

FUC - Ficha de Unidade Curricular

Curricular Unit's File

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| Code | 01936 |
| Name (PT) | Economia da Educação e das Competências |
| Name (EN) | Economics of Education and Skills |
| Regime | Semestral |
| Level | 1.º Ciclo |
| Teaching language | Inglês |
| School | Escola de Ciências Sociais e Humanas (ECSH) |
| Department | DEP |
| Scientific area | Economia Política (EconP) |
| Responsible academic staff | Fátima Suleman |
| Pre-requisites | Labour economics (optional). |
| Objectives | <ul style="list-style-type: none"> - Give students the knowledge and understanding of the economics of education and its research methods; - Enable students to apply economic concepts and methods for analysing the economic impact of education and skills; - Provide students with the capacity to evaluate and critique the ways in which economists have applied economic principles to education; - Endow students with recent developments in economics of education; ? Provide students with the contemporary debate around the relevance of skills. |
| Learning outcomes | <ul style="list-style-type: none"> -Understand the role of education in the labour market -Understand the recent debate around the relevance of skills -Understand theoretical, methodological and political issues regarding skills -Identify national and European problems of skills needs -Understand the impact of skill-based approach on higher education policy |
| Syllabus | <ul style="list-style-type: none"> - Human capital theory and the costs and benefits of education to individuals and society; - Signalling and screening models: education as a productivity indicator; - Job competition model and the relevance of job assignments; - Job matching theory and the adjustment between acquired and required education; - The concept and measurement of skills; - Education and skills planning; - Education and skills policy. |
| Assessment | <p>On-going assessment: Mark = [Exam]*60% +[work group report]*40% A theme for the work group is given to the students, who must collect and analyze literature references and statistical data (max: 12 p.) The work report is subject to oral presentation.</p> <p>End-of-the unit assessment: Final Mark = [1.st Period Exam]*100%</p> |
| Teaching methodology | <p>Most of the classes are theoretical-practical.</p> <p>Other teaching/learning methodologies:</p> <ul style="list-style-type: none"> - Group and individual tutorial sessions - Discussion of texts and statistical data - Oral presentations - Team work inside and outside the classroom |
| Demonstration of the syllabus coherence with the curricular unit's objectives | <p>LO1 - 1: Human capital theory and the costs and benefits of education to individuals and society; 2: Signaling and screening models: education as productivity indicator; 3: Job competition model and the relevance of job assignments;</p> <p>LO2 - 1: Human capital theory and the costs and benefits of education to individuals and society; 5: The concept and measurement of skills; 6: Education and skills planning.</p> <p>LO3 - 5: The concept and measurement of skills; 6: Education and skills planning.</p> <p>LO4 - 6: Education and skills planning; 7: Education and skills policy.</p> <p>LO5 - 6: Education and skills planning; 7: Education and skills policy.</p> |

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| <p>Demonstration of the coherence between the teaching methodologies and the learning outcomes</p> | <p>Teaching methodologies aim at developing research and analytical skills regarding the role of education in the labour market by using relevant scientific and applied papers. It tries to inform student about national and European statistics that should be included in the unit team reports. In this regard, expository classes, theoretical, contribute to achieve all learning outcomes by presentation and discussion of pluralistic theoretical frameworks. Teaching methods give special focus to the controversies arising from labour market outcomes and their theoretical explanations. Accordingly, the unit adopts a problem solving approach and discusses specific theoretical explanations. Participative classes, practical, give priority to LO3 and LO4 and focus on the role of education in producing useful skills. This type of classes entails the previous availability of materials such as scientific papers. Active type classes are devoted to presentation and discussion of team reports and target the LO2, LO3, LO4 and LO5. These classes aim at increasing the knowledge and skills on course syllabus by integrating theoretical frameworks as well as relevant statistics on the research topic. Finally, the self-study is useful to all learning outcomes as described in the autonomous work planning.</p> |
| <p>Main Bibliography</p> | |
| <p>Complementary Bibliography</p> | |