

SCOTT OGAWA

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Research and Teaching Fields

Research: Applied Micro / Education, Experimental Economics
Teaching: Microeconomics, Econometrics

Education

Ph.D., Economics, Northwestern University, Evanston, Illinois, 2013
Dissertation: "Separately Identifying the Screening, Signaling, and Sunk-Cost Effects of Price: Do Students who Pay More Study More?"
Committee Chairperson: Professor Diane Whitmore Schanzenbach
M.A.: Economics, Northwestern University, Evanston, IL, 2009.
M.S.: Mechanical Engineering (Control Systems), Stanford University, Stanford, CA, 2004.
B.S.: Mathematics and Mech. Eng. (with distinction), Stanford University, Stanford, CA, 2003.

Teaching Experience

Lecturer: Northwestern University, 2013 – present
Intermediate Micro II, Introductory Microeconomics, Econometrics
Teacher: Lakeside School, Seattle, WA, 2004 – 2008
Calculus, Economics

Fellowships and Awards

Fellow – Institute for Education Sciences (2010 – 2013)
Russell Sage Foundation grant in experimental economics (2011)
Teaching Assistant Fellow – Searle Center (2010)
Distinguished Teaching Assistant – Northwestern Economics (2009 – 2010)
Tau Beta Pi Honor Society – Stanford (2003)

Papers and Works in Progress

"Separately Identifying the Screening, Signaling, and Sunk-Cost Effects of Price: Do Students Who Pay More Study More?"

I implement a novel experimental design that separately identifies the screening, signaling, and sunk-cost effects of price. The design requires elements from both lab and field experimentation. Results from two different studies refute the sunk-cost bias: People who pay more for a product do *not* use the product more intensely. However, there is some evidence that price may signal information to the consumer, thus creating a causal effect that is distinct from sunk-cost bias. In particular, students who pay more for an educational product sometimes study harder, but only due to changes in beliefs, not the actual amount paid. These findings, taken together, suggest that subsidies will never dampen total utilization so long as consumers are made fully aware of the non-subsidized price.

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“Endogenous Class Size: Why it is difficult to observe heterogeneous ability among cooperative workers” with Zenon Zabinski (in progress)

"Using Experimental Economics to Screen for Effective Teachers" with John List, Sally Sadoff, and Phuong Ta (in progress)

“Belief Effects: Optimal Design for Randomized Trials” with Ken Onishi (2012)

Conference and Seminar Presentations

Economic Science Association, New York Conference (2012)

Northwestern University (2012)