



Subject card

Subject name and code	Neurodiversity at the university, PG_00072163						
Field of study	Economic Analytics						
Date of commencement of studies	October 2025	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	2	Language of instruction			Polish		
Semester of study	3	ECTS credits			2.0		
Learning profile	general academic profile	Assessment form			assessment		
Conducting unit	Department of Management -> Faculty of Management and Economics -> Faculties of Gdańsk University of Technology						
Name and surname of lecturer (lecturers)	Subject supervisor	dr Elżbieta Karwowska					
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	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	30	5.0		15.0	50	
Subject objectives	to prepare students to collaborate in solving problems related to neurodiversity in the academic environment, based on knowledge of diversity management, the social model of neurodiversity, and the strengths-based approach, as well as to develop attitudes related to making ethical and responsible decisions, avoiding labeling, and creating social value, in the context of inclusion and designing organizational solutions within higher education institutions.						
Learning outcomes	Course outcome	Subject outcome			Method of verification		
	[K6_K02] is prepared to make competent and ethical decisions to create and maintain economic, social, and environmental values, demonstrating entrepreneurial actions.	is able to collaborate with others in solving problems related to neurodiversity, applying the social model and the strengths-based approach to analyze and design inclusive solutions in the academic environment.			[SK1] Assessment of group work skills		
	[K6_U03] collaborates with others in solving interdisciplinary problems.	is ready to make competent and ethical decisions in creating an inclusive environment for neurodivergent individuals, particularly through participation in teamwork focused on problem-solving and through reflection on the importance of avoiding labeling and creating social value.			[SU1] Assessment of task fulfilment		

Subject contents	<p>Course content – exercises</p> <ol style="list-style-type: none"> 1. Introduction to neurodiversity: definitions, theoretical models, and contemporary scientific and social perspectives. 2. Historical and contemporary understandings of neurodiversity in the contexts of education, work, and inclusion policies. 3. Experiences of neurodivergent individuals in educational and academic environments as well as in the workplace. 4. Systemic barriers and mechanisms of exclusion in higher education institutions and organisations. 5. Analysis of institutional practices using reflective tools and critical approaches to inclusion. 6. Teal organisations and neurodiversity: autonomy, self-management, and participatory models of organisational functioning. 7. Psychological safety and a sense of belonging in academic and organisational environments. 8. Design of inclusive teaching and organisational solutions that account for diverse cognitive needs. 9. Strategies for supporting neurodiversity at the institutional level (the university as an inclusive system). 10. Innovation, creativity, and cognitive capital derived from neurocognitive diversity in academic and professional teams. 											
Prerequisites and co-requisites	Fundamentals of management											
Assessment methods and criteria	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Subject passing criteria</th> <th style="width: 33%;">Passing threshold</th> <th style="width: 34%;">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td>60.0%</td> <td>50.0%</td> </tr> <tr> <td>Group project - Ideaton</td> <td>60.0%</td> <td>50.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Participation	60.0%	50.0%	Group project - Ideaton	60.0%	50.0%
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Recommended reading	Basic literature	<p>Cholewiak, A., Parysiewicz, B. (2021). <i>Neuroróżnorodność w pracy i edukacji</i>. Wydawnictwo Naukowe UMCS.</p> <p>Jakubowska, U., & Bleszyński, J. (red.) (2020). <i>Różnorodność i inkluzja w organizacji</i>. Difin.</p> <p>Mazurkiewicz, A. (2021). <i>Psychologia różnorodności w biznesie</i>. Wydawnictwo Naukowe Scholar.</p> <p>Austin, R. D., & Pisano, G. P. (2017). Neurodiversity as a Competitive Advantage. <i>Harvard Business Review</i>, 95, s. 96103.</p> <p>Armstrong, T. (2010). <i>The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain</i>. Da Capo Lifelong Books.</p> <p>Doyle, N. (2020). <i>Neurodiversity at Work: Drive Innovation, Performance and Productivity with a Neurodiverse Workforce</i>. Kogan Page.</p> <p>Singer, J. (2017). <i>Neurodiversity: The Birth of an Idea</i>.</p> <p>Hewlett, S. A., Marshall, M., & Sherbin, L. (2013). How Diversity Can Drive Innovation. <i>Harvard Business Review</i>, 91, s. 3034.</p> <p>Santuzzi, A. M., Waltz, P. R., Finkelstein, L. M., & Rupp, D. E. (2014). Invisible Disabilities: Unique Challenges for Employees and Organizations. <i>Industrial and Organizational Psychology</i>, 7, s. 204219.</p>										
	Supplementary literature	<p>Neurodiversity in the Workplace National Symposium Report, Drexel University (2017).</p> <p>Neurodiversity at work: A guide to inclusive practices Chartered Institute of Personnel and Development (CIPD, UK, 2018).</p> <p>Deloitte (2020). <i>Diversity, Equity and Inclusion 4.0: A toolkit for leaders to accelerate social progress in the future of work</i></p>										
	eResources addresses											

Example issues/ example questions/ tasks being completed	Neurodiversity as Helpful or Harmful. Is linking ND to efficiency & productivity empowering or limiting? Practice conflict resolution without a manager, Emphasis on peer-based solutions, How does this feel compared to hierarchy? Diagnosing issues in academic environments using 5 why and Nonviolent Communication tools.
Practical activities within the subject	Not applicable

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