

**VALENTINA PAREDES**

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**EDUCATION:**

PhD University of California Berkeley, Department of Economics, 2007-2012 (expected)  
M.A. University of Chile, Department of Economics, 2005-2007  
B.A. University of Chile, Department of Economics, 2001-2006

**DESIRED RESEARCH AND TEACHING FIELDS:**

PRIMARY: Labor Economics, Applied Econometrics, Economics of Education  
SECONDARY: Microeconomic Theory, Game Theory, Contract Theory

**PROFESSIONAL EXPERIENCE:**

**RESEARCH:**

Research Assistant to Professor Enrico Moretti and Professor Patrick Kline, Department of Economics, UC Berkeley (Summer 2009)  
Instructor at the Department of Economics, University of Chile (2006-2007)  
Research Assistant to Professor Javier Nunez, Department of Economics, University of Chile (Spring 2004)  
Research Assistant to Professor Jose Miguel Benavente, Department of Economics, University of Chile (Summer 2006)  
Research Assistant to Professor Edmundo Beteta, Department of Economics, University of Chile (Summer 2005)

**TEACHING:**

Graduate Student Instructor, UC Berkeley

*Microeconomic Theory*, Haas School of Business, UC Berkeley (Fall 2011)

*Statistics and Econometrics*, Department of Economics, UC Berkeley (Spring 2010)

*Microeconomic Theory*, Department of Economics, UC Berkeley (Fall 2008, Spring-Fall 2009)

Instructor, Microeconomic Theory, Department of Economics, University of Chile (Fall 2007)

Teaching Assistant, University of Chile

*Microeconomic Theory*, Economics Department, University of Chile (Fall-Spring 2006)

*General Equilibrium*, Economics Department, University of Chile (Spring 2004- Summer 2006)

*Macroeconomics*, Economics Department, University of Chile (Spring 2004)

*Microeconomic Theory*, Economics Department, University of Chile (Spring 2002)

*Algebra*, Faculty of Economics and Business, University of Chile (Fall 2002)

**DISSERTATION TITLE:** "Essays on Economics of Education"

**JOB MARKET PAPER:**

**"Grading System and Student Effort"**

An important question that many educators face is how to motivate students to study. Many programs in the US and other countries give cash or award incentives to students to exert more effort. I propose that the grading system also affects the incentives to exert effort among students. In this paper, I build a

model where students maximize their utility by choosing effort. I investigate how student effort changes when there is a change in the grading system from absolute grading to relative grading. I use data from college students in Chile who faced a change in the grading system to test the implications of my model. My model predicts that for low levels of uncertainty: (i) total effort is higher with absolute grading; (ii) low ability students exert less effort with absolute grading, and; (iii) high ability students exert more effort with absolute grading. The data confirms that there is a change in the distribution of effort, although I don't find a change in the total level of effort.

**PUBLISHED PAPERS:**

**"Chile: academic performance and educational management under a rigid employment regime"**

Ricardo D. Paredes and Valentina Paredes; Cepal Review, December 2009.

**FELLOWSHIPS AND AWARDS:**

2010 UC Berkeley, Dean's Normative Time Fellowship

2009-2010 Outstanding GSI Award

4-year Departmental Fellowship, Department of Economics, University of California, Berkeley

Full Academic Scholarship, MA in General Economics, University of Chile

Honor Chart University of Chile 2006, 2005, 2004, 2003

**PRESENTATIONS:**

2011: UC Berkeley, Labor Seminar

2006: Student poster session, SECHI

**REFERENCES:**

Professor David Card  
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