University of Gdańsk

Subject card

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|---|---|---|---|---|---|---|---|
| Subject name and code | Economy Based on Knowledge, PG_00199061 | | | | | | |
| Field of study | Economics | | | | | | |
| Date of commencement of studies | October 2026 | | Academic year of realisation of subject | 2027/2028 | | | |
| Education level | Bachelor's studies | | Subject group | Obligatory subject group in the field of study<br>Optional subject group<br>Subject group related to scientific research in the field of study | | | |
| Mode of study | full-time studies | | Mode of delivery | at the university | | | |
| Year of study | 2 | | Language of instruction | Polish | | | |
| Semester of study | 4 | | ECTS credits | 2.0 | | | |
| Learning profile | academic | | Assessment form | credit | | | |
| Conducting unit | Department of Macroeconomics -> Faculty of Economics -> Rector | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Andrzej Poszewiecki | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 15.0 | 0.0 | 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 | | 2.0 | | 33.0 | 50 |
| Subject objectives | The aim of the course is to show and discuss the most important features of modern economies based on knowledge and knowledge use. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|---|---|---|---|
| | [EKONL3_W10] knows and understands concepts and principles of industrial property, intellectual property and copyright law | The student acquires the most up-to-date information and the most known research concepts regarding the essence of the knowledge-based economy (KOW). It defines the main levels on which a modern knowledge economy should be based, with particular emphasis on the Polish reality. Knows the most important methods of examining differences between areas in terms of KOW. | [SW2] presentation/project/paper/ report |
| | [EKONL3_K01] recognises the importance of economic knowledge in identifying and solving economic problems and of consulting experts when difficulties in solving them independently | The student acquires the ability to communicate within a group, discuss and jointly define goals and work methods. He is oriented towards cooperation and knowledge sharing. It publicly presents the effects of joint work. He is also responsible for the results of the work of other group members. Demonstrates creativity in the selection of project preparation and presentation methods. | [SK2] presentation/project/paper/ report |
| | [EKONL3_K02] is aware of the level of knowledge in the field of economics and understands the need to deepen and update this knowledge throughout life | The student can access inside groups, discuss and define goals and working methods. It is a system that allows for the division of knowledge. It presents the joint effects of work. He is also responsible for the results of the work of other group members. Demonstrates creativity in the method of project preparation and presentation | [SK2] presentation/project/paper/ report |
| | [EKONL3_U13] be able to interact and work in a group (including an international one), assuming various roles within it | The student is able to distinguish different types of economies historically and geopolitically, and also indicates and analyzes the main differences in the economic development paths they adopt. Is able to use simple methods to analyze differences between economies in terms of the state of knowledge-based economy. It assesses the validity of the concepts of socio-economic development adopted in given countries. | [SU2] presentation/project/paper/ report |
| | [EKONL3_U15] is able to independently supplement and improve his acquired knowledge and skills in the field of economics, is open to new concepts and solutions, and demonstrates a willingness to engage in lifelong learning and to cooperate and exchange knowledge with other participants in the learning process. | The student is able to distinguish different types of economies historically and geopolitically, and also indicates and analyzes the main differences in the economic development paths they adopt. Is able to use simple methods to analyze differences between economies in terms of the state of knowledge-based economy. It assesses the validity of the concepts of socio-economic development adopted in given countries. | [SU2] presentation/project/paper/ report |
| | [EKONL3_U06] uses the knowledge acquired in economics, finance and management to solve economic and social dilemmas arising in the professional context | The student is able to distinguish different types of economies historically and geopolitically, and also indicates and analyzes the main differences in the economic development paths they adopt. Is able to use simple methods to analyze differences between economies in terms of the state of knowledge-based economy. It assesses the validity of the concepts of socio-economic development adopted in given countries. | [SU2] presentation/project/paper/ report |

| Course outcome | Subject outcome | Method of verification |
|---|---|---|
| [EKONL3_U01] can correctly interpret economic and social phenomena and apply knowledge of economics, finance and management sciences to explain economic phenomena | The student is able to distinguish different types of economies historically and geopolitically, and also indicates and analyzes the main differences in the economic development paths they adopt. Is able to use simple methods to analyze differences between economies in terms of the state of knowledge-based economy. It assesses the validity of the concepts of socio-economic development adopted in given countries. | [SU2] presentation/project/paper/ report |
| [EKONL3_U12] can independently plan and implement own lifelong learning | The student is able to distinguish different types of economies historically and geopolitically, and also indicates and analyzes the main differences in the economic development paths they adopt. Is able to use simple methods to analyze differences between economies in terms of the state of knowledge-based economy. It assesses the validity of the concepts of socio-economic development adopted in given countries. | [SU2] presentation/project/paper/ report |
| [EKONL3_W05] has a knowledge of man as a subject who creates social structures and the principles of their functioning and of his action in these structures, knows well the motives of human economic decision-making | The student acquires the most up-to-date information and the most known research concepts regarding the essence of the knowledge-based economy (KOW). It defines the main levels on which a modern knowledge economy should be based, with particular emphasis on the Polish reality. Knows the most important methods of examining differences between areas in terms of KOW. | [SW2] presentation/project/paper/ report |
| [EKONL3_U02] is able to use the knowledge of theory and data to analyse concrete economic and social processes and phenomena and to analyse these phenomena using methods developed in economics, finance and management sciences | The student is able to distinguish different types of economies historically and geopolitically, and also indicates and analyzes the main differences in the economic development paths they adopt. Is able to use simple methods to analyze differences between economies in terms of the state of knowledge-based economy. It assesses the validity of the concepts of socio-economic development adopted in given countries. | [SU2] presentation/project/paper/ report |
| [EKONL3_W08] has an advanced knowledge of the processes of changing elements, enterprises and whole structures of economic organisations, as well as the processes of changing social institutions, knows what their causes, course, scale, consequences are and what the influence of external stakeholders is on them | The student acquires the most up-to-date information and the most known research concepts regarding the essence of the knowledge-based economy (KOW). It defines the main levels on which a modern knowledge economy should be based, with particular emphasis on the Polish reality. Knows the most important methods of examining differences between areas in terms of KOW. | [SW2] presentation/project/paper/ report |
| [EKONL3_W09] has an advanced knowledge of the evolution of theories describing economic entities and organisations as well as public institutions, and has an advanced knowledge of functional links within them | The student acquires the most up-to-date information and the most known research concepts regarding the essence of the knowledge-based economy (KOW). It defines the main levels on which a modern knowledge economy should be based, with particular emphasis on the Polish reality. Knows the most important methods of examining differences between areas in terms of KOW. | [SW2] presentation/project/paper/ report |

| Course outcome | Subject outcome | Method of verification |
|---|---|---|
| [EKONL3_W03] knows the relations between economic agents and social organisations operating in the national, international and intercultural arenas | The student acquires the most up-to-date information and the most known research concepts regarding the essence of the knowledge-based economy (KOW). It defines the main levels on which a modern knowledge economy should be based, with particular emphasis on the Polish reality. Knows the most important methods of examining differences between areas in terms of KOW. | [SW2] presentation/project/paper/ report |
| [EKONL3_U03] is able to analyse the causes and course of specific economic and social processes and phenomena, and accurately analyse these phenomena using adequate methods and tools economic and social | The student is able to distinguish different types of economies historically and geopolitically, and also indicates and analyzes the main differences in the economic development paths they adopt. Is able to use simple methods to analyze differences between economies in terms of the state of knowledge-based economy. It assesses the validity of the concepts of socio-economic development adopted in given countries. | [SU2] presentation/project/paper/ report |
| [EKONL3_W02] has an advanced knowledge of the different types of existing business entities and organisations and public institutions | The student acquires the most up-to-date information and the most known research concepts regarding the essence of the knowledge-based economy (KOW). It defines the main levels on which a modern knowledge economy should be based, with particular emphasis on the Polish reality. Knows the most important methods of examining differences between areas in terms of KOW. | [SW2] presentation/project/paper/ report |

**Subject contents**

Knowledge and its socio-economic context- historical aspects of knowledge- socio-economic background of knowledge- functional division of knowledge Growth and economic development- differences in economic systems- path of evolution of economic growth models- the role of qualitative factors in the processes of socio-economic development The essence of the knowledge-based economy (KOW)- definition- KOW and the industrial economy- distinctive features of the KOW CBE measurement- European Union approach- OECD approach- World Bank approach Human capital- definition- measurement- accumulation- human capital and prosperity Information and communication technologies- definition- role in knowledge transfer processesSocial capital- definition- measurement- human capital and social capital The concept of sequential dependencies- a person learning- learning organization- learning societyThe state of the KOW in Poland- Poland compared to other countries- Diversity of KBE in Poland

Questions related to the topics covered in the course particularly those concerning the interpretation of the knowledge-based economy (KBE), measurement methods, or analysis of human and social capital may also be addressed during consultations.

**Prerequisites and co-requisites**

**Assessment methods and criteria**

| Subject passing criteria | Passing threshold | Percentage of the final grade |
|---|---|---|
| Project | 51.0% | 100.0% |

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| Recommended reading | Basic literature | 1) D. Jemielniak, A. K. Koźmiński [red.]: Zarządzanie wiedzą, Wydawnictwa Akademickie i Profesjonalne, Warszawa 2008.2) A. Kowalczyk, B. Nogalski: Zarządzanie wiedzą. Koncepcja i narzędzia, Difin, Warszawa 2007.3) W. Bizon: Dobrobyt społeczno-ekonomiczny oraz gospodarka oparta na wiedzy w kontekście historycznych podziałów na Polskę A i Polskę B, "e-Mentor" nr 4/2011.4) W. Bizon: Kraje Unii Europejskiej a gospodarka oparta na wiedzy. Do kogo Polakom najbliżej?, [w:] K. Mieszkowski, K. Piech[red.], Gospodarka oparta na wiedzy i innowacyjność przedsiębiorstw w Polsce - wybrane zagadnienia, Instytut Wiedzy iInnowacji, Warszawa 2011. 5) Bizon, W. (2019). *Wiedza i jej transfer z perspektywy współczesnej ekonomii: wykorzystanie instrumentarium ekonomii behawioralnej w edukacji ekonomicznej*. Wydawnictwo Uniwersytetu Gdańskiego. |
| | Supplementary literature | 1) A. Jashapara: Zarządzanie wiedzą, Polskie Wydawnictwo Ekonomiczne, Warszawa 2006.2) Zarządzanie wiedzą w społeczeństwie uczącym się, OECD, wyd. polskie: Ministerstwo Gospodarki - Departament StrategiiGospodarczej, 2000.3) Drucker P. F.: Społeczeństwo pokapitalistyczne, Wydawnictwo Naukowe PWN, Warszawa 1999.4) Du bien-ętre des nations. Le rôle du capital humain et social, Organisation de Coopération et de DéveloppementÉconomiques (OCDE), Paris 2001 (wersja angielska: The Well-being of Nations. The Role of Human and Social Capital, OECD,Paris 2001).5) Fukuyama F.: Zaufanie. Kapitał społeczny a droga do dobrobytu, Wydawnictwo Naukowe PWN, Warszawa-Wrocław 1997.6) Gospodarka oparta na wiedzy. Wyzwanie dla Polski XXI wieku, Wydawnictwo Komitetu Badań Naukowych, Warszawa 2001.7) Toffler A.: Trzecia fala, Państwowy Instytut Wydawniczy, Warszawa 1986. |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | Analyze the KBE level in a chosen country using OECD or World Bank indicators.<br><br>Assess the impact of human capital on regional development using a selected voivodeship.<br><br>Design a KBE development strategy for a medium-sized city in Poland.<br><br>Analyze the role of ICT in knowledge transfer within the higher education sector. | |
| Work placement | Not applicable | |

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