

Propositions

1. Ability peer effects are positive, small, and roughly linear by peer ability across the distribution of students' own ability. (Chapter 2)
2. Peer effects in the classroom originate from the subset of peers with whom interaction and bonding is encouraged, which implies the channel behind peer effects is meaningful social interaction. (Chapter 2)
3. Forcing students to attend classes frequently and regularly decreases performance and, more generally, makes students worse off. (Chapter 3)
4. Females are better able to sustain their performance during a (low-stakes) cognitive test, both in the topics of math and reading, which implies that after two hours of test taking the highly studied gender gap in math is either partly or completely offset. (Chapter 4)
5. The well-documented relationship between cognitive test scores and economic growth is partly driven by noncognitive skills. (Chapter 5)
6. There is often a discrepancy between the education of economics to students and current research in economics (of education).
7. When data is used to carefully conduct empirical research, it should have the final say in economics.
8. "It is better to be vaguely right than exactly wrong" (Carveth Read, 1898).
9. The focus on credible inference should not discourage economists from asking questions where randomization is difficult, or even conceptually impossible.
10. It can be debated whether the social benefits of academic conferences outweigh the social costs.
11. Doing your PhD is like running a marathon, not a sprint.