

\* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
2nd	4	Elective	Face-to-face / Blended / Distance	English
MODULE		Master in Economics		
SUBJECT		Experimental Economics		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Master in Economics		
FACULTY/SCHOOL				
TEACHING STAFF <sup>(1)</sup>				
Juan A. Lacomba				
CONTACT DETAILS		Office: B.319 Dpto. Teoría e Historia Económica Facultad de CC. Económicas.  Juan A. Lacomba Phone number: 958241000 / 20143 <a href="mailto:jlacomba@ugr.es">jlacomba@ugr.es</a>		
OFFICE HOURS		Tuesday: 10:30 to 13:30 Thursday: 10:30 to 13:30		
GENERAL AND SPECIFIC COMPETENCES				

<sup>1</sup>Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞)Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/))

## GENERAL COMPETENCES

CG1 – That the student attain the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented.

## BASIC COMPETENCES

CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.

CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.

CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.

CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.

## SPECIFIC COMPETENCES

CE5 – Apply advanced techniques to real problems

CE6 – Formulate and answer questions in a way applicable to business strategies

CE7 – Formulate and answer questions in a way applicable to economic policy

CE8 – Formulate and test hypotheses and assumptions related to theoretical predictions

CE10 – Plan and organize experimental studies

CE13 – Program software for specific economic studies in the laboratory

CE15 – Solve technical and practical problems related with the design of experimental studies

CE17 – Solve technical and practical problems related with the organization, presentation and analysis of technical data obtained from a study

CE18 – Attend as support staff in research projects

CE19 – Attend as support staff in consulting projects

## OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

### *Student will be able to:*

- Identify relevant problems in research in laboratory and field experiments.
- Gather evidence (literature, empirical, theoretical, etc.) for analysis.
- Modify theories and experiments to solve a new problem.
- Design field experiments to solve a new problem.

Identify the relevant conclusions

## BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

This course is the second part of a two courses sequence (along with Behavioral Economics) on behavioral and experimental economics. The sequence has two main objectives: 1) To examine theories and evidence related to the psychology of economic decision making, 2) To



introduce methods of experimental economics, and explores major subject areas that have been addressed through laboratory and field experiments. This course focuses on lab and field experiments. The particular topics to be covered include: lab and field experiments on altruism, trust, bargaining, cooperation, labor, development, etc. In this course students will learn all the different steps in the process of making a lab and a field experiment: the design, the implementation and the analysis of the results.

#### SYLLABUS

##### THEORY SYLLABUS:

- Unit 1. Introduction to Experimental Economics
  - Unit 2. Altruism and Bargaining.
  - Unit 3. Trust.
  - Unit 4. Public Goods.
  - Unit 5. Labor Market
  - Unit 6. Field Experiments
- [...]

##### PRACTICAL SYLLABUS

###### Seminars/Workshops

- Presentations

#### REQUIRED AND RECOMMENDED READING

##### REQUIRED READING:

For specific topics: scientific papers will be provided to students

##### RECOMMENDED READING:

For general topics:

- *The Handbook of Experimental Economics*, John Kagel and Alvin E. Roth, editors, Princeton University Press, 1995.
- *Behavioral Game Theory: Experiments in Strategic Interaction*, Colin Camerer, Princeton University Press, April 2003.
- *Advances in Behavioral Economics*, Colin F. Camerer, George Loewenstein, Matthew Rabin, editors, Princeton University Press, February 2004.

#### USEFULLINKS (OPTIONAL)

#### TEACHING METHODOLOGY

The teaching methodology is similar for each thematic session (as a module closed), articulated on the basis of selection, reading and general discussion of a selected number of research papers considered by teachers. These materials are relevant on each of the topics covered by the program.

Class attending is computed as the percentage of the sessions the student assist (including seminars specific to this subject if any). Seminars attending is measured by presentations of summaries of the talks.

Finally, the last sessions of the course are devoted to oral presentation in class of the experimental designs by students for discussions with the rest of participants (who also act as commentators).



## ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

### ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (*convocatoria ordinaria*) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

According to the Rules of assessment and grading of the students of the University of Granada (latest modification approved by the Governing Board on 26th October 2016), the assessment of students' academic performance will reflect public, objective and impartial criteria, and will preferably be continuous and ongoing.

With the purpose of assessing the acquisition of the contents and competencies to develop in the subject, the following assessment procedure will be used, continuous assessment being optional:

- A presentation (ppt, pdf, etc.) of an original lab experimental design.(25%).
- A short research paper based on that original lab experimental design.(25%).
- A presentation (ppt, pdf, etc.) of an original field experimental design.(25%).
- A short research paper based on that original field experimental design.(25%).

### EXTRAORDINARY ASSESSMENT SESSION

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (*convocatoria ordinaria*) will have access to an extraordinary assessment session (*convocatoria extraordinaria*). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

- A presentation of an original lab experimental design and the writing of a short research paper based on that original lab experimental design.(50%).
- A presentation of an original field experimental design and the writing of a short research paper based on that original field experimental design.(50%).

## DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL"(AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT)AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (*evaluación única final*), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.



<p>In this case, the assessment will comprise:</p> <ul style="list-style-type: none"> <li>• A presentation of an original lab experimental design and the writing of a short research paper based on that original lab experimental design.(50%).</li> <li>• A presentation of an original field experimental design and the writing of a short research paper based on that original field experimental design.(50%).</li> </ul>	
<b>SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)</b>	
<b>TUTORIALS</b>	
<b>TIMETABLE</b> (According to Official Academic Organization Plan)	<b>TOOLS FOR TUTORIALS</b> (Indicate which digital tools will be used for tutorials)
Tuesday: 10:30 to 13:30 Thursday: 10:30 to 13:30	<ul style="list-style-type: none"> <li>• When Remote teaching , Prado, Google Meets</li> </ul>
<b>MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY</b>	
<ul style="list-style-type: none"> <li>• When Remote teaching, the classes and presentations of the topics are available to students through the PRADO platform.</li> <li>• The scientific papers explained in each topic are available to students through the PRADO platform.</li> <li>• When Remote teaching, personal attention through messages and emails, via PRADO and institutional email</li> </ul>	
<b>MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)</b>	
<b>Ordinary assessment session</b>	
<ul style="list-style-type: none"> <li>• A presentation (ppt, pdf, etc.) of an original lab experimental design.(25%).</li> <li>• A short research paper based on that original lab experimental design.(25%).</li> <li>• A presentation (ppt, pdf, etc.) of an original field experimental design.(25%).</li> <li>• A short research paper based on that original field experimental design.(25%).</li> </ul>	
<b>Extraordinary assessment session</b>	
<ul style="list-style-type: none"> <li>• A presentation (ppt, pdf, etc.) of an original lab experimental design.(25%).</li> <li>• A short research paper based on that original lab experimental design.(25%).</li> <li>• A presentation (ppt, pdf, etc.) of an original field experimental design.(25%).</li> <li>• A short research paper based on that original field experimental design.(25%).</li> </ul>	
<b>Single final assessment</b>	
<ul style="list-style-type: none"> <li>• A presentation (ppt, pdf, etc.) of an original lab experimental design.(25%).</li> <li>• A short research paper based on that original lab experimental design.(25%).</li> <li>• A presentation (ppt, pdf, etc.) of an original field experimental design.(25%).</li> <li>• A short research paper based on that original field experimental design.(25%).</li> </ul>	



## SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)

TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
Tuesday: 10:30 to 13:30 Thursday: 10:30 to 13:30	<ul style="list-style-type: none"> <li>Prado, Google Meets</li> </ul>
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
<ul style="list-style-type: none"> <li>The classes and presentations of the topics are available to students through the PRADO platform.</li> <li>The scientific papers explained in each topic are available to students through the PRADO platform.</li> <li>Personal attention through messages and emails, via PRADO and institutional email</li> </ul>	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	
Ordinary assessment session	
<ul style="list-style-type: none"> <li>A presentation (ppt, pdf, etc.) of an original lab experimental design.(25%).</li> <li>A short research paper based on that original lab experimental design.(25%).</li> <li>A presentation (ppt, pdf, etc.) of an original field experimental design.(25%).</li> <li>A short research paper based on that original field experimental design.(25%).</li> </ul>	
Extraordinary assessment session	
<ul style="list-style-type: none"> <li>A presentation (ppt, pdf, etc.) of an original lab experimental design.(25%).</li> <li>A short research paper based on that original lab experimental design.(25%).</li> <li>A presentation (ppt, pdf, etc.) of an original field experimental design.(25%).</li> <li>A short research paper based on that original field experimental design.(25%).</li> </ul>	
Single final assessment	
<ul style="list-style-type: none"> <li>A presentation (ppt, pdf, etc.) of an original lab experimental design.(25%).</li> <li>A short research paper based on that original lab experimental design.(25%).</li> <li>A presentation (ppt, pdf, etc.) of an original field experimental design.(25%).</li> <li>A short research paper based on that original field experimental design.(25%).</li> </ul>	

