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The Impact of Student-Centred Teaching Strategies on Educational Attainment in Econometrics: Evidence from the UK

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Abstract

This paper investigates the impact of student-centred teaching strategies (SCTS) on the educational attainment of econometrics students, at a university based in the U.K. Theoretical foundations underlying the usage of SCTS suggest that SCTS is better for students' long-term recall, comprehension, problem-solving abilities and interest in the subject. Yet, the majority of existing studies have only examined short-run outcomes, and none in technical social-science fields. We contribute to the literature by empirically analysing whether SCTS affects the long-term learning outcomes for a STEM-related social-science subject like econometrics, by comparing the impact of SCTS with traditional teacher-centred teaching strategies using a repeated cross-sectional sample spanning over four academic years. Our results provide robust evidence that SCTS is positively associated with students' grades in the long-run. Heterogeneity analyses additionally indicate that female students and those in the upper grade-distribution quantiles disproportionately benefit more from SCTS.

Keywords: student-centred teaching strategies, econometrics, student performance, international students, educational attainment