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Computer assisted learning as extracurricular tutor? Evidence from a randomised experiment in rural boarding schools in Shaanxi

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This paper uses a clustered randomised field experiment to explore the effects of a computer assisted learning (CAL) programme on student academic and non-academic outcomes in poor, rural public schools in China. Our results show that a remedial, game-based CAL programme in math held outside of regular school hours with boarding students in poor rural public schools improved standardised math scores by 0.12 standard deviations. Students from poorer families tended to benefit more from the programme. However, CAL did not have any significant impact on either Chinese language standardised test scores or non-academic outcomes.

Keywords: education; development; computer assisted learning; random assignment; test scores; China; rural schools