



## Subject card

Subject name and code	Equality in Science, Education, and Research, PG_00067125						
Field of study	Economic Analytics						
Date of commencement of studies	October 2024		Academic year of realisation of subject		2026/2027		
Education level	first-cycle studies		Subject group		Optional subject group 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	3		Language of instruction		Polish		
Semester of study	6		ECTS credits		6.0		
Learning profile	general academic profile		Assessment form		assessment		
Conducting unit	Department of Statistics and Econometrics -> Faculty of Management and Economics						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Dagmara Nikulin				
	Teachers						
Lesson types and methods of instruction	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	30.0	0.0	0.0	0.0	60
	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	60		6.0		84.0	150
Subject objectives	The aim of the course is to develop the ability to identify and analyze social inequalities and to formulate research problems from the perspective of diversity. Participants will also gain practical skills in the implementation of equality policy in social life.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[K6_W04] Possesses advanced knowledge of the principles of creative and entrepreneurial action, including identifying and implementing innovative ideas while considering copyright protection requirements.		identifies phenomena of social inequality in various contexts		[SW3] Assessment of knowledge contained in written work and projects [SW2] Assessment of knowledge contained in presentation [SW1] Assessment of factual knowledge		
	[K6_K03] Critically evaluates their own knowledge necessary to solve cognitive and practical problems, supplementing gaps with input from external experts.		formulates research problems taking into account the diversity perspective and solves them		[SK5] Assessment of ability to solve problems that arise in practice [SK4] Assessment of communication skills, including language correctness [SK1] Assessment of group work skills		
Subject contents	Introduction to equality and diversity. Equality and social justice. Definitions and key concepts: equality, justice, inclusion, discrimination, prejudice, stereotypes.Diversity and social inequality. Discussion of different aspects of diversity: gender, race, ethnicity, age, disability, religion, socio-economic status. Equality and diversity in educationInequalities in access to education. Barriers and challenges facing different social groups. Stereotypes and prejudices in education. Creating an inclusive educational environment. Good practices and strategies.Diversity in academia. Equality and diversity in scientific research. The perspective of diversity in scientific research. Diversity in research methodology. Research ethics in the context of diversity. Equality and diversity in socio-economic life. Diversity in the labour market. Equality and diversity in politics and public life.						

Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Final project	60.0%	60.0%
	Tests (4)	60.0%	40.0%
Recommended reading	Basic literature	Balińska, B. (2007). Polityka równości płci: Polska 2007: raport. Polska: Fundacja "Fundusz Współpracy".	
	Supplementary literature	<ol style="list-style-type: none"><li>1. Donders, Y. (2023). The right to science: Another tool to repair gender inequalities in sciences and research. <i>Amsterdam Law School Research Paper No. 2023-37, Amsterdam Center for International Law No. 2023-14</i>. Forthcoming in: A. Broderick &amp; J. Sellin (Eds.), <i>Socio-economic rights, inequalities and vulnerability in times of crises: Building back better</i>. Edward Elgar Publishing (2024). Dostępne na: <a href="https://ssrn.com/abstract=4642346">https://ssrn.com/abstract=4642346</a></li><li>2. Drażkowski, H., Tyrowicz, J., &amp; Zalas, S. (2024). Gender board diversity across Europe throughout four decades. <i>Scientific Data</i>, 11(1), 567. <a href="https://doi.org/10.1038/s41597-024-03181-8">https://doi.org/10.1038/s41597-024-03181-8</a></li><li>3. El Boghdady, M. (2025). Equality and diversity in research: Building an inclusive future. <i>BMC Research Notes</i>, 18(1), 14. <a href="https://doi.org/10.1186/s13104-025-07096-4">https://doi.org/10.1186/s13104-025-07096-4</a></li><li>4. Larivière, V., Ni, C., Gingras, Y., Cronin, B., &amp; Sugimoto, C. R. (2013). Bibliometrics: Global gender disparities in science. <i>Nature</i>, 504(7479), 211213. <a href="https://doi.org/10.1038/504211a">https://doi.org/10.1038/504211a</a></li></ol>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed	Explain the difference between the concepts of "equality" and "social justice". Present three good practices that help to create an inclusive learning environment. How can diversity be considered in research methodology? Provide an example.		
Work placement	Not applicable		

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