

# The Pedagogy of Science and Environment: Experimental Evidence from Peru

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# Brief Summary

- ▶ The paper evaluates the effectiveness of student centred methodologies complemented with inquiry to teach in Peru
- ▶ Experimental Design Evaluation
- ▶ Data on 106 schools: 53 treated and 53 non-treated
- ▶ Find positive results on "Physical World" grading scores for boys in urban areas (the highest achievers)

# Major Comments

- ▶ Mean Differences between groups. The credibility of the randomization rests upon the test for balanced covariates. There might be some variables to check for means differences that may strengthen the analysis, e.g.:
  - ▶ Schools budget
  - ▶ Teacher's quality (education)
  - ▶ Parent's quality (education, income)
- ▶ Cost/effectiveness exercise. The intervention seems expensive
- ▶ Spillovers within schools in grades that were not treated?

# Mechanism?

"Pupils who were often absent began to come more regularly on those days. Then teachers stop pre announcing the days that LEGO kits were to be used resulting in an increase in assistance for all days...(Pg. 16)"

- ▶ Test this argument. Ask for administrative data on school attendance.
- ▶ Were there differential attendance rates between boys and girls? Perhaps attendance for girls was high before and that is why there is no effect for them.

- ▶ What should exactly be understood by different degree of inquiry? what different degrees are available?
- ▶ Paper mentions similar programs have been applied in other countries. How does this results fit into these results. Perhaps present a table summarizing results