Methodological guidelines for the discipline (module)

Б1.О.11 Economics

Educational programme **31.05.01 General Medicine**

Specialization **General Medicine**

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Methodological guidelines for the discipline (module) **Б1.О.11 Economics** were reviewed and approved at the Business Administration Department meeting dated March 21, 2024, record no. 8.

General provisions

The purpose of the present guidelines is to provide students with a well-organised learning process, including various self-study activities.

Mastering the discipline requires both in-class learning and self-study work. In-class learning includes lectures and seminars. In-class learning is specified in the programme curriculum and discipline (module) syllabus.

First, it is recommended to review the discipline (module) syllabus, its structure, contents and assessment methods prior to starting the course.

While reviewing the syllabus, pay attention to the following:

- Some topics and units are not covered during lectures instead students are required to do self-study according to the recommended list of main and supplementary literature and educational and methodological manuals;
- Covered theory, methodology and formulas included in the self-study topics and units should be self-assessed according to self-check questions;
- The content of self-studied topics is integrated in the formative and interim assessment.

Each discipline (module) syllabus is accompanied by methodological materials.

Some educational and methodological manuals for the discipline, such as study aids or lecture notes, guidelines to laboratory work and case study, etc., can be found on MAU Electronic Information and Educational Environment (LMS Moodle).

Students are also suggested to get educational literature needed for all types of in-class learning, as well as self-study work, from MAU library.

Types of academic work, scheduled deadlines, as well as assessment system are compiled in the discipline checklist.

Table 1. Formative and interim assessment checklist Б1.О.11 "Economics" (interim assessment – "credit")

№	Milestones	Credit points		Assessment period (weeks)
		min	max	
Formative assessment				
1	Report presentation	10	20	as per the timetable
2	Case task	10	20	as per the timetable
3	Final test	10	20	as per the timetable
4	Interim assessment (credit)			during the assessment
	Question 1	15	20	
	Question 2	15	20	
	Points for the semester in total	**60**	**100**	during the assessment
	Interim assessment – credit			
	Final credit score on the discipline	**60**	**100**	during the assessment
	If the student's final credit score is within the established range, the student is considered assessed. The final mark is written in the examination sheet and in student's record book.			

The student is suggested to take the educational literature from the MAU library. It will be necessary for any type of in-class training session as well as self-study on the discipline (module).

Types of educational activities, their deadlines, and result assessment system are stated in the checklist on the discipline (module).

Mastering the discipline (module) requires a systematic approach. It is necessary to regularly attend lectures, actively participate in class discussions, do written assignments, study

lecture notes, and devote time and effort to self-study on the discipline (module) to successfully learn theoretical material on the discipline.

To successfully complete the course (module), students should independently manage the study load according to the study schedule.

1. Guidelines to lectures

Lectures and similar sessions are presentations of study material given by a lecturer.

A lecture is a presentation of educational material, usually of a theoretical nature, by the teacher. The purpose of lectures is to provide students with knowledge essential to the discipline (module).

Sometimes lectures represent the main source of information, e.g. with the absence of textbooks and educational manuals; when new scientific data on a topic is not covered in textbooks; some chapters and topics are very difficult for self- study.

During lectures it is advisable to take notes.

The following aspects should be noted most accurately and in detail during the lecture: title; outline; reference sources on the topic; concepts, definitions; key formulas; diagrams; principles; methods; theories; hypotheses; estimates; conclusions and practical recommendations.

Lecture notes are not a copy of a lecture but the representation of its main idea. The notes are written for later reading, meaning that they should be made in such a way that they can be easily and quickly read after some time. Notes help to understand and retain information.

It is recommended to ask the lecturer follow-up questions to deepen the understanding of the theoretical concepts and clarify controversial issues. When preparing for seminars, students can finish the lecture notes by adding relevant ideas from the studied literature indicated in the work program of the discipline.

Lecture topics are listed in the discipline (module) syllabus.

2. Guidelines to preparing for seminars

Seminar sessions are an integral part of the study process at university. They include seminars, practical classes, case studies, laboratory work, colloquiums and similar activities.

The effectiveness of such classes highly depends on the quality of lectures and self-study. Seminar sessions are given within disciplines (modules) that require scientific and theoretical summary of literary sources, they provide advanced knowledge and skills to work with various sources of information.

Seminar sessions outlines, topics, recommended reading, learning goal and objectives are introduced during first classes, and in the methodological guidelines on MAU LMS Moodle.

A two-step approach to preparing for seminars is the following:

Step 1 – organisational. Students plan their work in the following way: understanding the task; identifying relevant reading; making an outline to set the milestones for preparation. Making outlines improves student's self- discipline and time-management skills.

Step 2 – consolidation and deepening of the theoretical knowledge. This step supposes preparation for the seminar. Students are advised to begin with recommended literature. Remember that only some material is covered in lectures. Therefore, working with the recommended literature is mandatory. Pay attention to the main concepts and conclusions, explanations of phenomena and facts, grasping practical application of theoretical material. Students should understand and memorise the main points of the material, examples, as well as

examine visual aids. Finalise your preparation by making an outline (summary) of the material (topic). This allows you to get a concentrated, contracted knowledge of the studied chapters.

There are four types of notes:

Outline notes – a detailed plan that covers points that require explanation.

Summary notes – writing down the most important concepts and facts.

Free-structure notes - writing down clearly and briefly the main statement after comprehending the material. You may include extracts, citations, bullet-points; some material may be organized as an outline.

Issue-related notes – compiling the information from different sources on a particular diagram (issue).

Practical classes are designed for students to work on one or more practice assignments under the guidance of a teacher. While lectures mainly focus on the theoretical part of a course, practical classes teach methods of theory application. The main goal of such classes is to acquire methods of theory application and skills necessary to complete subsequent courses.

Preparation for a practical lesson should begin right after a lecture on the topic or consultation with a teacher. It is necessary to identify relevant reading for the class and review it. Students should comprehend theoretical problems, connect them with real life and possible ways of their implementation.

Seminar. Students are supposed to work actively during a seminar – present reports, answer teacher's questions, discuss issues collectively. A seminar topic is the same for the whole group of students, and each should prepare to answer any question if the teacher hasn't divided questions between the students individually. Reports presented at a seminar are discussed, and students may add or make remarks on something. This way the students learn to clearly form their ideas, give reasons for their thoughts, debate, as well as consider their opponents' points of view. Besides, there is an opportunity to identify students' weak points during the seminar.

3. Group and one-to-one office hours

Office hours are times when students can meet the teacher outside of class to discuss the material or related issues.

Office hours are offered:

- to address in detail some practical issues that were insufficiently covered or omitted in lectures;
- to advise on self-study (writing term papers, essays, tests, calculation and graphic papers, course papers (projects), preparing for interim assessment, participating in a conference, etc.);
- to assist students in addressing controversial or difficult issues within the discipline (module).

Before attending office hours, think carefully about the issues that require clarification. If you have difficulty understanding theoretical material, you need to specify which of the points you failed to understand.

If you have difficulty solving a problem or preparing a laboratory work report, indicate the stage of the problem you cannot solve or the requirement you cannot fulfil.

4. Guidelines to organising self-study

Successful competencies development formed by the discipline implies efficient use of time for self-study work.

Self-study is a way of learning that involves studying alone under the teacher's assignment, guidance and observation. Students possessing self-study skills get a better and deeper knowledge of the study material, are better prepared for creative work, self-education and continuing education.

Self-study work can be both in-class and out-of-class. The types of self-study work often overlap.

In-class self-study is performed under the teacher's assignment during learning sessions, including:

- individual tasks, tests;
- practical assignments;
- problem solving, drawing up images (such as schemes, diagrams, tables, etc.);
- reviewing reference, methodological, and special literature;
- writing a report on performed work;
- preparation for discussions, completing tasks in a role-play simulation, etc.

Out-of-class self-study (in MAU library, laboratory, at home, in self-study rooms, etc.) is obligatory (according to the syllabus) and it does not involve immediate and constant guidance from the teacher.

Out-of-class self-study may include:

- preparation for in-class learning sessions (lectures, seminars, etc.) and homework;
- self-studying single chapters of the course (module) according to the syllabus;
- reviewing the recommended list of main and supplementary literature in connection to lecture notes;
- writing reports, essays, preparing presentations, compiling glossaries, etc.;
- preparing for different types of practical training and completing the tasks according to the syllabus;
- preparing for different types of formative, interim and final assessment;
- participating in research, project and creative activities within a discipline (module);
- preparing for competitions, Olympiads, conferences, work in student scientific associations and clubs;
- other types of self-study.

The syllabus of the discipline, practical training, final assessment programme determine the contents of self-study work. The assignments for self-study have scheduled deadlines.

Any type of self- study includes the following steps:

1. Setting the goal.
2. Specifying a learning (problem or practical) objective.
3. Self-assessing your preparedness to work independently on an assigned or selected objective.
4. Selecting a course of action to address the objective.
5. Planning (independently or with the instructor) self-study to address the solution.
6. Following the self-study plan.
7. Checking the progress of self-study, assessing the results.
8. Reflecting on your study performance.

Reviewing the scientific and educational literature

Reviewing educational and scientific literature is the keynote of self-study; it is necessary to read for seminars, quizzes, tests, and "credit" assessments.

While reviewing educational and scientific literature, students can:

- make a short or detailed outline (make a list of the main issues);
- summarise (cite the most important information from an article or monograph, make a short summary of the key ideas expressed by the author);
- make abstracts (a short summary of the main issues);
- make notes (detailed information).

Upon selecting the appropriate resource, students should find the relevant chapter in the contents or index, as well as related lecture notes or chapter from a textbook. In case understanding the educational material is difficult, students may refer to other sources that may cover the issue more clearly. It should be noted that the skill of reviewing literature helps to gain better knowledge within a discipline and becomes a part of being a professional practitioner.

Report presentation

Report presentation contains information and reflects the main idea of the issue or research on a particular topic, is an effective means of clarifying the result of the conducted research.

Usually, the teacher suggests topics that are not covered on lectures, as topics for reports. Therefore, the reports presented by students at seminars, on the one hand, make it possible to broaden the lecture material, and on the other, give the teacher opportunity to assess the students' ability to work independently with educational and scientific material.

Preparing a report requires independence and serious mental effort from the student. It will be more beneficial if it includes the following:

– study of the most important scientific works on this topic, a list of which, as a rule, is given by the teacher;

– analysis of the studied material, highlighting the most significant facts for elaborating on the topic of the report, opinions of various scientists and scientific positions;

– generalization and logical construction of the report material, for example, in the form of a detailed plan;

– writing the text of the report in compliance with the requirements of scientific style.

Preparing for tests

The purpose of a test is to assess students' knowledge of the theoretical material on the discipline (the content and scope of general and special concepts, terms, factors and mechanisms) and the development of educational skills.

Tests also let students control their level of knowledge, identify knowledge gaps and address them. Tests include key questions on theoretical and practical foundations of a discipline (module).

To prepare for testing, students should:

- review the material on the discipline,
- learn the details of testing in advance: how many tests you will need to take, how much time is allotted, the result assessment system, etc.

While taking a test, it is necessary to:

- carefully and fully read the questions and the given answers, choose the correct one(s) (there may be several correct answers);

- use different approaches to complete the tasks (this allows you to find the solution flexibly and effectively);
- skip “difficult” questions on the first pass, go back to them later;
- leave time to double-check the answers to avoid any errors.

Typical test tasks can be found in the assessment materials on the discipline (module).

Solving case tasks

Case task is a problematic task (illustrative, analytical) connected to a particular event or sequence of situations, and directed at analysing, understanding, and solving an actual professionally-oriented situation.

The purpose of solving case tasks is to form a skill of analysing the information in a short time, making a decision in conditions of insufficient information, being ready to use individual creative skills for solving research tasks.

To prepare for solving case tasks, students should:

- thoroughly read given information to imagine the situation in its entirety; simply highlight the important data without jumping into its analysis;
- describe the situation, determine its primary and secondary details and problems;
- evaluate all the data related to the main problem (not all data is directly connected to it) and try to find the connection between the elements;
- form the criterion for solution assessment; try to find alternative solutions if possible and determine the better option;
- in conclusion, list a series of practical measures that would contribute to implementation of the suggested solution;
- present the solution in form of a multimedia presentation, image, etc., or write a report on the case task.
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5. Guidelines to preparing for interim assessment

Б1.О.11 “Economics” discipline (module) ends in “credit” assessment according to the syllabus.

The interim assessment aims at checking the final outcomes of completing the discipline (module).

The “credit” assessment supposes competence development based on the results of formative assessments within the discipline (module) in accordance with the checklist.

Students receiving sufficient number of credit points within the discipline are considered assessed.

“Credit” courses mean preparing for in-class learning and out-of-class formative assessment.