Institute of Law, Economic and Administration

Winter semester:

Module I "Business in modern world"

Economic and institutional fundamentals of the European Union policy	30 ECTS
European Union budget and funds	
International accounting	
World Cities and their economic influence	
Simulation business game	

Module II Spatial management, logistics and geodesy and geoinformation

Globalization in the modern world	30 ECTS
Metropolises and metropolitan areas	
Visualisation of spatial data	
Transport systems and global supply chains	
Smart cities development policy	

summer semester:

Module I "Business in modern world"

Economic and institutional fundamentals of the European Union policy	30 ECTS
European Union budget and funds	
International accounting	
World Cities and their economic influence	
Simulation business game	

Module II Spatial management, logistics and geodesy and geoinformation

Globalization in the modern world	30 ECTS
Metropolises and metropolitan areas	
Visualisation of spatial data	
Transport systems and global supply chains	
Smart cities development policy	

Course card

Course title	**Economic and institutional fundamentals of the European Union policy**		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	dr Renata Śliwa, prof. UKEN		
Department	Economics and Economic Policy		

Course objectives (learning outcomes)

The course is designed to get students familiar with the theoretical and empirical basis of the EU policy and its institutional settings. The core of the course is to highlight the aims and values of the EU such as establishing an internal market, achieving "sustainable development based on balanced economic growth and price stability and a highly competitive market economy with full employment and social progress" in the economic policy context.

Prerequisites

Knowledge	Economics, Economic Policy, Social Policy, Institutions of the EU
Skills	Critical text analysis; Essay writing
Courses completed	Economics, Economic Policy, Social Policy, Institutions of the EU

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	15						

Teaching methods:

Traditional lecture;
Interactive methods of presentation – discussions, text analysis, students presentations, essays

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								x	x	x			

Assessment criteria	Attendance Discussion and presentation Writing an essay

Comments	

Course content (topic list)

1. Dynamics of economic integration of the EU – historical, political and institutional perspective;
2. Common market / Market integration
3. Main sectors of activity (agriculture, manufacturing, energy, services, transport);
4. Monetary and fiscal policies;
5. Conditions for balanced growth: allocation (internal market and competitiveness policies), stabilization (economic and monetary union), redistribution (cohesion policies), external relations

Compulsory reading

A.M. El-Agraa, The European Union: Economics and Policies, Cambridge University Press, 2011.
R. Baldwin, Ch. Wyplosz, The Economics of European Integration, McGraw Hill Higher Education, 2012.

Recommended reading

Athanasios Orphanides, The fiscal–monetary policy mix in the euro area: challenges at the zero lower bound, *Economic Policy*, Volume 35, Issue 103, July 2020, Pages 461–517, https://doi.org/10.1093/epolic/eiaa017

https://www.robert-schuman.eu/en/european-issues/0588-reforming-european-economic-policies

Course card

Course title	**European Union budget and funds**		
Semester (winter/summer)	Winter / summer	ECTS	6
Lecturer(s)	Dorota Murzyn, PhD, prof. UKEN		
Department	Institute of Law, Economics and Administration		

Course objectives (learning outcomes)

The aim of the course is to familiarize students with issues related to the EU budget and EU financial support instruments in the framework of Community policies and programmes that are available for different beneficiaries.
Students acquire knowledge to self-identify desired support within European financial instrument, and can associate financial instruments with the Community policies.

Prerequisites

Knowledge	Knowledge of the basic concepts of economics and public finance. General knowledge of European integration, Community law, EU decision making process.
Skills	Understanding of economic indicators, critical thinking skills, essay writing.
Courses completed	No requirement.

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Interactive lecture, discussion.
Individual students presentations of the use of EU funds in the country of origin.
Written assignment on a selected topic.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								x	x	x			

Assessment criteria	- class attendance, - activity in the discussion, - individual presentation, - written assignment on a selected topic.

Comments	

Course content (topic list)

1. Budget as part of the institutional construction of the European Communities. Funding and budget policy of the European Union.
2. EU Structural Funds and the Cohesion Fund as Community development instruments.
3. EU agricultural funds. The common agricultural policy versus common rural development policy.
4. Community programs aimed at promoting the sphere of research and development, improving competitiveness.
5. Possibilities of financing by the European Union within the area of citizenship, justice, freedom and security.
6. Funding and programs for the countries outside the EU as a result of EU external policies.
7. European funds for young people.

Compulsory reading

European Parliamentary Research Service: "Guide to EU Funding", 2023 edition, European Union, Brussels 2023.

Official website of the European Union: https://european-union.europa.eu
European Union law: http://eur-lex.europa.eu/

Recommended reading

Murzyn D.: „European Union budget as an indicator of changes in EU policies", Studia Prawno-Ekonomiczne, nr 106/2018. (Available at: https://bibliotekanauki.pl/articles/595935)

Murzyn D.: "Europeanisation of Europe through EU Regional Policy: Towards a Tighter Integration",

in: P. Stanek, K Wach (eds.), “Macro-, Meso-, and Microeconomic Dimensions of Europeanisation”, Wydawnictwo Naukowe PWN, Warszawa 2016, pp. 101-120.

European Commission, DG Regio: https://ec.europa.eu/regional_policy/home_en
European Commission, Erasmus+ EU programme for education, training, youth and sport: https://erasmus-plus.ec.europa.eu/

Websites of institutions managing and implementing the EU funds in countries of origin.

Course card

Course title	**International accounting**		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	Dr Marta Czyżewska		
Department	Department of Entrepreneurship and Social Innovations		

Course objectives (learning outcomes)

1. Introduction to the basic terminology used in the field of accounting and accounting principles and techniques
2. Developing the ability to use the tools and techniques used for the analysis of the basic economic structures.
3. Developing skills to record business transactions that take place in the enterprise.
4. Developing skills of analysis of the impact of transactions on the financial statements

Prerequisites

Knowledge	none
Skills	none
Courses completed	none

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours		7	8				

Teaching methods:

Lecture - a presentation of the content of the course in accordance with the principles of logic, it consists in transferring the knowledge, terminology used in the field of accounting related with analysis of a problem (e.g. case study, analysis of business transaction records, taking into account the transaction's impact on the financial statements) and with the discussion of the students aimed at finding solutions to a problem of practical and/or theoretical nature.

Recitation class - a form of practical activity aimed at the use of various types of practical forms of engaging the audience, such as tasks assigned to the recording of business operations related to individual business areas of the enterprise (e.g. accounting for business operations from opening balance sheet to closing balance sheet, fixed assets, costs and revenues related to business areas).

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student' s presentation	Written assignment (essay)	Oral exam	Written exam	Other
			x					x				x	

Assessment criteria	Student should get min. 50% points from the written exam composed of open questions regarding theoretical aspects of accounting and tasks referring business operations recording.

Comments	

Course content (topic list)

1. Accounting and business environment
2. Recording business transactions
3. Measuring the business income. Adjusting process.
4. Completing the accounting cycle
5. Merchandising operations and accounting cycle in merchandising business.
6. Merchandise inventory.
7. Internal control, managing cash and making ethical judgements.

Compulsory reading

1. Accounting Charles T. Horngren, Walter T. Harrison. - 7th ed. - Upper Saddle River, N. J : Prentice-Hall, cop. 2007.
2. Accounting for managers / Anne Abraham [et al.]. - 4th ed. - London : Cengage Learning EMEA, cop. 2008.
3. www.principlesofaccounting.com
4. Accounting I -

http://www.opentextbooks.org.hk/system/files/export/12/12841/pdf/Accounting_I_12841.pdf

Recommended reading

1. Accounting best practices Steven M. Bragg. - 5th ed. - Hoboken, N.J : John Wiley & Sons, cop. 2007.

Course card

Course title	**World Cities and their economic influence**

Semester (winter/summer)	Winter and summer	ECTS	6
Lecturer(s)	Piotr Raźniak		
Department	Institute of Law, Economics and Administration		

Course objectives (learning outcomes)

Basic definitions of globalization. Globalization of cities and international corporations. Advantages and disadvantages of globalization. Which city is most globalized, strongest business center, most powerful in the modern world? Influence of covid-19 on globalization processes. Case studies of globalization from selected countries

Prerequisites

Knowledge	Knows basic theories of cities. Knows how covid-19 influenced cities economies, can explain which cities are most globalized and why. Is able to show how large corporations affects cities economy. Is able to show connections between large business and world cities.
Skills	Student is able to identify differences between globalization of cities, and globalization of corporations. Student is able to identify positive and negative aspects of globalization, Identify factors determining doing business in the large cities and globalized economy
Courses completed	

Course organization											
Form of classes	W (Lecture)	Group type									
		A (large group)		K (small group)		L (Lab)		S (Seminar)		P (Project)		E (Exam)	
Contact hours								15		15			

Teaching methods:

Classes are in the form of lectures and exercises, the student must perform and present an individual project, and attend in discussion

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X		X	X	X			

Assessment criteria	Completion of the course obtained student, who has made correctly individual project and received a positive assessment of project presentation

Comments	

Course content (topic list)

1. Basic theories of cities
2. Globalization as the factor of doing business in world cities
3. Best cities for doing business
4. Large corporations as main actors in economy of cities
5. Connections of large business and world cities

Compulsory reading

Csomós, G. (2013), The Command and Control Centers of the United States (2006/2012): An Analysis of Industry Sectors Influencing the Position of Cities, *Geoforum*, 50, (2013), 241-251. Free access: http://www.lboro.ac.uk/gawc/rb/rb430.html

Beaverstock, J.V., Smith, R.G., Taylor, P.J. (1999), A Roster of World Cities, *Cities*, 16 (6), 445-458. Free access: http://www.lboro.ac.uk/gawc/rb/rb5.html

Recommended reading

Raźniak, P., G. Csomós, Dorocki, S., Winiarczyk-Raźniak, A. (2021). Exploring the Shifting Geographical Pattern of the Global Command-and-Control Function of Cities, *Sustainability*, 13(22). DOI: 10.3390/su132212798

Derudder, B.; Feng, X.; Shen, W.; Shao, R.; Taylor, P.J. Connections between Asian and European world cities: Measurement, analysis, and evaluation. *Land* 2022, *11*, 1574. https://doi.org/10.3390/land11091574

Course card

Course title	**Simulation business game**		
Semester (winter/summer)	Winter and summer	ECTS	6
Lecturer(s)	Dr Wojciech Maciejewski		
Department	Institute Of Law, Economics and Administration		

Course objectives (learning outcomes)

The aim of this course is to familiarize students with the practical operation of a sustainable enterprise through practical activities using a simulation game. Students will learn the principles of running a business and will be responsible for running their own enterprise. This will allow them to validate their acquired skills and knowledge, as well as to test their own entrepreneurial traits and teamwork skill

Prerequisites

Knowledge	Knowledge in the field of social economy, acquired during studies
Skills	The ability to plan and organize work, the ability to analyze and predict the effects of decisions made.
Courses completed	Economics, basic economics, social entrepreneurship, accounting and financial analysis.

Course organization											
Form of classes	W (Lecture)	Group type									
		A (large group)		K (small group)		L (Lab)		S (Seminar)		P (Project)		E (Exam)	
Contact hours				15							

Teaching methods:

Classes are conducted using a simulation game hosted on the university's servers. Students are introduced to the game's rules during the initial classes, and then independently run their own businesses.

Due to the nature of the subject, classes can be held remotely without compromising the intended learning outcomes.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		X							X				

Assessment criteria	The course concludes with a passing grade based on the following criteria: - Achieving the highest overall score will earn you a grade of 5.0 - Achieving 90-99.99% of the highest score will earn you a grade of 4.5 - Achieving 80-89.99% of the highest score will earn you a grade of 4.0 - Achieving 70-79.99% of the highest score will earn you a grade of 3.5 - Achieving 60-69.99% of the highest score will earn you a grade of 3.0 The retake will require you to write a paper analyzing your decisions in the game, identifying errors, and outlining steps to avoid them in the future.

Comments	Students are required to have a laptop or a tablet

Course content (topic list)

1. Presentation of the game rules and deadlines for all stages of the game
2. Game rounds and summary after each round
3. Conclusions and recommendations after the game.

Compulsory reading

Kuratko, D. F. (2017). *Entrepreneurship: Theory, process, practice* (10th ed.). Boston, MA: Cengage Learning.

Heidi M. Neck, Emma L. Murray, Christopher P. Neck, (2017), *Entrepreneurship : the Practice and*

Mindset, SAGE Publications, Incorporated

Murzyn D., Czyżewska M, Lupa-Wójcik I., Maciejewski W., Janevska I., Rajchikj O., Porciatti L., Imparato F., Mancinone K., Khreisat M., Al-Kasih S., (2022), *Innovatove youth social entrepreneurship development on the example of Poland, Italy, North Macedonia and Jordan*, Kraków Wydawnictwo Naukowe Uniwersytetu Pedagogicznego w Krakowie

Recommended reading

Shane, S. (2003). *A general theory of entrepreneurship: The individual–opportunity nexus*. Cheltenham, UK: Edward Elgar Publishing.

Timmons, J. A., & Spinelli, S. (2009). *New venture creation: Entrepreneurship for the 21st century* (8th ed.). New York, NY: McGraw-Hill/Irwin.

Course card

Course title	**Globalization in the modern world**		
Semester (winter/summer)	Winter and summer	ECTS	6
Lecturer(s)	Piotr Raźniak		
Department	Institute of Law, Economics and Administration		

Course objectives (learning outcomes)

Basic definitions of globalization. Globalization of cities and international corporations. Advantages and disadvantages of globalization. Which city is most globalized, strongest business center, most powerful in the modern world? Influence of covid-19 on globalization prosesses. Case studies of globalization from selected countries

Prerequisites

Knowledge	Knows positive and negative aspects of globalization. Knows how covid-19 influenced globalization, can explain which cities are most globalized and why. Is able to show globalization processes on selected areas
Skills	Student is able to identify differences between globalization of cities, and globalization of corporations. Student is able to identify positive and negative aspects of globalization, Identify factors determining globalization
Courses completed	

Course organization		
Form of classes	W (Lecture)	Group type

		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours					15	15	

Teaching methods:

Classes are in the form of lectures and exercises, the student must perform and present an individual project, and attend in discussion

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X		X	X	X			

Assessment criteria	Completion of the course obtained student, who has made correctly individual project and received a positive assessment of project presentation

Comments	

Course content (topic list)

1. Definitions and development of globalization
2. Globalization as the factor of development of metropolitan areas
3. World city/global city – which metro area is most globalized and powerful in the world
4. Large corporations as main actors of command and control function of cities

5. Globalization – positive or negative process in the modern world – impact on the life of average citizens

Compulsory reading

Csomós, G. (2013), The Command and Control Centers of the United States (2006/2012): An Analysis of Industry Sectors Influencing the Position of Cities, *Geoforum*, 50, (2013), 241-251. Free access: http://www.lboro.ac.uk/gawc/rb/rb430.html

Beaverstock, J.V., Smith, R.G., Taylor, P.J. (1999), A Roster of World Cities, *Cities*, 16 (6), 445-458. Free access: http://www.lboro.ac.uk/gawc/rb/rb5.html

Recommended reading

1. Raźniak, P. (2025). Sustainable Development or Specialization? The Role of International Functions in Selected Cities of the World. Sustainability 17(8), 3517. DOI:10.3390/su17083517

2. Raźniak, P., G. Csomós, Dorocki, S., Winiarczyk-Raźniak, A. (2021). Exploring the Shifting Geographical Pattern of the Global Command-and-Control Function of Cities, *Sustainability*, 13(22). DOI: 10.3390/su132212798

Course card

Course title	**Metropolises and metropolitan areas**		
Semester (winter/summer)	Winter and summer	ECTS	6
Lecturer(s)	Piotr Raźniak		
Department	Institute of Law, Economics and Administration		

Course objectives (learning outcomes)

Basic definitions of metropolis, metro areas. Suburbanization procesess as the reason of metropolitan areas creation. Metropolization as an effect of globalization. Advantages and disadvantages of suburbanization. Global changes in world cities hierarchy and their linkages. Development of power of cities in modern world.

Prerequisites

Knowledge	Knows difference between city and metropolitan area. Knows how suburbanization processes creates metropolitan areas. Knows advantages and disadvantages of suburbanization. Can list good practices in planning of metropolitan areas.
Skills	Student is able to identify differences between city and metropolitan area. Student is able to identify positive and negative aspects of suburbanization. Identify factors determining development of metropolitan areas, and metropolitan linkages

Courses completed	

Course organization													
Form of classes	W (Lecture)	Group type											
		A (large group)		K (small group)		L (Lab)		S (Seminar)		P (Project)		E (Exam)	
Contact hours								15		15			

Teaching methods:

Classes are in the form of lectures and exercises, the student must perform and present an individual project, and attend in discussion

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student' s presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X			X			X	

Assessment criteria	Completion of the course obtained student, who has made correctly individual project and received a positive assessment of project presentation

Comments	

Course content (topic list)

1. Suburbanisation processes as the factor of metropolitan areas creation
2. Metropolization as the factor of development of metropolitan areas
3. World city/global city – which metro area is most globalized and powerful in the world
4. Suburbanisation - positive or negative process for the core and outskirts

Compulsory reading

Csomós, G. (2013), The Command and Control Centers of the United States (2006/2012): An Analysis of Industry Sectors Influencing the Position of Cities, Geoforum*, 50, (2013), 241-251. Free access: http://www.lboro.ac.uk/gawc/rb/rb430.html*
Beaverstock, J.V., Smith, R.G., Taylor, P.J. (1999), A Roster of World Cities, Cities*, 16 (6), 445-458. Free access: http://www.lboro.ac.uk/gawc/rb/rb5.html*

Recommended reading

1. Raźniak, P., G. Csomós, Dorocki, S., Winiarczyk-Raźniak, A. (2021). Exploring the Shifting Geographical Pattern of the Global Command-and-Control Function of Cities, *Sustainability*, 13(22). DOI: 10.3390/su132212798
2. Raźniak, P., Winiarczyk-Raźniak, A. (2014). Influence of the societal security level on population migrations in Poland. *Procedia - Social and Behavioral Sciences*, 120, 2-12.

Course card

Course title	**Visualisation of spatial data**		
Semester (winter/summer)	Winter and summer	ECTS	2
Lecturer(s)	Paweł Struś		
Department	Institute of Law, Economics and Administration		

Course objectives (learning outcomes)

Advanced methods of visualizing 2D and 3D spatial data, expanding knowledge in the field of GIS and remote sensing. Cartographic presentation using data obtained using modern measurement techniques - laser scanning, stereomatching methods, etc. Support for spatial data visualization programs - ArcGIS Pro, Cloud Compare.

Prerequisites

Knowledge	Attendant of the course knows various geovisualization methods. The student knows basic and advanced terms in the field of GIS and Remote Sensing. Is able to indicate good and practice in the implementation of cartographic visualizations.
Skills	The student can use geovisualization tools to a moderate degree. Is able to indicate and obtain appropriate spatial data and then process them in the geovisualization process.
Courses completed	

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours				20			

Teaching methods:

Classes in computer lab – GIS laboratory

Assessment methods:

	E – learning	Didactic games	Classes in	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student' s presentation	Written assignment (essay)	Oral exam	Written exam	Other
					x		x						

Assessment criteria	Completion of the course obtained student, who has made correctly all of the given tasks in GIS laboratory

Comments	

Course content (topic list)

1. LIDAR data – laser measurmentts and poit clouds
2. 3D vizualisation of point clouds
3. 3D from photos – stereomatching methods
4. cartographic visualisation in ArcGIS Pro

Compulsory reading

Bohak C, Slemenik M, Kordež J, Marolt M. 2020. Aerial LiDAR Data Augmentation for Direct Point-Cloud Visualisation. Sensors. 20(7):2089. https://doi.org/10.3390/s20072089

Nettley, A., Anderson, K., De Silvey, C., and Caseldine, C. 2011Using terrestrial laser scanning and lidar data for photo-realistic visualisation of climate impacts at heritage sites, Int. Arch. Photogramm. Remote Sens. Spatial Inf. Sci., XXXVIII-5/W16, 223–229, https://doi.org/10.5194/isprsarchives-XXXVIII-5-W16-223-2011

Recommended reading

Padło, T., Struś, P., Gil, A., 2021. Danube as a symbol of Europe: perception of the river from varied geographical perspectives. *PLoS ONE*, 16 (12), id: e0260848.

Course card

Course title	**Transport systems and global supply chains**

Semester (winter/summer)	Winter and summer	ECTS	2

Lecturer(s)	Krzysztof Wiedermann, Paweł Struś	

Department	Institute Of Law, Economics and Administration	

Course objectives (learning outcomes)

After completing the course, the student knows the development conditions and the impact of infrastructure systems on the functioning of logistics in international systems. During the course, you will gain knowledge about the connections between infrastructure and transport with production systems. He will learn about contemporary challenges of infrastructural logistics conditions in the context of economic development challenges based on sustainable development models.

Prerequisites

Knowledge	Basics of transport geography, knowledge of production systems and the spatial diversity of logistics infrastructure systems.
Skills	Performing analysis based on the acquired data
Courses completed	

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours					10	15	

Teaching methods:

Classes are in the form of lectures, exercises and field studies. Student is obliged to perform and present a project and attend in discussion

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student' s presentation	Written assignment (essay)	Oral exam	Written exam	Other
				X		X		X	X	X			

Assessment criteria	Completion of the course obtained student, who has made correctly project and received a positive assessment of project presentation

Comments	

Course content (topic list)

1. Infrastructure as an element of logistics - classification of infrastructure resources.
2. Infrastructure and systems of transport of goods and people.
3. Logistics infrastructure in the supply chain.
4. Infrastructure development as a factor of economic development - factors of production location and changes in migration behavior of societies.
5. Demand for transport infrastructure in the context of changes in mobility models.
6. Spatial differences in access to infrastructure.
7. Challenges of infrastructure development in the context of contemporary socio-economic changes.
8. Infrastructure and transport systems in relation to sustainable development.
9. Prospects for infrastructure development in national and global terms.

Project – analysis of the availability of international logistics infrastructure:

1. Development of accessibility to infrastructure, including both linear and point infrastructure,
2. Cartographic preparation of results using GIS techniques,
3. Evaluation of project results and discussion as part of a comparative analysis of differences in access to infrastructure in the regional system of Poland (selected examples).

Compulsory reading

Recommended reading

Wiedermann, K., & Sykała, Ł. (2014). Air transport development in Poland after 1989. In P. Trzepacz (Ed.), Polish airports in transition : 2004-2013 (pp. 119–134). Institute of Urban Development.

Course card

Course title	**Smart cities development policy**		
Semester (winter/summer)	Winter and summer	ECTS	2
Lecturer(s)	Krzysztof Wiedermann, Paweł Struś		
Department	Institute Of Law, Economics and Administration		

Course objectives (learning outcomes)

After completing the course, the student understands the specificity of contemporary city development challenges, including those based on smart technologies. Knows the assumptions of city development policy at the central and regional levels and understands the assumptions and goals of strategic and spatial planning of city development.

Prerequisites

Knowledge	Basics of settlement geography and local and regional development
Skills	Performing analysis based on the acquired data
Courses completed	

Course organization											
Form of classes	W (Lecture)	Group type									
		A (large group)		K (small group)		L (Lab)		S (Seminar)		P (Project)		E (Exam)	
Contact hours								10		10			

Teaching methods:

Classes are in the form of lectures, exercises and field studies. Student is obliged to perform and present a project and attend in discussion

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
				X		X		X	X	X			

Assessment criteria	Completion of the course obtained student, who has made correctly project and received a positive assessment of project presentation

Comments	

Course content (topic list)

1. Urban policy in the Polish legal and political system
2. Innovations and technologies in the era of industry 4.0
3. Development of the creative class
4. Public space in the city
5. Forms of activation of the local economy
6. Urban labor market policy
7. Public transport systems in cities

Compulsory reading

Joshi, S., Saxena, S., Godbole, T. & Shreya,. (2016). Developing Smart Cities: An Integrated Framework. Procedia Computer Science. 93. 902-909. 10.1016/j.procs.2016.07.258.
Attaran, H., Kheibari, N. & Bahrepour, D. Toward integrated smart city: a new model for implementation and design challenges. GeoJournal 87 (Suppl 4), 511–526 (2022). https://doi.org/10.1007/s10708-021-10560-w

Recommended reading

Kwiatek-Sołtys, A., Mainet, H., Wiedermann, K., Edouard, J.-Ch., eds. (2014). Small and Medium Towns' Attractiveness at the beginning of the 21th Century. Maison des Sciences de l'Homme, CEREMAC, Clermont-Ferrand