

## Abstract

There is an ongoing debate about what teaching practices are the most effective ones in order to improve student performance. However, little is known about the impact across countries and literature is highly inconclusive. In this work, we extend the portfolio of countries and provide evidence about the role of modern and traditional teaching practices on students' test scores in 43 countries. Our analysis is performed in two steps and is a typical example of hierarchical linear modelling (HLM). In the first step, we perform student fixed effect method to account for majority of selection issues. We identify a positive, negative or no effect of modern or traditional teaching methods on student performance. These results are priceless for policy makers suggesting that there is no one-fits-all-approach towards modern or traditional teaching methods to order to improve students' test scores. As a great variation is observed, we continue further and investigate what country characteristics could explain these differences across countries. Bayesian model averaging (BMA) method supports us in a model uncertainty and a particular variable selection. Our findings indicate that cultural dimension uncertainty avoidance, which describes country's rigidity in behaviour and institutions, assists in explaining these differences. In particular, our results suggest that uncertainty avoidance is positively related to the estimated effect of modern teaching practices on students' test scores. On the other hand, our findings reveal that uncertainty avoidance is negatively related to the estimated effect of traditional teaching practices on student's performance.