

**Description of Course Unit**

<b>Course unit title</b>	<b>Microeconometrics for Impact Evaluation</b>
<b>Course unit code</b>	EI 21210
<b>Type of course unit (compulsory, optional)</b>	Compulsory
<b>Level</b>	Bachelor of Economics (B.Ec)
<b>Semester</b>	4
<b>Number of credits</b>	3
<b>Name of lecturer(s)</b>	<ol style="list-style-type: none"><li>1. Romi Bhakti Hartarto, S.E., M.Ec., Ph.D. (romi.hartarto@umy.ac.id)</li><li>2. Dyah Titis Kusuma Wardani, S.E., MDEC., Ph.D. (dyah.wardani@umy.ac.id)</li></ol>
<b>Learning outcomes of the course unit</b>	<ol style="list-style-type: none"><li>1. Students are capable of understanding and critically examining the basic concepts of impact evaluation.</li><li>2. Students are capable of understanding counterfactuals and conducting causal inference.</li><li>3. Students are capable of understanding random placement.</li><li>4. Students are capable of understanding and applying the use of instrumental variables</li><li>5. Students are capable of understanding and determining the use of regression discontinuity designs.</li><li>6. Students are capable of understanding and applying the use of difference-in-differences.</li><li>7. Students are capable of understanding and solving challenges in impact evaluation.</li></ol>
<b>Mode of delivery (face-to-face, distance learning)</b>	Face-to-face and blended learning
<b>Prerequisites and co-requisites (if applicable)</b>	All compulsory courses from semester 1-5
<b>Course content</b>	<p>The Microeconometrics for Impact Evaluation course discusses the use of basic microeconometrics in analyzing correlational relationships and causal effects of a policy</p> <ol style="list-style-type: none"><li>1. Evidence-based policy</li><li>2. Ethical considerations</li><li>3. Counterfactual and causal inference</li><li>4. Random placement</li><li>5. Instrumental variables</li><li>6. Regression discontinuity design</li><li>7. Fuzzy regression discontinuity</li></ol>



	8. Difference-in-differences 9. Propensity score matching 10. Combining propensity score matching with other methods 11. Challenges in impact evaluation
<b>Recommended or required reading and other learning resources/tools</b>	Getler et al. (2016). <i>Impact Evaluation in Practice</i> , 2 <sup>nd</sup> Edition, the World Bank
<b>Planned learning activities and teaching methods</b>	Tutorial, case study, self-directed study, discovery learning, role play, simulation, focus group discussion, cooperative learning,
<b>Language of instruction</b>	Indonesian and English for international class
<b>Assessment methods and criteria</b>	Quiz, assignment, Evaluation Course Learning Outcome (ECLO)

GRADE	SCORE (%)	PREDICATE	Description	Conversion Value
A	$80 \geq ..$	Excellence	Achieve learning outcomes with excellence grade	4
AB	$75 \leq AB < 80$	Very Good	Achieve learning outcomes with very good grade	3,5
B	$65 \leq B < 75$	Good	Achieve learning outcomes with good grade	3
BC	$60 \leq BC < 65$	Good Enough	Achieve learning outcomes with good enough grade	2,5
C	$50 \leq C < 60$	Enough	Achieve learning outcomes with enough grade	2
D	$35 \leq D < 50$	Less	Achieve learning outcomes with less grade	1
E	$.. < 35$	Failed	Failure to achieve learning outcomes	0