

## Discrete Choice Modelling

Modellering av diskreta val

7.5 credits

Single subject course

771A20

Valid from: 2019 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Computational Social Science	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2017-10-20	Second cycle	A1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Technology	
<b>Revision date</b>	<b>Subject group</b>	
	Other Subjects within Social Science	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2019		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för ekonomisk och industriell utveckling		

## Entry requirements

- 180 ECTS credits passed including 90 ECTS credits in one of the following subject areas: social- and natural sciences, engineering, statistics, or mathematics
- 15 ECTS credits in statistics, computer science, mathematics, or equivalent at advanced level
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)  
Exemption from Swedish

## Intended learning outcomes

After completion of the course, the student should on an advanced level be able to:

- Describe which models are suitable for specific applications;
- Identify problems most suitably modeled with discrete choice models;
- Develop appropriate discrete choice model specifications;
- Create appropriate data structures for estimating discrete choice models;
- Critically review and interpret model results of statistically complex discrete selection models,
- Use statistical software to estimate discrete choice models and interpret and analyze results.

## Course content

This course enables students to perform their own empirical research using discrete choice methods. Students learn how to create discrete choice datasets, estimate discrete choice models, including binomial, multinomial, and conditional logistic regression, and interpret model output. The focus will be on the practical aspects of modeling. During intensive computer labs, hands on experience will be provided using real data drawn from examples in the areas of consumer choice, migration, and labor market mobility. More advanced models for handling panel data and unobservable heterogeneity, as well as identification of latent groups will be examined and deployed. Applications to counterfactual and agent-based simulation will also be explored during lab sessions.

## Teaching and working methods

The teaching consists of lectures, readings, computer labs and seminars. Homework and independent studies are a necessary complement to the course.

Language of instruction: English

## Examination

The course is examined through written assignments, active participation on seminars, computer labs and a final written individual assignment.

Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.