

Swiss Leading House VPET-ECON

A Research Center on the Economics of Education, Firm Behavior, and Training Policies



University of
Zurich^{UZH}

Co-Director
Prof. Dr. Dr. h.c. Uschi Backes-Gellner

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UNIVERSITÄT
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Co-Director
Prof. Dr. Stefan C. Wolter

Spring Term 2023

Leading House Ph.D. Course

“Conducting Research with Administrative Data in Economics of Education”

- Syllabus -

Lecturer:	Prof. Dr. Aline Bütikofer, Norwegian School of Economics
Workshop dates:	March 27-31, 2023
Location:	University of Zurich, Room tba
Preliminary Schedule:	The lectures take place in the form of an intensive 5-day course. Monday, March 27: 14:00-17:30 Tuesday, March 28: 09:00-17:30 Wednesday, March 29: 09:00-17:30 Thursday, March 30: 09:00-17:30 Friday, March 31: 09:00-12:00
Module Number; ECTS:	tba; 3 ECTS
Course webpage:	tba

Course overview

The use of administrative data in economics of education has become increasingly popular. As capacity to store and analyze data has increased, governments, universities, and schools around the globe have developed large-scale, comprehensive data files on tax programs, workforce information, and education. While these data are collected for purely administrative purposes, they represent remarkable new opportunities for expanding our knowledge.

www.economics-of-education.ch

Leading House VPET-ECON

A Research Program of the State Secretariat for Education, Research and Innovation

Prof. Dr. Dr. h.c. Uschi Backes-Gellner

University of Zurich, Department of Business Administration, Plattenstr. 14, CH-8032 Zürich
Tel. +41 44 634 42 81, backes-gellner@business.uzh.ch

Prof. Dr. Stefan C. Wolter

University of Bern, Department of Economics, Centre for Research in Economics of Education,
Schanzeneckstr. 1, Postfach 8573, CH-3001 Bern
Tel. +41 31 631 36 56, stefan.wolter@vwi.unibe.ch

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This course focuses on conducting research with administrative records in economics of education. We consider questions surrounding the benefits and challenges associated with the use of administrative data in education research. We will discuss how to exploit administrative data sets in combination with causal identification strategies, how administrative data can facilitate the conduct of field experiments, and how administrative records can be combined with survey or experimental data to answer relevant questions related to educational research.

We will focus on specific case studies of educational research using different types of administrative data. We will also develop a framework for using administrative records including GDPR processing, data protection impact assessments, handling and documenting of records, and replicability. Overall, the course will provide the basic tools to conducting educational research with administrative data.

Key topics

This course will cover, among others, the topics as follows:

- Availability, benefits, and challenges of working with administrative data
- Types of administrative data
- Combining administrative data sets with
 - causal identification strategies
 - field experiments
 - survey or experimental data
- Framework for using administrative records
 - GDPR processing
 - data protection impact assessments
 - handling and documenting of records
 - replicability
- Case studies of educational research
 - Measuring educational decisions, inputs, and outcomes in administrative records
 - Inequality in education
 - School quality, peers and teachers
 - Returns to schooling

Key literature

Atila Abdulkadiroğlu, Josh Angrist, and Parag Pathak. The Elite Illusion: Achievement Effects at Boston and New York Exam Schools. *Econometrica*, 82. 2014. 137-196.

Adam Altmejd, Andrés Barrios-Fernández, Marin Drlje, Joshua Goodman, Michael Hurwitz, Dejan Kovac, Christine Mulhern, Christopher Neilson, Jonathan Smith. O Brother, Where Start Thou? Sibling Spillovers on College and Major Choice in Four Countries. *The Quarterly Journal of Economics*, 136(3), 2021, 1831–1886.

Massimo Anelli, The Returns to Elite University Education: A Quasi-Experimental Analysis, *Journal of the European Economic Association*, 18(6), 2020, 2824–2868.

Massimo Anelli, Kevin Shih, and Kevin Williams. Foreign Students in College and the Supply of STEM, forthcoming *Journal of Labor Economics*.

Francesco Avvisati, Marc Gurgand, Nina Guyon, Eric Maurin. Getting Parents Involved: A Field Experiment in Deprived Schools. *The Review of Economic Studies*, 81(1), 2014, 57–83.

Simone Balestra, Beatrix Eugster, and Helge Liebert; Peers with Special Needs: Effects and Policies. *The Review of Economics and Statistics*, 104 (3), 2022, 602–618.

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Sandra E. Black, Paul J. Devereux, and Kjell G. Salvanes. Why the Apple Doesn't Fall Far: Understanding Intergenerational Transmission of Human Capital. *American Economic Review*, 95 (1), 2005, 437-449.

Aline Bütikofer, Rita Ginja, Fanny Landaud and Katrine V. Løken. Higher Achievement Schools, Peers, and Mental Health, forthcoming *The Economic Journal*.

Chetty, Raj, John N. Friedman, and Jonah E. Rockoff. Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. *American Economic Review*, 104 (9), 2014, 2633-79.

Michael Dinerstein, Rigissa Megalokonomou, and Constantine Yannelis. Human Capital Depreciation and Returns to Experience. *American Economic Review*, 112(11), 2022, 3725-3762.

Avraham Ebenstein, Victor Lavy, and Sefi Roth. The Long-Run Economic Consequences of High-Stakes Examinations: Evidence from Transitory Variation in Pollution. *American Economic Journal: Applied Economics*, 8 (4), 2016. 36-65.

David Figlio, Krzysztof Karbownik, and Kjell G. Salvanes. Education research and administrative data *Handbook of the Economics of Education*, 2016, 5, 75-13.

Peter Fredriksson, Björn Öckert, and Hessel Oosterbeek. Long-Term Effects of Class Size. *The Quarterly Journal of Economics*, 128(1), 2013, 249–85.

Sofoklis Goulas and Rigissa Megalokonomou. Knowing who you actually are: The effect of feedback on short- and longer-term outcomes. *Journal of Economic Behavior & Organization*, 183, 2021, 589-615.

Tatiana Homonoff, Barton Willage, and Alexander Willén. Rebates as incentives: The effects of a gym membership reimbursement program. *Journal of Health Economics*, Volume 70, 2020, 102285.

Kirabo C. Jackson. Do Students Benefit from Attending Better Schools? Evidence from Rule-based Student Assignments in Trinidad and Tobago. *The Economic Journal*, 120, 2010, 1399-1429.

Fanny Landaud, Son Thierry Ly, Éric Maurin. Competitive Schools and the Gender Gap in the Choice of Field of Study. *Journal of Human Resources*, Volume 55, Number 1, 2020, pp. 278-308.

Victor Lavy and Analia Schlosser. *Mechanisms and Impacts of Gender Peer Effects at School*. *American Economic Journal: Applied Economics*, 3 (2), 2011, 1-33.

Cristian Pop-Eleches and Miguel Urquiola. Going to a Better School: Effects and Behavioral Responses. *American Economic Review*, 103(4), 2013, 1289–1324.

Target audience and preconditions for participation

The course is particularly designed for doctoral students in economics of education. Doctoral students in economics or business economics with a strong interest in conducting research on large administrative datasets are welcome as well. The seminar will take place en bloc in order to enable external Ph.D. students to attend.

Credit requirements and grading

1. Full course attendance. Students are expected to come prepared to class. It will facilitate discussion and improve overall learning.
2. Presentation in class.
3. Individual take-home exam.

Application

The number of participants is limited. Please send your application including a short CV to Fabienne Kiener (fabienne.kiener@business.uzh.ch) at the latest by **February 26, 2023**.

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WWF Statutory Course Policies

According to WWF study regulations, all exam dates are final as published in the VVZ and syllabus. This means that the final exam date is not negotiable. It will not be possible to take any exams on different dates.

Academic dishonesty in any form will not be tolerated. Anyone caught cheating or engaging in unethical behavior will be reported to the Dean's office according to the guidelines on academic dishonesty set forth by the University of Zurich.

The information in this syllabus supports the official information in the electronic university registration tool (VVZ – Vorlesungsverzeichnis). In cases of doubt, the official information at the VVZ is decisive.

For UZH students: Don't forget to officially register using the registration tool of the University of Zurich.