

<b>Prowadzący</b>	Piotr Kozarzewski
<b>Oferta PJO*</b>	NIE
<b>Oferta PJOE*</b>	TAK
<b>Kierunek, rok, stopień dla PJO</b>	
<b>Semestr roku 2021/2022</b>	zimowy

\* PJO – przedmiot w języku obcym dla studentów polskich / PJOE – przedmiot w języku obcym dla studentów Erasmus+

\*\* zostawić właściwe

#### BASIC INFORMATION ABOUT THE SUBJECT (INDEPENDENT OF THE CYCLE)

<b>Module name</b>	Analysis of the Contemporary Development Problems Using Economic and Social Indicators
<b>Erasmus code</b>	
<b>ISCED code</b>	
<b>Language of instruction</b>	English
<b>Website</b>	<a href="https://www.umcs.pl/en/courses-in-english,21103.htm">https://www.umcs.pl/en/courses-in-english,21103.htm</a> (PJOE)
<b>Prerequisites</b>	Basic knowledge of economics
<b>ECTS points hour equivalents</b>	Contact hours (work with an academic teacher): 30 Total number of hours with an academic teacher: 40 Number of ECTS points with an academic teacher: 3 Non-contact hours (students' own work): 40 Total number of non-contact hours: 40 Number of ECTS points for non-contact hours: 3 Total number of ECTS points for the module: 6
<b>Educational outcomes verification methods</b>	Students' activity in the classes, an essay: a study which uses the indicators.
<b>Description</b>	The module covers the knowledge in the area of using of economic and social indicators as a tool of an economic research. The course aims to broaden students' thinking and cognitive horizons, provide a better understanding of the essence of socio-economic processes using the statistical and analytical tool of economic and social indicators. Studying the indicators is accompanied by learning economic, social and political processes and phenomena that are described by them. The course is intended to teach a conscious, critical attitude towards the information obtained and to create the ability to reliably assess the content of a wide range of sources: research publications, reports, expert opinions, governmental and party programs, articles in the press, etc. It also provides the basic skills for acquiring information, constructing and using indicators in the future professional activity of students. The classes include lectures and practical exercises and are conducted in a way that is comprehensible to students with different levels of knowledge of economic and social issues.
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Abbott, L.F., Theories of the Labour Market and Employment: A Review, ISR/Google Books (2nd revised edition) 2011.</li> <li>2. Aggregate Indices Topic Guide, Transparency International 2012.</li> <li>3. Doing Business, the World Bank, various years.</li> <li>4. Handbook on Constructing Composite Indicators, Methodology and User Guide, OECD 2008.</li> <li>5. Human Development Report, UNDP, various years.</li> <li>6. Smith, C.E., Economic Indicators, in Wankel, C. (ed.) Encyclopedia of Business in Today's World, 2009.</li> <li>7. Transition Report, EBRD, various years.</li> <li>8. Websites of research institutions.</li> </ol>
<b>Educational outcomes</b>	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> <li>1. Understand the methods of constructing economic and social indicators.</li> <li>2. Knowing the ways of identifying socio-economic processes and regularities described by these indicators.</li> <li>3. Knowing the main data sources, their possibilities and limitations.</li> </ol> <p>SKILLS</p>

	<ol style="list-style-type: none"> <li>1. To study and describe socio-economic phenomena and their interactions using the appropriate set of indicators.</li> <li>2. To make effective use of the knowledge gained on economic and social indicators by critically assessing their real possibilities and limitations.</li> <li>3. To have skills to apply the acquired knowledge on an interdisciplinary basis, using the resources of economics and social science.</li> <li>4. To have practical skills in getting, processing and interpreting economic and social quantitative data.</li> </ol> <p>ATTITUDES</p> <ol style="list-style-type: none"> <li>1. Being prepared to formulate priorities in executing his/her professional duties.</li> <li>2. Being able to think in holistic and critical way, taking into account a multitude of factors which affect realization the tasks of his/her job.</li> </ol>
<b>Practice</b>	n/a

INFORMATION ABOUT CLASSES IN THE CYCLE

<b>Website</b>	<a href="https://www.umcs.pl/en/courses-in-english,21103.htm">https://www.umcs.pl/en/courses-in-english,21103.htm</a> (dla PJOE)
<b>Educational outcomes verification methods</b>	Students' activity in the classes, an essay: a study which uses the indicators.
<b>Comments</b>	
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Abbott, L.F., Theories of the Labour Market and Employment: A Review, ISR/Google Books (2nd revised edition) 2011.</li> <li>2. Aggregate Indices Topic Guide, Transparency International 2012.</li> <li>3. Doing Business, the World Bank, various years.</li> <li>4. Handbook on Constructing Composite Indicators, Methodology and User Guide, OECD 2008.</li> <li>5. Human Development Report, UNDP, various years.</li> <li>6. Smith, C.E., Economic Indicators, in Wankel, C. (ed.) Encyclopedia of Business in Today's World, 2009.</li> <li>7. Transition Report, EBRD, various years. Websites of research institutions.</li> </ol>
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<b>A list of topics</b>	<ol style="list-style-type: none"> <li>1. Introduction: Main terms and concepts</li> <li>2. Economic indicators             <ol style="list-style-type: none"> <li>2.1. Macroeconomic indicators</li> <li>2.2. Development indicators</li> <li>2.3. Governance indicators</li> <li>2.4. Transition indicators</li> </ol> </li> <li>3. Social indicators             <ol style="list-style-type: none"> <li>3.1. Social development indicators</li> <li>3.2. Social dysfunctions indicators</li> </ol> </li> </ol> <p>The topics for the exercises:</p> <ol style="list-style-type: none"> <li>1. Sources of data</li> <li>2. Interpretation and using the data</li> </ol>
<b>Teaching methods</b>	Lecture, studying of literature, discussion, work with getting, processing and interpreting data.

<b>Assessment methods</b>	Assessing students' activities at the classes; an essay on a chosen subject.
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