

# Seminar Public Finance (MW 23.4): Education over the life-cycle

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## Schedule

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Mon, 5 Feb 2018	Kickoff meeting
Fri, 9 Feb 2018	Deadline: topic and writing period*

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Tue, 20 Feb 2018	Writing period: earliest beginning
Tue, 20 March 2018	Writing period: latest beginning
Tue, 15 May 2018	Writing period: latest hand-in

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Soon after	Publication of presentation schedule
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TBD, May/June 2018	Seminar session 1
TBD, May/June 2018	Seminar session 2
TBD, May/June 2018	Seminar session 3

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\*We will send you an Excel file to ask you about your preferences regarding your topic and writing period. Please check your email account for instructions.

# Components\* and Grading of the Seminar

## Written Components

- ▶ 40% Seminar paper
- ▶ 10% Formalities test
- ▶ 10% Referee report

## Oral Components

- ▶ 20% Presentation
- ▶ 10% Individual discussion
- ▶ 10% General discussion

\* You must pass all components to pass this course.

## 1. Seminar Paper

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Week	Task
1–5	Write 1 <sup>st</sup> draft ( $\geq 8$ pages, including the introduction)
6	Other student writes referee report
7–8	Revise 1 <sup>st</sup> draft on basis of referee report

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- ▶ The paper should not be longer than 10 pages (incl. all tables and figures).
- ▶ An appendix is only permitted in exceptional cases (talk to your supervisor!).
- ▶ The paper has to be in English.

Follow the [Guidelines for Seminar Papers \(Website\)](#)!

- ▶ You will receive some [literature](#) to start with at the beginning of your writing period, but further literature research is necessary!
- ▶ You should see your [supervisor](#) at least once, about 1 or 2 weeks after the beginning of your writing period.
- ▶ Please free enough time for writing your paper!

## 2. Formalities Test

(to be submitted at the end of first week of your writing period)

- ▶ Skills related to literature search
- ▶ Application of citation rules
- ▶ Application of layout rules
- ▶ ...

### 3. Referee Report for Another Paper (to be submitted within one week)

- ▶ Research Question
  - ▶ What is the research question (RQ) of the paper?
  - ▶ Is the RQ clear? If not, how could it be improved?
- ▶ Structure
  - ▶ Briefly summarize each section and its connection to the RQ
  - ▶ Where did you get lost while reading the paper?
- ▶ Language
  - ▶ How would you grade the level of English and why?
- ▶ Citations and Reference List
  - ▶ Are all statements supported by arguments or by references?
  - ▶ Check 1:1 match btw. in-text references and the reference list
  - ▶ Reference list formatted according to guidelines?
- ▶ Improvements
  - ▶ Provide 2-3 suggestions as to how to improve the paper.

#### 4. Presentation

- ▶ You present your paper to the other participants.
- ▶ Presentation takes about 15 minutes.
- ▶ A laptop and a projector will be available.

#### 5. Discussion

- ▶ The discussant should very briefly summarize the seminar paper.
- ▶ The main task of the discussant is to extend the paper by ...
  - ▶ adding theoretical arguments or empirical evidence that are not at all or less extensively discussed in the paper. An extension can be from a source that was not used in the seminar paper.
  - ▶ pointing out weaknesses (critical assumptions, logical flows, ...) of the arguments presented in the paper.
- ▶ At the end of the discussion, the discussant should offer three questions that can serve as starting points for the general discussion.



## 6. General discussion:

- ▶ The purpose of the general discussion is to ask clarifying questions, discuss the arguments put forward in the presentation, . . .
- ▶ Participants should [read all seminar papers](#) before the respective seminar sessions and familiarize themselves with all topics.

## Topics: Education over the life-cycle (1/2)

EC Child development during the early childhood

EC1 Child care

EC2 Effect of pre-primary education on primary school performance

PS Child development during primary and secondary school

PS1 Entrepreneurial education (primary and high school) and outcomes

PS2 School vouchers and educational outcomes

PS3 School autonomy and educational outcomes

PS4 School accountability and educational outcomes

PS5 Schooling in developing countries (Conditional Cash Transfer Programs)

PS6 Class-size and the effect of school resources

PS7 School Tracking

PS8 Peer effects in schools and universities

PS9 Performance incentives for teachers and student outcomes

PS10 Effects of affirmative action in higher education

PS11 Personality, individual preferences and educational choice

# Topics: Education over the life-cycle (2/2)

## VO Vocational vs. general education

VO1 The effect of vocational vs. general education on economic growth

VO2 Wages over the life-cycle: vocational vs. general education

VO3 Employment over the life-cycle: vocational vs. general education

## AS Adult skills

AS1 The relationship between skills and wages: cross-country differences

AS2 The effect of adult skills on economic growth

## PI Parental influences on children

PI1 Nature vs. nurture debate

PI2 Effect of parental education and child outcomes

PI3 Intergenerational transmission of entrepreneurial skills

PI4 Migration background and school outcomes

# How To Do Well in the Seminar

Most importantly: It is always better to be “deep” than “broad”!!!

- ▶ Only write about what you have **fully understood**.
- ▶ Use your **own words** to describe what other authors have written. Do not copy and paste other authors' texts.
- ▶ Citations are there to illustrate arguments, but not to substitute own explanations.
- ▶ If you **plagiarise** you will fail the class (“5.0”).
- ▶ Make sure to eliminate **grammatical mistakes** before handing in.

- ▶ Use your paper to demonstrate that you are familiar with the **methods** used in economics.
- ▶ Work out the **intuition** of models and empirical results.
- ▶ If you use formal models, make sure that mathematical material is not there for its own sake but to present economic arguments.
- ▶ Consider using **graphs** to clarify your arguments.
- ▶ Consider using **examples** to clarify your arguments.
- ▶ If possible, complement your formal arguments with **empirical statements**.
- ▶ Do not forget to mention the **policy implications** of your work.

For further information go to the chair's homepage:

[www.fwi.uni-jena.de](http://www.fwi.uni-jena.de)

→ Teaching → MA Seminar Summer 2018