

Workshop Instructions

For workshop March 25, 2026

PPPA 8022
Spring 2026

This workshop has two major goals. First, it hopefully pushes you to create an initial draft of your paper. You are better served for this workshop the more of your draft you produce. I strongly encourage you to have at least some pages of text and at least two tables or figures (though more is better).

Second, this workshop should generate useful feedback from your classmates. Explaining your topic to your classmates comprehensibly is a sign of success. If your classmates can't understand what you've written, this is a sign that you need to re-think your explanation.

Logistics

- By midnight Sunday March 22, post your draft to the google folder named below
 - If you want to agree on a later date with your group, go ahead
 - For purposes of this class, I will count as a submission what you turn in by midnight Sunday March 22
- The more you post, the better feedback you will receive
- Turn work in to the “in-class workshop” google folder that is linked on the Blackboard announcements page
 - There are sub-folders for each group
 - Within that, create subfolders for drafts and comments for your group
 - Post your draft to the draft subfolder
 - Name the draft [your last name]_draft.docx/pdf
- Before 6 pm March 25
 - post comments in your group's comments subfolder
 - name as [commentor's last name]_on_[author's last name].docx/.pdf
- For class March 25
 - Second half of class is breakout group discussion
- Group assignments are listed on Blackboard announcements page

Comments

- You should write comments on the two other papers in your group.
- I anticipate something about three-quarters of a page or less. Quality is more important than quantity
- Remember that our focus in this class is on causal estimation.
- Comments should be substantive and not entirely complementary.
- Below is a list of suggested questions. Do not limit yourself to this list.
 - Can you follow what the original author did (as much as you need to for this replication)?
 - Does the student explain how the results do or do not match?
 - Does the student consider issues of causality?

- When results don't match, does the student have any explanation for why this may be the case?
- Is the extension well-motivated?
- Can you understand the main results and the extension results?
- Does the student interpret coefficient values?

Assessment

- This assignment counts for 2.5% of the final paper grade
- Half of the grade on this assignment comes from turning in a draft for your classmates to read. You can receive complete credit for this portion of the assignment only if you submit a draft on which comments are possible.
- The remaining half comes from the quality of your comments on your classmates' work, graded pass/fail