University of Gdańsk

Subject card

Subject name and code	Economic Socialization of Children and Adolescents in Practice , PG_00205102		
Field of study	Psychology		
Date of commencement of studies	October 2023	Academic year of realisation of subject	2026/2027
Education level	uniform Master's studies	Subject group	Obligatory subject group in the field of study Optional subject group
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	4	Language of instruction	Polish
Semester of study	7	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	prof. dr hab. Anna Zawadzka, prof. UG	
	Teachers	prof. dr hab. Anna Zawadzka, prof. UG	

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	15.0	0.0	0.0	0.0	15

E-learning hours included: 0.0

Learning activity and number of study hours

Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM
Number of study hours	15	0.0	0.0	15

Subject objectives

The ability to define concepts and to understand and explain the mechanisms underlying the economic socialization of children and youth (the influence of family, peers, media, and culture).

Acquiring knowledge and practical skills regarding the support of proper economic socialization through workshops aimed at various age groups of children and youth, as well as their parents.

Learning outcomes

Course outcome	Subject outcome	Method of verification
	K_U01 , K_U02 , K_U05	[SW1] oral statement/ conversation/discussion [SU3] text preparation/written work [SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work

Subject contents	1. The concept of economic socialization and its phases in the context of the cognitive and social development of children and adolescents; the role of social and cultural factors in economic socialization (the significance of family, peer groups, media, culture, and pop culture/advertising); 2. The process of socialization regarding specific economic topics: saving, the concept of money and attitudes toward it, the acquisition of market concepts, taxes and prosociality in economic behavior, and economic and risk-related decision-making (prospect theory); 3. Workshop activities focused on the economic socialization of children and adolescents regarding specific economic topics: saving, the concept of money and attitudes toward it, the acquisition of market concepts (e.g., supply and demand), taxes and the "public goods game," and prosociality in economic behavior demonstrated through games, Prospect theory and socialization.
Prerequisites and co-requisites	

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
	0.0%	0.0%
	51.0%	50.0%
	51.0%	50.0%

Recommended reading

Basic literature	1. Goszczyńska, M., Kołodziej, S., Trzcińska, A. (2012). Uwikłani w świat pieniądza i konsumpcji. O socjalizacji ekonomicznej dzieci i młodzieży . Difin . 2. Otto, A. Serido , J(2017). Economic Socialization : Childhood , Adolescence , and Early Adulthood . W R. Ranyard (Red.). Economic Psychology (ss. 321-331) . Wiley . 3. Roland- Lévy , C. (2004). W jaki sposób nabywamy pojęcia i wartości ekonomiczne? W T. Tyszka (Red.), Psychologia Gdańskie Wydawnictwo Psychologiczne. ekonomiczna (ss. 277–296). 4. Zawadzka A. M., Niesiobędzka, M. (2017). Tajemnice reklamy. O tym, jak reklama wpływa na dzieci i młodzież . Wydawnictwo Liberi Libri 5. Zawadzka, A. M. (2025). Wplątani w konsumpcjonizm: Podaruj nastolatkowi szczęście. Smak Słowa. 6. Harmacińska , M., Szmelter, M. (2015). Socjalizacja ekonomiczna dzieci i młodzieży. International Business and Global Economy, 34 , 184–19. 7. Maison, D., Furman, A., Sekścińska, K., Trzcińska, A., Poraj-Weder, M. (2018). Edukacja i socjalizacja ekonomiczna dzieci - rodzice jako źródło wiedzy, wzorców zachowań, wartości i emocji wobec finansów. Marketing i Rynek , 5 , 15–27. 8. Niesiobędzka, M. (2010). Rola rodziny i rówieśników w procesie kształtowania się skłonności do kupowania kompulsywnego wśród nastolatków. Psychologia Rozwojowa, 15 (3), 71–82. 9. Leiser , D., Beth Halachmi , R. (2006). Children's understanding of market forces . Journal of Economic Psychology , 27 (1), 6–19. https://doi.org/10.1016/j.joep.2005.06.008 10. Rudzińska-Wojciechowska, J., Trzcińska, A., Maison, D. (2011). Co dzieci wiedzą o bankach? Rozwój rozumienia zasad funkcjonowania banków u dzieci w wieku 4–12 lat. Ruch Pedagogiczny, 5 (6), 61–75.
Supplementary literature	Gummerum, M., Hanoch, Y., & Keller, M. (2008). When child development meets economic game theory: An interdisciplinary approach to investigating social development. *Human development*, *51* (4), 235-261. Roszkowska-Hołysz, D., & Gąsiorek-Kowalewicz, A. (2019). Socjalizacja ekonomiczna dzieci w ujęciu ekonomii behawioralnej. *Studia i Prace Kolegium Zarządzania i Finansów*, (176), 25-45. Thielmann, I., Böhm, R., Ott, M., & Hilbig, B. E. (2021). Economic games: An introduction and guide for research. *Collabra: Psychology*, *7* (1), 19004.
eResources addresses	

Example issues/ example questions/ tasks being completed	How can economic concepts be taught to children versus teenagers? How can learning to save be supported during the socialization process? How can healthy attitudes toward money be fostered?
Work placement	Not applicable

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