

## 29002 - Basic principles of economics and economic structures

### Información del Plan Docente

<b>Academic Year</b>	2018/19
<b>Subject</b>	29002 - Basic principles of economics and economic structures
<b>Faculty / School</b>	228 - Facultad de Empresa y Gestión Pública
<b>Degree</b>	429 - Degree in Public Management and Administration
<b>ECTS</b>	12.0
<b>Year</b>	1
<b>Semester</b>	Annual
<b>Subject Type</b>	Basic Education

### Module

#### 1.General information

##### 1.1.Aims of the course

##### 1.2.Context and importance of this course in the degree

##### 1.3.Recommendations to take this course

#### 2.Learning goals

##### 2.1.Competences

##### 2.2.Learning goals

##### 2.3.Importance of learning goals

#### 3.Assessment (1st and 2nd call)

##### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

#### 4.Methodology, learning tasks, syllabus and resources

##### 4.1.Methodological overview

The learning process that has been designed for this course is based on the following activities:

In the learning process, different teaching methodologies will be used depending on whether the modality of face-to-face or distance learning is used. The indicated teaching methodologies allow the involvement of the student in their learning process and allow the teachers to solve the problems and doubts that may arise.

The teaching methodologies for the face-to-face students are the following:

1. **Theoretical-practical class.** The presentation of contents by the teacher, including the realization of practical

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exercises on the blackboard.

2. **Workshop.** Supervised session where students work individually or in groups and receive assistance and guidance when necessary.
3. **Problem-based learning.** Educational approach oriented to learning and instruction in which the students approach real problems in small groups and under the supervision of a tutor.

The teaching methodologies for distance students are the following:

1. **The study materials prepared by the faculty**, which will consist, for each of topic that make up the subject, of at least one didactic guide for the preparation of the theoretical contents, the elaboration of the continuous assessment tests, the offer of training activities on the Moodle platform (discussion forums, tasks, wikis ...) and evaluation systems.
2. **Workshop.** Supervised session where students work individually or in groups and receive assistance and guidance when necessary.
3. **Problem-based learning.** Educational approach oriented to learning and instruction in which the students approach real problems in small groups and under the supervision of a tutor.

### 4.2.Learning tasks

The programme offered to the students to help them achieve the learning results includes the following training activities:

A. Training activities for the face-to-face students:

1. Face-to-face training activities. The subject reserves 40% for this type of activities. It includes the interaction of students with teaching teams through:

- \* Master class or explanations of contents to the students by the teachers or external experts.
- \* Resolution of problems and cases. Realization of practical exercises with the students.
- \* Realization of works.
- \* Face-to-face tutorials, in which specific orientations will be offered on the different topics, additional contents for a deeper study of the subject, tips for a better use of the course and for the realization of the different evaluation tests.

2. Autonomous work training activities. The subject reserves 60% for the autonomous work of the students. It includes:

- \* The individual study of the topics proposed by the teaching staff.
- \* The preparation of team and individual works. Preparation of activities to present or hand in in the practical classes or in the evaluation stage.
- \* Mandatory readings
- \* Autonomous realization of the practical activities proposed by the teacher in the continuous assessment.
- \* Completion of exams or face-to-face evaluation tests. I

B. Training activities for distance students:

1. Distance learning activities. The subject reserves 20% for this type of activities. It includes the interaction of students with teaching teams through:

- \* Working sessions with OpenMeetings: OpenMeetings is a free software that allows classes, lectures and expository techniques to be carried out through the internet. In addition, it allows all the participants to share the desktop, so they can see the screen and, therefore, presentations, execution of software, etc. which is why it is very suitable for distance teaching.
- \* Face-to-face tutorials and / or online tutorials, in which specific orientations will be offered on the different topics, additional contents for a deeper study of the subject, tips for a better use of the course and for the realization of the different evaluation tests.

\* Virtual work in networks or activities in the Moodle platform. Methodology based on collaborative work that starts from a virtual space (Teaching Digital Ring, specifically Moodle platform), designed by the teacher and of restricted access, in which documents can be shared to work on them simultaneously and new ones can be added. It also contains the classes and lectures, both theoretical and virtual practices, it also allows the student to communicate in a synchronous and asynchronous manner, and participate in all the debates.

2. Autonomous work training activities. The subject reserves 80% for the autonomous work of the students, because of its importance in the distance educational model.

- \* The individual study of the topics proposed by the teaching staff.
- \* The preparation of team and individual works. Preparation of activities to present or hand in in the practical classes or in the evaluation stage.

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- \* Mandatory readings
- \* Autonomous realization of the practical activities proposed by the teacher in the continuous assessment.
- \* Completion of exams or face-to-face evaluation tests.

### **4.3.Syllabus**

#### **Outline of the Programme**

#### **FIRST SEMESTER**

##### **MODULE I. CONCEPTOS BÁSICOS**

Lesson 1. The concept and method of the economy. The basic problems of economic organization

##### **MODULE II. MICROECONOMY**

Lesson 2. Consumer behavior and utility theory. Demand for goods and services

Lesson 3. The theory of production. Cost analysis and supply function

Lesson 4. Competitive and non-competitive market

##### **MODULE III. MACROECONOMY**

Lesson 5. Basic aggregate magnitudes. Gross Domestic Product inflation and unemployment. Balance of payments. The exchange rate

Lesson 6. Financing of economic activity and European monetary policy

##### **MODULE IV. PUBLIC SECTOR**

Lesson 7. The state's role in today's economies. Market failures and government intervention. The public budget and fiscal policy

#### **SECOND SEMESTER**

##### **MODULE I: THE SPANISH ECONOMY: 1959-Present**

Lesson 8. Stages and economic changes in Spain

##### **MODULE II: ECONOMIC GROWTH IN THE EUROPEAN STAGE**

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Lesson 9. Determinants of economic growth

Lesson 10. Spain in the Economic and Monetary Union

### MODULE III: PRODUCTIVE STRUCTURE AND COMPETITIVENESS

Lesson 11. The production structure

Lesson 12. Foreign trade

### MODULE IV: INSTITUTIONAL ASPECTS

Lesson 13. Labour market

Lesson 14. Financial system

Lesson 15. Public sector

### 4.4.Course planning and calendar

The methodology and work plan, the evaluated activities and their summary calendar, are communicated through the Virtual Platform of the subject (Teaching Digital Ring of the University of Zaragoza) at the beginning of the teaching period, in a file called TEACHING PLAN. The dates of the global tests can be consulted on the website of the Faculty of Business and Public Management.

<b>Training activities for the face-to-face students:</b>	<b>Nº Horas</b>
1.a. Face-to-face training activities: Master class	60
1.b. Face-to-face training activities: Resolution of problems and cases	45
1.c. Face-to-face training activities : Realization of works	5
1.e. Face-to-face training activities: Face-to-face tutorials	10
2.a. Autonomous work training activities: The individual study	75

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2.b. Autonomous work training activities: The preparation of team and individual works	20
2.c. Autonomous work training activities: Mandatory readings	10
2.d. Autonomous work training activities: Autonomous realization of the practical activities proposed by the teacher in the continuous assessment	65
2.e. Autonomous work training activities: Completion of exams or face-to-face evaluation tests.	10
<b>Training activities for distance students</b>	<b>Nº Horas</b>
1.a. Distance learning activities : Working sessions with OpenMeetings	30
1.b. Distance learning activities : Face-to-face tutorials and / or online tutorials	10
1.c. Distance learning activities : Virtual work in networks or activities in the Moodle platform	20
2.a. Autonomous work training activities : The individual study	100
2.b. Autonomous work training activities: The preparation of team and individual works	30
2.c. Autonomous work training activities: Mandatory readings	10
2.d. Autonomous work training activities : Autonomous realization of the practical activities proposed by the teacher in the continuous assessment	90
2.e. Autonomous work training activities: Completion of exams or face-to-face evaluation tests	10

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### **4.5. Bibliography and recommended resources**