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武蔵野大学大学院 政治経済学研究科政治経済学専攻 入学試験問題・解答 (3月8日)

[英語]

J. D. Angrist and J. Pischke 著『Mostly Harmless Econometrics』の以下の部分を日本語に訳しなさい。

評 点

Labor economists and others have a long tradition of trying to establish causal links between features of the classroom environment and children's learning, an area of investigation that we call "education production." This terminology reflects the fact that we think of features of the school environment as inputs that cost money, while the output that schools produce is student learning. A key question in research on education production is which inputs produce the most learning given their costs. One of the most expensive inputs is class size, since smaller classes can only be achieved by hiring more teachers. It is therefore important to know whether the expense of smaller classes has a payoff in terms of higher student achievement. The STAR experiment was meant to answer this question.

Many studies of education production using nonexperimental data suggest there is little or no link between class size and student learning. So perhaps school systems can save money by hiring fewer teachers, with no consequent reduction in achievement. The observed relation between class size and student achievement should not be taken at face value, however, since weaker students are often deliberately grouped into smaller classes. A randomized trial overcomes this problem by ensuring that we are comparing apples to apples, that is, that the students assigned to classes of different sizes are otherwise comparable. Results from the Tennessee STAR experiment point to a strong and lasting payoff to smaller classes,

The STAR experiment was unusually ambitious and influential, and therefore worth describing in some detail. It cost about \$12 million and was implemented for a cohort of kindergartners in 1985-86. The study ran for four years, until the original cohort of kindergartners was in third grade, and involved about 11,600 children. The average class size in regular Tennessee classes in 1985-86 was about 22.3. The experiment assigned students to one of three treatments: small classes with 13-17 children, regular classes with 22-25 children and a part-time teacher's aide (the usual arrangement), or regular classes with a full-time teacher's aide. Schools with at least three classes in each grade could choose to participate in the experiment.

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