

Research Proposal: Socio-Emotional Skills and Experimental Evaluation

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The Idea and Why an Experiment

- Literature (e.g., Heckman): socio-emotional skills (SES) crucial for long-run outcomes.
- Schools may foster SES through structured training programs.
- Problem: SES usually measured by self-reports, which are noisy and biased.
- Solution: Randomized controlled trial + standardized behavioral tasks
 - Randomization ensures causal identification.
 - Observed cooperation and productivity provide objective measures.

Research Question 1

Main Question

Does classroom-based SES training causally increase cooperation and productivity in a standardized team task (e.g., tower-building)?

- Randomize training across classrooms.
- Measure group performance and cooperative behaviors in a controlled setting with given incentives.
- Outcomes: task output, conflict resolution, coordination quality.

Research Question 2

Main Question

Does SES training foster pro-social behavior in economic interactions?

- Use canonical experimental games: public goods, trust, coordination.
- Compare treated vs. control students on contribution, reciprocity, efficiency.
- Explore spillovers: do trained peers influence untreated classmates?