Event Description: According to human capital theory, the formation of human capital is a process of continuous accumulation, in which the investment of school institution is very important. Although a large body of studies has assessed the effect of school inputs on student performance, their contributions are limited by two chief obstacles. The first is how to isolate school effects from the potential causal reciprocity between school input and student achievement. The second concerns the measurement of student achievement growth over time. Professor Wang constructs a dynamic factor model to estimate the evolution of student academic achievement relying on covariance restriction and explore the role of school inputs at the middle school stage in China. She pays special attention to measure academic achievements that allow the academic achievement in a period affect those in the next period.

Speaker Bio: Guanghui Wang is Associate Professor in the Department of Human Resource Management at the Business School of Jilin University, China. She is currently also a visiting scholar at the Department of Sociology at Johns Hopkins University. Her primary research focuses on the income effects of human capital management and rural migration, topics that she has published extensively about in a variety of journals in China. She holds a Ph.D in Quantitative Economics from the Business School of Jilin University, China.