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EDUCATION

Ph.D. in Economics, University of Southampton (UK), 2013-2017 (expected)

MSc in Finance and Economics, University of Southampton (UK), 2011-2012

Bachelor of Economics, Zhongnan University of Economics and Law (China), 2006-2010

REFERENCES

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RESEARCH INTERESTS

Main Field: Economic Growth Theory

Secondary Fields: Quantitative Macroeconomics, Inequality, Technological Change, Labour Economics, Economic Development

SEMINARS

Presented

Dec 2016 The 2nd Camphor Economist Circle (CEC) Workshop for English Working Paper, Dalian, China (accepted)

Dec 2016 Simposio de la Asociacion Espanola de Economia (SAEe), Bilbao, Spain (accepted)

Nov 2016 Internal Economics Workshop, Southampton, UK

May 2016 Annual PhD Economics Workshop, Southampton, UK

TEACHING EXPERIENCE

2016-2017 Teaching Assistant ECON2002: Macroeconomic Policy 2

2015-2016 Teaching Assistant ECON1001: Foundations of Microeconomics
(The module was nominated for Blackboard & VLE Awards.)
Teaching Assistant ECON1002: Principles of Macroeconomics
(The module won Blackboard & VLE Awards.)

2014-2015 Teaching Assistant ECON1001: Foundations of Microeconomics
Teaching Assistant ECON1002: Principles of Macroeconomics

SUMMER SCHOOLS – SHORT COURSES

Nov 2015 University of Southampton, UK

Short Course in "Matching Markets and Investment Incentives"

Jan 2015 University of Southampton, UK

Short Course in "Introduction to Perturbation Methods for Solving DSGE Models"

May 2014 ESRC Centre for Population Change, UK

Short Course in "Economics of International Migration"

March 2014 University of Southampton, UK

Short Course in "Economics of Social Networks"

COMPUTER SKILLS

Matlab, Stata, EViews, Mathematica, LaTeX

LANGUAGES

Mandarin Chinese (native), English (fluent), German (beginner)

RESEARCH PAPERS

Inequality, Technological Change, and the Dynamics of the Skill Premium

(Job Market Paper, Submitted and Under Review)

I study different types of technological changes as explanations for the U-shape evolution of the skill premium observed in the U.S., during the 20th century. This paper studies the dynamic distribution of wealth as a new channel through which technological change could affect the skill premium. The distribution of income affects future cohort's supply of skilled and unskilled labour. Therefore, technological change can also affect the skill premium indirectly in the long-run, since it affects market wages and the transition of the distribution of income. The unskill-biased technological change which occurred at the beginning of the 20th century caused the decline in the skill premium during the first half of the last century. The sustained skill-biased technological change has kept increasing the skill premium since the midpoint of last century. This paper, however predicts that, in the long-run, skill-biased technological change has an indirectly dampening effect on the skill premium, which implies that skill-biased technological change could generate a Kuznets curve of the skill premium.

The Patterns of the Skill Premium: Simulation of the U.S. Economy

(in progress)

I conduct quantitative experimental studies to analyze how the skill premium is determined in an economy. The model is parameterized to the U.S. as the benchmark economy. Experiments demonstrate that having different accesses to technology is an important explanation for the differences in the skill premium across countries. In order to offer some policy suggestions to reduce inequality, the paper also tests both the short-run and long-run effects of exogenous shocks on the skill premium. The result implies that the long-run effects of exogenous shocks depend on the scale of the shocks, which, in turn, means that if a shock is not large enough, its long-run effect on the skill premium and inequality will not be significant since it could be digested by the transition of the distribution of wealth.

The Structure of the Higher Education System, Productivity and Inequality

In this paper, I introduce the higher education system into a growth model and analyze the bilateral feedback between socioeconomic composition and the structure of the higher education system and the effects of the structure on productivity and inequality. The results of this paper indicate that a country with a larger population, a larger proportion of high-ability agents, and a higher return to high-quality education, tends to have a diversified system, which consists of a mix of institutions that differ in prestige, quality, and selectivity of students. Otherwise, the country tends to have a unified system, which has very small variance in the quality of universities. Compared with the unified system, the diversified system adds more productivity on high-ability agents and reduces the number of uneducated high-ability agents, thereby increasing the aggregate productivity. Furthermore, even though the diversified system increases the Gini coefficient, it is, nevertheless, a Pareto improvement. Moreover, transforming into a diversified higher education system could eliminate poverty trap and reduce inequality in the long-run.