

* 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 | English |
| MODULE | | | | |
| SUBJECT | | RESEARCH METHODS IN MICROECONOMICS | | |
| CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME | | International School for Postgraduate Studies (EIP) | | |
| MASTER'S DEGREE | | Master in Economics | | |
| FACULTY / SCHOOL | | Economics and Business and Administration | | |
| TEACHING STAFF⁽¹⁾ | | | | |
| Ana I. Moro-Egido | | | | |
| CONTACT DETAILS | | Dpto. Teoría e Historia Económica, 3ª planta, Facultad/Escuela de Económicas y Empresariales. Despacho nºB324 Email address: aimoro@ugr.es | | |
| OFFICE HOURS | | Tuesday:08:30 a.m. to 10.30 a.m and 15:30 p.m. to 17:30 p.m. | | |
| GENERAL AND SPECIFIC COMPETENCES | | | | |
| <p>GENERAL COMPETENCES</p> <p>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.</p> <p>BASIC COMPETENCES</p> <p>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.</p> <p>CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems</p> | | | | |

¹ 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/))

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

CE1 – Acquire bibliographical information on the current state of economics research

CE3 – Understand the relevant existing theories, tendencies and debates

CE4 – Apply and extend existing theories to solve real problems

CE5 – Apply advanced techniques to real problems

CE9 – Plan and organize empirical studies

CE14 – Programme in specific software for data analysis

CE22 – Public presentation and defence of own work

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

Student will know/understand:

- The different quantitative techniques for the analysis of any economic problem.
- The implications of different types of determinants, in particular, the interpretation of the effect of a continuous variables versus a discrete variable.
- To select the main findings of the quantitative analysis

Student will be able to:

- To identify a relevant empirical economic problem,
- Distinguish between different empirical methodologies to address a question.
- Gather evidence (references, empirical, theoretical, etc) to perform an analysis.
- Analyze the empirical evidence to solve a new problem.
- Conduct an empirical analysis with the most relevant methodology.
- Identify relevant conclusions.

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

In this course we cover the standard models to deal with empirical applications in Microeconomics. They would learn how to treat continuous variables, dummy variables, categorical ordered and non ordered variables and truncated variables.

The software for the course is STATA. They must be able at the end of the course to explore complex databases and to choose the accurate estimators depending on the model they want to test.

SYLLABUS

Topic 1: Review of linear regression

Topic 2: Discrete choice dependent variable models.



Topic 3: Multinomial response discrete choice models: ordered and non-ordered models.
Topic 4: Censored data models: the Tobit and the sample selection models.

REQUIRED AND RECOMMENDED READING

Basic References

- Cameron, A. C., y Trivedi, P. K. (2005): Microeconometrics: Methods and applications. Cambridge University Press.
- Greene, W. H. (2003): Econometric analysis. 5ª edición. Prentice-Hall.
- Wooldridge, J. M. (2006): Introductory econometrics: a modern approach. South-Western.

USEFUL LINKS (OPTIONAL)

<https://prado.ugr.es/prado2/>

TEACHING METHODOLOGY

- Theory: the teacher will present the topics in class.
- Practical part: The teacher will propose a set of practices (exercises, questions, etc.) related to the program.
- Students will present some exercises on a specific topic from those proposed by the teacher.

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.

It will be conducted an ongoing evaluation of the following aspects of student training (the weight of each item in the final assessment shown in parenthesis):

- Oral presentations of exercises (including programs and analysis) (35%)
- Report (solve some exercises including programs and analysis) (65%)

The evaluation of the subject requires a minimum of 80% presence in classes to pass the subject. It will be also compulsory to attend the seminars (if any) organized within the subject. The report should be submitted by PRADO.

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.



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.

Students authorized to this type of unique final evaluation would be evaluated using a report (solve some exercises including programs and analysis).

SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS

| TIMETABLE (According to Official Academic Organization Plan) | TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials) |
|---|---|
| <ul style="list-style-type: none"> Same schedule as in general | <ul style="list-style-type: none"> Email (and in specific cases by Google Meet). Given the sanitary recommendations, it is not guaranteed the distance with student, then in any case office hours would be by email or in some specific cases by Google Meet. |

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

- On campus: we will use the laboratory (given the sanitary regulations allow this option)
- Remote teaching: we will provide the videos.

NOTE: It is strictly forbidden to record streaming classes and any meeting on Google Meet.

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

Ordinary assessment session

- The oral presentation of exercises will be exchange with some extra report if it is necessary given the regulations at that point in time.
- The original report submitted by PRADO, as in the general case.

Extraordinary assessment session

- This assessment consists of a report, therefore it should be submitted by PRADO.

Single final assessment



| <ul style="list-style-type: none"> This assessment consists of a report, therefore it should be submitted by PRADO. | |
|--|--|
| SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED) | |
| TIMETABLE (According to Official Academic Organization Plan) | TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials) |
| <ul style="list-style-type: none"> Same schedule as in general | <ul style="list-style-type: none"> Email (and in specific cases by Google Meet) |
| MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY | |
| <ul style="list-style-type: none"> Remote teaching: we will provide material for each topic: notes on the topics, list of solved exercises, list of exercises proposed for students through PRADO <p>NOTE: It is strictly forbidden to record streaming classes and any meeting on Google Meet.</p> | |
| MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark) | |
| Ordinary assessment session | |
| <ul style="list-style-type: none"> The oral presentation of exercises will be exchange with some extra report to be submitted by PRADO The original report submitted by PRADO, as in the general case. | |
| Extraordinary assessment session | |
| <ul style="list-style-type: none"> This assessment consists of a report, therefore it should be submitted by PRADO. | |
| Single final assessment | |
| <p>The student will officially ask the Master Coordinator for the unique-final evaluation during the first two weeks of the course through electronic procedure. Students authorized to this type of unique final evaluation would be evaluated using the following criteria:</p> <ul style="list-style-type: none"> This assessment consists of a report, therefore it should be submitted by PRADO. | |

