


# PROFESSORS WITHOUT BORDERS



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- A new study by Professors Without Borders examines how educators can incorporate measures of non-cognitive factors into the assessment of student academic performance
- While teachers and professors have plenty of well-developed and structured devices to assess the evolution of hard skills traditionally associated with learning, tools for evaluation of non-cognitive aspects are less generalized.
- Using standardized absenteeism as a proxy of the academic mindset of homes and a simple questionnaire for assessing non-cognitive skills, it is possible to demonstrate the important influences in the academic performance of a single student.

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### **Early Predictors of Student Academic Performance by Gabriel Inchausti is the latest exploratory study from Professors Without Borders.**

This paper examines a variety of tools that allow the measurement of the relative importance of different determinants of academic performance in school with focus on non-cognitive factors. Such tools can bring more information to educators and improve their strategies when facing a student in the class, or when discussing a new program to be applied in the school. While teachers and professors have plenty of well-developed and structured devices to assess the evolution of hard skills traditionally associated with learning, tools for evaluation of non-cognitive aspects are less generalized. The application of specific instruments to measure and give visibility to those non-cognitive skills present an opportunity to better assess student trajectory and the efficacy of teaching strategies. In education, as in any other field, good decisions depend on good measurement.

Our research shows that early absenteeism may be a “proxy” measurement of how important a family considers school for their children and the linear regression may be capturing the effects of the “academic mindset” of a family on their children grades. Using standardized absenteeism as a proxy of the academic mindset of homes and a simple questionnaire for assessing non-cognitive skills, it is possible to demonstrate the important influences in the academic performance of a single student.

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**Gabriel Inchausti** graduated in Economics from the University of the Republic (Uruguay). Gabriel has professional specialization in corporate finance and strategy and is currently pursuing a Masters Degree in Behavioural Sciences at the London School of Economics. He is a professor and lecturer in topics related to Behavioral Economics in Uruguay and Brazil, and is an active researcher in the field. His research focus is in the area of education and time preferences. Moreover, Gabriel served as the Executive Officer for a major South American beef group and the General Manager in an important media group in Uruguay. Currently, he is chairman of the board of a South American software company

### **For further enquiries, interviews and media, contact,**

Director, Dr Caroline Varin – [cvarin@prowibo.com](mailto:cvarin@prowibo.com)

Richard Adams for further press enquiries [radams@prowibo.com](mailto:radams@prowibo.com)