín* (December 22, 2013)
64. “10 mitos sobre PISA,” *Bastión Digital* (December 17, 2013)
65. “Cómo atraer a los mejores profesionales a la docencia,” *Bastión Digital* (May 28, 2013)
66. “Déficit en las escuelas: no crece la jornada completa y lo sufren los más pobres,” *Clarín* (April 30, 2013)
67. “La calidad de los colegios: una incógnita para los padres,” *La Nación* (November 20, 2012)