

**COURSE DATA****Data Subject**

Code	44166
Name	Economics of education
Cycle	Master's degree
ECTS Credits	2.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2203 - M.U. en Política Económica y Economía Pública	Faculty of Economics	1	First term

Subject-matter

Degree	Subject-matter	Character
2203 - M.U. en Política Económica y Economía Pública	5 - Economics of the public sector	Optional

Coordination

Name	Department
VILA LLADOSA, LUIS EDUARDO	110 - Applied Economics

SUMMARY

The Economics of Education is the study of education from an economic perspective. The course builds on theoretical knowledge of the discipline and helps to develop the skills necessary to analyze, discuss and answer a series of questions related to formal education, an activity that absorbs significant amount public and private resources. The topics covered are: the relationship between economy and education; education in the world; the educational outcomes (effects, measurements, etc..) financing of education; and education and economic activity

PREVIOUS KNOWLEDGE



Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

2203 - M.U. en Política Económica y Economía Pública

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Capacidad para preparar, redactar y exponer en público informes y proyectos sobre política económica y economía pública de manera clara y coherente, defenderlos con rigor y tolerancia y responder satisfactoriamente a críticas sobre los mismos.
- Desarrollar la capacidad crítica, impulsar la inquietud y el interés investigador; buscar, ordenar, analizar y sintetizar la información económica, seleccionando aquella que resulta pertinente para la toma de decisiones en política económica.
- Tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora relacionada con la resolución de problemas propios de la política económica y la economía pública.
- Distinguir los elementos que condicionan las relaciones entre el sector público y el sector privado en una economía, analizando la incidencia que el sector público mantiene sobre la actividad económica, así como sobre el comportamiento de los agentes.
- Analizar la presencia de efectos externos en distintos ámbitos geográficos, especialmente en un entorno globalizado, así como la necesidad de actuación a escala nacional y supranacional, categorizando las interrelaciones internacionales que desembocan en la presencia de bienes públicos globales.
- Aplicar las técnicas de evaluación de efecto de tratamiento en las intervenciones públicas, así como el uso de datos



LEARNING OUTCOMES

At the end of the teaching-learning process, students are able to learn from the economic literature and handle the specific problems that arise when analyzing economic relations where the presence of the public sector is critical from production, funding, provision and equity/regulation viewpoints

DESCRIPTION OF CONTENTS

1. EDUCATION FROM THE ECONOMIC VIEWPOINT

The Economics of Education: Relations between economy and education in the society of the XXI century

Demarcation of the Economics of Education

Basic objectives: Why is it necessary?

Historical reference

Theoretical approaches

Topics of discussion and debate

2. SUPPLY OF AND DEMAND FOR EDUCATION

Organization and provision of education

Educational production

Evolution of the demand for education

Reasons for the demand for education

Demand planning

Equity and education

3. THE ECONOMIC EFFECTS OF EDUCATION

The economic advantages of education

Education and individual income

Effects of education on economic growth.

Non-monetary benefits of education

4. COSTS, FINANCING AND EVALUATION OF EDUCATION

The costs of education.

Financing of education

Evaluation of educational systems

**5. EDUCATION AND THE LABOR MARKETS**

The connections between education and work

Basic functions of the education system for employment

The debate on the relationship between education and work

The situation of the labor market by education levels

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Study and independent work	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
TOTAL	90,00	

TEACHING METHODOLOGY

MD1 - Lectures (participatory session)

MD3 - Discussion of items (readings)

MD8 - Seminars and conferences

MD9 - Debate and discussion

MD10 - Collaborative work

MD12 - Search, reading and analysis of scientific literature

EVALUATION

• Final test (50%)

• Continuous assessment (50%)



REFERENCES

Basic

- Shultz, T. (1960): Capital formation by education. The Journal of Political Economy, 68, 6, pp. 571-583
- Hartog, J. (2000): Human capital as an instrument of analysis for the economics of education. European Journal of Education, 35,1, pp. 7-20
- Dickson, M. y Harmon, C. (2011) Economic returns to education: What we know, what we dont know, and where we are going - Some brief pointers. Economics of Education Review, 30, pp. 1118-1122
- Vila, L.E. (2000) The non-monetary benefits of education. European Journal of Education, 35,1, pp. 21-32
- Frolich, N, Schmidt, E.K. y Rosa, M. J. (2010) Funding systems for higher education and their impacts on institutional strategies and academia: A comparative perspective. International Journal of Educational Management, 24,1, pp-7-21
- Vila, L.E., Perez, P.J y Coll-Serrano, V. (2014) Innovation at the workplace. Do profesional competencies matter? Journal of Business Research, 67, pp_752-757

Additional

- Salas Velasco, M. (2008) Economía de la Educación. Pearson Educación.
- Carnoy, M. (2006) Economía de la Educación. UOC.
- Blaug, M. (1982) Introducción a la Economía de la Educación. Aguilar.
- Becker, G.S. (1983) El Capital Humano. Alianza Editorial.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

El modelo docente adoptado en el máster de PEEP se rige por la presencialidad total y obligatoria. El escenario de no presencialidad sólo se prevé como excepción ante posibles casos de confinamiento de la población u otros que imposibiliten la asistencia a clase, siempre que sean decretados por las autoridades competentes. En caso de que se dieran estos supuestos de no presencialidad se utilizarán las diferentes opciones de las que dispone la Universidad de Valencia para impartir la docencia on-line, pudiendo modificarse también el sistema de evaluación y la ponderación aplicable a los diferentes apartados evaluables.