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LEMMA
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SÉMINAIRE

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

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***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.

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