PANTHÉON-ASSAS UNIVERSITÉ PARIS

PANTHÉON-ASSAS UNIVERSITÉ PARIS

LEMMA
Laboratoire d'économie mathématique et de microéconomie appliquée

SÉMINAIRE

FOSTERING CLASSROOM INTERACTIONS: EVIDENCE FROM A PEER-LEARNING INTERVENTION - FANNY LANDAU

19 May 2026
Lemma - 4 rue Blaise Desgoffe, 75006 Paris. Salle Maurice Desplas

Fanny is a CNRS researcher at CREST. Her research interests lie in the economics of education, labor economics, family economics, and health economics.

***Abstract**: Data on friendship networks consistently reveal a pervasive pattern: individuals tend to form friendships with those who are similar to them. This phenomenon, known as homophily, emerges from an early age at school and raises important concerns for both equity and*

efficiency. This paper examines, through a randomized controlled trial, whether teachers can expand and diversify students' networks by adopting a peer-learning platform. We further investigate the role of networks in shaping classroom climate and student well-being. Our findings show that adopting a peer-learning platform significantly increases both the number and diversity of classroom interactions, leading to positive effects on friendship networks, bullying reduction, confidence, and overall well-being. These benefits are particularly pronounced for disadvantaged students.

Co-authors: Rustamdjan Hakimov (Université de Lausanne) and Camille Terrier (Queen Mary University of London)