

PhD course: Economics of Teachers (2 ECTS)

May 29-31, 2024

Lecturer: Eric Taylor, Harvard Graduate School of Education

Location: Aarhus BSS, Fuglesangs Alle 4, Room 2636-U214

Danish Graduate Programme in Economics (DGPE)
TrygFonden's Centre for Child Research

Final schedule

Wednesday, May 29 2024	Thursday, May 30 2024	Friday, May 31 2024
12.00-13.00 arrival and lunch 13.00-14.30 session 1 14.30-15.00 break 15.00-15.30 student presentation (Ellen Sahlström) 15:30-16:30 1:1 sessions (Christian Henneberg, Axel Norgren), 2622-C107 18.00- course dinner at Piccolo Ø, Irma Pedersens Gade 82, 8000 Aarhus	08.30-10.00 session 2 10.00-10.30 break 10.30-12.00 session 3 12.00-13.00 lunch 13.00-14.30 session 4 14.30-15.00 break 15.00-16:00 1:1 sessions (Mathias Mørk, Freja Thim), 2622-C107	08.30-10.00 session 5 10.00-10.30 break 10.30-12.00 session 6 12.00- to-go sandwich

Topics covered

1. The econometrics of measuring teacher value added to student outcomes.
2. Teacher training and skill development.
3. Teacher performance evaluation and incentives.
4. Teacher selection and dismissal by schools.
5. Teacher self-selection.
6. Teacher job design (and how it affects job performance and student outcomes).

Credits

In order to receive credits for the course, students should either give a presentation (30 min) within the topics covered by the course (broadly speaking) or submit a research proposal (5-10 pages) no later than Friday June 14, 2024 to Susanne Christensen: sch@econ.au.dk.

Partial reading list

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014a). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. *American Economic Review*, 104(9), 2593-2632.

Jackson, C. K. (2018). What do test scores miss? The importance of teacher effects on non-test score outcomes. *Journal of Political Economy*, 126(5), 2072-2107.

- Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85-108.
- Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. E. (2020). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data. *American Economic Journal: Economic Policy*, 12(1), 359-88.
- Leaver, C., Ozier, O., Serneels, P., & Zeitlin, A. (2021). Recruitment, effort, and retention effects of performance contracts for civil servants: Experimental evidence from Rwandan primary schools. *American Economic Review*, 111(7), 2213-2246.
- Brown, C., & Andrabi, T. (2023). Inducing positive sorting through performance pay: Experimental evidence from Pakistani schools. RISE Working Paper No. 23/123.
- Taylor, E. S. & Tyler, J. H. (2012). The effect of evaluation on teacher performance. *American Economic Review*, 102(7), 3628-3651.
- Fryer, R. (2018). The “pupil” factory: Specialization and the production of human capital in schools. *American Economic Review*, 108(3), 616-56.
- Taylor, E. S. (2018). Skills, job tasks, and productivity in teaching: Evidence from a randomized trial of instruction practices. *Journal of Labor Economics*, 36(3), 711-742.
- Staiger, D. O., & Rockoff, J. E. (2010). Searching for effective teachers with imperfect information. *Journal of Economic Perspectives*, 24(3), 97-118.