

## **Syllabus Information**

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**Academic Year:** 2021/22

**Subject:** 63217 -

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 -

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**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

## **1. General information**

### **1.1. Aims of the course**

1. Describe and analyze the basic contents of the corresponding curricular subject and apply them in a context of problem solving.
2. Assess the importance of the corresponding curricular subject from a phenomenological, cultural and epistemological point of view.
3. Analyze and prioritize the different contents of the corresponding curricular subject according to their formative value

## **2. Learning goals**

### **2.2. Learning goals**

a.- Regarding the block related to the subject of Economics for high school, the student shows that he has acquired the following skills:

1. Identify the cycle of economic activity. Distinguish the different economic systems and form a personal judgment about the advantages and disadvantages of each of them.
2. Identify the mutual dependence between the different macroeconomic variables, explaining how changes affect one another.
3. Describe the operation, types and limits of the market, making a critical judgment of the system and the regulatory role of the public sector.
4. Relate significant economic events to the social, political and cultural context in which they occur. Transfer this reflection to everyday situations in the environment in which the student operates.
5. Use basic techniques for processing and representing economic information from Aragon, Spain, the European Union or other countries in the world to analyze its structure and evolution.
6. Know and understand the basic structure, situation and perspective of the Aragonese and Spanish economies in the European context and of the latter in the world.
7. Make personal judgments about current economic problems. Communicate their opinions arguing with precision and rigor and accept discrepancy and different points of view as a way of personal enrichment.

8. Interpret the messages, data and information that appear in the various media on economic imbalances and show a critical attitude in evaluating the economic policy measures adopted in this regard. Be aware that decisions sometimes involve choosing between partly contradictory objectives for different economic agents.
9. Analyze and assess the repercussions of economic growth on the environment and on the quality of life of people, as well as the different degree of development of the different regions and countries. Reflect on the need to achieve sustainable development.
10. Express interest and curiosity to learn about the current great economic problems: inequalities in the world, business concentration, environmental degradation, unnecessary consumption, overexploitation of resources and the problems derived from the globalization of economic activity.
11. Autonomous and reasoned approach to economic problems of the environment using the inquiry procedures of the social sciences and various sources and means of information, especially information and communication technologies.

b.- Regarding the block associated with the subject of Business Economics for high school, the student will be able to:

1. Analyze the most relevant characteristics of the different types of companies and identify their functions, objectives and organization, especially evaluating the basic economic and financial problems that small and medium-sized companies face.
2. Identify the most important elements of the different sectors of activity and explain, from them, the main strategies adopted by companies.
3. Appreciate the role of companies in satisfying the needs of consumers and in increasing the quality of life and well-being of society, as well as making personal judgments or criteria about their dysfunctions.
4. Valuing the importance of research, technological innovations and the widespread implementation of information and communication technologies for companies and society.
5. Analyze the different marketing policies that companies adopt according to the markets they target, evaluating the ethical limits that these policies must consider. Understand the need to adopt social marketing so that the objectives of the company are compatible with those of society, increasing their well-being.
6. Make decisions, based on the analysis of a real or imaginary situation, between different alternatives that may arise within the scope of various functional areas of the company.
7. Interpret, in a general way, annual financial statements of companies, identifying their possible economic and financial imbalances, and propose corrective measures.
8. Identify the consequences of the globalization of the economy for companies and society and the possible lines of conduct to be adopted in the face of the phenomenon, becoming aware of the inequalities and effects that it generates. Study the phenomenon in the companies of the autonomous community.
9. Analyze the consequences that the behaviors and decisions of different companies have for the environment, society and people.
10. Analyze the functioning of organizations and groups in relation to the appearance and resolution of conflicts.
11. Understand clearly and coherently and critically value information on relevant events in the international, national and local business environment.
12. Consider information and communication technologies as a source of competitive advantage for the companies that use them and recognize them as generators of creativity and innovation.
13. Show initiative, personal autonomy and active participation in the design, planning and organization of a simple business project.

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

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

### 4.3. Syllabus

a.- Regarding the ECONOMICS part, the didactic units to be developed are the following:

1. Economic activity and economic systems.
2. The production process and economic interdependence.
3. Exchange and market.
4. Population and labor market
5. National accounts and indicators of an economy.
6. Decision making and state intervention in the economy.
7. Financial aspects of the economy.
8. The international context of the economy.
9. Current economic imbalances.

b.- Regarding the BUSINESS ECONOMICS part, the didactic units to be developed are the following:

1. The firm
2. Business classes
3. The environment of the company
4. Company development
5. Information in the company
6. The productive function
7. The financial function
8. The commercial function
9. The organization and management of the company
10. The Business project