

Basic information about the subject (independent of the cycle)

Module name	Applied Micro- and Macroeconomics
Erasmus code	
ISCED code	
Language of instruction	English
Website	https://sites.google.com/view/applied-micro-macro/
Prerequisites	
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) - 30</p> <p>Total number of hours with an academic teacher - 30</p> <p>Number of ECTS points with an academic teacher - 4</p> <p>Non-contact hours (students' own work) - 20</p> <p>Total number of non-contact hours - 20</p> <p>Number of ECTS points for non-contact hours - 2</p> <p>Total number of ECTS points for the module - 6</p>
Educational outcomes verification methods	Class activity assessment (taking part in discussions and preparing projects)
Description	<p>The module covers the most important concepts from micro- and macroeconomics and applies them to solving today's most important economic problems (e.g. the impact of automation on the job market, taxation of junk food, income inequality, development of the sharing economy and the gig economy).</p> <p>Classes consist of the discussion part (in which the individual problems are analyzed) and the workshop (the result of which will be preparation of the project). Forms of project work will be diverse - students will prepare, among others, infographics, reports, websites, short films, and social media posts.</p>

Reading list	<ul style="list-style-type: none"> Selected online courses from Marginal Revolution University, available at https://mru.org/economics-video-library The Economy, available at core-econ.org Cowen T., Tabarrok A., Modern Principles: Macroeconomics, 2018 Chang H-J., Economics. The User's Guide, 2014 Samuelson P. A., Nordhaus W.D, Economics, 2009 Mankiw N. G., Taylor M. P., Macroeconomics, 2012 Boundless Economics, available at courses.lumenlearning.com/boundless-economics/
Educational outcomes	<p>KNOWLEDGE A student should be able to:</p> <ol style="list-style-type: none"> explain the main economic terms, describe how the economy works from the perspective of micro and macroeconomics models, list the most important problems in national economies and in the global economy. <p>SKILLS A student should be able to:</p> <ol style="list-style-type: none"> understand relations in the economy in micro and macro scale and conduct economic analysis, notice and explain interactions in the economy at individual household and national level, use modern IT tools for searching and presenting information, data, and economic ideas, be able to work effectively in a group, perform different roles under time pressure. <p>ATTITUDES A student should be:</p> <ol style="list-style-type: none"> opened to acquire new knowledge and to learn how to use new tools ("growth mindset"), opened to discussion, to present own arguments and to understand other points of view, ready to perform the role of active and informant voter.
Practice	-

Information about classes in the cycle

Website	https://sites.google.com/view/applied-micro-macro/
Educational outcomes verification methods	Class activity assessment (taking part in discussions and preparing projects)
Comments	-
Reading list	<ul style="list-style-type: none"> Selected online courses from Marginal Revolution University, available at https://mru.org/economics-video-library The Economy, available at core-econ.org

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Educational outcomes	<p>KNOWLEDGE A student should be able to:</p> <ol style="list-style-type: none"> 1. explain the main economic terms, 2. describe how the economy works from the perspective of micro and macroeconomics models, 3. list the most important problems in national economies and in the global economy. <p>SKILLS A student should be able to:</p> <ol style="list-style-type: none"> 1. understand relations in the economy in micro and macro scale and conduct economic analysis, 2. notice and explain interactions in the economy at individual household and national level, 3. use modern IT tools for searching and presenting information, data, and economic ideas, 4. be able to work effectively in a group, perform different roles under time pressure. <p>ATTITUDES A student should be:</p> <ol style="list-style-type: none"> 1. opened to acquire new knowledge and to learn how to use new tools ("growth mindset"), 2. opened to discussion, to present own arguments and to understand other points of view, 3. ready to perform the role of active and informant voter.
A list of topics	<p>Topics will concern the most important contemporary economic problems/issues explained with corresponding/appropriate micro and macroeconomics theories and concepts.</p> <p>Selected topics:</p> <ol style="list-style-type: none"> 1. Economic effects of Brexit. [related topics from macroeconomics: international trade] 2. Should we tax junk food? [microeconomics: consumer rationality, tax theory] 3. Reasons and economic consequences of environmental changes. [microeconomics: externalities; macroeconomics: economic growth] 4. How will automation affect the labor market? [macroeconomics: unemployment, aggregate demand, economic growth] 5. Economic (mostly) consequences of migrations [macroeconomics: human capital, unemployment] 6. Sharing economy and gig economy - pros and cons. [microeconomics: labor market, theory of the firm, transaction costs]

	<p>7. Trade wars. [macroeconomics: international trade, global economy]</p> <p>8. Is income inequality harmful or beneficial to the economy? [microeconomics: wages, inequalities]</p> <p>9. Does money bring happiness and should economic growth be the most important goal for modern societies? [macroeconomics: measures of wellbeing, economic growth]</p> <p>The list of topics can be modified/extended to include topics proposed by students.</p>
Teaching methods	Lecture, discussion, group work, project method, case study.
Assessment methods	<ul style="list-style-type: none"> • projects made during classes 70% • participation in discussions 30%