

EDUC 1150: Education, the Economy and School Reform Fall 2019

Lectures: Fridays, 3 pm - 5:30 pm.

Location: Page-Robinson Hall 201

Instructor: Pierre de Galbert

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Office: 164 Angell Street, Office 266

Office Hours: TBD

Prerequisites: Education and PP concentrators, EDUC 1130 and EDUC 1110 (or equivalent).

Course Website: <https://canvas.brown.edu/courses/1079320>

Please check the course website frequently for important announcements, readings and assignments.

Course Overview

This seminar examines the linkages between educational achievement and economic outcomes for individuals and nations. We study a range of system, organizational, and personnel reforms in education by reviewing the empirical evidence and debating which reforms hold promise for improving public education and closing persistent achievement gaps. Understanding and critiquing the experimental, quasi-experimental and descriptive research methods used in the empirical literature will play a central role in the course.

The course has **three main learning objectives**: understand fundamental challenges facing education systems and a range of solutions proposed to address these challenges; examine and critique how economists and others go about analyzing questions of education policy; and develop public presentation skills, and analytic writing skills. This class requires a substantive amount of reading and writing. I encourage students to form small reading groups to discuss the readings ahead of time.

As this is a WRIT-designated course, you will be required to complete a minimum of two written assignments. You will receive substantive feedback on your writing, which you will use to help you revise your work or to complete subsequent writing assignments.

A note on using computers:

In this class, you will engage in discussion with your classmates, work independently or with others in groups. Notetaking in these various settings will be an important part of your learning. The use of laptops and tablets is not allowed in the class. While they may enhance your learning in some ways, they can be a distraction (to you and to others) as well and I prefer that they are not used in class unless it is a necessary part of your learning experience. If you have questions about this policy or accommodations that require the use of a laptop, please let me know.

Academic Support

Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact [Student and Employee Accessibility Services](#) at 401-863-9588 or SEAS@brown.edu. Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office.

Course Requirements

Attendance and class participation	20%
Reading Briefs (2)	30%
Policy Research Paper	50%
Total	100%

Class Participation will be graded holistically based on the quality, not the quantity, of your contributions to class. There are three main components to successful class participation: 1) attending all classes and arriving on time, 2) coming prepared to discuss all of the required readings, and 3) actively engaging in class by posing questions and contributing to discussions. Students are not expected to have fully understood all aspects of the assigned readings. Asking clarifying questions and addressing points of confusion are highly encouraged. It is our collective responsibility to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means allowing for silence and honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you. But it also means making sure that your voice and your ideas are present in the discussion.

I make no distinction between excused and unexcused absences. Any student who misses more than two class sessions must discuss their ability to complete the course with me. Every week, I take note of absences and late arrivals.

Reading Briefs are short analytic memos that examine the topic of focus for one week. The structure of the brief is flexible, but the writing should demonstrate an understanding each assigned reading, as well as analysis connecting the different readings. There is no need to conduct outside research to write the brief, but you are welcome to make connections to other readings. Briefs should include a summary of key takeaways and tensions in the readings, and suggestions for policy, research, or practice. Briefs should be approximately 750 words.

Policy Research Papers are a core part of the learning experience in the class. This paper will be an analysis focused on an education policy relevant in the public debate at this time. The paper will focus on a geographical context that could be a school, district, state or country, and should discuss the education policy with regards to the particulars of the chosen context. The final paper should be approximately 2000 words. A more detailed description of the assignment including a

rubric will be given in class. Progress toward the final project will be supported through the following activities:

- *Project Proposal (10% of total)* – This proposal should be a minimum of 1 page single spaced and clearly identify the education policy you want to focus on, as well as a brief description of the context.
- *Background and Context (10% of total)* – Approximately two-thirds into the semester, you will submit a draft background section for the paper. This will provide an opportunity to get feedback ahead of your work on the final paper.
- *Class workshop (ungraded)* – During one of the last sessions, a structured protocol will take place in small groups to give you a chance to present your work and receive feedback.

Credit Hours

The total of in-class hours and out-of-class work for all full-credit courses at Brown is approximately 180 hours. In this course, students can expect to spend ~30 hours in class (2h 30min per week for 13 weeks), ~100 hours preparing for class by reading assigned materials (8 hours per week), ~50 hours researching and writing assignments.

Overview of Schedule

Class	Theme	Assignment	Due Date
Week 1 – Sep 6	1.1 Introduction		
Week 2 – Sep 13	1.2 Human capital theory	Short Questionnaire	Sep 12 th 10 PM
Week 3 – Sep 20	1.3 School finance and funding		
Week 4 – Sep 27	2.1 Measuring Teacher Effects		
Week 5 – Oct 4	2.2 Teacher recruitment & training	Reading Brief 1	Oct 10 th 10 PM
Week 6 – Oct 11	2.3 Teacher incentives		
Week 7 – Oct 18	3.1 Testing and accountability		
Week 8 – Oct 25	3.2 School choice around the world	Project Proposal	Oct 30 th 10 PM
Week 9 – Nov 1	3.3 School choice in the US		
Week 10 – Nov 8	3.4 CCT and Scholarships	Reading Brief 2	Nov 14 th 10 PM
Week 11 – Nov 15	4.1 Early Childhood Education		
Week 12 – Nov 22	4.2 Language of Instruction	Background and Context	Nov 26 th 10 PM
Nov 29	No Class – Thanksgiving		
Week 13 – Dec 6	4.3 Standards and Curriculum		
		Final Paper	Dec 18 th 10 PM

Readings and Materials

Please note that **I may change the readings** in the list below by adding or removing material. I will notify you at least 1 week before the session if some readings are changed.

Week 1: Introduction

Duflo, Esther, Rachel Glennerster, and Michael Kremer. 2008. “[Using Randomization in Development Economics Research: A Toolkit](#).” T. Schultz and John Strauss, eds., Handbook of Development Economics. Vol. 4. Amsterdam and New York: North Holland. (Chapters 1 and 2).

Ewing, E. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago’s South Side* (Chapter 1: “What a School Means”) (CANVAS)

Labaree, D. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), (pp 40–59).

Spring, J (2013). *American Education*. (Chapter 1) (CANVAS)

Week 2: Human Capital Theory

Murnane, R. J., & Willett, J. B. (2011). *Methods matter: Improving causal inference in educational and social science research*. Oxford University Press. (Chapter 2). (CANVAS)

The Economist (2017). “Gary Becker’s concept of human capital,” August 3, 2017 article, 1-8. ([link](#)).

Autor, David H. (2014). “Skills, education, and the rise of earnings inequality among the ‘other 99 percent’” *Science* 344, 843-851.

Goldin, Claudia. 2001. The human-capital century and American leadership: Virtues of the past. *The Journal of Economic History* 61(2): 263-292. ([link](#)).

Video: Chetty, Raj (2016). “Policies to Improve Upward Mobility,” lecture at the London School of Economics on October 25, 2016. [Watch minutes 38 to 58] ([link](#)).

Week 3: School finance and education funding

Jackson, C. K., Johnson, R. C., & Persico, C. (2015). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. *The Quarterly Journal of Economics*, 131(1), 157-218. ([link](#)).

Glewwe, P. W., Hanushek, E. A., Humpage, S. D., & Ravina, R. (2011). *School resources and educational outcomes in developing countries: A review of the literature from 1990 to 2010* (No. w17554). National Bureau of Economic Research. ([link](#)).

Reckhow, S. (2012). *Follow the money: How foundation dollars change public school politics*. Oxford University Press. (introduction) (CANVAS).

Spend ten minutes reviewing: Bellwether Education Partners, “The Learning Landscape: School Finance.” <http://www.thelearninglandscape.org/school-finance/>

Hanushek, Eric A. (2003). “The Failure of Input-Based Schooling Policies.” *The Economic Journal* 113(485), F64-F98. ([link](#)).

Week 4: Measuring Teacher Effects

Clotfelter, C., Ladd, H. F. & Vigdor, J. (2008). Teacher Credentials and Student Achievement in High School: A Cross-Subject Analysis with Student Fixed Effects. NBER Working Papers. ([link](#)).

Hill, H.C., Rowan, B., & Ball, D.L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42, 371- 406.

Kane, T. J., & Staiger, D. O. (2012). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains*. Seattle: Bill & Melinda Gates Foundation. ([link](#)).

Pianta, B., Belsky, J. Vandergrift, N. Houts, R. & Morrison, F. (2008) Classroom effects on children’s achievement trajectories in elementary school. *American Educational Research Journal* 45 (2), 365-387.

Nye, B. Konstantopoulos, S. & Hedges, L. (2004) How large are teacher effects? *Educational Evaluation and Policy Analysis* 26, 237-257.

Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89-122.

Week 5: Teacher Recruitment and Training

Kennedy, M. M. (2016). How does professional development improve teaching?. *Review of educational research*, 86(4), 945-980. ([link](#)).

Thomas J. Kane, Jonah E. Rockoff, and Douglas O. Staiger. (2008). “What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City,” *Economics of Education Review* 27(6), 615-631.

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588. ([link](#)).

Scott, J., Trujillo, T., & Rivera, M. D. (2016). Reframing Teach For America: A conceptual framework for the next generation of scholarship. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, 24, 1-33. ([link](#)).

Viadero, D. (2018). Teacher recruitment and retention: It's complicated. *Education Week*, 37(18), 4-5. ([link](#)).

Podcast: Planet Money Episode 923: Good Teachers, Bad Deal. ([link](#)).

Week 6: Teacher incentives

Duflo, E., Dupas, P., & Kremer, M. (2011). Peer effects, teacher incentives, and the impact of tracking: Evidence from a randomized evaluation in Kenya. *The American Economic Review*, 101(5).

Glewwe, P., Ilias, N., & Kremer, M. (2010). Teacher incentives. *American Economic Journal: Applied Economics*, 2(3), 205-227.

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Muralidharan, Karthik, & Sundararaman, V. (2011). Teacher performance pay: Experimental evidence from India. *Journal of Political Economy*, 119(1), 39-77.

Neal, D. (2011). The design of performance pay in education. In *Handbook of the Economics of Education* (Vol. 4, pp. 495-550). Elsevier. ([link](#)) [Do not focus attention on econometric models and equations.]

Week 7: Testing and accountability

Ewing, E. (2015). “[‘We shall not be moved’: A hunger strike, education, and housing in Chicago](#).” *The New Yorker*.

Deming, David J. et al. (2016). “When Does Accountability Work?” *Education Next* 16(1), 71-76. ([link](#)).

Education Next podcast, David Deming on the Texas accountability system, ~ 15 min. ([link](#)).

Jacob, Brian A. (2005). “Accountability, Incentives, and Behavior: The Impact of High-Stakes Testing in the Chicago Public Schools,” *Journal of Public Economics* 89(Issues 5-6), 761-796

Koretz, D. (2008). *Measuring up*. (Chapter 4. The Evolution of American Testing).

Mead, S., Rotherham, A., & Brown, R. (2012). The Hangover: Thinking about the Unintended Consequences of the Nation's Teacher Evaluation Binge. Teacher Quality 2.0. Special Report 2. American Enterprise Institute for Public Policy Research. (pp. 3-20).

Kraft, M. A., & Gilmour, A. F. (2016). Revisiting the widget effect: Teacher evaluation reforms and the distribution of teacher effectiveness. Working paper. Providence, RI: Brown University. (ONLY 1-4, 17-20 the methods and findings are optional).

Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Linn, R. L., ... & Shepard, L. A. (2010). Problems with the Use of Student Test Scores to Evaluate Teachers. EPI Briefing Paper# 278. Economic Policy Institute (5-21).

Week 8: School choice around the world

The Abidjan Principles. Read the introduction (p. 4) and the 10 overarching principles (p. 7). ([link](#)).

Andrabi, Tahir, Jishnu Das, and Asim Ijaz Khwaja (2008). A dime a day: The possibilities and limits of private schooling in Pakistan. *Comparative Education Review*, 52(3), 329-355.

Angrist, J., Bettinger, E., Bloom, E., King, E., & Kremer, M. (2002). Vouchers for private schooling in Colombia: Evidence from a randomized natural experiment. *American Economic Review*, 92(5).

Oxfam. (2019). False Promises. Executive Summary. ([link](#)).

Muralidharan, Karthik, and Venkatesh Sundararaman. (2015). The Aggregate Effect of School Choice: Evidence from a two-stage experiment in India. *The Quarterly Journal of Economics*.

MacLeod, W. Bentley, and Miguel Urquiola. "Competition and Educational Productivity: Incentives Writ Large." (2012). IZA DP No. 7063 ([link](#)).

Week 9: School choice in the United States

Dynarski, Mark. "On negative effects of vouchers." *Brookings Institution. Evidence Speaks Reports* 1 (2016): 18. ([link](#)).

Epple, D., Romano, R., & Zimmer, R. (2015). Charter schools: A survey of research on their characteristics and effectiveness (No. w21256). National Bureau of Economic Research. (READ 1-9 & 48-56).

Gill, Brian et al. (2017). *Rhetoric Versus Reality: What We Know and What We Need to Know About Vouchers and Charter Schools*, RAND Corporation Report. (READ Chapter 1 pp 1-34 AND one chapter of your choice). ([link](#)).

Jabar, H. (2015) "Every Kid Is Money": *Market-Like Competition and School Leader Strategies in New Orleans*. *Educational Evaluation and Policy Analysis* 37(4).

Jabar, H. (2015) '*Drenched in the past: the evolution of market-oriented reforms in New Orleans*. Journal of Education Policy 30(6).

Spend ten minutes reviewing: Bellwether Education Partners “Charter Schools” ([link](#)).

Video: More Charter Schools? The Massachusetts Vote and the National Debate. Watch the first 32 minutes of the debate (opening statements). ([link](#)).

Week 10: Conditional Cash Transfers (CCT) and Scholarships

Barrera-Osorio, Felipe, Bertrand, M., Linden, L. L., & Perez-Calle, F. (2011). Improving the design of conditional transfer programs: Evidence from a randomized education experiment in Colombia. *American Economic Journal: Applied Economics*, 3(2), 167-195.

Barrera-Osorio, F., de Barros, A., & Filmer, D. (2018). Long-term Impacts of Alternative Approaches to Increase Schooling: Evidence from an Experimental Scholarship Program in Cambodia. ([link](#)).

Evans, David K.; Popova, Anna. 2014. *Cash transfers and temptation goods: a review of global evidence (English)*. Policy Research working paper ([link](#)).

Chapter 1, 2, and 5 of Fiszbein, A., & Schady, N. R. (2009). [Conditional cash transfers: reducing present and future poverty](#). World Bank Publications.

Fryer, R. G. (2011). Financial incentives and student achievement: Evidence from randomized trials. *The Quarterly Journal of Economics*, 126(4), 1755-1798. ([link](#)).

Toro, F. (2019). *What if there was a miracle treatment for world poverty? It might already exist*. Washington Post. ([link](#)).

Week 11: Early Childhood Education

Black, M. M., Walker, S. P., Fernald, L. C., Andersen, C. T., DiGirolamo, A. M., Lu, C., ... & Devercelli, A. E. (2017). Early childhood development coming of age: science through the life course. *The Lancet*, 389(10064), 77-90.

Chetty, Raj (2010). “\$320,000 Kindergarten Teachers,” *Phi Delta Kappan* 92(3) 22-25. ([link](#)).

Feller, A., et al. (2016). Compared to what? Variation in the impacts of early childhood education by alternative care type. *The Annals of Applied Statistics*. 10(3).

Walker, S.P., S. M Chang, C. A Powell, and S. M. Grantham-McGregor, (2005). Effects of early childhood psychosocial stimulation and nutritional supplementation on cognition and education in growth-stunted Jamaican children: prospective cohort study. *The Lancet*, Volume 366, Issue 9499: 1804–07.

Gertler, P., Heckman, J., Pinto, R., Zanolini, A., Vermeersch, C., Walker, S., Chang, S. M., & Grantham-McGregor, S. (2014). Labor market returns to an early childhood stimulation intervention in Jamaica. *Science*, 344(6187), 998-1001

Week 12: Language of Instruction

Chambers and Trudgill (1998) *Dialectology*. 2nd edition. (Chapter 1 – pp 3-12)

National Council of Teachers of English. (2008). *English Language Learners: A policy research brief*.

Walter, S. & Benson, C. (2012). *Ch14. Language policy and medium of instruction in formal education*. In Spolsky (2012). *The Cambridge handbook of language policy*.

Zacarian, D. (2012). *Serving English learners: Laws, policies, and regulations*.

Explore the [Ethnologue website](#). Identify one language you had never heard about before and prepare to share two or three facts about that language.

Spend 10 minutes exploring policies of the Rhode Island Department of Education to support multilingual learners. ([link](#)).

Week 13: Standards and Curriculum

Bidwell, Allie (2017). “The History of Common Core State Standards,” *USNews*, February 17, 2017, 1-3

McLaughlin, M., Glaab, L., & Carrasco, I. H. (2014). Implementing Common Core State Standards in California: A Report from the Field. Policy Analysis for California Education, PACE. (16)

Harvard Graduate School of Education (2014). “The Problems and Promise of Common Core,” *Usable Knowledge* ~ 15 minute video roundtable discussion on September 9, 2014 with Paul Reville, Heather Hill, and Daniel Koretz. ([link](#)).

Jukes, M.C.H., et al. (2018). “Respect is an Investment”: Community perceptions of social and emotional competencies in early childhood from Mtwara, Tanzania. *Global Education Review* 5(2).

Porter, Andrew et al. (2011). “Common Core Standards: The New U.S. Intended Curriculum,” *Educational Researcher* v. 40, 103-116.

Read through the [Myths and Facts about the Common Core](#) and identify at least one “myth” that you have heard stated as fact.

Podcast: [Can Non-Cognitive Skills be Taught?](#)