

Paper and presentation

Students may select any topics related to Economics of Education. Research Report can be written in group maximum of 3 students. The purpose of this paper is for students to develop a research topic. Our reading should provide some starting points on your possible research topic. Regular articles on the economics of education are found in Economics of Education Review; Educational Evaluation and Policy Analysis; Education Finance and Policy; Journal of Education Finance; Journal of Human Capital; Journal of Human Resources; Research in Higher Education. The paper must include introduction, literature review, conceptual/ theoretical framework, and references. Lengthwise, the paper should be 10 double-spaced pages, excluding graphs and tables. Copy and plagiarize are prohibited, your score will be zero for plagiarism or copy without appropriate citation and reference (see MLA or APA citation style).

The examples of style are in website

MLA Style: <http://www.liu.edu/CWIS/CWP/library/workshop/citmla.htm> APA Style:

<http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm> Chicago Style:

<http://www.liu.edu/cwis/cwp/library/workshop/citchi.htm>

The length of the presentation is approximately 15-20 minutes. After the presentation, students can get feedback from instructor and classmates to improve and make some changes before submitting the final version on May 15, 2024 by email.

Research paper or Journal presentation

Students will be assigned the date to present paper related to Economics of Educations. The presentation must include the storyline of the paper and brief economics analysis. The length of the presentation is approximately 15 minutes.

The content should be a concise summary of the research described in the reading. It should answer the following questions:

1. What is the primary question/issue/hypothesis that the author wanted to address?
2. Why is the question interesting or important?
3. What data does the author use (if empirical paper)?
4. Give an intuitive description of the author's test or model?
5. What are the author's finding or conclusions?

The above questions are also intended to help guide your reading of some of the more challenging articles in the syllabus.