

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Economic Thinking				
Module Code	UMED9D-15-1	Level	1	Version	1
Owning Faculty	FBL	Field	Economics		
Contributes towards	BA (Hons) Economics				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ol style="list-style-type: none"> 1. An awareness of the importance of the context of economic theorising and the political power of economic ideas. (Component A, Component B) 2. Foundational academic skills in note-taking, summarising, paraphrasing and referencing, and the ability to produce different types of written and oral work and observing the conventions of academic writing. (Component A, Component B) 3. The ability to identify, analyse and evaluate sources of economic information, considering their origins, context and content. (Component B) 4. A development of critical thinking skills - constructively critiquing the research of others, identifying strengths and weaknesses in technique, analysis and conclusions. (Component A, Component B) 5. A command of key elements of economic thinking, such as abstraction, framing, quantification, and different types of data. (Component A, Component B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Time management skills • Resource identification and management skills • Effective communication using written and verbal media • Independent and interdependent (group) working
Syllabus Outline	<p>This module typically will cover:</p> <ol style="list-style-type: none"> 1. Science and academia: ideals and the real world; the political power of

	<p>economic ideas</p> <ol style="list-style-type: none"> 2. Economic hypotheses and their evolution over time 3. Literature search and review: role and process 4. Interpreting and evaluating quantitative, qualitative and mixed methods research in economics 5. Inductive and deductive logic and their role in economic analysis 6. Economic models and their role in analysis 7. Academic writing and presentation skills 8. Ethics and the modern economics disciplines
Contact Hours/Scheduled Hours	<p>Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of a one hour lecture, a one hour lectorial and a one hour workshop.</p>
Teaching and Learning Methods	<p>The weekly one hour lecture will deliver core syllabus concepts. The one hour lectorial will be a facilitated enquiry/problem based learning session. The workshop will be for skills development with tutor feedback and support.</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings. Some time may also be allocated to personal tutor sessions.</p> <p>Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p> <ul style="list-style-type: none"> • The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/ [Of particular interest will be the pages on 'Being a student at level 1' http://www.uwe.ac.uk/library/resources/bbs-study-skills/student/level1.htm • Learn Higher http://www.learnhigher.ac.uk/Students.html • Espresso Maths http://www.cems.uwe.ac.uk/mslc/
Reading Strategy*	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.</p> <p>Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard</p>

	<p>UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module. This includes mySkills/iSkills zone, and the Skills4Study resources.</p> <ul style="list-style-type: none"> • iSkillzone http://iskillzone.uwe.ac.uk [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx] • Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism] <p>There is no essential text for this module; however, we will suggest useful foundational texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from recommended text books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Recommended Reading from:</p> <ul style="list-style-type: none"> - Boumans, M. and Davis, J. (2010). <i>Economic Methodology: Understanding Economics as a Science</i>, London: Palgrave. - Burns, T. and Sinfield, S. (2008). <i>Essential study skills: the complete guide to success at university</i>, Sage - Hart, C. (1998) <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i>, London: Sage - Hall, P. (1989). <i>The political power of economic ideas: Keynesianism across the nations</i>, Princeton, NJ: Princeton University Press. - Harrison, M. (2005). <i>Introduction to Business & Management Ethics</i>, London: Palgrave. - Locke, L.F., Silverman, S.J. & Spirduso, W.W. (1998). <i>Reading and Understanding Research</i>, London: Sage. - Whitley, R. (2000). <i>The Intellectual and Social Organization of the Sciences</i>, Oxford: Oxford University Press. <p>Articles from academic journals and from national and international newspapers will be drawn on. These will include specific webpages that students will be recommended to read regularly as well as respected economic blogs. Within these websites there are video and audio recordings of respected economists and policy makers.</p> <p>Academic and Practitioner Journals Journal of Economic Methodology Economic Letters American Economist Website: The Economic Conversation</p>

Assessment Strategy	<p>This module deploys a mix of formative and summative assessment. Their aim is to establish skills in the first year that are essential to second and final year progression. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. Summative assessment will be multi-faceted. The first opportunity for summative assessment is a literature review. The examination will assess the entire module content and will occur at the end of the module.</p> <p>Summative Assessment</p> <p>Component A: A short end-of-module exam (Component A) will be conducted under controlled conditions to test knowledge of core concepts required for level 2, and provide an opportunity to demonstrate early critical thinking skills under controlled conditions. The one and a half hour exam will consist of a 45 minute multiple choice questionnaire and a choice of one of three questions to answer in the remaining 45 minutes.</p> <p>Component B: A 2000 word literature review (Component B, element 1) on a focused area of study chosen by the student will be developed as coursework over the module. As a first year project, a strand of skills sessions will focus upon this project, developing the skills required over the course of the module.</p> <p>Formative Assessment:</p> <ol style="list-style-type: none">1. Engagement with other students in seminars that encourages a sense of belonging.2. Engagement with external speakers and with private sector businesses.3. Regular VLE messages, including podcasts, provide generic feedback to groups on lectures, seminars and practical classes.		
Identify final assessment component and element		Component A	
% weighting between components A and B (Standard modules only)		A:	B:
		50%	50%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Examination 1.5 hours		100%	
Component B Description of each element		Element weighting (as % of component)	
1. 2,000 word literature review		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Examination 1.5 hours		100%	
Component B Description of each element		Element weighting (as % of component)	
1. 2,000 word essay		100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			