**SYLLABUS**

**regarding the qualification cycle FROM 2023TO 2024**

1. Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | Trends in economics |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | College of Social Sciences |
| Name of the unit running the course | Institute of Economics and Finance |
| Field of study | Economics |
| Qualification level  | Undergraduate |
| Profile | General academic |
| Study mode | Full-time |
| Year and semester of studies | I/1 |
| Course type | Basic contents group |
| Language of instruction | English |
| Course Coordinator | Marek Cierpiał-Wolan, PhD, DSc |
| Course instructor | Marek Cierpiał-Wolan, PhD, DSc |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| 1 |  | 30 |  |  |  |  |  |  | 5 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

Pass with a grade

2. Prerequisites

|  |
| --- |
| Knowledge of English language Knowledge of micro and macroeconomics |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

|  |  |
| --- | --- |
| O1 | Presenting contemporary trends in economic sciences - macroeconomic models and evaluation of their usefulness, especially in the economic slowdown, instruments of fiscal and monetary policies. |
| O2 | Familiarizing students with the issues of economic growth and the business cycle, with particular emphasis on precise estimation of quarterly and annual GDP. |
| O3 | Explanation of other essential elements of the state information system concerning the private and public sector, especially the need for developing information infrastructure for cross-border areas |
| O4 | Presenting the specifications and characteristics of data sources (statistical surveys, administrative records), which are the basis for producing micro- and macro-aggregates, with particular emphasis on BIG DATA potential for imputation and improvement of the estimates in economic models. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Recognizes modern concepts of economic theory, management and finance in the evolution of economic structures in terms of micro- and macro-economics. | K\_W04 |
| LO\_02 | Possesses the skills necessary to identify the causes and development of economic and social phenomena.Applies economic knowledge in resolving social and economic difficulties. | K\_U04K\_U08 |
| LO\_03 | Understands the need for continuous learning about the continually changing business environment and encourages others to such behaviour. | K\_K02 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

|  |
| --- |
| Content outline |
|  |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

|  |
| --- |
| Content outline  |
| Macroeconomics analysis – some aspects (taxation, government expenditure, interest rates, exchange rates. How the fiscal and monetary policy can have an effect on running business.  |
| Main trends in contemporary macroeconomics. |
| Microeconomics analysis - consumer behaviour. Decision-making both in traditional market and on electronic marketplaces. |
| Economic aspects of migrations.  |
| Socio-economic analyses – methodological and practical aspects of synthetic indicators. |
| Economic processes in transborder areas – significant impact on the economic growth. |
| Administrative registers and statistical databases as useful sources of information on the competitive environment. |
| Integration and matching of sample surveys data and administrative data. |
| The use of big data in economics and statistics. |
| Innovation indicators on micro-mezo-macro levels – comparative analysis. Case studies. |
| Quality of life index  |

3.4. Methods of Instruction

Multimedia presentations, discussion.

4. Assessment techniques and criteria

Credit given based on attendance, mastering the problems presented during classes. Project.

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | observation during classes, project | classes |
| LO-o2 | observation during classes, project | classes |
| LO-o3 | observation during classes | classes |

4.2 Course assessment criteria

|  |
| --- |
| A passing grade depends on meeting these conditions:-attendance (at least 1 absence)-receiving a passing grade for the project (gaining 51% of the maximum number of points) |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 30 |
| Other contact hours involving the teacher (consultation hours, examinations) | 20 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 75 |
| Total number of hours | 125 |
| Total number of ECTS credits | 5 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | *-na* |
| Internship regulations and procedures | *-na* |

7. Instructional materials

|  |
| --- |
| Compulsory literature: 1. Lucas R. E. JR., *Lectures on economic growth*, Harvard University Press, 2004.
2. Marek Cierpiał-Wolan, Bogdan Wierzbiński: 2013. *Importance and directions of regional development in the context of competitiveness within Carpathian euro-region*, Institutional Vector of Economic Development, Melitopol Institute of Public and Municipal Administration of the “Classical Private University” Melitopol, s. 141-155.
3. Mayer-Schönberger V., Cukier K., *Big Data: A Revolution That Will Transform How We Live, Work, and Think*, Business & Economics, 2013.
4. Marr B., *Big Data: Using SMART Big Data, Analytics and Metrics To Make Better Decisions and Improve Performance,* Wiley, 2015.
 |
| Complementary literature: 1. OECD Database: https://data.oecd.org/
2. EUROSTAT Database: https://ec.europa.eu/eurostat/web/main/data/database\
 |

Approved by the Head of the Department or an authorised person