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| **Prowadzący** | dr J. Czerniak / dr G. Kwiatkowski |
| **Oferta PJO\*** | NIE |
| **Oferta PJOE\*** | TAK |
| **Kierunek, rok, stopień dla PJO** | - |
| **Semestr roku 2024/2025** | letni |

\* PJO – przedmiot w języku obcym dla studentów polskich / PJOE – przedmiot w języku obcym dla studentów Erasmus+
\*\* zostawić właściwe

BASIC INFORMATION ABOUT THE SUBJECT (INDEPENDENT OF THE CYCLE)

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| **Module name** | Applied Economics: Real-World Challenges and Solutions |
| **Erasmus code** |  |
| **ISCED code** |  |
| **Language of instruction** | English |
| **Website** | [https://www.umcs.pl/en/courses-in-english-2021-2022,21582.htm](https://www.umcs.pl/en/courses-in-english-2021-2022%2C21582.htm)(dla PJOE) |
| **Prerequisites** | - |
| **ECTS points hour equivalents** | Contact hours (work with an academic teacher) - 30 Total number of hours with an academic teacher - 30 Number of ECTS points with an academic teacher - 4 Non-contact hours (students' own work) - 20 Total number of non-contact hours - 20 Number of ECTS points for non-contact hours - 2 Total number of ECTS points for the module – 6  |
| **Educational outcomes verification methods** | Class activity assessment (taking part in discussions and preparing projects) |
| **Description** | The course "Applied Economics: Real-World Challenges and Solutions" offers an innovative approach to understanding economic theory and addressing contemporary economic issues through practical application. It integrates key concepts from micro and macroeconomics to analyze and solve pressing challenges such as climate change, income inequality, and the impact of technology on the labor market. The curriculum emphasizes creative project work, including infographics, reports, websites, short films, and artificial intelligence-based chatbots, allowing students to explore economic problems and theories in engaging and innovative ways.Classes are structured around discussion and workshop sessions where students, working in groups, adopt the roles of think-tanks to undertake tasks and projects. This collaborative environment not only fosters analytical and critical thinking skills but also teamwork and communication. The course utilizes design thinking methodology to encourage user-centered problem solving, innovation, and the development of practical solutions to economic challenges. In addition, students can develop analytical, creative and technical skills, which are much needed in today's job market and modern societies. |
| **Reading list** | 1. *Marginal Revolution University,* mru.org
2. *The Economy*, available at core-econ.org
3. Cowen T., Tabarrok A., *Modern Principles of Economics*, 2021
4. Chang H-J., *Economics. The User's Guide*, 2014
5. Samuelson P. A., Nordhaus W.D, Economics, 2009
6. Mankiw N. G., Taylor M. P., *Economics*, 2023
7. Boundless Economics, available at courses.lumenlearning.com/boundless-economics/
 |
| **Educational outcomes** | KNOWLEDGE A student should be able to: 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.

SKILLS A student should be able to: 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,
5. apply design thinking methodology to identify, analyze, and solve economic problems through creative and user-centered approaches.

ATTITUDES A student should be: 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.
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| **Practice** | n/a |

INFORMATION ABOUT CLASSES IN THE CYCLE

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| **Website** | <https://sites.google.com/view/applied-micro-macro/>[https://www.umcs.pl/en/courses-in-english,21103.htm](https://www.umcs.pl/en/courses-in-english%2C21103.htm) (dla PJOE) |
| **Educational outcomes verification methods** | Class activity assessment (taking part in discussions and preparing projects) |
| **Comments** | - |
| **Reading list** | 1. *Marginal Revolution University,* mru.org
2. *The Economy*, available at core-econ.org
3. Cowen T., Tabarrok A., *Modern Principles of Economics*, 2021
4. Chang H-J., *Economics. The User's Guide*, 2014
5. Samuelson P. A., Nordhaus W.D, Economics, 2009
6. Mankiw N. G., Taylor M. P., *Economics*, 2023
7. Boundless Economics, available at courses.lumenlearning.com/boundless-economics/
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| **A list of topics** | Topics will cover the most important contemporary economic challenges explained by means of relevant theories and concepts of micro- and macroeconomics. Examples of topics: 1. How will automation and AI affect the labor market? [macroeconomics: unemployment, aggregate demand, economic growth]
2. What are the reasons and economic consequences of environmental changes? [microeconomics: externalities; macroeconomics: economic growth]
3. Is income inequality harmful or beneficial to the economy? [microeconomics: wages, inequalities]
4. Does money bring happiness, and should economic growth be the most important goal for modern societies? [macroeconomics: measures of wellbeing, economic growth]
5. Should we tax junk food? [microeconomics: consumer rationality, tax theory]
6. What are the economic consequences of migrations? [macroeconomics: human capital, unemployment]
7. Is the development of the sharing economy and gig economy good for us? [microeconomics: labor market, theory of the firm, transaction costs]
8. Has the era of high inflation come to an end? [macroeconomics: inflation, monetary policy, crisis]

The list of topics can be modified to include topics proposed by students.  |
| **Teaching methods** | Lecture, discussion, group work, project method, design thinking, case study. |
| **Assessment methods** | projects made during classes 70% participation in discussions 30% |