

Third Lisbon Research Workshop

ECONOMICS, STATISTICS *and* ECONOMETRICS *of* EDUCATION



PROGRAM

Organized by:



Sponsored by:



Third Lisbon Research Workshop on Economics, Statistics and Econometrics of Education

ISEG, Lisbon
23 and 24 January 2015

OVERVIEW

FRIDAY, 23 JANUARY

08:30 - 09:00	Registration
09:00 - 09:30	Opening session
09:30 - 10:30	<u>Plenary session</u> Invited speaker : Lihua Yao (Defense Manpower Data Center)
10:30 - 11:00	Coffee Break
11:00 - 12:30	Parallel sessions 1
12:30 - 13:45	Lunch
13:45 - 14:45	Poster session
14:45 - 16:15	Parallel sessions 2
16:15 - 16:45	Coffee Break
16:45 - 17:45	<u>Plenary session</u> Invited speaker : Philip B. Stark (University of California)
19:00	Conference Dinner Restaurant "Varanda de Lisboa", Hotel Mundial, Praça Martim Moniz 2, Lisboa

SATURDAY, 24 JANUARY

09:30 - 10:30	<u>Plenary session</u> Invited speaker : Sandra McNally (University of Surrey and CEP, LSE)
10:30 - 11:00	Coffee Break
11:00 - 12:30	Parallel sessions 3
12:30 - 13:45	Lunch
13:45 - 14:45	Parallel sessions 4
14:45 - 16:15	Parallel sessions 5
16:15 - 16:45	Coffee Break
16:45 - 17:00	Closing session

VENUE: ISEG, Rua do Quelhas, 6, 1200-781 Lisboa

FRIDAY, 23 JANUARY

08:30 - 09:00 **REGISTRATION**

09:00 - 09:30 **OPENING SESSION - Room: Auditório CGD**

Mário Caldeira, ISEG - School of Economics and Management

Andrea Saltelli, European Commission, Joint Research Centre, Unit of Econometrics and Applied Statistics

09:30 - 10:30 **PLENARY SESSION - Room: Auditório CGD**

Invited Speaker: Lihua Yao, Defense Manpower Data Center, USA

Computer Adaptive Testing and Multidimensional Computer Adaptive Testing

10:30 - 11:00 **COFFEE BREAK**

11:00 - 12:30 **PARALLEL SESSIONS 1**

Session 1.1 - Room: Auditório 2

Sergey **Lychagin** (Central European University) with Kala Krishna and Veronica Frisancho

Retaking in High Stakes Exams: Is Less More?

José Manuel **Cordero** (University of Extremadura) with Tommaso Agasisti

The determinants of repetition rates in European countries: insights from an empirical analysis using PIRLS 2011 data

Lúis **Catela Nunes** (Nova SBE) with Ana Balcão Reis and Maria do Carmo Seabra

Is retention beneficial to low-achieving students? Evidence from Portugal

Session 1.2 - Room: Auditório 3

Pedro **Freitas** (Nova School of Business and Economics) with Ana Balcão Reis

The reasons behind the progression in PISA scores: an education production function approach using semi-parametric techniques

Daniel A. **Kamhoefer** (University of Duisburg-Essen) with Hendrik Schmitz and Matthias Westphal

The effect of education on health using the marginal treatment effect approach

Geert **Mesters** (Universitat Pompeu Fabra)

Childhood Skills, Signals and Dynamic Contagion in Socioeconomic Adulthood Outcomes for Disadvantaged Youths

The chair of each session is the last presenter

12:30 - 13:45 **LUNCH**

13:45 - 14:45 **POSTER SESSION – Cloister First Floor**

Janeli **Kotze** (University of Stellebosch) with Servaas van der Berg

Investigating cognitive performance differentials by socio-economic status across international assessments: Towards a new methodology

Emil **Mihaylov** (VU University Amsterdam)

Returns to job tasks and skills: Evidence from Germany

Daniela **Sonedda** (University of Piemonte Orientale) with Carmen Aina

Should I save or should I enrol? An empirical analysis of the interplay between households' decisions on the schooling of their children and consumption (saving).

Stefanie **Hirsch** (University of Maastricht) with Paul Jungbluth

Does measurement error explain the increase in correlation between socio-economic background and test scores in primary school

Helena **Corrales-Herrero** (Universidad de Valladolid) with Beatriz Rodriguez-Prado

Is adult participation in education more effective when unemployment is high?

Rodrigo **Travitzki** (Universidade da Beira Interior)

First steps toward indicators of intra school inequity in Brazil

José Manuel **Cordero** (University of Extremadura) with Daniel Santin and Rosa Simancas

Exploring cross-country differences in the efficiency of secondary schools: a conditional nonparametric approach using PISA data

14:45 - 16:15 PARALLEL SESSIONS 2

Session 2.1 - Room: Auditório 3

Invited session: The impact of Higher Education on Regional Development in Portugal

Organizer and chair: Pedro Oliveira

Sandra **Saúde** (Instituto Politécnico de Beja) with Carlos Borralho, Isidro Féria and Sandra Lopes

The impact of a Higher Education Institution on Socioeconomic Development – the study case of the Polytechnic Institute of Beja

Joana **Fernandes** (Instituto Politécnico de Bragança – ESACT)

Regional economic impact of HEI's over the years: the case of the Polytechnic Institute of Bragança

José Miguel **Salgado** (Polytechnic Institute of Guarda) with Ana Daniel, Ana Lopes, Ascensão Braga, Constantino Rei, Emanuel Rodrigues, Fernando Marques, Joaquim Brigas, José Salgado, Maria Cecília Rosa, Maria do Rosário Santana and Maria Manuela Natário

The Influence of the Polytechnic Institute of Guarda in the Region

Jorge **Cunha** (University of Minho) with Pedro Oliveira, João Alves, Luísa Carvalho, Renato Carvalho, Florbela Correia, Luís Farinha, Joana Fernandes, Manuela Ferreira, Eugénio Lucas, Joaquim Mourato, Ana Nicolau, Sandra Nunes, Sara Nunes, Cristina Pereira, Sandra Pinto and José Manuel Silva

Measurement of the economic impact of Higher Education Institutions on local economy: The case of seven Portuguese Polytechnic Institutes

Session 2.2- Room: Auditório 2

Massimiliano **Tani** (IZA and UNSW CBR) with David Carrolla and Chris Heaton

Returns to University Quality in Australia: A Two-Stage Analysis

Antonio **Di Paolo** (AQR-IREA, Universitat de Barcelona) with Lorenzo Cappellari

Changes in the Language of Instruction and Returns to Education in a Bilingual Labour Market

Elena **Meroni** (European Commission, JRC) with Esperanza Vera-Toscano and Stefano Lombardi

The persistence of overeducation and overskilling among recent graduates. Labour market mobility or educational system failure?

Session 2.3 - Room: Santander Totta

Mafaizath **Fatoke-Dato** (University of Bamberg)

Short and Medium Term Impacts of the Elimination of School Fees on Girls' Education in Benin, West Africa

Alexis **Le Chapelain** (Sciences Po Paris)

Does teachers' compensation reward effectiveness? - Evidence from a large public education system

Léonard **Moulin** (Université Paris) with David Flacher and Hugo Harari-Kermadec

Tuition fees and social segregation: lessons from a natural experiment at the University of Paris 9-Dauphine

The chair of each session is the last presenter

16:15 - 16:45 COFFEE BREAK

16:45 - 17:45 PLENARY SESSION - Room: Auditório CGD

Invited Speaker: Philip B. Stark, University of California

Teaching evaluations: truthful or truthy?

SATURDAY, 24 JANUARY

09:30 - 10:30 **PLENARY SESSION - Room: Auditório CGD**

Invited Speaker: Sandra McNally, University of Surrey and CEP, LSE

Student Awareness of Costs and Benefits of Educational Decisions: Effects of an Information Campaign and Media Exposure

10:30 - 11:00 **COFFEE BREAK**

11:00 - 12:30 **PARALLEL SESSIONS 3**

Session 3.1- Room: Auditório 2

Marta **Rosado** (Nova SBE) with Maria do Carmo Seabra

Public and Private school management systems: A comparative analysis

Thomas **Wouters** (HIVA - KU Leuven)

School choice and segregation: determinants and decomposition

Session 3.2- Room: Auditório 3

Stefanie **Herber** (University of Bamberg)

The Role of Information in the Competition for Merit-Based Scholarships: Evidence from a Randomized Field-Experiment

Joris **Ghysels** (University of Maastricht) with Carla Haelermans and Fernao Prince

The Economics of Information in Human Capital Formation - Evidence from Two Randomized Experiments on Information Efforts via Formative Testing in Secondary Education

Carla **Haelermans** (TIER - University of Maastricht) with Maartje van der Eem

The Student in Charge! Experimental evidence on gender differences in academic achievement and motivation due to a changed student role

Session 3.3- Room: Santander Totta

Domingo P. **Ximénez-de-Embún** (Universidad de Zaragoza) with María J. Mancebón and José M. Gómez-Sancho

Financial literacy, mathematical performance and school ownership

Alina **Botezat** (Romanian Academy) with Mark Levels

Abortion Law Reforms and Cognitive Abilities of Teens in Romania

Ana Sofia **Lopes** (ESTG, Instituto Politécnico de Leiria and GEMF) with Paulino Teixeira

How Far are Firms' from Workers' Productivity Effects? A New Approach to Measure Human Capital Spillovers

The chair of each session is the last presenter

12:30 - 13:45 **LUNCH**

13:45 - 14:45 **PARALLEL SESSIONS 4**

Session 4.1- Room: Auditório 2

Dino **Alves** (Nova School of Business and Economics) with Maria do Carmo Seabra and Luís Catela Nunes

Determinants of Success of Nova SBE's Undergraduated students

Shira **Fano** (Università Bocconi) with Paolo Pellizzari

(Lack of) effects of Facebook use on academic performance

Session 4.2- Room: Auditório 3

João **Oliveira Baptista** (Direção-Geral de Estatísticas da Educação e Ciência)

Indicators of student progress and score inflation for secondary schools in Portugal

Flavio Eduardo Frony **Morgado** (UNIFESO - Brasil) with Maria Beatriz Villas Boas de Moraes

The use of descriptive statistics as a tool for the assessment of general knowledge questions in Progress Test

Session 4.3- Room: Santander Totta

Joelle **Latina** (Geneva School of Business Administration)

Should I stay or Should I go? An analysis of transitions within vocational education

Johan **Coenen** (University of Maastricht) with Chris Van Klaveren, Wim Groot and Henriette Maassen van den Brink

The effects of ability tracking of future primary school teachers on student performance

The chair of each session is the last presenter

14:45 - 16:15 PARALLEL SESSIONS 5

Session 5.1- Room: Auditório 2

Alessia **Matano** (Universitat de Barcelona and AQR) with Sandra Nieto and Raúl Ramos

Skill Mismatches in the EU: Immigrants vs Natives

Alina **Botezat** (Romanian Academy) with Friedhelm Pfeiffer

The Impact of Parents Migration on the Well-being of Children Left Behind - Initial Evidence from Romania

Marieke **Heers** (Institut National d'Études Démographiques, INED, Paris) with Carla Haelermans

The Effect of Ethnic Diversity in Secondary Schools on School Dropout and the Level of Vocational Education in the Netherlands

Session 5.2- Room: Auditório 3

Michael **Dörsam** (University of Konstanz) with Verena Lauber

The Faster, the Worse? Evidence From a German High School Reform

Francisco-Javier **Cabrera** (University of Sussex)

Impact Evaluation of a Full-Time Primary Schools Programme in Mexico

Johanna Sophie **Quis** (University of Bamberg)

Does higher learning intensity affect student well-being? Evidence from the National Educational Panel Study

Session 5.3- Room: Santander Totta

Camille **Terrier** (Paris School of Economics)

Giving a Little Help to Girls? Evidence on Grade Discrimination and its Effects on Students Achievement

Ulf **Zöllitz** (IZA, Bonn)

How the Gender Composition in Academia Shapes Student Performance and Careers

The chair of each session is the last presenter

16:15 - 16:45 COFFEE BREAK

16:45 - 17:00 CLOSING SESSION - Room: Auditório CGD

INVITED SPEAKERS SESSIONS' RESUME

Computer Adaptive Testing and Multidimensional Computer Adaptive Testing, by **Lihua Yao** (Defense Manpower Data Center)

More and more testing has moved away from traditional paper and pencil testing towards Computer Adaptive Testing (CAT), which has better precision, shorter response time and better security. In recent years, research on Multidimensional Computer Adaptive Testing (MCAT) has also been conducted; MCAT can incorporate content constraints and response time simultaneously for better prediction and shorter testing time. With the advantages that MCAT has over unidimensional CAT, it will not be long before we see MCAT applications in action. In this presentation, we will discuss current and future research on CAT and MCAT.

Teaching evaluations: truthful or truthy? by **Philip Stark** (University of California)

Student evaluations of teaching (SET) are the primary "data" used to assess teaching for the purpose of hiring, firing, and promoting faculty: they can make or break the career of contract faculty. I will summarize evidence that SET are misleading and discriminatory indicators of teaching effectiveness. Indeed, the best studies find SET negatively associated with subsequent student performance and that even ratings of "objective" items, such as whether assignments are returned promptly, are influenced strongly by the gender of the instructor. Other studies suggest that omnibus items such as "overall effectiveness" are particularly affected by students' grade expectations and the gender, attractiveness, and perceived approachability of the instructor. What students mean by "fair," "professional," "organized," "challenging," and "respectful" differs surprisingly from how faculty understand those words. Finally, statistics used to summarize and compare SET across courses, instructors, and disciplines are flawed: ratings of courses of different types, levels, and subjects are incommensurable; and such comparisons generally rely on (inappropriate) averages of ordinal data and ignore response rates, multimodality, scatter, and sources of bias. Calculating averages to one or two decimal places distracts attention from the fact that the underlying data do not measure what they purport to. Much of this is common knowledge. Why, then, do institutions rely on SET for personnel decisions? I suggest three linked economic hypotheses: (1) the perceived cost of more meaningful evaluations is high and falls primarily on individuals who may not benefit from improving evaluation; (2) the perceived cost of firing effective instructors with low SET scores or of promoting ineffective instructors with high SET scores is low and falls primarily on students; and (3) to the extent that SET measure "customer satisfaction," relying on SET may meet the business interests of institutions better than more meaningful measures of teaching effectiveness would.

Student Awareness of Costs and Benefits of Educational Decisions: Effects of an Information Campaign and Media Exposure, by **Sandra McNally** (University of Surrey and CEP, LSE) with Martin McGuigan and Gill Wyness

University fees have recently trebled in England, prompting fears that young people may be put off from participating in higher education. We investigate students' knowledge and their receptiveness to information campaigns about the costs and benefits of staying on in education. We compare the effects of a specially designed information campaign to the effects of media exposure about the increase in tuition fees. The latter has a stronger effect on relevant outcomes. However, we find that an inexpensive information campaign can be effective in improving information and reducing perceived financial barriers to university participation, especially for students from disadvantaged backgrounds.