

SCOTT OGAWA

3218 Arthur Anderson Hall
2001 Sheridan
Evanston, IL 60208

650-814-3843
sogawa@northwestern.edu

Research and Teaching Fields

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

Education

PhD/MA, 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
MS: Mechanical Engineering (Control Systems), Stanford University, Stanford, CA, 2004.
BS: Mathematics and Mech. Eng. (with distinction), Stanford University, Stanford, CA, 2003.

Teaching Experience

Assistant Professor of Instruction (2014 – present), Lecturer (2013 – 2014), Northwestern
Intermediate Micro II, Microeconomics, Econometrics, Experimental Economics.
Lecturer (Fall 2014), Kellogg School of Management
Managerial Economics and Decision Sciences
Teacher (2004 – 2008), Lakeside School, Seattle, WA
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.

Scott Ogawa, Page 2

“Endogenous Class Size: Why it is difficult to observe heterogeneous ability among cooperative workers” (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)