

Abstracts

Francesca Foliano (UCL Social Research Institute)

Perseverance in the classroom: results from a randomised educational intervention in primary schools in England (joint with Sherria Hoskins, David Wilkinson, and Heather Rolfe).

We study the effect of a randomised educational intervention aimed at increasing perseverance in the classroom on cognitive and non-cognitive outcomes. The trial is carried out in 100 primary schools in England. The subjects are Year 6 pupils who are introduced to the idea of resilience, perseverance and incremental intelligence by their teachers over several sessions. Unlike other related trials in psychology, education and economics, our analysis finds that the intervention had no impact on literacy and numeracy overall, and that this applied across all pupils, including those eligible for Free School Meals. Results from the analysis of non-cognitive skills show that the intervention had a small, positive but not statistically significant effect on a measure of intrinsic value. The magnitude of this positive effect is higher among pupils who were eligible for FSM, albeit non statistically significant.

Elise Huillery (Université Paris-Dauphine, PSL)

The Role of mindset in education: evidence from a large-scale field experiment in disadvantaged schools (joint with Adrien Bouguen, Axelle Charpentier, Yann Algan, Coralie Chevallier).

This article provides experimental evidence of the impact of a four-year intervention aimed at developing students' growth mindset and internal locus of control in disadvantaged middle schools. We find a 0.07 standard deviation increase in GPA, associated with a change in students' mindset, improved behavior as reported by teachers and school registers, and higher educational and professional aspirations. International empirical benchmarks reveal that the intervention is at least ten times more cost-effective than the typical educational intervention. However, while reducing between-school inequality when targeted to disadvantaged schools, the program benefits less to more fragile students, therefore increasing within-school inequality.

Abstracts

Jonas Bertling (Education Testing Service)

Maximizing validity of self-report measures for socio-emotional outcomes through rigorous survey design and psychometric analyses.

This presentation will aim to address practical questions regarding the development of questionnaire-based measures of socio-emotional outcomes (e.g., attitudes and beliefs) for their use with diverse samples, specifically:

- How can I detect and avoid frame of reference bias in self-report questionnaires?
- What criteria can I use to shorten a questionnaire scale or to select the most relevant indicators among a longer list?

Data examples will stem from Educational Large-scale Assessments (PISA, NAEP) but the demonstrated approaches and solutions can be applied to other contexts as well.