

# IAB-Colloquium

## zur Arbeitsmarkt- und Berufsforschung

### The impact of increased instructional time on student performance: Quasi-experimental evidence from PISA

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Even though instruction hours are a key lever in most education systems, there is little empirical evidence on the impact of additional instruction hours on the development of core literacy skills. We explore a fundamental education reform in Germany, which compressed the high school track by one year and thereby extended school days on average by 7%. While most of the existing literature examines the effect of spending additional instruction hours on the same curriculum, we analyse the impact of additional instruction time when extra content is taught. Using standardised test scores of 25,000 students in grade 9 from four PISA waves, we exploit regional and temporal variations in the implementation of the reform with difference-in-differences regressions. We find that the policy-induced change in instruction hours primarily improved Reading competencies, while having little effect on Maths and Science literacy. Quantile regressions reveal that especially students further up the competency distribution benefit more from additional instruction time with extra material. The results are robust in a wide range of specifications and have important implications for policy-makers who aim at improving core literacy skills through more instruction time.

**Mittwoch,**

**10. Februar 2016**

11:00 Uhr

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