

Collaborative Learning & Student Outcomes: Evidence from a Field Experiment

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Abstract

In recent years, research on education in developing countries has shifted its focus from increasing school inputs and improving infrastructure to enhancing the quality of interactions within the classroom, both between teachers and students and between the students themselves. Focusing on the latter, we design and implement a randomized experiment within Indian schools at post-primary levels to detect the effects of collaborative learning practices on student academic and non-academic outcomes. Of particular focus is whether collaborative learning benefits both high-achieving and low-achieving students alike, and whether they aid the learning process of first-generation learners and children drawn from disadvantaged populations.