

BUSINESS, FINANCE & POLICY

RESOURCES

FINANCIAL & ECONOMIC LITERACY

LEARNING GOALS

UNDERSTANDING CONCEPTS

BUDGET

FIND FUNDING

UNDERSTANDING TAXATION

OTHER RELEVANT COMPETENCES

COPING WITH AMBIGUITY,
UNCERTAINTY & RISK

PLANNING & MANAGEMENT

ETHICAL & SUSTAINABLE THINKING

1. Business, Finance & Policy

1.1. Overview

The basic idea of this module is a collection of small learning units, which help to understand economic, financial and political implications of decision-making processes. Instead of one overall project, students engage in several small individual and group exercises to actively enhance their theoretical and practical knowledge of the subject at hand.

1.2. EntreComp Competence – Financial and Economic Literacy

This module tackles the competence '*Financial and Economic Literacy*' in the EntreComp and means the development of financial and economic knowledge. It includes the understanding of financial and economic concepts, budget, funding, and taxation (Bacigalupo et al., 2016). Other competences, which are also fostered with this module are '*ethical and sustainable thinking*', '*coping with ambiguity, uncertainty and risk*', and '*planning and management*'.

1.3. Learning Goals

The following learning goals refer to the teaching & learning methods, and topics listed in the next section.

1. **Identify and describe** factors, which influence private and public households
2. **Understand** the elements of a budget for private and public households
3. **Discuss and analyse** human-ecological and socio-economic aspects of economic action
4. **Know** concrete instruments of political work with influence financial and economic relations
5. **Develop** an understanding of the educational implications of the subject
6. **Understand** the functioning of basic categories like capitalism, market society and globalization
7. **Enhancing** the decision-making competence in the areas mentioned before

1.4. Teaching / Learning Methods

This section lists a several methods with corresponding topics.

1. **Method:** Think-Pair-Share – Starting with individual analysis, then discuss the findings in pairs; finally share it in the class.
Recommended topic: *Costs for Consumption*: Comparing costs of private households for consumption (e.g. living, mobility, clothes, food) from 30 years ago and today. What has changed?
2. **Methods:** Workshop with small groups and different protocols, which then are to be presented to the class.

Recommended topic: *Council meeting:* Analysing a protocol of the local council meeting (Gemeinderatssitzung) with regard to political and economic decision-making processes.

3. **Method:** Individual task; mutual review of the budgets in groups.

Recommended topic: *Budgeting:* Preparing and analysing a budget for a single household and then identify potentials for savings.

4. **Method:** Group work over several units and presentation with slides.

Recommended topic: *Controlling:* Preparing a budget for a family household and analysing different scenarios (e.g. income of one or two persons, part-time-employment, child-care, social transfers).

5. **Method:** Students individually search for examples and analyse them according to a theoretical frame; cost-control with every new link in the chain; discussion of political implications (e.g. international division of labour, interdependencies).

Recommended topic: *Globalization:* Analysing the supply chains of international corporations and their commodities.

6. **Method:** Case-study analysis

Recommended topic: *Business Ethics:* Analyse several small case studies, which illustrate the ambivalent effects of different economic decision-making models (e.g. rational choice).

Alternative methods:

- Visit to economic and financial **institutions**, e.g. National Bank, Stock Exchange.
- **Film analysis:** Analysis of the economic and financial crisis 2008ff. from two perspectives – on the one hand with a documentary (“Inside Job”), on the other hand with a fictional movie (“Margin call”).

1.5. Activity

This module foresees education through a collection of small learning units. Students engage in several small individual and group exercises to actively enhance their theoretical and practical knowledge of the subject at hand.

The execution of all six proposed methods and topics is recommended and might be combined with alternative methods mentioned.

Alternatively, students may also choose the methods/topics, which they would like to work on (e.g. four out of six).

1.6. Role of the Educator

The educator is responsible for the preparation of the different mini-learning units and has to organize the corresponding material, which is needed to hold the class. Furthermore, he/she acts as a coordinator, mentor and evaluator. The role of the educator limits itself to

the educator in the traditional sense and thus, does not require a specific skill set or background knowledge. If junior faculty is responsible for the module, it is recommended to collaborate with senior faculty.

1.7. Contents

This module concentrates on the following three topics:

- Introduction to **Business Administration**: Budgeting, Calculating, Controlling
- Introduction to **Financial Instruments**: Taxes and tax systems, International Transaction System and Stock Exchange
- Introduction to **Political Economy**: basic dimensions of the economic process (production – distribution – consumption); private and public households; globalization

Further Links:

- Next Level Life (2019). [The most valuable financial asset you will ever have. Importance of financial literacy/intelligence](#)

1.8. Implementation/Integration, Extent, ECTS

This module can either be a stand-alone module or divided into small parts (see teaching & learning methods), which are integrated into already existing lectures/subjects throughout the study program. For example methods No. one, three or four could be facilitated during a math lecture at the beginning of the study, while methods No. two, five and six might better fit to be integrated into subjects such as politics, philosophy, pedagogy, economics etc. at a later stage of the study program.

If the module is facilitated as stand-alone module, it should be integrated into an already existing mandatory course in the curriculum. Offering it as an elective module might appear less appealing to students.

A maximum of 3-5 ECTS can be awarded for the whole module (all methods and topics) with a maximum of 25 participants.

Most of the methods suggested above could also be transferred to various forms of digital learning (e.g. webinars, break-out-sessions)

1.9. Evaluation

The evaluation can follow traditional assessment methods, but should consider the quality of in class discussions and the degree of student reflection.

1.10. References

Bacigalupo M, Kampylis P, Punie Y, et al. (2016). EntreComp: The entrepreneurship competence framework. JRC Science for Policy Report. DOI: 10.2791/593884.

Center for Financial Literacy, Champlain College (2015). "Prepped for Success, A Study of Teacher Training, Financial Literacy & Classroom Outcomes."
<https://www.champlain.edu/centers-of-excellence/center-for-financial-literacy/report-prepped-for-success>.

Mottola, G. (2014). "The Financial Capability of Young Adults-A Generational View." FINRA Foundation, Financial Capability Insights. <http://www.usfinancialcapability.org/downloads/FinancialCapabilityofYoungAdults.pdf>