

# Swiss Leading House VPET-ECON

A Research Center on the Economics of Education, Firm Behavior and Training Policies



University of  
Zurich<sup>UZH</sup>

Co-Director

Prof. Dr. Dr. h.c. Uschi Backes-Gellner

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Prof. Dr. Stefan C. Wolter

## Fall Term 2024

### Leading House Ph.D. Course Microeconomic Foundations of Economics of Education - Syllabus -

**Lecturer:** Prof. Dr. Ludger Woessmann; University of Munich and ifo Institute

**Workshop dates:** October 7 - 10, 2024

**Location:** University of Zurich, Room tba

**Preliminary Schedule:** The lectures take place in the form of an intensive 4-day course.

Monday, October 7: 11:00-17:30

Tuesday, October 8: 09:00-17:30

Wednesday, October 9: 09:00-17:30

Thursday, October 10: 09:00-16:30

**Module Number; ECTS:** tba; 3 ECTS

**Course webpage:** <https://www.educationeconomics.uzh.ch/en/international-course-program/courses.html>

## Course overview

The human capital of the population is a key determinant of labor-market success and economic growth. This brings the economics of education to the core of understanding individual and societal economic prosperity. This course will analyze the microeconomic foundations of the economics of education. We will study the efficiency and equity of educational production. The focus will be on the school system, but the broader lifecycle of education policy will also be covered. While studying recent applied research on education policy, we will also cover up-to-date econometric methods for the empirical identification of causal effects in the economics of education.

[www.economics-of-education.ch](http://www.economics-of-education.ch)

Leading House VPET-ECON

A Research Programme of the State Secretariat for Education, Research and Innovation

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## Topics

### *Introduction*

- Why an “Economics” of Education?
- Measuring Educational Performance
- Econometric Methods for Causal Evaluation

### *Efficiency of Educational Production*

- The Education Production Function
- Effects of Class Size and Funding: Identification and Interpretation
- New Technologies in Education
- Teachers and Teaching
- Institutional Effects: Principals, Agents and Incentives
- Accountability and Central Exams
- School Autonomy
- School Choice and School Competition
- Incentives for Students and Teachers
- Nudges: The Behavioral Economics of Education

### *Equity of Educational Production*

- Families and Intergenerational Mobility
- Peer Effects and Social Interaction
- Tracking
- Early Childhood Development
- Choice and Equity

### *The Lifecycle of Education Policy*

- Dynamic Synergies in Skill Formation
- Early Childhood Education
- School Education
- Vocational Education
- Higher Education
- Adult Education

### *Concluding Considerations on Topics and Methods for Research*

## Key literature

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- Alan, S., T. Boneva, S. Ertac (2019). Ever Failed, Try Again, Succeed Better: Results from a Randomized Educational Intervention on Grit. *Quarterly Journal of Economics* 134 (3): 1121-1162.
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- Card, D., J. Kluve, A. Weber (2018). What Works? A Meta Analysis of Recent Active Labor Market Program Evaluations. *Journal of the European Economic Association* 16 (3): 894-931.
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- West, M.R., L. Woessmann (2010). 'Every Catholic Child in a Catholic School': Historical Resistance to State Schooling, Contemporary Private Competition and Student Achievement across Countries. *Economic Journal* 120 (546): F229-F255.
- Woessmann, L. (2016). The Importance of School Systems: Evidence from International Differences in Student Achievement. *Journal of Economic Perspectives* 30 (3): 3-31.
- Woessmann, L., E. Bettinger, eds. (2020). *New Directions in the Economics of Higher Education*. Two Volumes. Cheltenham: Edward Elgar.

## Target audience and preconditions for participation

The course is particularly designed for doctoral students in economics of education. Doctoral students in economics or business economics with a strong interest in microeconomic foundations of economics of education are welcome as well.

## Credit requirements and grading

1. Full course attendance is required to receive ECTS-Points. Students are expected to come prepared to the course. It will facilitate discussions and improve overall learning.
2. Presentation in class.
3. Individual take-home exam.

## Application

The number of participants is limited. Course registration until **September 1, 2024** is mandatory. Please send your application (including a one-page CV) to Aranya Sritharan ([aranya.sritharan@business.uzh.ch](mailto:aranya.sritharan@business.uzh.ch)).

## WWF Statutory Course Policies

According to WWF study regulations, all exam dates are final as published in the VVZ and syllabus. This means that the final exam date is not negotiable. It will not be possible to take any exams on different dates.

Academic dishonesty in any form will not be tolerated. Anyone caught cheating or engaging in unethical behavior will be reported to the Dean's office according to the guidelines on academic dishonesty set forth by the University of Zurich.

The information in this syllabus supports the official information in the electronic university registration tool (VVZ – Vorlesungsverzeichnis). In cases of doubt, the official information at the VVZ is decisive.

For UZH students: Don't forget to officially register using the registration tool of the University of Zurich.

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