Econometrics MAGEVAL2 - TD1

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Today

Information

- 7 sessions, each 1h45 long
- Theory (VS, 50%): exam on the ?
- Practice (NK, 50%): graded out of 100 points
  - Graded problem sets: maximum 32-40 points (maybe participation grade?)
  - Exam: maximum 80 points

- Dunlosky et al. (2013) find that practice testing and distributed practice have the highest utility for learning - need to incentivise those!
    - Practice testing: "Self-testing or taking practice tests over to-be-learned material"
    - Distributed testing: "Implementing a schedule of practice that spreads out study activities over time"
- But also want to respect individual heterogeneous study methods
- Four problem sets, part theory, part practice (Stata)
    - Approximately eight questions each, each worth at least 1 point
- Send me your solutions before TDs start to my email (PDFs and commentated (!) .do files, in the following format (for the first problem set): **ps1_lastname1_lastname2.do**)

Practical exam

- 10.04.2025, 10h45 - 12h15 (last session, 1h30)
- Stata exam
- There will be five questions out of which you will have to answer four (each worth 20 points)

Schedule

- PS1 (13.02. + 20.02.)
- PS2 (13.03. + 17.03.)
- PS3 (20.03. + 27.03.)
- PS4 (03.04.)
- Exam (10.04.)

- Covered topics to be determined.
- Please, let me know if you want to focus on certain topics.

Stata

- How do I ask for help? (help)
- How do I put data into Stata? (use, import)
- How do I do summary statistics? (sum, tab, tabstat)
- How do I focus on a subset? (if)
- How do I manipulate variables? (gen, replace)
- How do I do regressions? (reg, logit, probit)
- How do I create graphs? (graph)

Vocabulary

Do not say

"X leads to Y" or "An increase in X leads to a decrease in Y" unless you are absolutely certain of causality.

Instead say

"An increase in X is *associated* with a decrease in Y ceteris paribus (cp)"

Bibliography

- Dunlosky, John, Katherine A. Rawson, Elizabeth J. Marsh, Mitchell J. Nathan, and Daniel T. Willingham. "Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology." Psychological Science in the Public interest 14, no. 1 (2013): 4-58.