

The nature and consequences of school choice

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Propositions
accompanying the dissertation

The Nature and Consequences of School Choice

by Ulf Zöllitz

1. The literature on school quality does not provide a distinct definition of what constitutes school quality. (Chapter 2)
2. Policies aiming to increase school competition may be the tide that lifts all boats, but they might also foster school specialization in the long run. (Chapter 3)
3. Attending a school with higher average achievement test scores fosters the development of early cognitive skills. (Chapter 4)
4. Field experiments can be a major source of knowledge, but conducting them requires persuasiveness, as well as perseverance. (Chapter 5)
5. Students achieve higher grades when their class contains less “bad apples” and, surprisingly, also fewer “shining lights”. (Chapter 6)
6. The worst fallacy in this business is to assume that the abilities, the motivation, the skills are fixed at birth – they are not. (James Heckman)
7. Conscientiousness and intelligence are to a large degree substitutes in the process of acquiring a PhD.
8. For many economists, the search for exogenous variation has become more important than the search for exciting research questions.
9. I got 99 problems, econometrics ain't one. (The Metric-Gang)
10. Lessons for acquiring a PhD from slacklining: Pick your focus, plan the next steps and maintain your balance.