

HAROKOPIO UNIVERSITY
SCHOOL OF ENVIRONMENT, GEOGRAPHY AND APPLIED
ECONOMICS
DEPARTMENT OF ECONOMICS AND SUSTAINABLE DEVELOPMENT

Study Guide



2025-2026

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HAROKOPIO UNIVERSITY

HISTORY OF ESTABLISHMENT

The national benefactor Panagis Charokopos (1835- 1911), within the framework of his extensive philanthropic activity, showed a particular interest in education in the field of Home Economics. Indicative of his vision is the fact that, through his will, he made provisions for the establishment and funding of a school dedicated to the training of scientific personnel in Home Economics. To this end, in 1906 he purchased a 20,000 m² plot of land in Kallithea, on which an educational building was constructed between 1915 and 1920, under the supervision of his brother, Spyridon Charokopos. In 1959, a new wing was added to this building.

The aforementioned building complex housed the Harokopios Higher Education School in 1929, which operated until 1990, when the Harokopio University was established. The University's building infrastructure was fully renovated during the years 1993- 1994 and was further expanded with the construction of a new building in 1999- 2000.

Harokopio University was officially established in 1990, in accordance with international standards (Article 9 of Law 1894/90 and Article 17 of Law 1966/91). Since its establishment, the University has developed significant scientific activity across all academic disciplines offered by its Departments and is widely recognized as one of the most competitive Universities at both the national and international levels. Its commitment to academic excellence and the high quality of its educational and research output is reflected in the research achievements of its academic community, as well as in its strong performance in international University ranking systems.

SCHOOLS- DEPARTMENTS- POSTGRADUATE STUDY PROGRAMMES

Currently, Harokopio University comprises four Departments, which are organized into three Schools:

1. School of Environment, Geography and Applied Economics
 - Department of Economics and Sustainable Development
 - Department of Geography
2. School of Health Sciences and Education
 - Department of Nutrition and Dietetics
3. School of Digital Technology
 - Department of Informatics and Telematics

ADMISSION TO THE UNIVERSITY

Applicants wishing to be admitted to Harokopio University participate in the Panhellenic Examinations, which are conducted annually under the auspices of the Ministry of Education. Additional admission provisions apply, in accordance with Law 2909/2001 and Ministerial Decision 151/17104/B6, to candidates belonging to special categories, as specified by law.

Furthermore, admission to Harokopio University is also granted through Entrance Examinations for Degree Holders, in accordance with Ministerial Decision No. Φ2/121871/B3/3-11-2005, governing the admission of graduates to Higher Education.

STUDENT SERVICES AND FACILITIES

1. **Medical and hospital care:** Students of all three study cycles who are not covered by any other form of medical or hospital insurance are entitled to full medical and hospital care within the National Health System, with the relevant expenses covered by the National Organization for Healthcare Services Provision,

in accordance with Article 33 of Law 4368/2016 (Government Gazette A' 83), solely through the use of their Social Security Number (AMKA). The terms, conditions, and procedures governing the provision of healthcare services are determined by a joint decision of the Ministers of Finance; Education, Religious Affairs and Sports; and Health.

2. **Student meals:** By joint decision of the Ministers of Finance and Education, Religious Affairs and Sports, as provided for in paragraph 3 of Article 284 of Law 4957/2022 (Government Gazette A' 141), the terms, conditions, and procedures for the provision of free meals and accommodation to students of all three study cycles are determined, taking into account their individual and family financial status, place of permanent residence, the location of the Institution, and any special conditions applicable thereto. At Harokopio University, a Student Restaurant operates, where all members of the academic community may receive meals either free of charge or at a low cost. The restaurant operates throughout the year, except during July and August.

3. **Student housing allowance:** By joint decision of the Ministers of Finance; Education, Religious Affairs and Sports; and the competent Ministers, as provided for in paragraph 7 of Article 10 of Law 3220/2004 (Government Gazette A' 15), the procedure and required supporting documents for the granting of a student housing allowance to students of Higher Education Institutions are defined. Families of students whose primary residence is located outside Athens may apply for and receive the student housing allowance provided for under the applicable legislation.

4. **Student residence Halls:** Students of Harokopio University are entitled to submit an application for accommodation in Student Residence Halls managed by the Youth and Lifelong Learning Foundation. In this case, applications are submitted directly to the Student Residence Hall, and the criteria and procedures

set by the managing authority apply. Specific arrangements and procedures are determined in accordance with the applicable legislation.

5. **Transportation facilities:** Students of the University are provided with facilities to support their transportation, as well as access to the necessary means for their cultural development and recreation throughout the year. The terms, conditions, procedures, and all related matters concerning these benefits are determined by joint decision of the Ministers of Finance; Infrastructure, Transport and Networks; Education, Religious Affairs and Sports; and Culture and Tourism, as provided for in paragraph 4 of Article 284 of Law 4957/2022 (Government Gazette A' 141). Further relevant arrangements are defined in accordance with current legislation.

6. **Leave entitlements for working students:** By joint decision of the Ministers of Education, Religious Affairs and Sports and Labour and Social Insurance, provisions are made for the mandatory granting of leave to working students during examination periods, in order to allow adequate preparation for and participation in examinations. Further arrangements and procedures are determined in accordance with current legislation.

7. **Provisions and services for students belonging to special groups:** The University ensures the installation and maintenance of infrastructure necessary to facilitate the mobility of students belonging to special groups. The services of the Institution and the academic staff provide support, facilitation, and assistance to ensure the unhindered participation of these students in academic activities and to safeguard their quality of life within University premises.

8. **Sports, culture and leisure activities:** The University encourages and supports, through available infrastructure, resources, and facilities, the participation of students and other members of the academic community in

cultural and sports activities, as well as in leisure, recreational, and personal development activities.

LIBRARY AND INFORMATION CENTRE

The Library and Information Centre of Harokopio University is located on the second floor of the new wing of the University, named “Evanthia- Petroutsi-Charokopos”. Its mission is to collect, process, and disseminate information related to the academic fields of the University’s Departments, as well as to provide user education, develop users’ skills in the use of new technologies, and promote the effective and critical selection of information sources.

The scientific organisation of the Library’s collections is based on international librarianship rules and standards. Computer workstations are available on site for searching the Library catalogue. The collections include books, journals, textbooks authored by members of academic staff, statistical studies, undergraduate theses, and other academic material.

With a primary goal of providing a wide range of services, placing particular emphasis on electronic and distance services, the Library and Information Centre of Harokopio University extends beyond the limits of its physical location by embracing new technological developments. Through its continuously updated website, users are able to access a variety of electronic services, including searching the Library catalogue for books and journals, access to electronic journals and databases, requesting articles from other academic libraries in Greece, and useful electronic resources.

The Library is a member of Heal-Link (Hellenic Academic Libraries Link) and closely follows developments in the fields of Library and Information Science. It is staffed by experienced librarians and technical personnel, who are available to support and assist users.

Contact

Tel.: +302109549334335

e-mail: library@hua.gr

STUDENT SERVICE CENTRE

At the University, a Student Service Centre operates, which is responsible for providing students with information on matters related to the overall operation of the University, their rights and obligations, and the services provided by the State and the University, as well as for serving students either electronically and/or in person.

The Student Service Centre houses the following units:

1. **Student Welfare Services**, which are responsible for matters related to student meals, the granting of the student housing allowance, the issuance and distribution of course notes, the issuance of the European Health Insurance Card, and other forms of financial support that may be offered (scholarships, etc.).

Contact

Tel.: +302109549221

e-mail: tacad.foitmer@hua.g

2. **The Internship Office**, which centrally organises and coordinates the implementation of student internships at the University, whether compulsory or optional, and provides relevant guidance to students.

Contact

Tel.: +302109549222–223

e-mail: intern@hua.gr

3. **The Studies and Career Liaison Office**, which supports students during their transition to the labour market by providing information and counselling services regarding employment opportunities and the continuation of studies in

Greece and abroad. Employment and career counselling services are offered through individual or group sessions, seminars, and workshops on topics such as curriculum vitae preparation, job interviews, job search techniques, and related issues.

The Office also supports the University in its cooperation with Universities abroad and in ensuring mobility opportunities for studies and internships for students of all three cycles of study.

The main objective of the Liaison Office is to develop two-way communication between the academic community and businesses or other productive sectors that may employ students or graduates, making effective use of their knowledge and skills. Furthermore, it aims to disseminate information and facilitate communication between students and graduates of the University and the Department and the labour market.

The information provided by the Liaison Office includes:

- the collection of data on internship and employment opportunities in the labour market, as well as on training seminars, postgraduate studies, and scholarships (this information is made available to students and graduates of the University),
- informing the labour market about the work of the University's Departments and the potential of its student body,
- informing students and graduates of the University about methods of seeking and securing employment, as well as appropriate behaviour during job interviews,
- organising events with the participation of business executives, aimed at informing students and graduates about the qualifications required for specific job positions and the current conditions in various sectors of the labour market.

In this way, students and graduates are also given the opportunity for initial contact with representatives of employment organisations. During the challenging transitional period in which students and graduates move from the academic environment to the workplace, the provision of support and career-related decision-making guidance plays a crucial role. For this purpose, the staff of the Liaison Office, as well as members of the University's academic staff, are available to support students and graduates in identifying their skills and qualifications. This process increases the likelihood that students will pursue professional pathways or postgraduate programmes that best utilise the knowledge acquired during their studies at the University.

The activation of all the above support procedures by the Liaison Office takes place following the submission of a curriculum vitae, which is filed with the Office.

Contact

Tel.: +302109549116

e-mail: career@hua.gr

SUPPORT STRUCTURE FOR STAFF AND STUDENT POPULATION “KATERINA MARIDAKI-KASSOTAKI”

The primary purpose of the Support Structure for Staff and Student Population is to systematise the University's efforts to provide organised support to both its staff and student population in matters related to key aspects of academic life and everyday University activities that require psychological and pedagogical support.

The “Katerina Maridaki-Kassotaki” Support Structure consists of:

1. The **Centre for Psychological and Counselling Support**, which provides free counselling and psychological support to the active student population of all

Departments of the University and, more generally, offers counselling support by all appropriate means to all members of the academic community, aiming to facilitate smoother adaptation to academic life.

The activities of KE.PSY.SY. are supported by members of Teaching and Research Staff, Laboratory Teaching Staff of the Higher Education Institution, or permanent staff specialising as psychiatrists, psychologists, or social workers, or holding equivalent basic academic qualifications. The Centre aims to provide assistance to students facing personal difficulties (e.g. adjustment difficulties in a new environment, decision-making difficulties, lack of interest, eating disorders, phobias, depression, anxiety, addiction, etc.), academic difficulties (e.g. learning difficulties, examination anxiety, poor time management, etc.), communication problems with parents, friends, or partners, or difficulties related to stressful life events (e.g. illness, bereavement, disasters, etc.), as well as issues related to addictions (e.g. substances, internet).

The above psychosocial and psychological support offered to students is provided through individual sessions (individual counselling), group sessions (group counselling), or remotely via the internet (telecounselling).

The Centre also offers counselling and psychological support to graduates of the University's Departments in order to address difficulties encountered in their daily professional lives (supervisory counselling), as well as support for students with special educational needs. In parallel, it develops additional activities, including the organisation of seminars, workshops, and conferences related to psychopedagogical topics. The Centre is supervised by a member of the academic staff of the Department and is staffed by a counselling psychologist, an Assistant Professor of the Department, and an educator- psychotherapist. The Centre operates from Monday to Friday, from 9:00 to 15:00/17:00.

Contact

Tel.: +302109549338

e-mail: kesym@hua.gr

2. **The Centre for Teaching and Learning Support** (KE.DI.MA.), which contributes to supporting the teaching work of the University's academic staff, as well as to enhancing the quality of the overall educational experience of students, aiming to upgrade the teaching activities carried out at the University through informing all interested parties about contemporary trends in university pedagogy and Lifelong Learning.

The activities of KE.DI.MA. are supported by University staff (members of academic staff and administrative staff) or by external collaborators with expertise in issues related to teaching, pedagogy, distance education, adult education, and university pedagogy. The Head of the Centre is appointed by decision of the competent governing body.

Contact

e-mail: kedima@hua.gr

3. **The Centre for Equality Assurance and Promotion**, which contributes to the promotion, safeguarding, and enhancement of:

- equality at all levels of operation and throughout all processes of academic life,
- equal access and meaningful participation of members of the academic community, as well as raising awareness of issues related to equal inclusion and study within the University environment, and
- compliance with legality within the framework of academic freedom, the addressing of maladministration practices, and the safeguarding of the smooth and proper functioning of the Institution.

Contact

e-mail: isotita@hua.gr

STUDENT OMBUDSPERSON AND SUPPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

At Harokopio University, the institutions of the Student Ombudsperson and the Faculty Advisor for Students with Special Educational Needs operate.

The **Student Ombudsperson** has the following responsibilities:

1. Mediating between students and faculty members or administrative services of the University.
2. Ensuring legality within the framework of academic freedom.
3. Addressing incidents of mismanagement in matters concerning students.
4. Safeguarding the smooth operation of the University.

The Student Ombudsperson does not have authority over matters related to examinations and student grading. The Ombudsperson investigates cases either ex officio or following a student's report and mediates with the competent bodies of the University to resolve them.

The **Faculty Advisor for Students with Special Educational Needs (SEN)** has the following role:

1. Facilitating the participation of students with special educational needs and learning difficulties in all aspects of academic life.
2. Informing and supporting SEN students and members of the academic community on issues related to studies and the equal inclusion and attendance within the University environment.

The institution of the Faculty Advisor for Students with Special Educational Needs was established at Harokopio University in 2014, following a relevant Senate decision. Its primary mission is to provide support to students aimed at improving their adjustment to academic life, facilitating their participation in the educational activities of the Undergraduate Program of Studies (UPS), and

informing University members about issues related to the equal inclusion of these students into the academic community.

Within the UPS framework, provisions exist that facilitate the attendance of students with special educational needs/disabilities. These concern accessibility to University facilities, use of the e-learning platform, use of the Library and other University services, attendance and participation in courses and all UPS activities, as well as methods of assessing student performance. The management of personal data for these students complies with the General Data Protection Regulation (GDPR).

Scientific Coordinator

Aikaterini Antonopoulou, Associate Professor

Contact

Tel.: +302109549172

e-mail: kantonop@hua.gr

ERASMUS OFFICE

The ERASMUS Office actively and positively contributes to the external relations and internationalization of Harokopio University, with the aim of developing strong academic cooperation with strategic partners of the European Higher Education Area and beyond. It particularly promotes, supports, and highlights the academic collaboration and the participation of Harokopio University in European educational programmes. It supports the bidirectional mobility (from and to Harokopio University) of students, faculty members, and staff within the framework of the ERASMUS actions implemented by the University.

For the planning, coordination, and supervision of institutional actions and general ERASMUS matters, an Erasmus Committee has been appointed by the University Senate, which is administratively supported by the ERASMUS Office.

Its Chair is the Institutional ERASMUS+ & ECTS Coordinator, and its members are the ERASMUS+ & ECTS Departmental Coordinators and their alternates.

Contact

Tel.: +302109549225

e-mail: erasmus@hua.gr

Academic Erasmus Coordinator

Ioannis Kostakis, Assistant Professor

Tel.: +302109549267

e-mail: ikostakis@hua.gr

THE DEPARTMENT OF ECONOMICS AND SUSTAINABLE DEVELOPMENT

THE SCIENCE OF ECONOMICS AND SUSTAINABLE DEVELOPMENT

The field of Economics and Sustainable Development is a scientific discipline that draws its subject matter from a wide range of scientific areas, with the aim of achieving optimal and sustainable living for individuals, families, and human communities. Its historical roots place Economics and Sustainable Development within the framework of the household. In the 21st century, these concepts expand to encompass broader living environments, as we increasingly understand that the capacities, choices, and priorities of individuals and families produce impacts at all levels- beginning from the household and extending to local and global communities.

The Department of Economics and Sustainable Development focuses on the study and scientific research of subjects related to Applied Economics, Sustainable Development, consumer and business behaviour, family organisation and functioning, quality education, and the sustainable

management of the natural and cultural environment, guided by the enhancement of quality of life and human well-being.

The interdisciplinary nature of the science of Economics and Sustainable Development, combined with the goal of achieving optimal and sustainable living for contemporary human beings, means that Economics and Sustainable Development, as a science with practical applications and implementable proposals, can enhance the qualitative indicators of human living conditions in most social sectors of everyday activity. This is achieved through the intervention and transformation of political, social, cultural, ecological, economic, educational, and technological systems, at both local and global levels.

MISSION AND OBJECTIVES OF THE DEPARTMENT

The Department of Economics and Sustainable Development of Harokopio University was founded in 1993 and constituted the first Department of Harokopio University. It was initially named the Department of Home Economics and Ecology and was renamed in 2020 according to Government Gazette 5313/3-12-2020, Issue B (Government Gazette on the Renaming of the Department). Together with the Department of Geography, it belongs to the School of Environment, Geography and Applied Economics. The mission of the Department, according to the Presidential Decree that established it, is: “the training of Home Economics professionals so that they may meet the contemporary requirements of education, as well as the requirements of the organisation and administration of the family” (Articles 2 and 3, PD 206, Government Gazette 97/12-6-1992).

Based on its mission, the main objectives of the Department are the following:

1. The advancement of scientific knowledge and research in fields related to home economics, the organisation and functioning of the family, and the management of the natural and cultural environment.
2. The education of students in sectors across the entire spectrum of economic activity, enabling them to utilise social, natural, and cultural resources, contributing to economic development with quality of life as a guiding principle. The concept of quality of life encompasses the full range of living conditions and activities of family members (income, financial management, consumer behaviour, professional activity, housing, nutrition, environment, interpersonal and social relationships), as well as their interactions, which contribute to ensuring their physical and mental health.
3. The provision of psychopedagogical training for the acquisition of teaching and pedagogical competence, which will enable graduates of the Department to undertake teaching in public or private secondary schools in subjects related to the Department's academic fields.

PROFESSIONAL PROSPECTS OF GRADUATES

The employment sectors of the Department's graduates, apart from education (Home Economics Teachers and related subjects- Tertiary Education 80), include: commercial enterprises, cultural centres, local government, tourism enterprises, transportation companies, consultancy firms, banks, cooperative enterprises, associations and chambers, non-profit organisations, and others.

The study programme supports the safeguarding of students' professional rights, which concern:

1. their registration with the Economic Chamber of Greece (Decision of the Plenary Session of the Economic Chamber of Greece- K/87/19-2-2013),
2. the certification of their pedagogical and teaching competence.

It also strengthens efforts to expand students' professional rights into additional sectors, such as Tourism, Social Entrepreneurship, and Culture, through the establishment of cooperation agreements with corresponding Professional, Developmental, and Institutional Bodies.

The Undergraduate Study Programme prepares students who wish to continue their studies at the postgraduate level in the fields of Economics, Education and Culture, Sustainable Development, Social and Solidarity Economy, Public Health and Nutrition, Creativity and Innovation, Special Education, Gender Studies, and others.

RESEARCH ACTIVITY OF THE DEPARTMENT

The Department of Economics and Sustainable Development focuses on scientific research in areas related to Applied Economics, Sustainable Development, consumer and business behaviour, the organisation and functioning of the family, quality education, and the sustainable management of the natural and cultural environment, with the enhancement of quality of life and human well-being as its guiding principle.

More specifically, research in the Department focuses on:

1. **The study of the productive factors that determine the development of a place**, such as long-term stability, improved economic competitiveness, increased productivity, strengthened employment, the fight against unemployment, the empowerment of creativity and innovation, the utilisation of productive resources, the rational use of land and natural resources, the utilisation of cultural resources, the empowerment of vulnerable social groups and the elimination of social inequalities, as well as the provision and securing of basic needs for living, safety, education, energy, health and quality of life.

2. **The analysis of the primary, secondary, and tertiary sectors of production.** At the same time, within the framework of modern agricultural economics and the sustainable agri-food supply chain, cooperative actions concerning the rational production of agricultural products are analysed, taking into account the impacts of climate change, with the aim of developing sustainable practices that promote sustainable local and regional development while also aligning with the guidelines of the new Common Agricultural Policy (CAP).

3. **The investigation of the needs and sustainable behaviour of consumers and businesses,** and of the ways in which businesses design and carry out important daily operations, such as Customer Service, Marketing, Order Management, Procurement/Purchasing, etc. The starting point in designing these functions is the Consumer, who is becoming increasingly aware of socio-environmental issues. Therefore, a company's value chain must provide high-quality products and services within the context of adopting practices and policies aligned with the requirements of sustainable development.

4. **Training in various sectors in which entrepreneurial activity develops,** such as education, energy, technology, health, the environment, tourism, and culture. Consumers must be able to understand how businesses manage their finances, design and support their daily operations- such as customer service and logistics- now within the framework of sustainable development. By doing so, they can contribute to the value chain of enterprises and organisations, while simultaneously contributing to the development of various forms of entrepreneurship, such as green entrepreneurship.

The entirety of the above research activities supports the education of the Department's students in corresponding fields of study, with the aim of

enhancing their knowledge and achieving professional recognition in the fields of Economics and Sustainable Development.

Numerous funded research projects have been carried out and continue to be carried out within the Department, supported by national and international resources, public and private bodies (IKY, ELIDEK, Erasmus+, Horizon, etc.).

The Department has organised many workshops, training seminars, and international conferences on topics related to its academic fields, with contributions from distinguished scholars from Greece and abroad. It also aims to collaborate with Research Centres and Academic Institutions, as well as with recognised scholars in Greece or abroad whose academic interests and objectives coincide with, align with, or complement those of the Department, and to organise scientific Workshops, Seminars, Conferences, and other academic activities.

THE LABORATORIES OF THE DEPARTMENT

The Department operates four (4) laboratories, which contribute to strengthening its educational and research activities. These are the following:

1. LABORATORY OF HUMAN ECOLOGY

Acronym: H.EC.LAB

It serves the educational and research needs in academic fields related to home economics, family sustainability and quality of life, the natural environment and ecology, the human-made and built environment, sustainable human nutrition, food security and food waste, product life cycles and value, social and solidarity economy, participatory development, and household technology.

Director

Vasiliki Kostarelli, Associate Professor

2. LABORATORY OF PSYCHOEDUCATION

Acronym: EDU.PSY.LAB

It serves the educational and research needs of the Department in academic fields related to education and educational psychology, with emphasis on teacher development and effective teaching, teaching methodology, educational assessment, learning, adjustment and communication difficulties in school and family contexts, school counselling, innovation and creativity in education, the role of the family and school in child development, communication management in the school environment, and psychology and education for sustainable development.

The Laboratory of Psychoeducation aims to promote science through:

- the implementation of research projects in collaboration with national and international bodies,
- raising awareness within the academic community and local society on issues of education, pedagogical psychology, and counselling, and
- the training of professional groups.

Director

Dimitrios Zmbainos, Associate Professor

3. LABORATORY OF APPLIED ECONOMICS AND SUSTAINABLE DEVELOPMENT

Acronym: L.AP.E.S.D.

It serves the educational and research needs in academic fields related to applied economics and sustainable development, with emphasis on the rational management of economic, social, and environmental resources; the study of key factors determining local and regional development; the analysis of the primary, secondary, and tertiary production sectors; the investigation of consumer needs and behaviour; and the analysis of entrepreneurship, marketing, supply chain management, and administration.

Director

Georgios Malindretos, Professor

4. LABORATORY OF SUSTAINABLE TOURISM AND CULTURE

Acronym: L.S.T.C.

It serves the educational and research needs in academic fields related to sustainable tourism development and management, art, culture and cultural heritage, integrated cultural heritage management and marketing, the cultural and creative industries, alternative forms of tourism, cultural routes, total quality management, tourism, culture and leisure start-up enterprises, innovation in tourism services, and alternative tourism models.

Director

Despina Sdrali, Associate Professor

THE UNDERGRADUATE STUDY PROGRAMME

CHARACTERISTICS OF THE PROGRAMME

Based on the aforementioned broad framework of the Science of Economics and Sustainable Development, as well as the need to monitor continuous changes taking place in Greece and internationally, the Department of Economics and Sustainable Development is engaged in an ongoing effort to ensure the quality of undergraduate studies through the enhancement of its educational services and the pursuit of new professional prospects for its graduates, so as to attract high-level students. The Programme follows the current academic standards for structuring Undergraduate Study Programmes, as defined by the Hellenic Authority for Higher Education, in accordance with international academic requirements and the practices of similar departments within the European Higher Education Area, adjusted to the realities of the Greek context.

OBJECTIVE OF THE UNDERGRADUATE STUDY PROGRAMME (U.S.P.)

The Department of Economics and Sustainable Development has as its mission the cultivation and advancement of the science of sustainability, acknowledging that the family, as the primary consumer of natural resources, interacts with its economic, social, and cultural environment in ways that not only ensure the satisfaction of its needs but also preserve the ability of future generations to meet their own. Specifically, the Department's focus is on education and the promotion of interdisciplinary research aimed at advancing Sustainable Development as well as applied aspects of Economics that relate to sustainability, combining theory with laboratory and practical training, in alignment with current scientific developments.

The main objectives of the studies in the Department are:

1. The advancement of scientific knowledge and research in fields related to Economics and Sustainable Development, the organisation and functioning of the family, and the management of the natural and cultural environment.
2. The education of students in sectors across the full spectrum of economic activity so they may utilise social, natural, and cultural resources in ways that contribute to economic development, with quality of life as a guiding principle. The concept of quality of life encompasses the full range of living conditions and activity sectors of family members- including financial management, consumer behaviour, nutrition, interpersonal and social relationships, environmental management, and cultural heritage- all of which contribute to securing their physical and mental health.
3. The provision of psychopedagogical training for the acquisition of Pedagogical and Teaching Competence, which will enable graduates of the Department to teach subjects related to the Department's academic fields in public or private secondary schools.

LEARNING OUTCOMES AND GRADUATE SKILLS

Upon the successful completion of the Undergraduate Study Programme and their studies, students of the Department are expected:

1. At the level of knowledge and understanding of scientific fields:
 - To be able to apply their knowledge in areas such as financial management, consumer behaviour, family studies, sustainable consumption, management of the natural and cultural environment, nutrition and health, in order to provide basic guidance to individuals so they may choose more sustainable ways of living that ensure personal and family well-being.
 - To recognise the diverse needs related to ensuring the well-being and welfare of the family as a whole, as well as of its individual members at various stages of their life cycle, and to identify the ways in which these needs can be met—through individual effort and practice, shared family decisions, social strategies, and national policies concerning workplaces, schools, etc.
 - To identify innovative entrepreneurial ideas and design the necessary steps for achieving pioneering and innovative entrepreneurial initiatives.
 - To become familiar with research methodology so that they are able to use research tools in the preparation of assignments and, primarily, in their undergraduate thesis.
2. At the level of skills:
 - To conduct critical analyses of scientific articles in the fields of economics and sustainable development through creative, productive, and inductive thinking.
 - To become capable of prioritising their learning needs and interests, strengthening their skills of self-regulation and autonomy in learning.
 - To communicate effectively with various population groups through social empathy, respect for diversity, and multicultural understanding.

- To work as members of a team in designing programmes or other initiatives that contribute to the promotion of sustainable and healthy consumer behaviours and to social entrepreneurship.
- To be able, through the assignments undertaken during their studies, to search for, analyse, and synthesise data and information, including through the use of necessary technologies.
- To become capable of contributing to the promotion of the social, economic, and cultural progress of society.
- To develop social flexibility and professional adaptability skills.
- To acquire psycho-pedagogical skills enabling them to perform teaching duties effectively in educational settings.
- To further develop critical analytical thinking and creative ability in applying knowledge.

EVALUATION OF THE U.S.P.

1. The Department of Economics and Sustainable Development (D.E.S.D) implements procedures of internal and external evaluation of the U.S.P., as well as quality assurance and accreditation procedures, in accordance with the provisions of current legislation.
2. The internal evaluation of the U.S.P. is conducted annually by the Quality Assurance Unit (MO.ΔI.Π.) of Harokopio University. The internal evaluation process is carried out in accordance with current legislation, the University's Internal Quality Assurance System, and the guidelines and standards of the Hellenic Authority for Higher Education. The results of the internal evaluation are recorded in a report prepared by MO.ΔI.Π., which analytically describes the findings, the proposed improvement actions, their implementation timeline, the individuals involved, and the required resources. This report is communicated to

the President and the Internal Evaluation Committee (O.M.E.A.) of the Department. At the end of each academic semester, students evaluate each course and each instructor using questionnaires sent anonymously and automatically through the University's Quality Data Collection Information System of ΜΟ.ΔΙ.Π. Students may also provide free-text comments and suggestions for improving the educational process. Once the questionnaire completion period ends, the data are made available directly to all instructors for the courses they teach, to the Department's O.M.E.A. for further processing, and to the President.

3. Graduates of the U.S.P. complete an evaluation questionnaire of the study programme, which is also sent electronically in an anonymised and automated manner through the Quality Data Collection Information System of ΜΟ.ΔΙ.Π. Completion of this questionnaire is mandatory for the graduation/degree award process (Rector's Council Decision No. 52/26-10-2022). Students may also provide free-text comments and suggestions regarding the Study Programme. After the questionnaire completion period ends, the data are made available to O.M.E.A. for further processing and to the President.

4. On an annual basis, students and the entire academic community of the D.E.S.D. evaluate the infrastructure, services, and the study/work environment of the Department and the University. The questionnaire is sent electronically, anonymously, and automatically through the Quality Data Collection Information System of ΜΟ.ΔΙ.Π. More specifically, among other aspects, the evaluation includes:

- the University's and Department's building facilities, interior and exterior spaces, classrooms, laboratories, safety, maintenance, and security of the premises

- the services provided by the University's administrative units and the Department's Secretariat, including other support services.

After the questionnaire completion period ends, the data are made available to O.M.E.A. for further processing and to the President.

5. On an annual basis, the Department's Internal Evaluation Committee (O.M.E.A.) summarises the results of the above evaluation questionnaires, taking into account both strengths and weaknesses, and proposes ways to address the issues identified.

The conclusions of O.M.E.A. also include the degree of responsiveness of the U.S.P. to previous recommendations, and overall they form part of the Department's Annual Internal Report. This report is approved by the Department Assembly and published on the Department's website.

6. The external evaluation and accreditation of the U.S.P. is also conducted in collaboration with the Quality Assurance Unit (ΜΟ.ΔΙ.Π.) of Harokopio University, the University's Internal Quality Assurance System, and in accordance with the guidelines and procedures established by the Hellenic Authority for Higher Education.

STUDENT RIGHTS

Undergraduate students of the Department of Economics and Sustainable Development (D.E.S.D.) are members of the University Community. The development of a proper relationship between instructor and student requires students to demonstrate the necessary respect for the effective achievement of teaching, research, and the assessment of their knowledge. The fundamental right of students is the right to learning.

Students have the following rights:

- To be informed in a timely and adequate manner about all matters of academic life that concern them.
- To freely express their opinions on educational and other matters, within the framework of academic freedom and with respect for the rules of ethics.
- To evaluate the teaching work, the quality and effectiveness of administrative services, and the actions of the University administration, as provided by law.
- To be served by the University's administrative services promptly and effectively.
- To use the University's facilities and infrastructure, in accordance with the University's regulations.
- To receive the social and other benefits derived from their status as students of Harokopio University.
- To submit reports and requests to the competent bodies of the University regarding matters that concern them directly, such as grade review/re-examination of a course and the revision of decisions related to disciplinary issues or matters concerning the student community to which they belong.
- To be represented in the University's collective bodies and committees, as provided by the applicable legislative framework, the University Statute, the Internal Regulations, and University decisions, and to participate actively in all activities of the academic community.
- To participate in student associations or other organisations and clubs that operate within the University, in accordance with University regulations.
- To participate in paid activities of the University.

STUDENT OBLIGATIONS

Students of the Department of Economics and Sustainable Development have the following obligations:

- To stay informed about the University Statute, the Study Regulations, the code of ethics, the specific operational Regulations, and the decisions of the D.E.S.D. and the University that concern them, and to apply them consistently and responsibly.
- To register with the Department at the beginning of each semester, on the designated dates, through the electronic student information system, and to declare their elective courses where applicable for that semester.
- To be informed about the study programme they follow and the academic calendar, to comply with the timetable, to attend the compulsory activities of each course they are enrolled in, and to observe the safety rules defined both by the present U.S.P. Regulation and by the operational Regulations of the Department's Laboratories.
- To register on the e-class online learning platform and to follow the course announcements and educational material.
- To contribute, through their participation, to the evaluation processes of the teaching work, the study programme, and the administrative and support services of the University and the Department.
- To contribute to the good reputation of the D.E.S.D. and Harokopio University through their academic, cultural, and collective activities.
- To respect and protect the facilities and infrastructure of Harokopio University and to ensure the cleanliness of its premises.

CODE OF CONDUCT FOR STUDENTS

1. A fundamental rule of conduct for students is the avoidance of plagiarism when completing assignments given to them during their studies. Plagiarism constitutes a violation of the current legislation on intellectual property, and its detection results in serious disciplinary sanctions for students who commit this offence.
2. The following are strictly prohibited:
 - The use of intellectual creations of third parties and their presentation by students as their own in the fulfilment of specific academic obligations.
 - The presentation of assignments that have been produced collaboratively with other students as individual work.
 - The submission, in whole or in part, of an assignment that was originally completed to meet specific teaching or research requirements in the past, and is resubmitted to meet other or new teaching or research requirements.
 - The submission or presentation of assignments produced through the use of artificial intelligence software.
 - Any form of copying or collaboration with third parties during any examination process, as well as the use of any aids, notes, or electronic devices, unless their use is permitted by the person responsible for the examination process.
3. The recording of audio and/or video by electronic means during lectures or laboratory sessions is prohibited, unless permission has been granted by the instructor and the consent of all participants has been obtained.
4. Students must respect and protect the facilities and equipment of the D.E.S.D. and the University, ensure the cleanliness of its premises, and avoid causing or facilitating disturbances or inappropriate behaviour that may result in damage to buildings, facilities, or property.

5. Students must not use, nor allow others to use, the premises or facilities of the D.E.S.D. and the University for illegal activities or actions that harm the image or good reputation of the D.E.S.D. and the University. They must also refrain from participating in actions that are inconsistent with the academic mission of the D.E.S.D. and the University or that obstruct the smooth functioning of the Department and the University (its bodies and services, teaching and research), academic freedom in research and teaching, and the free expression and exchange of ideas.

STUDENT VIOLATIONS

1. Disciplinary offences for students include violations of the current legislation governing Higher Education Institutions, violations of the present Regulation and of the decisions of the University's governing bodies, and violations of the behavioural norms expected of members of the academic community so that democratic functioning is not disrupted and the prestige of the Institution and its members is not undermined. In particular, disciplinary offences include:

- The use of means or methods that compromise the integrity of examinations.
- Violations of the rules on intellectual property and plagiarism, including the production of original work using artificial intelligence software.
- The intentional destruction of University property.
- The deliberate obstruction of the smooth functioning of the University and its services.
- The violation of the personality and diversity of members of the academic community.

2. The disciplinary bodies of Harokopio University are:

- the Rector,
 - the competent Vice-Rector,
 - the President of the Department,
 - their deputies, and
 - the Student Disciplinary Council.
3. The Student Disciplinary Council consists of:
- the Vice-Rector responsible for academic affairs, as Chair, with the Vice-Rector responsible for administrative affairs as Deputy Chair,
 - the most senior member of the School's Deanery, with the immediately junior member as their deputy,
 - two (2) faculty members of the Department with their respective deputies, and
 - one (1) student representative with their deputy.
4. The disciplinary offences, the penalties, the procedures to be followed, and all other details related to addressing student disciplinary violations are described and governed by the provisions of current legislation.

AWARDS, SCHOLARSHIPS AND STUDENT LOANS

1. The D.E.S.D., through the University, grants awards and scholarships to students of the U.S.P., based on their academic performance, either independently of or in combination with their family and social circumstances and their personal or family income. The purpose of these awards and scholarships is to recognise exceptional cases of effort, ethos, and performance, and to provide financial support to students who excel under adverse conditions. Funding sources for awards and scholarships may include donations, sponsorships, University bequests, revenue from research and development projects, as well as occasional revenue from cultural and athletic events

organised by the University. Specific regulations and procedures for awarding scholarships and prizes, when defined by sponsors or donors, are determined on a case-by-case basis and approved by the University Senate.

2. The University may grant compensatory scholarships to students of all study cycles, under the condition that students offer part-time work of up to forty (40) hours per month in services of the D.E.S.D. and/or the University. The specific related regulations and procedures are determined by decision of the Senate, ensuring that all announcement and selection procedures adhere to the principles of transparency and meritocracy and are subject to oversight by the competent University bodies.

3. Graduates of the D.E.S.D. are eligible to receive scholarships for postgraduate studies, awarded by the "Spyros Harokopos & Evanthia Harokopou-Petroutsi Foundation", in accordance with the provisions of the University Statute.

4. The University awards once annually the "Georgios Karampatzos Excellence Award" to one graduate of the Undergraduate Study Programme of each Department. The recipient is the student who completed their studies within the minimum duration (8 semesters) and achieved the highest grade point average. The Award is accompanied by a monetary prize and is presented during the Graduation Ceremony following the September examination period each academic year. The amount of the monetary prize and any other details related to the "Georgios Karampatzos Award" are defined by decisions of the University Senate.

5. The University may take all necessary actions to provide students with the possibility of obtaining an interest-free educational loan, in accordance with the applicable legislative framework and the University's Internal Regulations.

USE OF FACILITIES AND SERVICES

1. All students have the right to use the facilities, equipment, and electronic services of the D.E.S.D. and the University for the completion of the activities of the study programme. To ensure the exercise of this right by all students, all infrastructures that guarantee unimpeded access for students with special educational needs to the services provided (e.g., ramps, elevators, designated parking spaces, etc.) must exist and be available for unobstructed use.
2. After the period allocated- according to the U.S.P.- for the use of facilities and equipment has ended, students are required to cease use and return the facilities and equipment in the same good condition in which they were provided. Any damage to facilities or equipment that is not due to ordinary use results in disciplinary penalties for the offenders or for the entire group, following a relevant report by the group supervisor or by the supervisor of the next group of students who will use the facilities. At the same time, the cost of repair is charged to the offenders, following a decision of the Rector's Council.
3. For particularly sensitive areas, such as Laboratories with increased operational risk or high-value equipment, students must comply with the terms of use of the Laboratories and classrooms, as set out in the Operational Regulations posted on the D.E.S.D. website and displayed in the Department's premises.
4. All students have the right of access to the services of the University Library & Information Centre, in accordance with the provisions of the applicable Library & Information Centre Operating Regulations.
5. The use of the D.E.S.D. and University facilities by student associations for the organisation of events is permitted only after written approval from the Rector. This approval is granted following a written request by the Board of Directors of the student association, bearing the association's stamp and the

signatures of the President and the General Secretary. If the Board has not been constituted into a body, the document must bear the signatures of the majority of its members. The request must include the date, place, duration, and content of the event and must be submitted at least five (5) days before the scheduled date of the event. The Rector's written response to the student association's Board is provided at least two (2) days prior to the event.

6. The organisation of student association events without the written approval of the Rector entails disciplinary action against the President, the General Secretary, and the Board members of the association. Furthermore, any damage resulting from such unauthorised use of facilities leads to the suspension of the right to use University facilities by that student association, by decision of the Rector's Council, and the cost of damages is charged to the members of the Board through an official act of the Rector. The free expression of the student association's views on matters of concern to it is allowed. For this purpose, a designated area of the University is provided and properly arranged. Pollution of other University areas with posters, banners, wall newspapers, slogans, etc., results in disciplinary action by the Rector's Council against the offenders and the cost of repairing the damage is charged to them, by official act of the Rector.

ELECTRONIC SERVICES

1. The registration of D.E.S.D. students is carried out through an electronic application provided by the University's Information & Network Center, which manages the enrolment of students in the University's user directory (LDAP) and subsequently generates an access code that students receive electronically.

2. Registered students of the D.E.S.D. are provided with a username and password that allow access to all electronic services offered by the University and the State. User credentials are strictly personal, and the transfer or resale of

user rights is prohibited. Users must take all necessary measures to ensure the confidentiality of their personal information (such as hiding passwords, etc.) and must comply with the terms of use of electronic services and applications, as outlined in the Operating Regulations of the Information & Network Center, published on the University website.

3. Students must not engage in actions that constitute violations of personal data confidentiality or communication privacy through the University's data network. They are permitted to access only data that concerns themselves or is publicly accessible. Students, as users, are responsible for the accuracy and legality of the content of their personal web pages and any other information stored on their workstations or other equipment of the D.E.S.D. and the University.

4. Electronic services available to students are accessible through the University's dedicated portal (portal.hua.gr). Indicatively, services provided to students include:

- Basic electronic services, such as email, hosting of personal web pages, creation and storage of files and data in cloud services, remote access through VPN, and the electronic student information system. Through the student system, students can monitor matters related to their academic progress.
- Electronic learning resources. Access to the D.E.S.D. study programme via the University's main website, provision of asynchronous e-learning services (Open e-class, eclass.hua.gr), open digital course platforms, synchronous e-learning services, and access through the Library & Information Center (library.hua.gr) to electronic information sources, scientific articles and books, and open-access repositories. Under the responsibility of the University's Library & Information Center, the University operates the Integrated Digital Repository Management System (ESTIA, estia.hua.gr), which supports self-submission of

undergraduate Theses, postgraduate Dissertations, and doctoral Theses. For organising textbook provision, students have access to the Electronic Textbook Management System (EYDOXOS).

5. On the Department's main website, all essential information is provided regarding the U.S.P., the teaching and administrative staff of the Department, the Laboratories and research activities, as well as announcements related to academic and administrative matters. The D.E.S.D. website also offers an English-language version where all important information and announcements are posted in English.

6. The submission of Undergraduate Theses to the Institutional Repository (ESTIA) is mandatory. Submission is carried out electronically through the "Student Portal" application (thesis.hua.gr). The thesis must be submitted at least ten (10) days before the graduation ceremony and only after the student has received notification from the Secretariat. Submission follows specific digital file formatting requirements for theses, according to the templates provided by the Library & Information Centre, to ensure a uniform management environment. Detailed information and submission instructions are provided electronically on the "Student Portal". The student grants the Library & Information Centre the right to publish and make available the digital version of the thesis online through the institutional repository.

7. As part of Harokopio University's mission and to evaluate the effectiveness of its work, key performance indicators are collected, including indicators related to the profile of the student population, study progression, and timely completion or dropout rates, using the electronic student information system. The Information & Network Center collects statistical data regarding network traffic and the use of electronic services. Annually, the University's Quality Assurance Unit (ΜΟ.ΔΙ.Π.), in collaboration with the Department's

Internal Evaluation Committee (O.M.E.A.), conducts an evaluation survey of all services, including electronic ones. The extraction, processing, and communication of this information to the supervising Ministry are carried out under the responsibility of the Department Secretariat.

STUDY MATTERS

CONTENT OF THE U.S.P.

1. The competent body for formulating the Undergraduate Study Programme (U.S.P.) of the Department of Economics and Sustainable Development (D.E.S.D.) is the Department Assembly.
2. The U.S.P. includes the titles of all courses, their content, weekly teaching hours, teaching units, and ECTS credits (which encompass all forms of teaching activity), the chronological sequence or interdependence of courses (prerequisites), the intended learning outcomes and skills acquired from each course or educational activity or Undergraduate Thesis/Project or Internship included in the programme, as well as the teaching and learning methods and the assessment procedures for students.
3. The U.S.P. includes the following categories of courses:
 - Compulsory Courses
 - Elective Courses
 - Internship
 - Undergraduate Thesis/Project or, alternatively, “Courses in Lieu of Undergraduate Thesis/Project”
4. The U.S.P. awards a Degree, for the attainment of which students complete forty-two (42) courses—of which thirty-five (35) are Compulsory and seven (7) are Electives—an Internship, and an Undergraduate Thesis/Project. The seven (7) Elective courses and thirty-three (33) Compulsory courses correspond

to 5 ECTS each; one Compulsory course¹ corresponds to 6 ECTS; one Compulsory course² corresponds to 4 ECTS; the Internship corresponds to 10 ECTS; and the Undergraduate Thesis/Project corresponds to 20 ECTS. Students have the option, instead of preparing an Undergraduate Thesis/Project, to attend four (4) additional Elective Courses (“Courses in Lieu of Undergraduate Thesis/Project”), two (2) in the winter semester and two (2) in the spring semester. The choice between completing an Undergraduate Thesis/Project or attending Courses in Lieu of Thesis is binding and cannot be changed, except in exceptional circumstances (such as, indicatively, documented serious health issues or unavailability of the supervisor) and only following a justified decision of the Department Assembly.

Table 1: Brief presentation of the Undergraduate Study Programme.

Minimum number of courses required for the award of the degree (Internship and Undergraduate Thesis/Project not included)	Compulsory	35 (175 ECTS) *
	Elective	7 (35 ECTS) *
	Total	42 (210 ECTS) *
An Internship is required for the award of the Degree	YES- Compulsory Course (10 ECTS)	
Undergraduate Thesis/Project	YES – As an Option (20 ECTS)	
	Alternatively, students may choose 4 Courses in Lieu of the Undergraduate Thesis/Project (2 in the 7 th and 2 in the 8 th semester) from the Elective Courses offered in the 5 th , 6 th , and 7 th semesters, provided that they have not already selected them.	

¹ Applied Teaching-Teaching Exercises

² Management and Economics of Education

	(4 x 5 = 20 ECTS)
Total number of ECTS required for the award of the Degree	240

** Each course corresponds to 5 ECTS, with the exception of 2 Compulsory Courses: "Special Didactics- Teaching Practicum" (6 ECTS) and "Educational Administration and Economics" (4 ECTS)*

Weekly teaching hours per course (for 31 Compulsory courses and all Elective courses)		3		
Weekly teaching hours per course for 4 Compulsory courses:		4		
<ul style="list-style-type: none"> • Statistics • Environmental Biology • Economic and Ecological Management of Housing, Settlements and Cities • Applied Teaching-Teaching Exercises 				
Total teaching hours of the U.S.P. 38 courses × 3 teaching hours/week × 13 weeks +4 courses × 4 teaching hours/week × 13 weeks (The Undergraduate Thesis/Project or the Courses in Lieu of Thesis and the Internship are not included).		1690		
Semester(s)	Number of Compulsory Courses/ Semester		Internship	Undergraduate Thesis / Project
	Compulsory	Elective		
1 st , 2 nd , 3 rd , 4 th	6			
5 th , 6 th	3	3		
7 th	3	1		YES or 2 Courses in Lieu of

				Undergraduate Thesis/Project
8 th	2		YES	YES or 2 Courses in Lieu of Undergraduate Thesis/Project

5. Of the Compulsory Courses, three (3) in the 1st year and one (1) in the 4th year are four-hour courses, while all the remaining Compulsory Courses, as well as all Elective Courses, are three-hour courses. The total number of teaching hours of the Undergraduate Study Programme therefore amounts to 1690 (38 courses × 3 teaching hours/week × 13 weeks+ 4 courses × 4 teaching hours/week × 13 weeks). These teaching hours do not include the Undergraduate Thesis/Project or the “Courses in Lieu of Undergraduate Thesis/Project” and the Internship.

6. In each of the first four (4) semesters of study (1st, 2nd, 3rd, 4th), students attend six (6) Compulsory Courses. In each of the 5th and 6th semesters, students attend three (3) Compulsory Courses and three (3) Elective Courses. In the 7th semester, students attend three (3) Compulsory Courses and one (1) Elective Course, and they prepare their Undergraduate Thesis/Project. If they choose not to prepare an Undergraduate Thesis/Project, they attend two (2) Courses in Lieu of Undergraduate Thesis/Project, selected from the remaining Elective Courses offered in the winter semester (5th and 7th semesters).

7. In the 8th semester of study, students attend two (2) Compulsory Courses, participate in the compulsory Internship, and prepare their Undergraduate Thesis/Project. If they choose not to prepare an Undergraduate Thesis/Project, they attend two (2) Courses in Lieu of Undergraduate Thesis/Project, selected

from the remaining Elective Courses offered in the spring semester (6th semester).

8. It is noted that, for an Elective Course to be offered, it must be selected by at least ten (10) students of the Department, either as an Elective or as a “Course in Lieu of Undergraduate Thesis/Project”. Erasmus students are not counted in this number.

CREDIT SYSTEM

1. The U.S.P. includes a set of compulsory and elective courses, each assigned a number of ECTS credits according to the student’s workload, which accumulate toward the awarding of the degree. The U.S.P. implements the student-centred European Credit Transfer and Accumulation System (E.C.T.S.).

2. For the award of an undergraduate degree, a minimum of two hundred and forty (240) E.C.T.S. credits must be completed. The structure of the U.S.P. is organised in such a way as to include educational activities corresponding to sixty (60) E.C.T.S. per academic year.

ORGANISATION OF STUDIES- ACADEMIC PLANNING

1. The academic year begins on 1 September of each year and ends on 31 August of the following calendar year. The resit examination period of September is considered to pertain to the previous academic year.

2. The educational activities of each academic year are divided into two academic semesters, the winter and the spring semester. The winter semester begins within the first week of October and ends within the second half of January, while the spring semester begins within the second half of February and ends within the first half of June.

3. Each academic semester includes thirteen (13) full teaching weeks. If, for any reason, the number of teaching hours delivered in a course is lower than what is stipulated by current legislation, the course is considered not taught. Extension of a semester is permitted only in exceptional cases in order to complete the required minimum number of teaching weeks, and only following a decision of the Rector, based on a proposal by the School's Dean. The extension may not exceed two (2) weeks. The Department ensures the promotion of good practices that support students in completing their studies within the regular duration.

4. Courses and examinations are not conducted during official holidays or on days declared non-working by administrative decisions. Interruption of educational activities and/or the general functioning of the University, beyond what is stipulated by law, may occur through a Senate decision. In emergency situations, educational activities and/or University operations may be suspended by decision of the Rector.

5. Teaching of the U.S.P. courses is carried out according to the timetable prepared by the Secretariat or designated members of the Department, under the responsibility of the President, ensuring the smooth and continuous flow of the educational process. The timetable for each semester is prepared before teaching begins in the winter or spring semester and is announced to students by the Department Secretariat in every appropriate manner.

6. The timetable includes the distribution of teaching hours for courses (including tutorials, practical sessions, and laboratory exercises) across the five working days of the week, as well as the assignment of instructors and teaching rooms.

7. In the event that a course, tutorial, practical or laboratory session cannot take place, a make-up session is scheduled. The date and time of the make-up

session must be communicated to the students and to the Secretariat by the instructor responsible.

8. The D.E.S.D. ensures the smooth implementation of the U.S.P. and adherence to the academic schedule.

REGISTRATION IN THE U.S.P. AND STUDENT STATUS

1. The registration of newly admitted students takes place within a time period specified by the Ministry of Education, Religious Affairs and Sports. Details regarding the registration procedure for newly admitted students are defined by the Ministry and by the D.E.S.D.

2. The student registers in the D.E.S.D. at the beginning of each semester, on dates specified, through the electronic student information system. Upon registration, the compulsory courses of the semester are automatically entered into the system, and the student must complete the process by declaring the elective courses, if elective courses are offered in that semester. The declaration of elective courses takes place within the first two (2) weeks of teaching of each semester.

3. A student, upon submitting a request to the Secretariat, has the right to replace up to two (2) elective courses already declared, within the first two (2) weeks of teaching of each semester, with other elective courses. The minimum number of students required to declare an elective course in order for it to be taught is determined by a decision of the Department Assembly and is set at ten (10) students. If an elective course is not offered in a given academic semester, it may be replaced by another elective course upon application by the student to the Secretariat.

4. A student has the right to select elective courses beyond those required to complete the minimum number of E.C.T.S. credits for the award of the degree

(240 E.C.T.S.). These courses are listed in the Diploma Supplement. Such courses (DS) are declared by the interested student after completing the declaration of both compulsory and elective courses and/or the courses in lieu of the undergraduate thesis, provided that the minimum number of students [ten (10)] required for the course to be offered as a DS has been met.

5. Courses that do not count towards the award of the degree, as well as additional (non-compulsory) skills acquired by the student during their studies that are not included in the final grade, are recorded in the Diploma Supplement.

MAXIMUM DURATION OF STUDIES

1. The maximum duration of studies in the U.S.P. of the D.E.S.D. is calculated as the minimum time required for the award of the degree, namely eight (8) academic semesters, plus an additional four (4) academic semesters. The method of calculating the maximum duration of studies is governed by the applicable legal provisions. Upon completion of the maximum duration of studies, and subject to the relevant articles of the Department's Regulations, the Department Assembly issues a decision of deletion. This decision is also communicated to the School's Dean's Office.

2. After the lapse of the eight (8) semesters that constitute the minimum duration of undergraduate studies, plus an additional four (4) academic semesters, the student loses his/her student status and ceases to receive any of the benefits provided to students, such as medical and hospital care, performance scholarships, support scholarships and loans, free meals, accommodation, provision of textbooks or other learning materials, transportation benefits, etc.

3. The D.E.S.D. ensures the promotion of good practices and the establishment of incentives that support the completion of students' studies within the regular duration.

INTERRUPTION OF STUDIES

1. Students who have not exceeded the maximum duration of studies, as defined in Article 20 of the Department's Regulations, may, upon application to the Secretariat of the D.E.S.D., interrupt their studies for a period not exceeding, in total, two (2) years. The right to interrupt studies may be exercised once or in parts, for a minimum duration of one (1) academic semester. Student status is suspended during the interruption period, and participation in any educational activity is not permitted. Student-related benefits are also suspended during this period.

2. The interested student submits an application to the Assembly of the School/Department, via the Secretariat, stating:

- the duration of the requested interruption of studies, and
- the reasons invoked for the interruption.

The application must be accompanied by supporting documents substantiating the stated reasons, as well as a Certificate of Family Status if the reasons do not pertain to the applicant personally. The competent University Service may request any additional documentation deemed necessary for reviewing the application.

3. The application is submitted, by any lawful means, within the registration renewal period of the semester. In the case of newly admitted students, the application is submitted within the registration period at the D.E.S.D. In exceptional circumstances and for reasons of force majeure, an application for

interruption may be submitted after the above deadlines, with the interruption period being deemed to begin at the start of the current semester.

4. The Secretariat forwards the application to the Department Assembly, which decides on its approval or rejection, as well as on the duration of the interruption, which cannot differ from the duration specified in the application.

5. The decisions of the Assembly, along with the attached applications, are communicated to the Secretariat of the D.E.S.D. and to the Dean's Office of the School.

6. At all stages of the process, special care is taken to protect any sensitive personal data that may be processed or transmitted.

7. Following the issuance of the Assembly's decision, the Secretariat may issue a relevant Certificate of Interruption of Studies. At the same time, the applicant is required:

- to return his/her Academic Identification Card to the Department's Secretariat, and
- to submit certificates confirming that no obligations are outstanding toward the Library & Information Centre and the Student Welfare Services of Harokopio University.

8. If a Certificate of Studies has already been issued to the applicant for the period for which the interruption is requested, the applicant must return it to the Secretariat of the D.E.S.D. and submit a statutory declaration confirming that it has not been submitted to any third body or organization. If the certificate has already been submitted, the applicant must arrange for its withdrawal and submit a relevant statutory declaration.

9. The interruption of studies ceases automatically upon the expiration of the approved interruption period. The student may return to active study status before the end of the approved interruption period by submitting an application

to the Secretariat of the D.E.S.D. at any time during the academic year. In such cases, reinstatement becomes effective at the beginning of the immediately following academic semester. For the reinstatement to full study status, a declaratory decision of the Assembly is issued, forwarded to the Secretariat of the D.E.S.D. and communicated to the Dean's Office.

10. After the end of the interruption period, the student returns to regular study status, with all rights and obligations that he/she held prior to the interruption and the suspension of student status.

PART-TIME STUDIES

1. During enrolment under Part-Time Study status, each semester is counted as half an academic semester, and students may not register for or be examined in more than half of the courses offered in that semester according to the Undergraduate Study Programme (USP) of the D.E.S.D., subject to the maximum duration of studies provided in Article 20 of the Department's Regulations.

2. The following students are eligible for part-time study status:

- students who can demonstrate that they work at least twenty (20) hours per week,
- students with disabilities and special educational needs,
- students who are also athletes and who, during their studies, belong to sports clubs registered in the electronic registry of sports clubs of Article 142 of Law 4714/2020 (A' 148), maintained by the General Secretariat of Sports, under the following conditions:
 - i. for each year in which they achieve a distinction between 1st and 8th place in national championships of individual sports with at least twelve athletes and eight clubs participating, or compete in teams of the two highest divisions in

team sports, or participate as members of national teams in European championships, world championships, or other international events under the Hellenic Olympic Committee, or

ii. they participate at least once, during their period of study in the programme for which they apply for part-time status, in the Olympic Games, Paralympic Games, or Deaflympics.

3. Applications for admission to part-time study status are submitted, by any lawful means, to the Secretariat of the D.E.S.D. at the beginning of the academic year, within the registration/renewal period. Supporting documents verifying eligibility for part-time status must be submitted along with the application.

4. The required supporting documents, depending on the case, are as follows:

- Students working at least twenty (20) hours per week must submit their employment contract or an employer's certificate and social security contributions (for those insured in the private sector).
- Students with disabilities and special educational needs must submit a disability certification from a Disability Certification Centre or from a seven-member Medical Committee of a public hospital. Students admitted under the special category for students with disabilities are not required to submit additional documentation beyond what was provided at initial enrolment.
- Student athletes must submit a certificate from the General Secretariat of Sports or the Hellenic Olympic Committee, as appropriate, certifying the grounds for requesting part-time study status.

5. The competent University Service may request any additional documentation deemed necessary for the assessment of the application.

6. Given the structure of the USP of the D.E.S.D., a decision granting part-time study status must apply to the entire academic year. Students may remain under part-time status for no less than two (2) academic years.

7. The approval or rejection of the request for part-time study status is decided by the Department Assembly, with the submitted application and supporting documents attached. The decision is forwarded to the Department Secretariat and communicated to the Dean's Office.

8. A student's part-time study status is terminated:

- automatically, if the required supporting documents are not submitted in the required periods or circumstances,
- upon application by the student, which may be submitted at any time during the academic year.

9. In both cases of termination of part-time status, a declaratory act is issued by the Department Assembly, forwarded to the Secretariat of the D.E.S.D. and communicated to the Dean's Office. By virtue of this act, the student returns to full-time study status at the beginning of the immediately following academic semester, provided that at least two (2) academic years have been completed under part-time status.

FOREIGN AND HOST STUDENTS

1. By joint decision of the competent Ministers, published in the Government Gazette, the financial contribution and its amount for attendance during the regular semesters of study by foreign students originating from countries outside the European Union, who have not been admitted through the national entrance examination system in Greece, is determined.

2. Students coming from other Higher Education Institutions in Greece or from equivalent institutions abroad, within the framework of educational or

research cooperation programmes, are registered as host students at the D.E.S.D.

3. Host students have the same rights and obligations as the regular students of the D.E.S.D. for the entire period of their studies at the Department, in accordance with the approved cooperation programme.

4. Host students are not entitled to transfer, ranking, or to obtain a degree from the D.E.S.D., unless the cooperation programme under which they participate provides for the possibility of awarding a joint degree by the collaborating Universities.

STUDENTS WITH DISABILITIES AND/OR SPECIAL EDUCATIONAL NEEDS

The D.E.S.D. makes every effort to facilitate students with disabilities and/or special educational needs. The University is obliged to ensure unhindered access for students with disabilities and/or special educational needs to every aspect of academic life. Appendix 1 of the University's Regulations provides detailed provisions regarding the methods of assessing the performance of Students with Special Educational Needs (SEN Students).

EXAMINATION PERIODS

1. There are three (3) examination periods: January- February, June, and September. No teaching takes place during these periods.

2. The January- February examination period begins within the second half of January and lasts for three (3) consecutive weeks. The June examination period begins within the first half of June and also lasts for three (3) consecutive weeks. The September examination period begins in early September and lasts for four (4) consecutive weeks. The exact start and end dates of each examination period are determined by decision of the Department Assembly.

3. During the September examination period, students are entitled to be examined in courses from both the winter and spring semesters.

4. The examination of Undergraduate Theses takes place one (1) week after the end of each examination period, provided that the requirements set out in Article 34 of the Department's Regulations have been met.

5. Students who are on degree completion status- that is, those who have completed the regular duration of studies of eight (8) semesters- may be examined during the January- February and June examination periods of each academic year in all courses they owe, regardless of whether these courses are taught in the winter or spring semester, subject to a decision of the Department Assembly and provided that this is allowed by the legislative framework.

ENTRANCE EXAMINATIONS FOR TRANSFER STUDENTS

1. The entrance examinations for transfer students apply to holders of degrees from Universities and Technological Educational Institutes or equivalent institutions, the Higher School of Pedagogical and Technological Education (A.S.PAI.T.E.), in Greece or abroad [recognized by the Hellenic National Academic Recognition and Information Center (D.O.A.T.A.P.)], as well as graduates of higher schools offering programs of more than two years or of two years' duration under the authority of the competent Ministries. The maximum number of such degree holders admitted into the Undergraduate Program of the Department of Economics and Sustainable Development through these examinations is set, in accordance with applicable legislation, at 12% of the number of students admitted each academic year.

2. Additionally, graduates of Institutes of Vocational Training (I.E.K.) and of the Post-Secondary Year of Apprenticeship, who, after successful certification examinations, hold a Vocational Education and Training Diploma of Level 5 of the

National Qualifications Framework, or an equivalent qualification, may also be admitted exclusively through entrance examinations. By decision of the University Senate, issued following a recommendation of the Department Assembly, the specific Vocational Training Diplomas deemed relevant to the D.E.S.D. curriculum are defined. The maximum number of such graduates who may be admitted has been set by the Senate of Harokopio University at 2% of the annual number of admitted students.

3. The admission procedure for all the above categories of degree holders, through entrance examinations conducted by the Department and the University, is carried out in accordance with the legislation in force.

4. Detailed instructions regarding applications, required documents, examination dates, and the examination schedule are announced on the official website of D.E.S.D.

5. The selection of candidates from all the above categories is carried out exclusively through entrance examinations consisting of essay-type questions in three (3) courses of the Department's Undergraduate Program. These courses, along with their syllabi, are determined by decision of the Department Assembly no later than April 30 of the preceding academic year.

6. According to relevant decisions of the Department Assembly, successful candidates who are graduates of Universities and Technological Educational Institutes are admitted into the 3rd semester of the D.E.S.D. Undergraduate Program, while successful candidates who are graduates of higher schools of more than two years or two years' duration, as well as I.E.K. graduates and those of the Post-Secondary Year of Apprenticeship, are admitted into the 1st semester of studies. The Department's Secretariat publishes the results (by application protocol number) on the Department's website and invites successful candidates to register electronically by submitting the required documents.

Recognition of the courses in which candidates were examined for their admission is governed by the provisions of Article 33 of the Department's Regulations.

RECOGNITION OF COURSES

1. Students admitted to D.E.S.D. through the entrance examinations for transfer students are exempt from being examined in the courses on which they were tested for their placement.
2. By decision of the Department Assembly, students may, upon submitting a request to the Department Secretariat and following a positive recommendation from the respective instructor, have additional courses or laboratory modules from the D.E.S.D. Undergraduate Program recognized- beyond those examined during their placement- provided these were fully taught during their studies at their previous Department. Courses may be recognized only from the degree used in the application for participation in the Department's transfer examinations.
3. In the case of recognition of a course, the grade awarded to the student will be the same as the grade obtained in the corresponding course at the institution of origin, except in cases where the instructor provides a justified modification of the recognition grade.

REVIEW AND RE-GRADING OF EXAM SCRIPTS- RE-EXAMINATION FOR GRADE IMPROVEMENTN

Students of the Undergraduate Programme have the right to inspect their examination script within five (5) days from the announcement of the results on e-class, on the date set by the respective examiner. If students consider that the

awarded grade does not reflect their performance, they may request a re-evaluation of their script by a Re-grading Committee.

1. The Department Assembly appoints a three-member Re-grading Committee, which evaluates students' requests submitted to the Department Secretariat and determines whether the examination grade should be modified. In the event of a grade change, the instructor informs the Secretariat accordingly so that the student's record may be updated.

2. If a student fails an examination in any course at least three (3) times, they may submit a written request to the Chair of the Department to be examined by a three-member Re-examination Committee. The Committee consists of academic staff members from the same or another Department of the University, whose discipline is identical or relevant to that of the examined course; the course instructor may not participate. If the Chair does not appoint the Committee within one month of the request, the student may petition the Dean of the School to appoint it. Should no Committee be convened by any competent authority within sixty (60) days, the student may submit the request to the Ministry of Education, Religious Affairs and Sports, which may initiate disciplinary action against the Rector for failure to implement the procedure. The evaluation by the Re-examination Committee may take place at any time during the academic year.

3. In the event of failure, the student continues their studies and is examined in the course under the regular examination process. If they fail again three (3) times, the same procedure may be followed, provided that the student still retains student status. If the course is an elective or compulsory elective, the student must either repeat it in subsequent semesters or replace it with another elective course.

4. Students who are enrolled up to and including their (n+2) year of study and wish to improve their grades may be re-examined in up to two (2) courses in total throughout their studies. In this case, the student submits a request to the Department Assembly. This request may be submitted only once, exclusively at the beginning of the academic year, between 1 and 30 September. Upon decision of the Assembly, the Secretariat is authorised to delete the passing grade(s) of the specified course(s) from the student's record.

5. A student who opts to improve their grade in a course must be re-examined until they achieve a passing grade. The deleted grade is not retained, even if the student receives a failing grade in the re-examination. If the request concerns an elective course, the course cannot be substituted by another elective. The new grade of the re-examined course is entered into the Student Registry by the instructor during the corresponding examination period. Grade improvement is not permitted for courses for which a passing grade has been awarded through recognition.

UNDERGRADUATE DISSERTATION/ THESIS

1. The Undergraduate Dissertation/Thesis is optional, as students may alternatively attend four (4) additional elective courses, which shall be designated as In lieu of Undergraduate Dissertation/Thesis. The Undergraduate Dissertation/Thesis is carried out during the 4th year of studies (7th and 8th semesters) and is treated as one course to which 20 ECTS credits are allocated (10 ECTS in the 7th semester and 10 ECTS in the 8th semester).

2. Undergraduate Dissertations/Theses are assigned to students who, upon completion of the sixth (6th) semester of studies, owe at most four (4) courses. The preparation of the Dissertation/Thesis begins in the seventh (7th) semester of studies. Students who are in the 7th semester and do not meet the

requirements for undertaking a topic in October may undertake a topic in February of the same academic year, provided they satisfy the requirements regarding the number of outstanding courses, and may present their Dissertation/Thesis no earlier than September of the same academic year, if they are in the 4th year of studies.

3. The Undergraduate Dissertation/Thesis is submitted and graded no earlier than the eighth (8th) semester. It constitutes an independent scientific and systematic approach to and analysis of a topic that falls within the scope of the Department's academic fields. It is based on the existing literature and available information technology and makes use of the knowledge and skills acquired during the course of studies. Undergraduate Dissertations/Theses must follow an appropriate scientific methodology.

4. An Undergraduate Dissertation/Thesis may be undertaken jointly by at most two (2) students and may refer to a research project carried out by the students with a particularly extensive subject.

5. The Undergraduate Dissertation/Thesis is prepared under the supervision of a faculty member (member of the Teaching and Research Staff-TRS) or a member of the Special Teaching Staff (EDIP), provided that the latter has been assigned independent teaching duties by the Department Assembly. The Department Assembly appoints a three-member advisory/examination committee for each Undergraduate Dissertation/Thesis, one member of which is the corresponding supervisor, who also acts as coordinator.

6. Each instructor (TRS or EDIP member) may supervise up to four (4) Undergraduate Dissertations/Theses per academic semester or up to eight (8) per academic year. By decision of the Department Assembly, this number may be modified where deemed appropriate.

7. The following procedure is followed for the selection of the Dissertation/Thesis topic:

- Personal communication and collaboration between students and the Department's instructors (TRS/EDIP members) at the beginning of each academic semester for the undertaking of an Undergraduate Dissertation/Thesis topic, with the consent of the instructors.
- Announcement by the Secretariat (twice a year, at the beginning of each academic semester) of the time period for submitting applications for the undertaking of an Undergraduate Dissertation/Thesis topic, including the relevant terms and conditions.
- Electronic submission of an application by interested students via an online application form within the specified time period.
- Export of the data from each application into a consolidated spreadsheet (time stamp, student registration number, surname, first name, semester of studies, Dissertation/Thesis topic in Greek and English, supervisor, contact telephone number, outstanding courses).
- Verification by the Secretariat of the students' data and the number of outstanding courses (prerequisites) and preparation of a list of eligible students.
- The Secretariat shares with the supervisors the list of declared topics of the students who are entitled to undertake an Undergraduate Dissertation/Thesis.
- The supervising instructors check the topics that concern them and, if they agree, complete the names of the two (2) additional members of the three-member examination committee. In case of disagreement on any matter (e.g. wording of the topic, etc.), they must inform the respective student in a timely manner, and any resulting change must be recorded in the shared list.

- Submission by the Secretariat of the completed (final) list of Undergraduate Dissertations/Theses (student registration number, student's full name and email, Dissertation/Thesis topic, supervisor, members of the three-member examination committee) for approval by the Department Assembly.

- The supervising instructors inform the students under their supervision of the approved Dissertation/Thesis topic together with the composition of the three-member Examination Committee.

8. Any change that may arise regarding the title of the Undergraduate Dissertation/Thesis or the composition of the three-member examination committee is announced and approved by the Department Assembly.

9. The structure of the Undergraduate Dissertation/Thesis shall comply with the Undergraduate Dissertation/Thesis writing template published on the University Library's website.

10. The examination of the Undergraduate Dissertation/Thesis takes place after the successful completion of all examination requirements of the student, as defined by the indicative eight-semester curriculum, on a date and at a time determined by the examination committee, in cooperation with the student, during the period designated for the presentation/examination of Dissertations/Theses according to the Department's academic schedule.

There are three (3) examination periods for Undergraduate Dissertations/Theses, in July, October and February. The student submits to the Secretariat a relevant application stating the date and time of the examination of his/her Undergraduate Dissertation/Thesis. The examination is conducted publicly by the three-member committee under the chairmanship of the supervisor and includes the oral presentation of the Dissertation/Thesis by the student and the submission of questions to the student concerning its content.

11. The grading of the Undergraduate Dissertation/Thesis is based on the evaluation of the content of the Dissertation/Thesis, the oral presentation and the student's answers to the questions posed. The final grade of the Dissertation/Thesis is the arithmetic mean of the integer grades given by the three examiners, also rounded to an integer. The examination is successful if the final grade is greater than or equal to five (5). Otherwise, the Undergraduate Dissertation/Thesis is returned to the student for correction and supplementation and the examination is repeated in the immediately following examination period. In the event of a second failure, the student may choose four (4) elective courses instead of the Dissertation/Thesis from among the elective courses not previously selected, in order to complete the required number of ECTS and obtain his/her degree, or may prepare another Undergraduate Dissertation/Thesis on the same or a different topic, in accordance with the decision of the Department.

12. After the successful examination of the Undergraduate Dissertation/Thesis, the student is obliged to deposit it in the Institutional Repository of the University Library and Information Centre, in accordance with the procedure and specifications provided for in the Department's decisions and the Library and Information Centre Regulations.

COURSES IN LIEU OF UNDERGRADUATE DISSERTATION/THESIS

1. Courses in Lieu of Undergraduate Dissertation/Thesis are attended by students who choose not to prepare an Undergraduate Dissertation/Thesis. They attend four (4) additional elective courses, two (2) in the 7th semester (winter) and two (2) in the 8th semester (spring). Each elective course carries 5 ECTS, and thus students obtain 10 ECTS in the 7th semester and 10 ECTS in the 8th semester. The Courses in Lieu of Undergraduate Dissertation/Thesis do not constitute

separate courses in the study programme, but are drawn from the elective courses that students have not selected as electives.

Specifically, the Courses in Lieu of Undergraduate Dissertation/Thesis in the 7th semester (winter) are drawn from the elective courses that the student has not selected during the 5th and 7th semesters of studies, and the Courses in Lieu of Undergraduate Dissertation/Thesis in the 8th semester (spring) are drawn from the elective courses of the 6th semester that the student has not selected as electives. Although these courses do not belong exclusively to the 7th and 8th semesters and may be elective courses of previous semesters, since they will bear the designation “In Lieu of Undergraduate Dissertation/Thesis”, they appear in the semester in which they were selected by the student (7th or 8th) and not in the semester to which they belong as electives (5th or 6th).

2. Courses In Lieu of Undergraduate Dissertation/Thesis are declared by students who have successfully completed all courses of the Department’s Study Programme up to and including the sixth (6th) semester, or who own at most four (4) courses.

3. The declaration of Courses in Lieu of Undergraduate Dissertation/Thesis is binding for students, meaning that they do not have the possibility to change their initial choice in the future.

4. Courses in Lieu of Undergraduate Dissertation/Thesis are not recognised (for credit by other means), and students who select them must be examined in these courses.

INTERNSHIP- PRACTICAL TRAINING

Students of the Department of Economics and Sustainable Development of Harokopio University undertake a compulsory Internship during the 4th year of studies (8th semester of studies- COURSE CODE FE1007).

The Internship consists of a series of educational procedures with clear objectives and predefined assessment strategies, in order for students to acquire work experience and skills, as well as to familiarise themselves with their future professional duties. It helps students to put their theoretical knowledge into practice within a controlled yet real working environment. Students participate in tasks and activities in the host organisations of the Internship. They introduce new ideas and perspectives, while at the same time working within the constraints of the host organisations and managing the situations or problems to which they are exposed. Through the Internship, the connection between the University and the labour market is promoted.

The Internship aims at the substantive acquisition of professional experience by students in subject areas related to the Department's Study Programme and directly linked to the labour market. It constitutes a tangible opportunity for the development of professional skills of final-year students under guidance and supervision in the workplace. In addition, it provides the opportunity for their personal empowerment for future job seeking. Among other things, the Internship aims at free and creative thinking, the demonstration of responsibility, cooperation, decision-making and adaptation to new situations.

More specific objectives of the Internship are:

1. the more effective assimilation of the knowledge acquired by students during their studies and its application in the work environment,
2. the acquisition and/or strengthening of students' professional skills as essential assets for enhancing their position in the labour market,
3. the identification and strengthening of their personal characteristics, which constitute an advantage for obtaining employment positions,

4. the development of channels of communication and cooperation between the University and employment organisations and, more generally, the labour market,

5. the creation of a strategic cooperation with joint actions between production organisations, the University and graduates, with a view to the professional development of final-year students.

The Internship is a compulsory course for the award of the degree. It lasts for a total of two (2) working months (50 days) and is carried out in private and public employment organisations. During the Internship, in the context of strengthening and covering all the scientific fields taught in the Department, students are employed in private organisations in the areas of Economy, Special Education, Counselling of Social Groups, Tourism, Art and Culture, Nutrition, Environment, Consumer Behaviour, Local and Regional Development. The aim of the Internship in private organisations is to link final-year students with the labour market and to familiarise them experientially with labour market conditions.

The student is required to have successfully completed both months (50 days) of the Internship in order to obtain the degree. In the event of unsuccessful completion, the student is deemed not to have completed the Internship and, therefore, is not entitled to financial compensation and is obliged to repeat the process.

The right to apply for the Internship Programme is granted exclusively to undergraduate students of the Department in the 4th year of studies. More specifically, eligible to participate are students who:

- have completed up to and including the 6th semester of their studies,
- have attended the compulsory preparatory seminars prior to the commencement of the Internship.

The Internship in private or public employment organisations may be carried out either in the Region of Attica or in regions in the rest of the country. In the case of implementation of the Internship outside Attica, the programme does not cover travel and accommodation expenses.

The criterion for cooperation between the Department and the host organisations of the Internship is the relevance of their field of activity to the academic field of the Department's studies, as well as the successful cooperation of the organisation with the Department in the past. Compliance with the above criteria is established, under the responsibility of the Scientific Supervisor, on the basis of the relevant correspondence with the organisation, the previous activity reports of the Department's interns, as well as personal communication with the organisations and the academic supervisors of the Internship. The Host organisation undertakes the obligation to declare the commencement of the student's Internship by submitting the corresponding form to the ERGANI information system, as well as to declare its termination or any change in its terms during the period of validity of the present agreement, in accordance with the applicable legislation.

STUDENT MOBILITY

1. Students of the Department of Economics and Sustainable Development (D.E.S.D.) have the right to participate in mobility programmes in Greece and/or abroad. Mobility programmes are understood as student mobilities and/or exchanges within the framework of European programmes or within the framework of the European Universities Initiative or bilateral agreements between domestic universities and foreign universities, as well as mobilities carried out within the framework of the internal mobility programme, in accordance with the applicable legislative provisions.

2. Participation in student mobility or exchange programmes within the framework of European programmes or bilateral agreements between domestic universities and foreign universities does not constitute grounds for exclusion from participation in the internal mobility programme.
3. For students of D.E.S.D. who are hosted by a domestic or foreign university, the credits, the period of study, the successful completion of courses and their grades at the host higher education institution in Greece or abroad are taken into account, transferred and considered to have been obtained at D.E.S.D., provided that these courses are included in an approved inter-institutional cooperation programme.
4. The cooperation programme regulates the procedure for the recognition of credits (E.C.T.S.).
5. The possibility of temporary attendance of a D.E.S.D. student at another domestic or foreign university may not exceed one (1) academic year.

COMPLETION OF STUDIES- DEGREE GRADE- CONFERRAL OF DEGREE

1. Students complete their studies and are conferred the degree of the Department of Economics and Sustainable Development (D.E.S.D.) when they have been successfully examined in all courses prescribed by the Undergraduate Study Programme (minimum number of compulsory and elective courses, Internship and Undergraduate Dissertation/Thesis or, alternatively, Courses in Lieu of Undergraduate Dissertation/Thesis), and have accumulated the required number of credits (240 ECTS) for the award of the degree.
2. The degree grade for final-year students of the Department is calculated in accordance with the applicable provisions. The resulting degree grade is expressed to two decimal places and is classified according to the following grading scale:

- Excellent: 8.45 to 10.00
- Very Good: 6.95 to 8.44
- Good: 5.00 to 6.94

3. The date of conferral of degrees is defined as the last day of the period designated for the completion of the examination of Undergraduate Dissertations/Theses in the respective examination period in which the student participated.

4. Students who have completed their studies, in accordance with the above, are entitled to a certificate of completion of studies in Greek and in English.

AWARD OF DEGREE- GRADUATION

1. The Department of Economics and Sustainable Development (D.E.S.D.) awards a degree on which the name of the Department of study and the School to which it belongs are stated.

2. The degree is awarded within three (3) months from the successful completion of the student's studies and the conferral of graduate status, in a special formal graduation ceremony for the conferral of degrees, held in the presence of the Rectoral Authorities and the Chair of the Department, in accordance with the provisions of the University's Study Regulations.

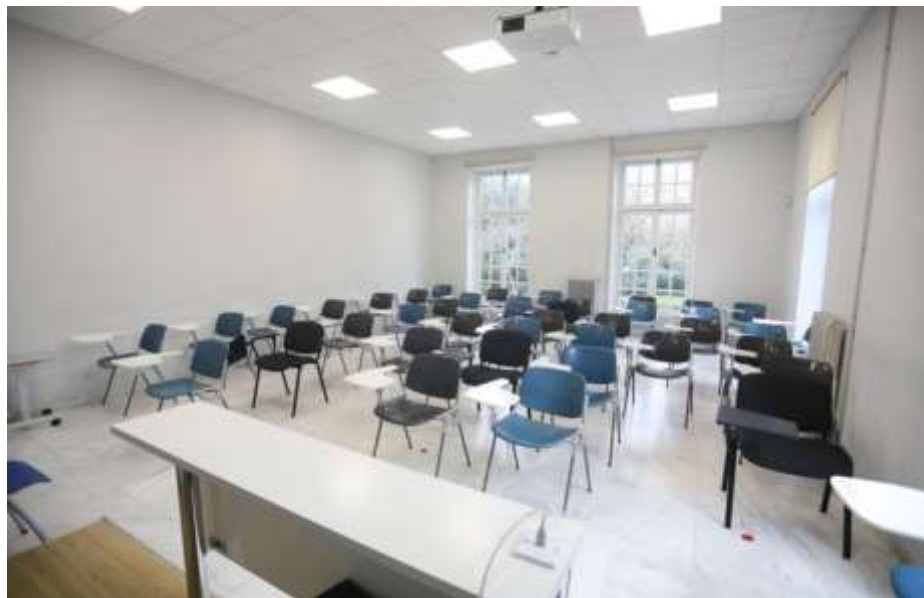
3. Graduates of the Undergraduate Study Programme complete a programme evaluation questionnaire, in accordance with Article 3 of the Department's Regulations. Completion of this questionnaire is mandatory for the completion of the graduation procedure.

4. The graduation ceremony does not constitute a constitutive element of the successful completion of studies; however, it is a prerequisite for the issuance of the degree. For special reasons, upon application to the Secretariat

of D.E.S.D., the graduate may request the issuance of the degree without participating in the graduation ceremony, provided that they have submitted an application for graduation and settled any outstanding obligations. The graduation ceremony takes place after the end of the examination periods, in accordance with the University Regulations.

5. The degree is drawn up in the Greek language. The graduate receives two (2) official copies of the degree and two (2) certificates of detailed grades (transcripts). The graduate also receives the Diploma Supplement, in Greek and in English. The Diploma Supplement does not substitute the degree, but provides information on the nature, level and content of the studies and the broader educational framework.

6. The Department may, at its discretion, issue additional attestations/certificates together with the degree. The graduate is entitled to receive the degree on parchment, upon payment of a fee determined by the Rector's Council.



COURSES OF THE PROGRAMME

In the following table, the courses offered in the Undergraduate Study Programme (Y= Compulsory course, E= Elective course, ΠΤ= Undergraduate Dissertation/Thesis, ΠΑ= Internship) are presented in summary form per semester of study, together with the Teaching Units and the European Credit Transfer System (ECTS) credits per course and per semester of study.

Table 2: Undergraduate Study Programme Courses

No	Course code	Course title	Teaching Units	ECTS
1st Semester				
Y1	OK0902	SUSTAINABLE DEVELOPMENT AND LIFE SKILLS	3	5
Y2	ΓΕ6600	CULTURE AND SUSTAINABILITY	3	5
Y3	OK1201	ECONOMIC THEORY I	3	5
Y4	OK0305	STATISTICS	4	5
Y5	OK1600	HOUSEHOLD TECHNOLOGY	3	5
Y6	ΓΕ5200	ENVIRONMENTAL BIOLOGY	4	5
Total			20	30
2nd Semester				
Y7	ΙΑ0600	HEALTH EDUCATION	3	5
Y8	OK0101	ECONOMIC THEORY II	3	5
Y9	OK3100	ECONOMIC AND ECOLOGICAL MANAGEMENT OF HOUSING, SETTLEMENTS AND CITIES	4	5
Y10	ΓΕ5300	SUSTAINABLE TOURISM: ENVIRONMENT CULTURE SOCIETY	3	5
Y11	OK0307	STATISTICS AND APPLICATIONS	3	5

Y12	ΓΕ6700	QUALITY OF LIFE AND MENTAL HEALTH	3	5
Total			19	30
Total ECTS of the academic year				60
3rd Semester				
Y13	ΙΑ0301	BASIC CONCEPTS OF NUTRITION	3	5
Y14	ΓΕ1302	INTRODUCTION TO PEDAGOGY	3	5
Y15	OK2101	MICROECONOMICS	3	5
Y16	OK4500	GREEK TOURISM DEVELOPMENT AND ECONOMY	3	5
Y17	ΓΕ6800	COUNSELLING PSYCHOLOGY IN EDUCATION	3	5
Y18	OK3702	SUSTAINABILITY AND ECONOMIC DEVELOPMENT	3	5
Total			18	30
4th Semester				
Y19	ΙΑ0203	NUTRITION THROUGH THE LIFECYCLE	3	5
Y20	ΓΕ1004	TEACHING METHODOLOGY	3	5
Y21	OK3600	MACROECONOMICS	3	5
Y22	OK3202	HUMAN RESOURCE MANAGEMENT	3	5
Y23	OK5000	RURAL ECONOMICS I	3	5
Y24	ΓΕ1802	GLOBAL ENVIRONMENTAL ISSUES	3	5
Total			18	30
Total ECTS of the academic year				60
5th Semester				
Y25	ΓΕ6900	EDUCATIONAL PSYCHOLOGY	3	5

Y26	OK1901	LOGISTICS AND CUSTOMER SERVICE IN THE NEW ECONOMIC ENVIRONMENT	3	5
Y27	OK3001	ACCOUNTING I	3	5
E		ELECTIVE COURSE	3	5
E		ELECTIVE COURSE	3	5
E		ELECTIVE COURSE	3	5
Total			18	30
6th Semester				
Y28	OK3400	SUSTAINABLE ECONOMIC AND REGIONAL DEVELOPMENT -URBAN RECONSTRUCTION IN THE EU	3	5
Y29	ΓΕ4601	EDUCATIONAL ASSESSMENT AND CURRICULUM	3	5
Y30	OK2301	CONSUMER BEHAVIOR-MARKETING	3	5
E		ELECTIVE COURSE	3	5
E		ELECTIVE COURSE	3	5
E		ELECTIVE COURSE	3	5
Total			18	30
Total ECTS of the academic year				60
7th Semester				
Y31	ΓΕ1010	APPLIED TEACHING-TEACHING EXERCISES	4	6
Y32	OK2000	MANAGEMENT AND ECONOMICS OF EDUCATION	3	4
Y33	ΓΕ7100	CREATIVE INDUSTRIES IN CULTURE AND TOURISM SECTORS	3	5

ΠΤ1	ΠΤ1000	DISSERTATION/ THESIS*	6	10
E		ELECTIVE COURSE	3	5
Total			19	30
8th Semester				
Υ34	OK1001	SOCIAL ECONOMY AND SOCIAL ENTREPRENEURSHIP	3	5
Υ35	OK1800	ENVIRONMENTAL ECONOMICS	3	5
ΠΤ2	ΠΤ1000	DISSERTATION/ THESIS*	6	10
ΠΑ	ΓΕ1007	INTERNSHIP**	8	10
Total			20	30
Total ECTS of the academic year				60
Total ECTS				240

* Students may, instead of the Undergraduate Thesis, choose four (4) courses corresponding to 5 ECTS each (total 20 ECTS) as follows:

- in the 7th semester, they may choose two (2) additional winter semester elective courses (which they have not previously attended), and
- in the 8th semester, two (2) additional spring semester elective courses (which they have not previously attended).

** The Internship, with a total duration of 2 months, is compulsory and is carried out during the 4th year of studies (8th semester). It is considered as a single course, to which 8 Teaching Units are assigned and 10 ECTS credits are awarded.

Table 3: Elective Courses

No	Course code	Course title	Teaching Units	ECTS
5th Semester *				
E1	OK1301	FINANCIAL ANALYSIS AND SUSTAINABILITY	3	5

E2	OK0504	RURAL ECONOMICS II	3	5
E3	OK3900	ENERGY ECONOMICS	3	5
E4	OK1402	LABOUR ECONOMICS	3	5
E5	ΓΕ3501	ENVIRONMENT AND HUMANS	3	5
E6	ΙΑ0101	SPECIAL TOPICS IN NUTRITION	3	5
E7	OK4600	ESPECIAL ISSUES IN TOURISM AND TOURISM ENTERPRISES OPERATION	3	5
E8	OK4700	SPATIAL PLANNING AND BUSINESS ENVIRONMENT	3	5
E9	ΓΕ4502	SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES	3	5
E10	ΓΕ4402	STEREOTYPES AND PREJUDICES	3	5
E11	ΓΕ5800	RESEARCH METHODS IN SOCIAL SCIENCES	3	5
6th Semester *				
E12	OK5100	SUSTAINABLE ECONOMIC BEHAVIOR	3	5
E13	OK3002	ACCOUNTING II	3	5
E14	OK4800	E-COMMERCE AND BUSINESS PROCESS RE-ENGINEERING	3	5
E15	OK4200	MARKETING SERVICES	3	5
E16	ΓΕ5500	FOOD AND THE ENVIRONMENT	3	5
E17	ΓΕ7000	CIRCULAR ECONOMY	3	5
E18	ΓΕ2003	SPECIAL AND ALTERNATIVE FORMS OF TOURISM	3	5
E19	ΓΕ0902	SOLID AND LIQUID WASTE MANAGEMENT	3	5
E20	ΓΕ4901	ADJUSTMENT DIFFICULTIES LEARNING AND COMMUNICATION	3	5
E21	ΓΕ5401	PSYCHOLOGY OF FAMILY LIFE	3	5
E22	ΓΕ6101	FAMILY AND CHILD DEVELOPMENT	3	5

E23	ΓΕ5701	EXPERIENTIAL LEARNING IN SCHOOL CLASSROOM	3	5
7th Semester **				
E24	OK2601	TOTAL QUALITY MANAGEMENT AND LOGISTICS SPECIAL TOPICS	3	5
E25	OK2700	APPLIED ECONOMETRICS	3	5
E26	OK4100	PROJECT MANAGEMENT AND INVESTMENT APPRAISAL	3	5
E27	OK1501	ECONOMY OF REGIONAL DEVELOPMENT	3	5
E28	ΓΕ7200	MANAGEMENT OF TOURISM AND CULTURAL EVENTS	3	5
E29	ΓΕ6300	PARTICIPATORY DEVELOPMENT AND SUSTAINABILITY	3	5
E30	OK4000	URBAN ECONOMY AND ENVIRONMENT	3	5
E31	OK4900	TOURISM DESTINATIONS MANAGEMENT	3	5
E32	ΓΕ4802	CREATIVITY AND INNOVATION	3	5
E33	ΓΕ6501	INNOVATIVE ENTREPRENEURSHIP	3	5
E34	ΓΕ7300	CULTURAL ROUTES	3	5
E35	ΓΕ7400	ENVIRONMENTAL PSYCHOLOGY	3	5

* The student is required to choose 3 elective courses

** The student is required to choose 1 elective course

The declaration of the Elective courses required for the award of the degree is valid for one (1) academic year. In the event of unsuccessful completion of the elective courses, students have the possibility to:

1. declare the same elective course again in the following academic year,
2. replace it with another Elective course of the corresponding period.

COURSES FOR THE DIPLOMA SUPPLEMENT (DS)

Courses for the Diploma Supplement are courses beyond those required for the award of the degree. In the event of their successful completion, the grades of these courses [Diploma Supplement courses (DS)] are recorded in the Diploma Supplement (Section 6.1: “Additional Information”) and are not taken into account in the calculation of the degree grade.

Courses for the Diploma Supplement may be:

1. **Elective courses beyond those required for the award of the degree:** In addition to the Elective courses and/or the “In Lieu of Undergraduate Dissertation/Thesis” courses (required for the award of the degree), students of the Department, during the 3rd and 4th year of their studies, may, if they so wish, choose and attend, from the thirty-five (35) elective courses offered in the Study Programme, up to four (4) additional Elective courses beyond the seven (7) Elective courses required for the award of the degree and/or the four (4) “In Lieu of Undergraduate Dissertation/Thesis” courses.

In the event of their successful completion, the grades of these courses [Diploma Supplement courses (DS)] are recorded in the Diploma Supplement (Section 6.1: “Additional Information”) and are not taken into account in the calculation of the degree grade.

Courses that are declared as DS and successfully completed are recorded in the student record system and are therefore permanently removed from the general list of available Elective courses required for the award of the degree, including the courses In Lieu of Undergraduate Dissertation/Thesis.

Consequently, the declaration of DS courses is binding for the students who select them, meaning that they do not have the possibility to change or cancel their initial choice in the future. DS courses are declared by interested students after the completion of the declaration of both Compulsory courses and Elective

courses and/or courses In Lieu of Undergraduate Dissertation/Thesis, provided that the minimum required number of students [ten (10)] has been reached for the course they wish to attend as a DS course.

2. **Institutional courses:** In addition to Elective courses, students may, for the purposes of the Diploma Supplement, declare Institutional courses offered either by the Department of Economics and Sustainable Development or by other Departments of the University, in accordance with the rules governing Institutional courses. The Undergraduate Study Programme includes a course entitled THEMES IN SUSTAINABLE DEVELOPMENT, which is taught entirely in English, carries 5 ECTS and 3 teaching units, and is offered to Erasmus students and to students of the Department as a course beyond those required for the award of the degree. In the event of successful completion, the grade is recorded in the Diploma Supplement.

POSTGRADUATE STUDY PROGRAMMES OF THE DEPARTMENT

POSTGRADUATE STUDY PROGRAMME “SUSTAINABLE DEVELOPMENT”

The Postgraduate Study Programme (PSP) “Sustainable Development” aims to provide high-level scientific specialisation in the academic fields of Sustainable Development. The subject area of the PSP includes three study specialisations, with distinct objectives in terms of the training of its postgraduate students:

1. Local Development and Smart Cities,
2. Environmental Management,
3. Sustainable Supply Chain.

The PSP aims at the advancement of knowledge and science, the cultivation of skills and the development of research, and refers to fields related to those

covered by the Undergraduate Study Programme of the Department of Economics and Sustainable Development.

The PSP “Sustainable Development” awards a Diploma of Postgraduate Studies, which corresponds to level seven (7) of the National and European Qualifications Framework, in accordance with Article 47 of Law 4763/2020 (Government Gazette A’ 254), following the full and successful completion of the programme requirements.

POSTGRADUATE STUDY PROGRAMME “EDUCATION AND CULTURE”

The object of this Programme, which has been running since 2008 to the present, is the scientific specialisation of graduates of Higher Education Institutions in issues of education and culture. Specifically, the purpose of the Programme is to provide these graduates with specialised psycho-pedagogical knowledge on issues relating to learning, teaching, the organisation and administration of education, and interpersonal relations in the school, as well as to raise their awareness on issues of art and culture, in order to help them contribute to the enhancement of teaching practice and the promotion of research related to the above fields. It awards a Master’s Degree in Specialisation in the following pathways:

1. Pedagogical Psychology and Educational Practice
2. Administration and Management of Educational Units
3. Education and Culture.

**INTERNATIONAL INTER-INSTITUTIONAL AND INTER-DEPARTMENTAL
POSTGRADUATE STUDY PROGRAMME “DEVELOPMENT OF SUSTAINABLE
TOURISM: CULTURAL HERITAGE, ENVIRONMENT, SOCIETY”**

The International Inter-institutional and Inter-departmental Postgraduate Study Programme “Development of Sustainable Tourism: Cultural Heritage, Environment, Society” is a model collaboration between three leading universities: Harokopio University (Departments of Economics and Sustainable Development, Geography, Informatics and Telematics), the University of the Aegean (Department of Business Administration), and Paris I – Panthéon Sorbonne University (Institute de Recherche et d’Études Supérieures du Tourisme).

The Programme focuses on providing high-level specialisation for professions related to Sustainable Tourism Development and the Promotion and Management of Cultural Heritage. In particular, it aims at the specialised training of postgraduate students in topics related to:

- Sustainable Tourism Development,
- Areas of Synergy between Culture and Tourism,
- Cultural Tourism,
- Management and Marketing of Cultural Heritage,
- Development and Management of Tourist Destinations,
- Tourism Economics,
- Environmental Protection in Tourist Areas.

The duration of the Programme is 12 months and it consists of a series of theoretical and seminar courses, as well as an internship (which may be carried out in any country), and is completed with the preparation of a master’s thesis. The teaching staff of the Programme come from all three universities. All courses are conducted in English and take place at Harokopio University.

HUMAN RESOURCES OF THE DEPARTMENT

TEACHING AND RESEARCH STAFF (TRS- DEP)

Table 4: Teaching and Research Staff (TRS- DEP) of the Department

	Academic position	Office	Tel.	e-mail
Konstantinos Abeliotis	Professor	Office 3.1	+3021095 49363	kabeli@hua.gr
Konstantina Koutrouba	Professor	Office 2.05	+3021095 49211	kkout@hua.gr
Georgios Malindretos	Professor	Office 2.01	+3021095 49233	gmal@hua.gr
Roido Mitoula	Professor	Office 2.07	+3021095 49213	mitoula@hua.gr
Eleni Sardanou	Professor	Office 2.03	+3021095 49266	esardanou@hua.gr
Georgios Hondroyiannis	Professor	Office 2.06	+3021095 49219	ghondr@hua.gr
Aikaterini Antonopoulou	Associate Professor	Student Counselling Centre Building	+3021095 49172	kantonop@hua.gr
Vassilios Detsis	Associate Professor	Office 1, New Wing	+3021095 49351	detsis@hua.gr
Dimitrios Zbainos	Associate Professor	Office 2, New Wing	+3021095 49248	zbainos@hua.gr

Vassiliki Costarelli	Associate Professor	Office 2.02,	+3021095 49368	costarv@hua.gr
Despina Sdrali	Associate Professor	Office 2.4, Harokopou 89 Building	+3021095 49217	dsdrali@hua.gr
Nikolaos Kontodimopoulos	Assistant Professor	Office 2.01	+3021095 49162	nkontodi@hua.gr
Ioannis Kostakis	Assistant Professor	Office 3.02, Harokopou 89 Building	+3021095 49267	ikostakis@hua.gr
Sofoklis Skoultzos	Assistant Professor	Office 3.02, Harokopou 89 Building	+3021095 49269	skoultzoss@hua.gr
Tsitsas George	Assistant Professor	Student Counselling Centre Building	+3021095 49338	gtsitsas@hua.gr
Christina Chroni	Assistant Professor	Office 4.2, Library Building	+3021095 49348	chroni@hua.gr

Former Members of the Teaching and Research Staff:

- Constantinos Apostolopoulos, Emeritus Professor
- Evangelia N. Georgitsoyanni, Professor
- Helen Theodoropoulou, Emeritus Professor
- †Aikaterini Maridaki – Kassotaki, Professor
- †Grigorios Pagakis, Emeritus Professor

- Constantinos Tsamadias, Emeritus Professor
- Paris Tsartas, Emeritus Professor
- †Anastasios Tsitouras, Lecturer

LABORATORY TEACHING STAFF (EDIP)

Table 5: Laboratory Teaching Staff

	Office	Tel.	e-mail
Maria Gousia-Rizou	Office 1.2, Harokopou 89 Building	+302109549 203	mgousia@hua.gr
Panagiota Karametou	Office 1.2, Harokopou 89 Building	+302109549 283	karametou@hua.gr
Eleni Pastrapa	Office 1.2, Harokopou 89 Building	+302109549 263	epastrapa@hua.gr
Aglaia- Lia Stampoltzi	Office 1.2, Harokopou 89 Building	+302109549 123	listamp@hua.gr

SPECIAL TECHNICAL STAFF (ETEP)

Table 6: Special Technical Staff

	Education	Tel.	e-mail
Panagiota Giannouli	Tertiary Education	+302109549117	yiannouli@hua.gr
Hariklia Dima	Secondary Education	+302109549101	xdima@hua.gr
Maria Mallidou	Tertiary Education	+302109549229	mmallidou@hua.gr
Maria Mallidou	Tertiary Education	+302109549116	kbarda@hua.gr

ADMINISTRATIVE STAFF

Dean of the School:

Roido Mitoula, Professor

Tel.: +302109549 213

e-mail: mitoula@hua.gr

Head of the Department:

Dimitrios Zbainos, Associate Professor

Tel. +302109549248

e-mail: zbainos@hua.gr

Secretariat:

Anastasia Zerva, Deputy Head of the Department Secretariat

Office 1.10, Main Building

Tel.: +302109549109

e-mail: hgram@hua.gr

DETAILED DESCRIPTION OF THE COURSES OF THE STUDY PROGRAMME

1st SEMESTER

SUSTAINABLE DEVELOPMENT AND LIFE SKILLS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK0902	SEMESTER	1 st
COURSE TITLE	SUSTAINABLE DEVELOPMENT AND LIFE SKILLS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and case studies	3	5	
COURSE TYPE	Special background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK284/		

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will be able to:

- recognize the importance of the science of Home Economics and its relationship with Sustainable Development;
- relate the content of quality of life and human development to the contemporary dimensions of Sustainable Development;
- determine the importance of problem-solving and decision-making based on critical thinking;
- recognise the importance of skills that facilitate the acquisition of meaning in their daily lives.

General Competences

- Respect for the natural and social environment
- Decision-making
- Criticism and self-criticism
- Promotion of free, creative and deductive thinking
- Problem solving
- Life skills

3. SYLLABUS

A brief history of the science of Home Economics and its connection to Sustainable Development. Introduction to the concept of Sustainable Development and its main dimensions. Human development indicators and quality of life. Contemporary trends in Sustainable Development. Problem solving process. Making decisions and their importance for life. The concept of happiness in everyday life. Life skills for personal improvement.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	20
	<i>Case studies in class</i>	19
	<i>Student self-study</i>	39
	<i>Scientific literature study</i>	47
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>A final written examination (100%) including critical thinking questions.</p> <p>The main criteria for assessing the students are:</p> <ul style="list-style-type: none"> - Scientific documentation and correctness of answers - Critical and synthetic ability - Expressive ability, clarity and conciseness of answers - Organization of thought - Structure of writing <p>The above mentioned criteria are described to the students during the first lecture, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Παναγιωτόπουλος, Ν. (2023). Κοινωνία και Οικονομία. Για μια οικονομία της ευτυχίας. Αθήνα: Πεδίο.
 - Αποστολόπουλος, Κ. (2009). Οικιακή Οικονομία: Ιστορική Αναδρομή, Φιλοσοφική Θεώρηση, Εισαγωγή στη σύγχρονη Ανθρωποοικολογία, Αθήνα: ΕΛΛΗΝΟΕΚΔΟΤΙΚΗ.
 - Κουτρούμπα, Κ. και Αποστολόπουλος, Κ. (2003). Η Οικιακή Οικονομία στην Αρχαία Ελλάδα και οι Απαρχές της Σύγχρονης Ανθρωποοικολογίας, Αθήνα: Αθ. Σταμούλης.
 - Pendergast, D. (2018). SDGs and Home Economics: Global Priorities, Local Solutions. 10.2991/iconhomecs-17.2018.54
 - Tasgin, A., Dilek, C. (2023). The mediating role of critical thinking dispositions between secondary school student's self-efficacy and problem-solving skills. Thinking Skills and Creativity, Vol. 50, ISSN 1871-1871, <https://doi.org/10.1016/j.tsc.2023.101400>
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 - Antony, N.J., Tripathi, S. (2023). Life skills to be developed for students at the school level, International Journal of Educational Management, Vol. 37, Issues 6–7, Pp.1425-1444, ISSN 0951-354X, <https://doi.org/10.1108/IJEM-07-2022-0261>
 - Chen, X., Huichen, Zhao, H., Haoyue, Jin, H., Yan, Li (2024). Exploring college students' depth and processing patterns of critical thinking skills and their perception in argument map(AM)-supported online group debate activities. Thinking Skills and Creativity. 51, 101467, ISSN 1871-1871, <https://doi.org/10.1016/j.tsc.2024.101467>
- Related academic journals:*
- Sustainable Development
 - Applied Research in Quality of Life
 - Journal of Personality and Social Psychology

CULTURE AND SUSTAINABILITY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FE6600	SEMESTER	1 st
COURSE TITLE	CULTURE AND SUSTAINABILITY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	General background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	N/A		

2. LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: <ul style="list-style-type: none"> - understand the basic concepts of culture and sustainability, - analyze the morphology and factors that influence culture, - recognize the role of international organizations dealing with Culture, - explain the relationships and interactions between culture and sustainability, - present examples where culture promotes sustainability, - understand the importance of preserving tangible and intangible cultural heritage, - present examples of the impact of climate change on cultural heritage, - propose sustainable practices for the management of culture.
General Competences
<ul style="list-style-type: none"> - Search, analyze, and synthesize data and information, using the necessary technologies - Teamwork - Work in an interdisciplinary environment - Exercise critical thinking - Promote free, creative, and inductive thinking - Respect for cultural heritage - Respect for diversity and multiculturalism

3. SYLLABUS

The course "Culture and Sustainability" aims to initially present the concept and scope of Culture and its relation with the concept of sustainability. The course addresses topics related to Cultural Heritage and how it contributes to the promotion and implementation of the principles and goals of Sustainable Development. The presentation and study of best practices and case studies enhance the understanding of the relevant educational material. During the lectures, the following topics are covered:

- Definition and Concepts of Culture and Sustainability
- Elements, Morphology, Agents, and Factors of Culture
- The role of international organizations (UNESCO, UNEP, etc.)
- The concept of Art and types of Art
- Relationships and interactions between culture and sustainability
- Tangible and Intangible heritage
- Protection and management of cultural heritage
- Cultural heritage and the environment.
- Impact of climate change on culture.
- Culture and its relationship with the 17 Sustainable Development Goals.
- Cultural management and sustainability
- Case studies of sustainable practices in the field of culture from both domestic and international experiences.
- The case of Sustainable practices in Fashion Industry.
- Contemporary challenges in implementing sustainable practices in culture.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Individual/Non-supervised study</i>	86
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Language of assessment: Greek (English for Erasmus students)</p> <p>Methods of assessment:</p> <p>a. Written final exam covering the course material, including essay questions (100% of the total grade)</p> <p>or</p> <p>b. Teamwork Assignment (100% of the total grade)</p> <p>Erasmus students: Project (100% of the total grade)</p> <p>Assessment criteria: Knowledge, Expressive ability, Organization of thought, Research ability, Critical and Synthetic ability.</p> <p>All the above assessment criteria are made known to the students in the first class and are posted on the course website of the e-classroom throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Poullos, I. (ed.) (2015), Cultural management, Local society and sustainable development, SEAB, www.kallipos.gr (in Greek)
 - Giannopoulos, G., Karras, X., Kolokytha, O., Kyriakidis, E., Papageorgiou, A., Trikas, D., Tsiavos, P. & Xandaka, S. (2024), Culture In Greece, How can the cultural sector support Sustainable Development and Source of Social Value, Publication: Dianeosis (in Greek)
 - Georgitsoyanni, E. (2011), Introduction to the History of Civilization, Athens: Diadrassi (in Greek)
 - Chatelet, A. & Groslier, B. (2003), Histoire de l'art, Paris: Larousse
 - (in Greek translation)
- Related academic journals:*
- Journal of Museum Education
 - Journal of Cultural Tourism
 - Art History
 - Art Journal

ECONOMIC THEORY I

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE UNDERGRADUATE LEVEL	OR	UNDERGRADUATE	
COURSE INDEX	OK1201	SEMESTER	1 st
TITLE	ECONOMIC THEORY I		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
	3	5	
COURSE TYPE	General Knowledge		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THE COURSE OFFERED IN ERASMUS	Yes		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK224/		

2. LEARNING OUTCOMES

Learning Outcomes
On the completion of the course post graduate students are expected: <ul style="list-style-type: none"> - gain overall knowledge for the analysis of key macroeconomic aggregates - to investigate the macroeconomic balance of the economy in accordance with the Keynesian and the Classical model. - examine the stabilizing role of the state in conjunction with the effects of fiscal and monetary policy on the economy.
General skills
Upon completion of the course, students are expected to: <ul style="list-style-type: none"> - Have acquired comprehensive knowledge of the analysis of basic microeconomic variables. - Explore the microeconomic equilibrium of the economy according to the Keynesian and Classical models. - Analyze the behavior of basic economic units.

3. SYLLABUS

Basic introductory concepts. Measurement of macroeconomic variables. Determination of macroeconomic variables. Theories of determination of output and income in an economy. Multiplier. Theory of consumption and saving. Investments. Public sector, aggregate demand, and determination of income. Inflationary and anti-inflationary gaps. Stabilizers of the economy and fiscal policy. Government Budget. The theorem of balanced budget. Money. Money supply and demand. Aggregate Supply and Aggregate Demand. Inflation and Types of Inflation. Short-run and Long-run Phillips Curve. Unemployment. Inflation and Unemployment: their effects on the economy. Fiscal and Monetary Policy. Introduction to the IS-LM Model. Introduction to Economics. Basic microeconomic concepts. Economic institutions. The law of demand. The law of supply. The interaction of demand and supply. Applications of demand and supply. Utility theory. Income constraint. Production theory. Production decisions of firms. Market structure. Perfect competition. Monopoly. Monopolistic competition.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Study and Literature Review</i>	50
	<i>Practical Issues</i>	40
	Total	125
EVALUATION	<p>Students' assessment is based on:</p> <p>a. Written examination, which provides students with the 60% of the final overall grade, takes place after the completion of the course period.</p> <p>b. Writing of a scientific essay, based on a systematic and organized bibliographic review, whose score corresponds to 20% of the final total grade.</p> <p>and</p> <p>c. Exercise comprehension curricula that correspond to 20% of the final total grade.</p> <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Economics (Microeconomics) by Mankiw N. Gregory, Taylor P. Mark, Edited by Athanasios Maniatis, Vasiliki Milliou Chrysobalantou (Eds.), A. TZIOLA & SONS AE Publications, 2021, Thessaloniki.
- Economic Analysis: A Critical Approach by Christodoulou Dimitrios, Disigma Publications IKE, 2016, Thessaloniki.
- Introduction to Economics Volume A by Begg D., Vernasca G., Fisher S. & R. Dornbusch, Kritiki Publications, 2015, Athens.

STATISTICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK0305	SEMESTER	1 st
COURSE TITLE	STATISTICS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE	General Knowledge - Compulsory		
PREREQUISITE COURSES:	Elementary Microeconomics		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

“Statistics” is concerned with methods that make generalization of sampling conclusions in generator population. This helps us to make right decisions under uncertainty. Thus, this course includes the general concepts of probability, different sampling distributions, the hypothesis testing and methods of assessment of correlations and regressions.

General Competences

- Individual Work
- Teamwork
- Working in an interdisciplinary environment
- Adapt to new situations
- Promote free, creative and inductive thinking
- More general understanding of accounting statements and results
- Producing new research ideas

3. SYLLABUS

Aim of Statistical Analysis, Types of Data and Variables, Tables and Charts, Introduction to Measures. Data input to PCs, Charts. Quantitative Data Analysis. Tables and Diagrams. Correlation of quantitative variables. Quality Variable Analysis. Frequency Boards. Dual Input Boards. Induction Statistics. Confidence Intervals (averages, percentages). Introduction to Hypothesis tests. Non-Parametric tests. Simple Linear Regression. ANOVA. Applications using PC. STATA, Gretl).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint and educational platform (eclass)	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	25
	<i>Assignment</i>	20
	<i>Self-study</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	One final examination. Students should conduct an assignment that should be presented at the end of the semester. The overall grade of the course is calculated as the sum of: a) 80% of the marks of the final exams, b) 20% of the students' assignment marks.	

5. ATTACHED BIBLIOGRAPHY

- ΣΤΑΤΙΣΤΙΚΗ, ΧΑΛΚΟΣ ΕΜΜ. ΓΕΩΡΓΙΟΣ
- Στατιστική επιχειρήσεων με εφαρμογές σε SPSS και LISREL, Δημητριάδης Ευστάθιος
- Θεωρία πιθανοτήτων & στοιχεία στατιστικής ανάλυσης, Φιλιππάκης Μ.

HOUSEHOLD TECHNOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK1600	SEMESTER	1 st
COURSE TITLE	HOUSEHOLD TECHNOLOGY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Compulsory, Background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Erasmus students can get supportive teaching, submit essays and take final exams in English		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK100/		

2. LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course, the students are expected to: <ul style="list-style-type: none"> - Understand the key role of electricity in households - Describe the energy system of Greece - Compare the renewable energy sources - Be aware of the key operating principles of the large household appliances - Be able to select appliances with advance energy class rating - Be able to assess the environmental impacts generated by the household appliances - Be able to propose energy saving measures at households - Calculate the energy savings at households resulting from energy saving measures
General Competences
Search, analysis and synthesis of data and information using the relevant ICT techniques Decision making Autonomous study Work in an interdisciplinary background Respect for the natural environment Demonstration of social, professional and ethical responsibility Demonstration of susceptibility to gender issues Promotion of free, creative and deductive thinking

3. SYLLABUS

1. Introduction to Household Technology
2. Electricity generation in Greece
3. Cooking
4. Laundry washing
5. Dishwashing
6. Household refrigeration
7. Household hot water generation
8. management of electrical and electronic equipment waste
9. Social impacts of household technology
10. The home of the future

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides and videos in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	30
	<i>Exemplary solution of exercises</i>	9
	<i>Student self-study</i>	86
	Course total	125
STUDENT PERFORMANCE EVALUATION.	The assessment of students is performed via the final written exam which includes short answers and solution of exercises. For students with special educational needs, assessment is performed via oral examination.	

5. ATTACHED BIBLIOGRAPHY

- Αμπελιώτης Κ. & Σδράλη, Δ. (2016). Οικιακή τεχνολογία. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Available at: <http://hdl.handle.net/11419/3011>
 - Hinrichs and Kleinbach (2002). Energy: Its use and the environment, 3rd ed., Thompson Learning, London, U.K.
- Relevant scientific journals:*
- International Journal of Consumer Studies
 - Journal of Cleaner Production
 - Resources, Conservation and Recycling

ENVIRONMENTAL BIOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FE5200	SEMESTER	1 st
COURSE TITLE	ENVIRONMENTAL BIOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and practices		4	5
COURSE TYPE	Special background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Erasmus students can get supportive teaching, submit essays and take final exams in English		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK100/		

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of the course the student will have</p> <ul style="list-style-type: none"> - acquired an overview of the organisation of living matter at various levels, from macromolecules to ecosystems - acquired basic knowledge on the flows of energy and materials in the biosphere as well as on populations, communities and ecosystems - developed the necessary critical thinking to come in terms with a dynamic and fluid field of study.
General Competences
<p>Search, analysis and synthesis of data and information using the relevant ICT techniques Adaptation to new circumstances Decision making Autonomous study Respect for the natural environment Promotion of free, creative and deductive thinking</p>

3. SYLLABUS

Introduction: approach, history and introductory concepts. The path from the molecules to the cells. Photosynthesis and cell respiration. Replication, transcription, translation. Cell division, mendelian genetics. Environmental factors and tolerance limits. Biotic factors of natural ecosystems: life history strategies. Populations: attributes and relationships. Communities and ecological succession. Energy and ecosystem productivity. Biogeochemical cycles.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures and coaching</i>	39
	<i>Laboratory practice and genetics problem solving</i>	9
	<i>Literature study and analysis</i>	27
	<i>Non-supervised study</i>	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>The assessment of students is performed via a final written exam a) on the material of the lesson and b) on the material of the practice and genetics problems. The final grade is calculated as a function of the lesson grade (80%) and the practice grade (20%).</p> <p>For students with special educational needs, assessment is performed via oral examination.</p>	

5. ATTACHED BIBLIOGRAPHY

- Βασικές έννοιες οικολογίας – Nentwig W., Bacher S., Brandl R. Κλειδάριθμος ΕΠΕ, 2012, Αθήνα Κωδ. Ευδόξου: 12858943
- Εξελικτική οικολογία – Pianka E. R. ITE / Παν/κές Εκδόσεις Κρήτης, 2006, Ηράκλειο. Κωδ. Ευδόξου: 342

2nd SEMESTER

HEALTH EDUCATION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUTE		
COURSE CODE	IA0600	SEMESTER	2 nd
COURSE TITLE	HEALTH EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and small group activities in the classroom	3	5	
COURSE TYPE	Background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK293/		

2. LEARNING OUTCOMES

Learning outcomes

The purpose of the module is enhance the understating of the importance of promoting and maintaining optimum psychosomatic health, social wellbeing and quality of life. Emphasis will be given on issues regarding current important public health issues in Greece and worldwide. Food safety, nutrition education, sexually transmitted diseases, dental health, smoking & alcohol, anxiety disorders will be also be covered in this unit.

By successfully completed the module the students will:

- be familiar with the basic concepts and definitions of Health Education and acquire a thorough understating of the relationships between lifestyle, environmental and nutritional factors, with psychosomatic heath.
- have developed specific learning skills in the design, application and evaluation of health education programmes, in the school environment.

General Competences

Autonomous work

Group work

Planning and managing small projects

Be critical and self-critical

Promotion of creative & inductive thinking

Searching, analyzing, and composing data and evidence through the use of necessary information.

3. SYLLABUS

Health education and disease prevention, Nutrition epidemiology and chronic degenerative diseases, Smoking, Alcohol, Dental Health, Personal Hygiene, First Aid, Food Safety, Exposure in toxic substances, Sexually transmitted diseases, Stress/ Anxiety, Insufficient sleep, Medications and Drugs, Health Education in Schools.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with students, contact through e-mail.	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	33
	<i>Small group exercises in the classroom</i>	6
	<i>Individual/non-guided studying</i>	76
	<i>Bibliography studying and analyzing (both in Greek and in the English Language)</i>	10
	Course total	125
STUDENT PERFORMANCE EVALUATION	The unit grade will be based on a final written exam (consisting of multiple choice and essay type questions). The assessment method is described to the students during the first teacher-student meeting, and it is displayed in the e-class website throughout the semester.	

5. ATTACHED BIBLIOGRAPHY

- Webb GP (2002) Nutrition: A Health Promotion Approach, 2nd edition, ARNOLD
- Vetter N & Matthews I (1999), Epidemiology & Public Health Medicine, Churchill Livingstone
- Relevant scientific journals:
- Public Health Nutrition
- Journal of Adolescent Health
- Journal of Nutrition Education & Behavior
- Health Education

ECONOMIC THEORY II

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE UNDERGRADUATE LEVEL	OR	UNDERGRADUATE	
COURSE INDEX	OK0101	SEMESTER	2 nd
TITLE	ECONOMIC THEORY II		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
	3	5	
COURSE TYPE	General Knowledge		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THE COURSE OFFERED IN ERASMUS	Yes		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK224/		

2. LEARNING OUTCOMES

Learning Outcomes	
On the completion of the course post graduate students are expected: gain overall knowledge for the analysis of key macroeconomic aggregates	
<ul style="list-style-type: none"> - to investigate the macroeconomic balance of the economy in accordance with the Keynesian and the Classical model. - examine the stabilizing role of the state in conjunction with the effects of fiscal and monetary policy on the economy. 	
General skills	
The course aims at developing the following skills:	
<ul style="list-style-type: none"> - Enhancement of professional skills related to the functioning of the macroeconomic system. - Search, analyze and synthesize data and information, using the necessary information for the development of economic theories. - Growth of students' research dynamics in macroeconomic policy. 	

3. SYLLABUS

Introduction. Macroeconomic indexes. Principles of Macroeconomics. Consumption. Saving. Investments. Public sector, Income and Aggregated demand. Money supply and demand. Total output and demand. Inflation. Employment. Unemployment. Phillips Curve. Fiscal policy. Monetary policy. Introductions to IS-LM models.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHINGMETHODS	Face to Face	
USEOFICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Study and Literature Review</i>	50
	<i>Practical Issues</i>	40
	Total	125
EVALUATION	<p>Students' assessment is based on:</p> <p>a. Written examination, which provides students with the 60% of the final overall grade, takes place after the completion of the course period.</p> <p>b. Writing of a scientific essay, based on a systematic and organized bibliographic review, whose score corresponds to 20% of the final total grade.</p> <p>and</p> <p>c. Exercise comprehension curricula that corresponds to 20% of the final total grade.</p> <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Acemoglu Daron, Laibson David, List John A. (Eds.) - Gogas Periklis, Karadimitropoulou Katerina, Kostakis Ioannis, Trachanas Emmanouil (Eds.), ISBN: 9789605864545, Kritiki AE Publications(inGreek).
- Mankiw N. Gregory, Taylor P. Mark, Economics (Macroeconomics), 5th Edition, Athanasios Maniatis, Anastasia Litina. (inGreek).

ECONOMIC AND ECOLOGICAL MANAGEMENT OF HOUSING, SETTLEMENTS AND CITIES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	OK3100	SEMESTER	2 nd
COURSE TITLE	ECONOMIC AND ECOLOGICAL MANAGEMENT OF HOUSING, SETTLEMENTS AND CITIES		
INDEPENDENT CURRICULAR ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Lectures and Laboratory Exercises		3	5
COURSE TYPE	Background, General Knowledge		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/		

2. LEARNING OUTCOMES

Learning Outcomes

The aim of the course is: a. to provide knowledge on the issues of economic and environmental management of the built environment and b. to develop the ability to further study and research such issues.

Upon successful completion of the learning period for the course, students are expected to be able to:

- Define the meaning and content of economic and ecological management and evaluate its contribution to sustainable local development.
- Describe and analyze new trends and patterns in Europe with regard to the economic and ecological management of the built environment.
- Cognize the primary practices for organizing actions aimed at economic and ecological regeneration of the built environment.

General Skills

- Adapt to new circumstances situations
- Decision making
- Manage changes
- Respect for the natural and social environment
- Exercising critical thinking
- Promote free, creative and inductive thinking
- Design and project management

3. SYLLABUS

Core economic and ecological assessment. People and their needs. Principles of financial management of build environment and environmental planning - Practices - Ideal exemplary reference. European Union Papers and Directions for the build environment. Green Paper. White Paper. Green Vitruvius. Urban environment sustainability. Economic and ecological energy management (renewables) in the built environment. Bioclimatic design in settlements and cities. Ecological means of transport. Municipal waste management. Water management. Land use in the Greek city. Introduction to Environmental Impact Assessment studies (EIA) in the built environment.

4. TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	Special software supporting learning process through e-class digital platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Individualized study and literature analysis</i>	50
	<i>Essay writing</i>	40
	Total	125
STUDENTS' EVALUATION	<ul style="list-style-type: none"> - Essay - Final written examination 	

5. ATTACHED BIBLIOGRAPHY

- Oikonomou Ag. & Mitoula R. (2010). Ecological Management of Housing, Settlements and Cities. Environmental Impact Studies, ed. Stamoulis, Athens.
- Stefanou Jos. & Mitoula R. (2003). Globalization, European Unification and the Physiognomy of the Greek City, ed. Papazisi, Athens.
- Hatzopoulou-Tzika Al. (1997). Urban planning law, ed. University Publication N.T.U.A., Athens.
- Aravandinos Ath. (1997). Urban planning for a sustainable urban development, ed. Simmetria, Athens.
- Stefanou Jos. & Stefanou Joul. (1999). Description of the city image, ed. University Publication N.T.U.A., Athens.
- United Nations (2015) “Transforming Our World: The 2030 Agenda for Sustainable Development”, Available at: <https://sustainabledevelopment.un.org/post2015/transformingourworld>, (accessed: 15/07/2023).
- European Commission (2023) “European Green Capital Award”, <https://ec.europa.eu/environment/europeangreencapital/about-the-award/index.html#Background%20to%20the%20European%20Green%20Capital%20Award> (accessed: 2023).
- <https://urbact.eu>, (accessed: 2023).
- <https://mobilityweek.eu/registration/>, (accessed: 2023).
- European Commission (2019) “European Green Deal”, https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en.
- NSRF, Exikonomo (2023) https://exikonomo.espabcla.gr/?gclid=Cj0KCQiAy4eNBhCaARIsAFDVtI3wLdMDxXwaXpSeiiR8dZK8Nf7eqb-tnZPj438hpWe-4Gi4y5AkCP4aAgqKEALw_wcB, (accessed: 2023).
- Government Decree No. 22766/2020 (Official Gazette B' 1386/14.04.2020).
- <https://meducation.gr/civilprotectioncourses/>, (access: last retrieved 2023).
- Official Gazette 187/A'/28.11.2019.
- Law 4674/2020 (Official Gazette 53/A/11-3-2020)
- Lapidis, K. (2020) “Volunteering and sustainable development”. HAPSc Policy Briefs Series, 1(2), 214-219. doi:<https://doi.org/10.12681/hapscpbs.26524>, (accessed: 2023).
- Mitoula R. (2023) “Sustainable Development. Individual actions for the implementation of the 17 Global Goals of Sustainable Development”, Sustainable Development, Culture, Traditions Journal (SDCT-Journal), Special Volume Sustainable Development, doi: 10.26341/issn.2241-4010-2023-1c
- Stefanou J., Mitoula R. (2024) “Global Goal 11 for Sustainable City Development”, Sustainable Development, Culture, Traditions Journal (SDCT-Journal), Volume 4c 2024, DOI: 10.26341/issn.2241-4002-2024-4c-5-T02188
- Frogoudaki O. (2022) “Sustainable Development Goal 11”, Sustainable Development - Environment - Culture - Economy - Society Journal, Issue 2020/ 10 Year Anniversary Edition: The 17 Global Goals of Sustainable Development. Proposals for Individual Actions, Editor: P.

Mitoula, Ag. Oikonomou, Athens, <https://sdct-journal.gr/issues/2022/stochos-11-tis-viosimis-anaptyxis-olympia-frogoydaki/>.

SUSTAINABLE TOURISM: ENVIRONMENT CULTURE SOCIETY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FE5300	SEMESTER	2 nd
COURSE TITLE	SUSTAINABLE TOURISM: ENVIRONMENT CULTURE SOCIETY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	General background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK447/		

2. LEARNING OUTCOMES

Learning outcomes

After completing the course, students will be able to:

- understand the negative and positive impacts of the tourism phenomenon on the society and culture of host destination,
- be familiar with the unique characteristics and peculiarities of Tourism development both in Greece and globally,
- know basic concepts and definitions related to Sustainable Tourism as well as the Cultural, Environmental, and Social Resources connected to its development,
- recognize the importance of the planning process in implementing the principles of Sustainable Tourism,
- understand the institutional, economic, and developmental significance of Sustainable Tourism,
- utilize their knowledge for the implementation and management of developmental and business activities related to Sustainable Tourism.

General Competences

- Search, analyze, and synthesize data and information, using the necessary technologies
- Teamwork
- Work in an interdisciplinary environment
- Exercise critical thinking
- Promote free, creative, and inductive thinking
- Respect for cultural heritage
- Respect for diversity and multiculturalism

3. SYLLABUS

The purpose of the course is to study the development and operation of Sustainable Tourism and its relationship with Culture, the Environment, and Society both internationally and in Greece. In this context, the role of Tourism as a multifunctional sector of modern social, cultural, and economic development will be examined interdisciplinarily.

During the lectures, the following topics will be presented:

- Social, Cultural and Environmental impacts of Tourism
- Tourism Development and Sustainable Tourism
- Modern development models and business activities in Tourism
- Planning as an integral component of Sustainable Tourism
- The importance of Culture for Sustainable Tourism and the management of cultural resources
- Environmental resources as a field for developing business activities in Sustainable Tourism
- The social and economic dimensions of Sustainable Tourism
- Special and Alternative Forms of Tourism: activities, development, management
- Special topics in sustainable development and management: examples and case studies
- Contemporary developments in the field of Sustainable Tourism

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ E-learning platform ▪ Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Exercises focused on the application of methodologies and case study analysis</i>	16
	<i>Individual/Non-supervised study</i>	70
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Language of assessment: Greek (English for Erasmus students)</p> <p>Methods of assessment:</p> <p>a. Written final exam covering the course material, including essay questions (100% of the total grade)</p> <p>or</p> <p>b. Written final exam covering the course material, including essay questions (50 % of the total grade) and Teamwork Assignment (50% of the total grade)</p>	

5. ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> ● Kokkosis, C. & Tsartas, P. (2019) (2nd Ed.) Sustainable Tourism Development and the Environment, Kritiki Publications (in Greek) ● Tsartas, P. & Lytras, P. (eds) (2017), Tourism, Tourism Development: Contributions of Greek Scientists, Papazisis Publications (in Greek) ● Page, S. (2006), Introduction to Tourism, Papazisis Publications (in Greek) <p><i>Related academic journals:</i></p> <ul style="list-style-type: none"> ● Tourism Management ● Annals of Tourism Research ● Tourism Review ● TOURISMOS
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STATISTICS AND APPLICATIONS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK0307	SEMESTER	2 nd
COURSE TITLE	STATISTICS AND APPLICATIONS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE	General Knowledge - Compulsory		
PREREQUISITE COURSES	Elementary Microeconomics		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
The aim of the course Statistics and Applications is to understand basic statistical concepts, the application of statistical methods, the interpretation of statistical results and the use of statistical software. Through the course, students develop data analysis, problem solving and communication skills, while cultivating critical thinking, scientific ethics and autonomy. Overall, the Statistics and Applications course is a foundation for economic analysis, providing students with the necessary skills for future studies and careers in the economic sector.
General Competences
<ul style="list-style-type: none"> - Individual Work - Teamwork - Working in an interdisciplinary environment - Adapt to new situations - Promote free, creative and inductive thinking - More general understanding of accounting statements and results - Producing new research ideas

3. SYLLABUS

Data input into a computer. Analysis of quantitative data - Tables and Scatter Measures Charts - Correlation of quantitative variables. Inferential Statistics - Confidence intervals (mean, percentages) - Introduction to Hypothesis Testing. Case Controls. Non-parametric Case Tests - Simple Linear Regression. Simple Linear Regression - ANOVA. Applications using H/Y. Introduction to Probability. Types of distributions

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint and educational platform (eclass)	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	25
	<i>Assignment</i>	20
	<i>Self-study</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	One final examination. Students should conduct an assignment that should be presented at the end of the semester. The overall grade of the course is calculated as the sum of: a) 80% of the marks of the final exams, b) 20% of the students' assignment marks.	

5. ATTACHED BIBLIOGRAPHY

- Στατιστικές μέθοδοι & ανάλυση παλινδρόμησης για τις νέες τεχνολογίες, Μιχαήλ Φιλιππάκης
- Η διερεύνηση της Στατιστικής με τη χρήση του SPSS της IBM, AndyField

QUALITY OF LIFE AND MENTAL HEALTH

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FE6700	SEMESTER	2 nd
COURSE TITLE	QUALITY OF LIFE AND MENTAL HEALTH		
INDEPENDENT TEACHING		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Elective, scientific area		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek, Erasmus students can get supportive teaching, submit essays and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK102/		

2. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course, students are expected to: <ul style="list-style-type: none"> - acquire basic knowledge related to stress and anxiety - understand the causes of stress and anxiety disorders - acquire basic knowledge related to depression - acquire basic knowledge related to substances and alcohol - become familiar with the concepts of resilience and quality of life - become familiar with techniques to strengthen their mental health and improve their quality of life e.g. strengthening resilience).
General Competences
Autonomous study Team work Respect for difference and multiculturalism Working in an interdisciplinary environment Production of free, creative and inductive thinking

3. SYLLABUS

The main purpose of the course is to provide students with knowledge and skills that will allow them to understand mental health issues and their influence on quality of life, as quality of life affects mental health and mental health greatly affects quality of life. Particular reference will be made to factors such as stressful situations and symptoms of anxiety, symptoms of depression as well as dependence on alcohol and drugs. Next, reference will be made to techniques for strengthening mental resilience in the social and educational context and ways to promote and improve their quality of life. Finally, students will acquire knowledge about mental vulnerability, as well as ways of managing everyday life.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides and videos in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	Lectures	20
	<i>study and analysis of bibliography</i>	20
	<i>essay writing</i>	20
	Experiential exercises	20
	<i>fieldwork, tutorials</i>	45
	Course total	125
STUDENT PERFORMANCE EVALUATION.	<p>The assessment of students is performed via the final written exam which includes short answers and solution of exercises. or two semi exams (50% of the final grade each) The written exam includes multiple choice questions, closed-ended questions, short-answer questions and questions critically developing topics related to the course content. The Erasmus student project includes a written presentation of 3000-3500 words of a topic relevant to the course content, based on literature review.</p> <p>For students with special educational needs, assessment is performed via oral examination.</p>	

5. ATTACHED BIBLIOGRAPHY

- Barlow, D. H. Durand, M. V., Hofmann, S. G. (2022). Ψυχοπαθολογία. Γκότσης Κων.νος & ΣΙΑ Ε.Ε.
 - 2. Cooper, C. L., Cooper, Harwood V., Allan J. (2023). Ψυχοπαθολογία στο σχολικό περιβάλλον. Αθήνα: Εκδόσεις Α.Παπαζήσης Μονοπρωσωπική Ιδιωτική Κεφαλαιουχική Εταιρεία
 - 3. Hooley, J.M., Burcher, J.N., Nock, M.K., & Mineka, S. (2020). Ψυχοπαθολογία (Επιμ. Μ. Γεωργιάδη, Α. Καλαϊτζάκη, Λ. Κανελλοπούλου, Α. Κούτρα, & Β. Σιαφάκα). Αθήνα: ΥΤΟΡΙΑ Εκδόσεις Μ. ΕΠΕ.
 - 4. Roussillon, R. (2024). Κλινική ψυχολογία και ψυχοπαθολογία (Σταύρου Πήλιοςεπιστ. επιμ.). Αθήνα: Γ. Δαρδανός - Κ. Δαρδανός κ ΣΙΑ ΕΕ
 - 5. Σίμος Γ., Ζηκοπούλου Ο. επιμ (2020). Εισαγωγή στην αναπτυξιακή ψυχοπαθολογία. Αθήνα: Γ. Δαρδανός - Κ. Δαρδανός Ο.Ε.
 - 6. Ψύλλου, Ρ., Ζαφειροπούλου, Μ. (2023). Παιδικό Άγχος. Αθήνα: Μοτίβο Εκδοτική Α.Ε
- Relevant scientific journals:*
- Ψυχολογία
 - Psychiatry
 - E.P.P.S.E.P. Archives
 - Notebooks of Psychiatry

3rd SEMESTER

BASIC CONCEPTS OF NUTRITION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUTE		
COURSE CODE	IA0301	SEMESTER	3 rd
COURSE TITLE	BASIC CONCEPTS OF NUTRITION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and small group exercises/activities in the classroom	3	5	
COURSE TYPE	Background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK137/		

2. LEARNING OUTCOMES

Learning outcomes
The current unit constitutes an introduction to the science of human nutrition, setting the basis for the further more comprehensive study of this very interesting group of course units. By the end of the unit the students should:
- be familiar with the basic concepts of nutrition and have an in depth understanding of the relationship between the different nutritional constituents and health
- be able to comprehend the rational behind the dietary references values, their usage and possible limitations
General Competences
Autonomous work Group work Planning and managing small projects Be critical and self-critical Promotion of creative & inductive thinking Searching, analyzing, and composing data and evidence through the use of necessary information.

3. SYLLABUS

Basic concepts of nutrition and their application, digestion, bioavailability and metabolism of nutrients, energy balance, fat, protein, carbohydrates, dietary fiber, vitamins, minerals, water and alcohol.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of learning through the use of asynchronous tele-education platform (e-class).	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	33
	<i>Small group exercises in the classroom</i>	6
	<i>Individual/non-guided studying</i>	76
	<i>Bibliography studying and analyzing (both in Greek and in the English Language)</i>	10
	Course total	125
STUDENT PERFORMANCE EVALUATION	The unit grade will be based on a final written exam (consisting of multiple choice and essay type questions). The assessment method is described to the students during the first teacher-student meeting, and it is displayed in the e-class website throughout the semester.	

5. ATTACHED BIBLIOGRAPHY

- Gibney, M.L. et al. (2002). Human Nutrition, Blackwell Publishing
 - Mary E. Barasi. (2013). Nutrition at a Glance, Blackwell Publishing
 - Gibney, M.L. et al. (2008). Nutrition & Metabolism Blackwell Publishing
 - Garrow, J.S, James, W.P.T. & Ralph, A. (2000). Human Nutrition and Dietetics, 10th edition, Churchill Livingstone.
 - Thomas, B. (2001). Manual of Dietetic Practice, 3rd ed., Blackwell Science.
 - Mann, J. & Truswell, A.S. (1998). Essentials of Human Nutrition, Oxford University Press.
- Related Journals*
- Journal of Nutrition & Dietetics
 - Public Health Nutrition
 - Maternal & Child Nutrition
 - Journal of Adolescent Health
 - Journal of Nutrition Education & Behavior

INTRODUCTION TO PEDAGOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ1302	SEMESTER	3 rd
COURSE TITLE	INTRODUCTION TO PEDAGOGY		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	General Background		
PREREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Erasmus students have the option to submit assignments and take exams in English.		
COURSE WEB-PAGE (URL)	https://www.dhee.hua.gr/index.php/el/eisagogi-stin-paidagogiki-epistimi		

2. LEARNING OUTCOMES

Learning Outcomes

The content of the course includes the study of fundamental concepts and modern manifestations of Pedagogy as well as its main historical phases. Its aim focuses on students' cognitive contact with the concept, the research object, and the specific research fields of Pedagogy.

Upon successful completion of the course, the students should be able to:

- Understand the characteristics that differentiate traditional from modern Pedagogy.
- Know the types of learning, the types of education, the methods of pedagogical research and the branches of the science of Pedagogy.
- Conceptually clarify basic pedagogical terms and principles that govern modern pedagogical science, such as learning, education, teaching, educational policy, school unit, learning environment or learning climate, multiculturalism, constructivism, unification of knowledge, interdisciplinarity, cross-curricular thematic approach of teaching, experiential learning, basic pedagogical principles, e.g. principle of acceptance of diversity, etc.
- Become familiar with the main means of education as well as the basic research methods in the field of Pedagogy.
- Understand the factors shaping and influencing the learning climate of a school class, as well as the means for achieving learning and teaching goals.
- Distinguish the basic elements that make up the dual professional profile of the modern teacher as well as the basic phases of educational professionalism development.
- Know the concept and types of reinforcement factors as well as learning motivations according to the postmodern approach to teaching and learning.
- Study bibliographic and research studies about the concept and factors of effective learning and teaching in the modern school as well as non-formal education in the context of lifelong learning.
- Distinguish the most specialized branches of Pedagogy.
- Become familiar with adult education and lifelong learning.

General skills

The course aims at developing the following skills:

- Development of pedagogical consciousness and professional ethics.
- Promotion of modern pedagogical values.
- Development of social and pedagogical responsibility.
- Development of individual and group working ability.
- Development of free, reflective, and creative thinking.

3. COURSE MATERIAL

During the course, the knowledge disseminated is focused on:

- The fundamental terms, modern applications, and key milestones in the history of Pedagogy.
- The basic steps of transition from theoretical thought to the foundation of the independent Science of Pedagogy.
- The clarifying definition of fundamental terms of Pedagogy: instruction, learning, schooling, teaching, education, training, further training.
- The fundamental research methods of the Science of Pedagogy.
- The means and the factors affecting children's education.
- The branches of Pedagogy.
- Factors shaping and influencing the learning climate of a school class, as well as the categories of achievement of learning and teaching goals.
- The concept and types of learning outcomes.
- The dual professional profile of the modern teacher as well as the basic phases of the development of educational professionalism.
- The school as a social institution of education and learning. Values and school, family - student - school, pedagogical relationship and teacher-student-parent interaction.
- The contemporary issues of Pedagogy, such as: literacy, illiteracy, multiculturalism at school, education and social exclusion, environmental education, lifelong learning.
- The concept of effective learning and its main pillars.
- Concept and content of Historical, Comparative and Applied Pedagogy.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face Support of learning with the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with students, as well as contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	25
	<i>Learning interaction during teaching</i>	20
	<i>Individual/non-guided studying</i>	40
	<i>Short individual activities for knowledge assimilation and feedback</i>	20
	<i>Group work activities</i>	20
	Total	125

ASSESSMENT METHODS.	<p>Student performance's assessment is based on written examination, which provides students with the 100% of the final overall grade. It takes place after the completion of the course period and comprises:</p> <ul style="list-style-type: none">- multiple choice questions with short answer argumentation,- cloze,- term definition,- reflective thinking issue writing through the study of teaching scenarios. <p>Moreover, students are provided with the opportunity to voluntarily write an essay based on the study and comprehensive rendering of the content of literature articles about a specific issue on education and pedagogy. The essay provides the 20% of final overall grade.</p> <p>The basic evaluation criteria for students' written essay are:</p> <ul style="list-style-type: none">- the proven wide use of bibliographic sources and data related to the subject under consideration,- the critical analysis of recent literature – understanding, interpretation, comparison and presentation of bibliographic and research data,- the completeness of the conclusions and proposals,- the correctness of the recording of bibliographic references both in the body and at the end of the essay,- the general structure and form of the essay (sections, paragraphs, figures, tables),- the clarity of the written text. <p>All the above evaluation criteria are made known to the students in the first lesson and are posted on the website of the e-class course throughout the semester.</p>
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5. ATTACHED BIBLIOGRAPHY

- Χατζηδήμου, Δ. (2015). Εισαγωγή στην Παιδαγωγική Επιστήμη. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Πυργιωτάκης, Ε.Ι. (2011). Εισαγωγή στην Παιδαγωγική Επιστήμη. Αθήνα: Πεδίο.
- Ξωχέλλης, Δ. Π. (2015). Σχολική Παιδαγωγική. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Κουτρούμπα. Κ. (2021). Εκπαιδευτικό Έργο, Σχολική Μάθηση και Διδακτική Αποτελεσματικότητα. Αθήνα: Διάδραση.

Related Journals

- Improving Schools
- European Journal of Teacher Education
- Educational Studies
- Teaching and Teacher Education
- School Effectiveness and School Improvement

MICROECONOMICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK2101	SEMESTER	3 rd
COURSE TITLE	MICROECONOMICS		
INDEPENDENT CURRICULAR ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Several forms of teaching		3	5
COURSE TYPE	General Knowledge - Compulsory		
PREREQUISITE COURSES	Economic Theory I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
The analysis of consumer's theory and theory of the firms is the main objective of the course. The above mentioned analysis is based in mathematical and diagrammatical methods according to the rules of modern microeconomic theory. Students should be able to evaluate the applications of microeconomic theory in daily examples.	
General Competences	
Work autonomously, make decisions. Advance creative and causative thinking.	

3. SYLLABUS

Introduction to economics. Consumer theory. Preference theory. Utility maximization. Indifference curves. Budget constraint. Consumer equilibrium. Changes in Price and Income. Applications. Substitution and income effects. Applications. Elasticity of demand. Labor-leisure choice model. Labor supply. Expected Utility. Home production model. General equilibrium model. Edge worth box. Mathematical applications. Producer theory. Theory of production. Perfect competition. Assumptions. Short-run and long-run equilibrium. Monopoly. Natural Monopoly. Monopolistic competition. Oligopoly. Applications. The Inputs market. Perfect competition. Monopsony. Demand for labor. Applications.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Yes	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Study and Literature Review</i>	50
	<i>Practical Issues</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	The total mark of the course that the student gets in the final exam.	

5. ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> Nicholson Walter and Christopher Snyder, Μικροοικονομική Θεωρία, Βασικές αρχές και προεκτάσεις, 3η έκδοση, Λεπτομέρειες Παλαιολόγος Γ. και Μ. Πολέμης, Σύγχρονη Μικροοικονομική Θεωρία, Λεπτομέρειες

GREEK TOURISM DEVELOPMENT AND ECONOMY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK4500	SEMESTER	2 nd
COURSE TITLE	GREEK TOURISM DEVELOPMENT AND ECONOMY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	General background		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK427/		

2. LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: <ul style="list-style-type: none"> - understand basic concepts related to Tourism Development and the Tourism Economy, - comprehend the importance of Tourism Policy in the processes of Tourism Development, - know the key figures and indicators of the Greek Tourism Economy, - understand the stages and different periods of tourism development in the country, - be familiar with the unique data and specificities of tourism development and the economy in Greece, - know the data and characteristics of tourism destinations competitive with Greece.
General Competences
<ul style="list-style-type: none"> - Search, analyze, and synthesize data and information, using the necessary technologies - Teamwork - Work in an interdisciplinary environment - Exercise critical thinking - Promote free, creative, and inductive thinking

3. SYLLABUS

The course on Greek Tourism Development and Economy examines the data and characteristics of the development of Greece as a Tourist Destination. In this context, data during different historical phases of Greek Tourism Development are highlighted. Additionally, the economic characteristics, composition, and performance of tourism in terms of its contribution to the country's economy are presented.

During the lectures, the following topics are presented:

- The concept and characteristics of Tourism Development and an analysis of issues related to Tourism Development,
- Typologies of Tourism Development: Types and models of tourism development in the modern world and in Greece,
- Overview of tourism development in Greece,
- The contribution of Tourism to the economy and employment in the country,
- The Relationship between Tourism Policy and Development and the Economy of a Greek Tourist Destination: international examples and comparison with Greece,
- Issues of Tourism Economy: Supply and Demand of Tourism Services at the Macroeconomic and Microeconomic level in Greece,
- Case studies of destinations from Greece,
- Prospects for the development of Tourism in Greece,
- Contemporary issues of the Greek tourism product.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Exercises focused on the application of methodologies and case study analysis</i>	16
	<i>Individual/Non-supervised study</i>	70
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Language of assessment: Greek (English for Erasmus students)</p> <p>Methods of assessment:</p> <p>a. Written final exam covering the course material, including essay questions (100% of the total grade)</p> <p>or</p> <p>b. Written final exam covering the course material, including essay questions (50 % of the total grade) and Teamwork Assignment (50% of the total grade)</p>	

5. ATTACHED BIBLIOGRAPHY

- Tsartas, P. & Sarantakou, E. (2022) (2nd Ed.) Greek Tourism Development and Policy, Kritiki Publications (in Greek)
 - Tsartas, P. & Lytras, P. (eds) (2017), Tourism, Tourism Development: Contributions of Greek Scientists, Papazisis Publications (in Greek)
 - Tsartas, P., Sarantakou, E., Kontis, Alexios-Patapios (2016). "Tourism Development Models in Greece: Trends and Challenges in an effort to change the paradigm", in: Rontos, K., José António Filipe, Tsartas, P., (eds), 2016. Modeling and New Trends in Tourism: A Contribution to Social and Economic Development, Nova Publishers, USA.
- Related academic journals:*
- Tourism Management
 - Annals of Tourism Research
 - Tourism Review
 - TOURISMOS

COUNSELLING PSYCHOLOGY IN EDUCATION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ6800	SEMESTER	2 nd
COURSE TITLE	COUNSELLING PSYCHOLOGY IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Elective, Scientific Area		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, Erasmus students can get supportive teaching, submit essays and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> - understand and describe the concept and purpose of Counselling Psychology. - be familiar with modern theoretical models concerning the provision of counseling intervention to students within the school community, - have practiced methods and techniques of counseling intervention at individual and group level, - be able to use techniques necessary for effective cooperation with teachers and parents. - Identify school and family factors that influence the creation of a climate of communication - distinguish special issues and cultural parameters of students as well as issues of social exclusion and recognize appropriate counseling intervention.
General Competences
<p>Autonomous study Team work Respect for difference and multiculturalism Working in an interdisciplinary environment Production of free, creative and inductive thinking Showing social, professional and ethical responsibility and sensitivity to gender issues.</p>

3. SYLLABUS

-The course concerns the applications of counselling psychology in the field of education and especially in the school environment. Within the framework of the course, reference will be made to basic principles of school counseling, deepening in models of counseling interventions in the school community and ethical issues related to child and adolescent counseling. In addition, special reference and elaboration will be made on issues such as school and cyberbullying, nutritional nutrition problems of adolescents and issues of mourning in the school community. At the same time, basic counselling skills will be developed and, finally, methods of cooperation with parents and teachers. The aim is to provide students with the basic knowledge and skills that will help them to be in touch with issues related to counseling in the school environment.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides and videos in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	20
	<i>study and analysis of bibliography</i>	20
	<i>essay writing</i>	20
	<i>Experiential exercises</i>	20
	<i>fieldwork , tutorials</i>	45
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>The assessment of students is performed via the final written exam which includes short answers and solution of exercises. The written exam includes multiple choice questions, closed-ended questions, short-answer questions and questions critically developing topics related to the course content. The Erasmus student project includes a written presentation of 3000-3500 words of a topic relevant to the course content, based on literature review. For students with special educational needs, assessment is performed via oral examination</p>	

5. ATTACHED BIBLIOGRAPHY

- Χατζηχρήστου, Γ. Χ. (2014). Συμβουλευτική στη σχολική κοινότητα. Αθήνα: Gutenberg.
- Μαλικιώση-Λοΐζου, Μ. (Επ. Επιμ.) (2014). Συμβουλευτική ομηλικών στην εκπαίδευση. Αθήνα: Πεδίο.
- Μαλικιώση-Λοΐζου, Μ. (2011). Η συμβουλευτική ψυχολογία στην εκπαίδευση. Αθήνα: Πεδίο.
- Geldard, Κ., & Geldard, D. (2011). Η συμβουλευτική ψυχολογία στα παιδιά. Θεωρία – Εφαρμογές. Αθήνα: Πεδίο.-
- American School Counselor Association, (2010). Ethical Standards for School Counsellors.
- Αθανασιάδου, Χ. (2011). Η συμβουλευτική ψυχολογία στο σχολικό πλαίσιο. Hellenic Journal of Psychology, 8, 289-308.
- Αθανασιάδου, Χ., & Ψάλτη, Α. (2011). Γνώσεις και απόψεις των εκπαιδευτικών δευτεροβάθμιας εκπαίδευσης για τον εκφοβισμό στο σχολείο. Hellenic Journal of Psychology 8, 66-95.
- Kourkoutas, E., & Giovazolias, T. (2015). School-based counseling work with teachers: An integrative model. The European Journal of Counseling Psychology, 3, 137-158.
- Lines, D. (2006). Brief counselling in schools. Working with young people from 11 to 18 (2nd ed.). London: Sage.
- Ψυχολογία
- Psychiatry
- E.P.P.S.E.P. Archives
- Notebooks of Psychiatry

SUSTAINABILITY AND ECONOMIC DEVELOPMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK3702	SEMESTER	3 rd
COURSE TITLE	SUSTAINABILITY AND ECONOMIC DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Various forms of teaching		3	5
COURSE TYPE	special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> - Describe the characteristics of households - Analyze the theories of socio-economic development - Describe the structure, operation, planning and problems of the household and the family business - Understand policy measures for employment - Examine the utilization of the local population and the mobilization of local resources - Suggest corrective actions that can be implemented for socio-economic development
General Competences
<ul style="list-style-type: none"> - Independent work - Team work - Experience in a multi-disciplinary environment - Respect for the diversity and multiculturalism - Free, creative and inductive thinking

3. SYLLABUS

- Households: Economic and social characteristics.
- Theories about the socio-economic development.
- Indicators of household structure and operation.
- Budget development and planning.
- Socio-economic problems creating indicators – examples.
- Economic trends and perspectives of the modern Greek family. Modern employability of the disadvantaged groups in society
- Households within the European Union. Legislation framework to sustainable improvement of the living and working conditions
- Community measures on unemployment
- Single European Labor Market: Goals and prospects
- Employment and unemployment in Greece
- Properly use the local population and local resources mobilization

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Powerpoint presentations E-class learning support	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Scientific literature study</i>	26
	<i>Essay writing</i>	20
	<i>Independent home study</i>	40
	Course total	125
STUDENT PERFORMANCE EVALUATION	I. Final written examination (80%) including: <ul style="list-style-type: none"> - Short answer questions - Theory comparative evaluation II. Essay (20%)	

5. ATTACHED BIBLIOGRAPHY

- Θεοδωροπούλου, Ε. & Παστραπά, Ε. (2022). *Οικιακή Οικονομία και Ανάπτυξη*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα - Αποθετήριο "Κάλλιπος".
 - Παπαζαχαρίου, Π. (2011). *Διαχειριστείτε αποτελεσματικά τα οικονομικά του νοικοκυριού σας*. Κριτική
 - Έμκε-Πουλοπούλου, Η. (2018). *Ο πληθυσμός της Ελλάδας υπό διωγμόν*. Εκδόσεις Βογιατζή
- Related academic journals:*
- Journal of Family and Economic Issues
 - Review of Economics of the Household

4th SEMESTER

NUTRITION THROUGH THE LIFECYCLE

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUTE		
COURSE CODE	IA0203	SEMESTER	4 th
COURSE TITLE	NUTRITION THROUGH THE LIFECYCLE		
INDEPENDENT TEACHING		WEEKLY TEACHING HOURS	CREDITS
Lectures and small group exercises/activities in the classroom		3	5
COURSE TYPE	Background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK181/		

2. LEARNING OUTCOMES

Learning outcomes

The unit will provide an overview of nutritional biochemistry as a basis for understanding nutrition, growth and development. Emphasis will be given on the role of nutrition in the promotion of good health at every stage of the life cycle.

At the end of this unit students will be able to:

- demonstrate a clear understanding of the relationship between cellular nutrition, energy balance and disorders related to body composition,
- devise suitable regimens and strategies for the assessment of nutritional status of different groups and individuals,
- evaluate the role of nutrition in the promotion of health at every stage of lifecycle identify obstacles and develop strategies to overcome difficulties in treating the nutritional requirements of these groups.

General Competences

- Autonomous work
- Group work
- Planning and managing small projects
- Be critical and self-critical
- Promotion of creative & inductive thinking
- Searching, analyzing, and composing data and evidence through the use of necessary information
- Appreciating and respecting different cultures

3. SYLLABUS

- Nutritional Assessment and Recommendations
- Body Composition, Breastfeeding
- Maternal and Fetal Nutrition
- Infant Nutrition, Nutrition in Childhood and Adolescence
- Nutrition and the Elderly
- Diet and the Menopause
- Diet and the Menstrual Cycle.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of learning through the use of asynchronous tele-education platform (e-class).	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	33
	<i>Case studies (in the class room)</i>	6
	<i>Individual/non-guided stu</i>	60
	<i>Bibliography studying and analyzing (both in Greek and in the English Language)</i>	26
	Course total	125
STUDENT PERFORMANCE EVALUATION	The unit grade will be based on a final written exam (consisting of multiple choice and essay type questions). The assessment method is described to the students during the first teacher-student meeting, and it is displayed in the e-class website throughout the semester.	

5. ATTACHED BIBLIOGRAPHY

- Worthington BS & Williams SR (2000). Nutrition Throughout the Life Cycle 4th Ed McGraw- Hill.
 - Barasi Mary E (1997). Human Nutrition (A Health Perspective) ARNOLD • Brown Judith E (1999). Nutrition Now 2nd Ed. West /Wadsworth.
 - Mann Jim & Truswell Steward (2000). Essentials of Human Nutrition. Oxford University Press.
 - Rolfes Rady Sharon, DeBruyne Linda Kelly, Whitney Eleanor (1998). Life Span Nutrition 2nd Ed. West / Wadsworth.
 - Garrow, J.S, James, W.P.T.& Ralph, A. (2000). Human Nutrition and Dietetics, 10th edition, Churchill Livingstone.
 - Thomas, B. (2001). Manual of Dietetic Practice,3rd ed., Blackwell Science.
 - Department of Health (1991). Dietary Reference Values for Food Energy and Nutrients for the United Kingdom. Report on Health and Social Subjects No. 41. HMSO.
- Scientific Journals*
- Journal of Nutrition & Dietetics
 - Maternal & Child Nutrition
 - Journal of Adolescent Health
 - Journal of Nutrition Education & Behavior

TEACHING METHODOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ1004	SEMESTER	4 th
COURSE TITLE	TEACHING METHODOLOGY		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
COURSE TYPE	General background		
PREREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
IS THE COURSE OFFERED IN ERASMUS	Yes (in English)		
COURSE WEB-PAGE (URL)	https://www.dhee.hua.gr/index.php/el/didaktiki-methodologia		

2. LEARNING OUTCOMES

Learning Outcomes

<p>The course focuses on the study of teaching as a communicative phenomenon, where the teacher and student attempt to carry out procedures and actions with the aim of approaching, understanding and interpreting new knowledge in a learning environment that favors and allows individualization, participation, choice, and decision. In particular, the teaching of the specific course aims at the students' contact with the subject of Teaching, the conceptual approach to its basic terms and the study of contemporary issues that fall within its research area.</p>

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| <ul style="list-style-type: none">- Upon successful completion of the course, the student will be able to:- Understand the basic differences between traditional, modern and postmodern teaching.- Be familiarized with the basic principles of modern teaching.- Know the problems related to teaching and the factors to enhance learning.- Classify teaching objectives and differentiate them from learning outcomes.- Know the basic teaching methods and learning strategies.- Know the basic forms of teaching as well as the characteristics of the main educational techniques that the teacher can alternate during teaching in order to make it more effective.- Shape the teaching plan of a teaching unit.- Know the main pillars of teaching effectiveness. |
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General skills

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| <ul style="list-style-type: none">- Cultivation of pedagogical consciousness and professional ethics- Promotion of free, reflective, and creative thinking- Strengthening teaching ability- Teaching autonomy and self-regulation- Familiarization of students with both individual and group activities |
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3. COURSE MATERIAL

The evolution of teaching science,

- teaching as theory and practice,
- real in-class teaching,
- main features of teaching,
- teaching principles and teaching tools,
- teaching factors: teaching triangle – teaching field, learning enhancing factors,
- general aims and objectives in the teaching practice,
- teaching steps and conditions for integrated teaching approach to school subjects,
- models of teaching objectives' setting, unified systems of teaching objectives,
- concept of Syllabus in modern teaching practice,
- types and principles of Syllabi,
- factors determining school subject content selection,
- cross-curricular thematic programs, flexible zone,
- preparation of daily and weekly schedule,
- educational/teaching scenarios and systems,
- teaching methods,
- forms of teaching,
- supplementary-alternative forms of teaching approach,
- the personality of the teacher.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face Support of learning with the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	25
	<i>Learning interaction during teaching</i>	20
	<i>Individual/non-guided studying</i>	40
	<i>Short individual activities for knowledge assimilation and feedback</i>	20
	<i>Group work activities</i>	20
	Total	125

ASSESSMENT METHODS	<p>Student performance's assessment is based on written examination, which provides students with the 100% of the final overall grade. It takes place after the completion of the course period and comprises:</p> <ul style="list-style-type: none">- multiple choice questions with short answer argumentation- cloze- term definition- reflective thinking essay writing through the study of teaching scenarios. <p>Moreover, students are provided with the opportunity to voluntarily write an essay based on the study and comprehensive rendering of the content of literature articles about a specific topic on relevant issues. The essay provides the 20% of final overall grade.</p> <p>The basic evaluation criteria for students' written essay are:</p> <ul style="list-style-type: none">- the proven wide use of bibliographic sources and data related to the subject under consideration,- the reflective analysis of recent literature – understanding, interpretation, comparison and presentation of bibliographic and research data,- the completeness of the conclusions and proposals,- the correctness of the recording of bibliographic references both in the body and at the end of the essay,- the general structure and form of the work (sections, paragraphs, figures, tables),- the clarity of the written text. <p>All the above evaluation criteria are made known to the students in the first lesson and are posted on the website of the e-class course throughout the semester.</p>
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5. ATTACHED BIBLIOGRAPHY

- Κουτρούμπα. Κ. (2021). Εκπαιδευτικό Έργο, Σχολική Μάθηση και Διδακτική Αποτελεσματικότητα. Αθήνα: Διάδραση.
- Χατζηδήμου, Δ. (2015). Εισαγωγή στη Θεματική της Διδακτικής. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Καψάλης, Γ.Α. & Νημά, Α.Ε. (2008). Σύγχρονη Διδακτική. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Hunt, G., Wiseman, J. D. & Touzel, J.T. (2009⁴). Effective teaching: Preparation and Implementation. USA: Charles C. Thomas Publisher.
- Peety, G. (2014). Teaching Today. A Practical Guide. U.K.: Oxford Press.

Scientific Journals

- Improving Schools
- Education Science
- Educational Studies
- European Journal of Instructional Studies
- Teaching and Teacher Education
- School Effectiveness and School Improvement
- Επιστήμες Αγωγής
- Προσχολική & Σχολική Εκπαίδευση
- Παιδαγωγική Επιθεώρηση Εκπαιδευτικών Θεμάτων
- Μέντορας
- Παιδαγωγικός Λόγος

MACROECONOMICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK3600	SEMESTER	4 th
COURSE TITLE	MACROECONOMICS		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE	General Knowledge - Compulsory		
PREREQUISITE COURSES	Economic Theory II		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
The main objective of the course is the analysis of the macroeconomic environment using mainly both diagrammatical and mathematical analysis, according to the theories of modern political science.
General Competences
Work autonomously, make decisions. Advance creative and causative thinking.

3. SYLLABUS

Introduction. Economic development. Money and Inflation. Interest rates and monetary transmission. Monetary and fiscal policy. IS-LM models. Total supply, prices and adjustment disorders. Inflation expectations and credibility. Labor market. Neoclassical macroeconomic theory. Macroeconomic analysis of openness.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Yes	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Study and Literature Review</i>	50
	<i>Practical Issues</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	-Exams at the end of the semester -Exercises during the semester	

5. ATTACHED BIBLIOGRAPHY

- Mankiw N. Gregory, Δημήτριος Ψαλτόπουλος, Νικόλαος Γιανέλλης, Περικλής Γκόγκας, Αναστασία Λίτινα, Νικόλαος Μπένος (Επιστημονική επιμέλεια), Μακροοικονομική. Λεπτομέρειες
- Abel Andrew B., Bernanke Ben S., Croushore Dean, Μακροοικονομική. Λεπτομέρειες

HUMAN RESOURCE MANAGEMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK3202	SEMESTER	4 th
COURSE TITLE:	HUMAN RESOURCE MANAGEMENT		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE:	Scientific Field (Specialized Background)		
PREREQUISITE COURSES:	None		
TEACHING & EXAMINATION LANGUAGE	Greek English for ERASMUS students		
COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEB-PAGE(URL)	https://eclass.hua.gr/courses/OIK395/		

2. LEARNING OUTCOMES

Learning Outcomes

Upon completion of the course, students are expected to be able to:

- Describe the basic concepts and processes of human resource management and how they relate to achieving organizational goals.
- Explain how effective management and contemporary trends in the workplace influence employee interpersonal relationships, organizational effectiveness, and contribute significantly to better human resource management.
- Understand and utilize integrated tools, techniques, and methods of human resource management, specifically human resource planning, job analysis, recruitment, selection, lifelong learning, performance evaluation, and employee compensation.
- Recognize diversity and cultivate skills to motivate human resources with the aim of continuous improvement and development of every employee.
- Collaborate effectively to investigate data and present scientifically rigorous arguments and conclusions in exercises, case studies, or projects on human resource management topics within businesses or organizations.

General Skills

- Decision making
- Creative and critical thinking
- Leadership
- Problem solving
- Team work
- Working in an international context
- Harmonious workplace relationships and communication
- Adapting to change

3. SYLLABUS

- Basic Principles of Management
- Human Resource Management - Theoretical Approaches
- Strategic Human Resource Management and Performance
- Job Analysis and Description. Leadership
- Change Management
- Employee Recruitment and Selection
- Training and Development of Human Resources
- Negotiation Skills
- Problem Solving
- Job Satisfaction
- Communication and Empathy in the Workplace
- Motivation
- Employee Engagement
- Workplace Conflicts
- Team Dynamics
- Time Management
- Ethics in the Workplace

4. TEACHING & LEARNING METHODS – EVALUATION

TEACHING METHODS	Face to Face	
USE of ICT	E-Class electronic platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Studying and Literature Review</i>	50
	<i>Practical implementation</i>	40
	Course Total	125
STUDENT EVALUATION	<ul style="list-style-type: none"> - The course examination can be done either through written exams at the end of the semester or with two written progress tests during the semester. - The written progress tests are optional and exempt the students from the final exam if they achieve a minimum grade of 5 in both. - To participate in the second progress test, a minimum grade of 5 is required in the first one. Otherwise, participation in the written exams at the end of the semester is mandatory. - If progress tests are conducted, their dates will be announced in advance by the instructor. - The evaluation method for both the progress tests and the final exams may include a combination of essay questions, critical thinking questions, case studies, true-false questions, or multiple-choice questions. - The main evaluation criteria for the students' written answers are: <ul style="list-style-type: none"> - Ability to correctly utilize and use the concepts and terms developed during the course instruction. - Critical and synthetic ability in their answers. - Expressive ability, clarity, and conciseness of the answers. - Organization of thought - Structure of written language. 	

5. ATTACHED BIBLIOGRAPHY

- Διοίκηση ανθρώπινου δυναμικού. Dessler, G. (2022). Πλήρης έκδοση. Εκδόσεις Κριτική, Αθήνα.
 -
 - Διοίκηση ανθρωπίνων πόρων. Μούζα-Λαζαρίδη Άννα-Μαρία (2020). Γ' έκδοση. Μάρκου & Σια Ε.Ε.
 -
 - Διοίκηση ανθρωπίνων πόρων. DeCenzo, D. A., Robbins, S. P. & Verhulst, S. L. (2015). Εκδόσεις Utopia. Textbooks and Resources in "Kallipos" Repository:
 - <https://repository.kallipos.gr/handle/11419/9522>
- Relative Scientific Journals:*
- The International Journal of Human Resource Management
 - Human Resource Management Journal
 - Human Resource Management

RURAL ECONOMICS I

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK5000	SEMESTER	4 th
COURSE TITLE	RURAL ECONOMICS I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and case studies		3	5
COURSE TYPE	Special background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course, students will be able to: <ul style="list-style-type: none">- analyze the economic and social characteristics of rural areas;- compare the evolution of the agricultural sector;- analyze the characteristics of agricultural holding and agricultural enterprise;- plan and organize agricultural holdings and agricultural enterprises;- evaluate policies for the agricultural sector.
General Competences
<ul style="list-style-type: none">- Decision-making- Change management- Respect for the natural and social environment- Working in an interdisciplinary environment- Criticism and self-criticism- Production of free, creative and inductive thinking

3. SYLLABUS

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| <ul style="list-style-type: none">- Introduction to the economics of agricultural holdings.- Factors of agricultural production.- Types, size and forms of agricultural holdings organization.- Economic and social characteristics of rural areas.- Problems of Greek farms.- Analysis and calculation of production costs and economic results of agricultural holdings.- Farm planning and decision making.- From agricultural holding to agricultural enterprise.- Interaction between agriculture and the environment.- Indicators for agriculture.- Policies for the agricultural sector.- Common Agricultural Policy (CAP). |
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Case studies in class</i>	4
	<i>Scientific literature study</i>	36
	<i>Student self-study</i>	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>A final written examination (or two written assessments during the academic semester) including:</p> <ul style="list-style-type: none"> - Short- answer questions - Problems solving in a short case study <p>The main criteria for assessing the students are:</p> <ul style="list-style-type: none"> - Scientific documentation and correctness of answers - Critical and synthetic ability - Expressive ability, clarity and conciseness of answers - Organization of thought - Structure of writing <p>The above mentioned criteria are described to the students during the first lecture, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Barkley, A. & Barkley, P. (2023). Αρχές Αγροτικής Οικονομικής. Εκδόσεις ΤΖΙΟΛΑ.
 - Θεοδωροπούλου, Ε. (2015). Αγροτική Οικιακή Οικονομία. Εκδόσεις Παρισιάνου.
 - Δαμιανός, Δ., Παπαγεωργίου Κ. & Σπαθής, Π. Δ.(2006). Η ελληνική αγροτική οικονομία στο παγκόσμιο πλαίσιο. Εκδόσεις Α Σταμούλης.
 - Δούκας, Γ. & Μαραβέγιας, Ν. (2021). Ευρωπαϊκή αγροτική οικονομία και πολιτική. Μετασχηματισμοί και προκλήσεις προσαρμογής. Εκδόσεις Κριτική.
- Related academic journals:*
- Studies in Agricultural Economics
 - Agricultural and Resource Economics
 - Agricultural Economics
 - Agricultural Economics and Development
 - Journal of Agricultural Economics
 - Journal of Agricultural Economics & Development

GLOBAL ENVIRONMENTAL ISSUES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FE1802	SEMESTER	4 th
COURSE TITLE	GLOBAL ENVIRONMENTAL ISSUES		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Compulsory, general background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek, Erasmus students can get supportive teaching, submit essays, and take final exams in English.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK101/		

2. LEARNING OUTCOMES

Learning outcomes

The course aims to introduce students to global environmental issues. Upon completion of the course, students are anticipated to be able to:

- Understand the fundamental causes that have led to the current global environmental crisis
- Recognize the intrinsic relationship between food production for humanity and environmental degradation on a global scale
- Distinguish the positive and negative aspects of urbanization
- Correlate overpopulation, overconsumption, and technology with global environmental problems
- Know the major mechanisms of the atmosphere
- Explain the key mechanisms of the Greenhouse Effect, the depletion of the stratospheric ozone layer, and smog.

General Competences

Search, analysis and synthesis of data and information using the relevant ICT techniques. Decision making. Personal adaptation to new data. Autonomous study.

Work in an interdisciplinary background. Respect for the natural environment. Demonstration of social, professional and ethical responsibility. Demonstration of susceptibility to gender issues.

Promotion of free, creative and deductive thinking.

3. SYLLABUS

Introduction to the global environmental problems, Reasoning behind the ecological crisis. Overpopulation and the hunt for the limited natural resources, Introduction to demography, Noise pollution, Electromagnetic pollution, Introduction to the Atmosphere: its properties, Air pollutants, Smog, Indoor air pollution, Ozone depletion, Greenhouse effect and global warming.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Study and analysis of bibliography</i>	36
	<i>Student self-study</i>	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>The assessment of students' performance is performed through a final written examination, after the completion of the teaching period. The written examination includes multiple-choice questions and short essay questions.</p> <p>Alternatively, students' performance can be assessed through optional participation in two exemption progress tests.</p> <p>The main criteria for evaluating students' written responses are:</p> <ul style="list-style-type: none"> - Ability to correctly utilize and use the concepts and terms developed during the course - Critical and synthetic ability in answering the exam questions - Expressive ability, clarity, and conciseness of answers - Organization of thought and structure of written expression - Format of the written essay <p>For students with diagnosed dyslexia or other learning difficulties, the assessment is conducted orally.</p> <p>All the above evaluation criteria are made known to the students in the first lesson and are posted on the course's e-class platform throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Γεωργόπουλος, Α., Νικολάου Κ., Δημητρίου Α., Γαβριλάκης Κ., Μπλιώνης Γ. (2013). Γη, ένας μικρός και εύθραυστος πλανήτης, Εκδόσεις Gutenberg -Γ, ΔΑΡΔΑΝΟΣ ΚΑΙ ΣΙΑ ΕΕ, Αθήνα. Κωδικός Βιβλίου στον Εύδοξο: 33036770
 - Miller G. Tyller, Spoolman E. Scott (2018). Περιβαλλοντική Επιστήμη. 15^η Έκδοση. Εκδόσεις Τζιόλα & Υιοί Α.Ε. Κωδικός Βιβλίου στον Εύδοξο: 59386824
- Related academic journals:*
- Population and Environment
 - Atmospheric Environment

5th SEMESTER

COMPULSORY COURSES- 5th SEMESTER

EDUCATIONAL PSYCHOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ6900	SEMESTER	5 th
COURSE TITLE	EDUCATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Full module	3	5	
COURSE TYPE	Background, Scientific Area, Skill Development		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English language)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

This module aims to contribute to the development of knowledge and skills related to the scientific field of Educational Psychology and its applications in the learning and educational process. Upon successful completion of the teaching period, students are expected to be able to:

- recognize and describe the basic principles of Educational Psychology and the main learning theories
- identify and state the role of Educational Psychology in the learning process and in the overall development of the child in the school and family environment
- distinguish and explain the factors that affect the psychosocial and learning readiness of children as well as their performance at school
- examine and evaluate the applications of Educational Psychology in strengthening and improving interpersonal relationships in the school environment
- differentiate the multiple roles of the teacher in the prevention and management of difficulties in the school environment for equal access and quality education
- examine and critically evaluate empirical findings concerning the role of Educational Psychology in the learning process and child development
- explain and propose educational approaches to support students, parents and teachers in the school environment
- compare and evaluate best practices that improve school climate
- cooperate and contribute effectively in group activities
- constructively manage independent study through the use of multiple sources of information.

General Competences

Independent work.

Team work

Respecting the culture differences and individuality.

Promoting reasoning and self-improvement.

Adaptation in new conditions.

Decision Making

Social, work-related and ethical responsibility in matters related to gender equality.

Promoting free, creative and deductive reasoning

3. SYLLABUS

Educational Psychology: Definition, role and objectives, historical background, Learning: Concept, learning theories, learning motivation, individual differences, Cognitive processes and learning, Psychosocial processes and learning, Learning disorders, Emotional Intelligence, learning motivation, empathy and self-efficacy, Equality and equal access to learning process, the psychology of inclusion in the school environment, equality and diversity, social understanding, interpersonal relations and learning, teacher training, the role of the school psychologist in the learning process and his/her collaboration in the teacher – family communication, support and collaboration, applications of Educational Psychology in educational practice.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face, use of educational videos, workshops in small groups, review of relevant literature, case studies, hands-on-practice.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	e-class	
TEACHING METHOD	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures/Seminars/Interactive teaching</i>	26
	<i>Literature Search and Review</i>	22
	<i>Assignments/Projects</i>	15
	<i>Educational visits/Workshops in small groups</i>	18
	<i>Self-directed study (independent)</i>	40
	<i>Contact hours (one-to-one support and advice)</i>	4
	Full Module (25hrs per ECTS)	125
STUDENT PERFORMANCE EVALUATION.	<p>Student performance is based on Greek language exams. Erasmus students are assessed using exams in English language.</p> <p>Student performance is based on a final written exam including multiple choice questions, and brief open ended questions which require critical reasoning. Extra credit is optionally given upon completion of assignments which involve both written and oral presentation. Erasmus students are assessed via a brief written literature review on a topic of their choice from a list of recommended topics. The method and criteria upon which students are assessed at the end of the semester are clearly stated and explained in the e-class of the course, in which all students have access.</p>	

5. ATTACHED BIBLIOGRAPHY

- Maridaki-Kassotaki, K. (2012). Educational Psychology. Athens: Diadrasi [in Greek]
 - Slavin, R. E. (2007). Educational Psychology: Theory and practice (Kokkinos, K. ed.). Athens: Metexmio [in Greek].
 - Elliott, S.N., Kratochwill, Th. R., J. Littlefield Cook, & J. F. Travers (2008). Educational Psychology (Leondari, A. & Siggolitu, E., eds.). Athens: Gutenberg. [in Greek]
- Related academic journals:*
- Psychology [in Greek]
 - Preschool and School Education [in Greek]
 - Journal of Educational Psychology
 - European Journal of Psychology of Education

LOGISTICS AND CUSTOMER SERVICE IN THE NEW ECONOMIC ENVIRONMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE UNDERGRADUATE LEVEL	OR	UNDERGRADUATE	
COURSE INDEX	OK 1901	SEMESTER	5 th
COURSE TITLE	LOGISTICS AND CUSTOMER SERVICE IN THE NEW ECONOMIC ENVIRONMENT		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	General Knowledge, Skills Development		
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (in English)		
COURSE WEB-PAGE (URL)	https://dhee.hua.gr/index.php/en/supply-chain-management-and-customer-service-in-the-new-economic-environment		

2. LEARNING OUTCOMES

Learning Outcomes

The objective of the course is the understanding of the Logistics and Customer Service principles, with analysis to management issues regarding the physical flow of goods from the point of production to the point of consumption, in the framework of qualitative requirements of consumers, in terms of quality and services provided.

After the completion of the lectures the students will be able to:

- know about supply chain management content in relation to home economics and consumers
- acknowledge Logistics significance within the business environment
- identify the general and special goals of supply chain management
- understand the various Logistics functions and their interdependence
- acknowledge the importance of Customer Service and its dependence on Supply Chain performance
- explain the connection between inventory and customer service
- understand the factors of a Customer Service Policy
- know practices that are implemented by the enterprises towards providing high quality services to their customers
- to understand "track and trace" content and the importance of the information on the products' packaging

General Competences

- Analysis of data and information with the use of modern information technologies
- Development of skills for working in an international environment
- Generation of new research initiatives

3. SYLLABUS

The course's content includes the following

- Basic issues of Logistics
- Logistics processes
- Contribution of Logistics in Home Economics: value adding for consumers in the production/distribution chain
- Customer Service content and factors
- Customer service policy
- Design of physical Distribution Channels
- Procurement management and Suppliers selection
- Procurement Dilemmas
- Modern Inventory Management

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

DELIVERY	Lectures in class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT, e-class	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	lectures	40
	teamwork on case studies	15
	study and analysis of literature	20
	autonomous study	50
	Total	125
STUDENT PERFORMANCE EVALUATION	<p>Language: Greek</p> <p>Final Exams: Written (100%), including</p> <ul style="list-style-type: none"> - questions based on theory - critical analysis of case study <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> - Educational correctness, scientific substantiation of the answers. - Ability to use correctly concepts, notions, terms that have been studied and analyzed during the course. - Reflective and composing ability as regards studying and using of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, structure of the written essay. - Morphological features of a written essay. <p>The abovementioned criteria are described to the students during the first teacher-student meeting and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Chopra, S. and Meindl, P. (2001), Supply Chain Management: Strategy, Planning, and Organization., Prentice-Hall Inc. New Jersey, USA. ISBN 0-13026465-2
 - Christopher, M. (1998), Logistics and Supply Chain Management: Creating Value-Adding Networks, Second Edition. Prentice Hall – Financial Times-Pearson Education Ltd. ISBN-13: 978-0-273-681176-2
 - Lambert, D. (2004), The Eight Essential Supply Chain Management Processes. Supply Chain Management Review
 - Roberts C.M. (2006), Radio Frequency identification (RFID), Computers and security, Vol 25, p. 18-26
 - Rushton, A. & Oxley, J. (1998), Handbook of Logistics and Distribution Management, Cranfield Institute of Technology, London: Kogan Page Ltd. ISBN 0 74 94 0588-
- Related academic journals*
- Journal of Business Logistics - Wiley Online Library
 - The International Journal of Logistics Management - Emerald Insight
 - Logistics Research - a SpringerOpen journal

ACCOUNTING I

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK3001	SEMESTER	5 th
COURSE TITLE	ACCOUNTING I		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE	General Knowledge - Compulsory		
PREREQUISITE COURSES	Elementary knowledge		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
The Accounting I course equips students with the basic knowledge and skills necessary to understand and analyze financial information. The goal is to establish fundamental accounting principles, familiarize students with accounting procedures, and develop the ability to interpret financial statements. Through the course, students gain a global view of the world of accounting, while cultivating skills of analysis, critical thinking and communication.
General Competences
<ul style="list-style-type: none">- Individual Work- Teamwork- Working in an interdisciplinary environment- Adapt to new situations- Promote free, creative and inductive thinking- More general understanding of accounting statements and results- Producing new research ideas

3. SYLLABUS

Accounting standards. Greek Accounting Standards (GAAP). Double-entry accounting system: recording transactions, accounts, debits/credits. Accounting accounts: classification of transactions. Types of accounts. Accounting statements: balance sheet, profit and loss account, cash flow statement. Recording of financial transactions: principles, examples. Accounting valuation: assets, liabilities, equity. Drawing up accounts: balance sheet, profit and loss account. Analysis of financial statements: liquidity, profitability, borrowing ratios.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint and educational platform (eclass)	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	35
	<i>Self-study</i>	50
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	The overall course grade is calculated from the final exam grade.	

5. ATTACHED BIBLIOGRAPHY

- Αρχές Χρηματοοικονομικής Λογιστικής - Χρηματοοικονομική Ανάλυση και Λήψη Αποφάσεων, Δημήτριος Βασιλείου, Νικόλαος Ηρειώτης, Δημήτριος Μπάλιος Λεπτομέρειες
- Εφαρμοσμένη Λογιστική και Χρηματοοικονομική Ανάλυση, Anthony Rice, επιμέλεια Θ. Καραγιώργος, Ν. Συκιανάκης Λεπτομέρειες
- Εισαγωγή στη Λογιστική, Needles B., Marian P. Λεπτομέρειες
- Χρηματοοικονομική λογιστική και ελληνικά λογιστικά πρότυπα. Ρεβανόγλου Ανδρέας, Γεωργόπουλος Ιωάννης. Λεπτομέρειες

ELECTIVE COURSES

5th SEMESTER

FINANCIAL ANALYSIS AND SUSTAINABILITY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK1301	SEMESTER	5 th
COURSE TITLE	FINANCIAL ANALYSIS AND SUSTAINABILITY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Several forms of teaching		3	5
COURSE TYPE	General Knowledge - Optional		
PREREQUISITE COURSES	Elementary knowledge of Accounting		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
By the end of the course, students will have understood the relationship between sustainability and financial analysis, evaluating environmental and social impacts of business activities. They will be able to analyse financial statements, ESG investments and sustainable finance policies. In addition, they will be able to apply their knowledge to assess sustainability, implement sustainable strategies and make financial decisions with ethical and critical thinking. Ultimately, students will act as responsible investors, consumers and citizens, contributing to the promotion of sustainable development
General Competences
<ul style="list-style-type: none"> - Individual Work - Teamwork - Working in an interdisciplinary environment - Adapt to new situations - Promote free, creative and inductive thinking - Producing new research ideas

3. SYLLABUS

Basic concepts of sustainable development. Relationship to financial analysis. Impact of business activities. Financial Measurements. Business sustainability assessment. ESG criteria. Financial analysis software. Sustainable Investment. ESG criteria and sustainability investing. Performance and risk. Sustainable finance and green bonds. Sustainable Business Strategies. Development and implementation. Integrating ESG into decision making. Role of financial analysis. Ethical and Critical Thinking. Ethical dimensions. Critical thinking and responsible decisions. Role of stakeholders.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint and educational platform (eclass)	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	25
	<i>Assignment</i>	20
	<i>Self-study</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	A final examination will be given. Students will be required to prepare a paper which will be presented at the end of the semester. There will also be assignments during the semester. The overall course grade is calculated as the sum of: a) 80% of the final exam grade, b) 20% of the paper grade.	

5. ATTACHED BIBLIOGRAPHY

- Αρχές Χρηματοοικονομικής Λογιστικής - Χρηματοοικονομική Ανάλυση και Λήψη Αποφάσεων, Δημήτριος Βασιλείου, Νικόλαος Ηρειώτης, Δημήτριος Μπάλιος Λεπτομέρειες
- Εφαρμοσμένη Λογιστική και Χρηματοοικονομική Ανάλυση, AnthonyRice, επιμέλεια Θ. Καραγιώργος, Ν. Συκιανάκης Λεπτομέρειες
- Εισαγωγή στη Λογιστική, NeedlesB., MarianP. Λεπτομέρειες
- Χρηματοοικονομική λογιστική και ελληνικά λογιστικά πρότυπα. Ρεβανόγλου Ανδρέας, Γεωργόπουλος Ιωάννης. Λεπτομέρειες
- Greening Household Behaviour: The Role of Public Policy. (2011). OECD.

RURAL ECONOMICS II

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK0504	SEMESTER	5 th
COURSE TITLE	RURAL ECONOMICS II		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and case studies	3	5	
COURSE TYPE	Special background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> - describe the demand and supply of agricultural products; - understand the factors influencing the demand for inputs in the agricultural sector; - analyze the functioning of the agricultural holding; - understand and analyze the peculiarities of employment in the agricultural sector; - interpret the role of the agricultural sector in economic development.
General Competences
<ul style="list-style-type: none"> - Decision-making - Change management - Respect for the natural and social environment - Working in an interdisciplinary environment - Criticism and self-criticism - Production of free, creative and inductive thinking

3. SYLLABUS

Theory of Demand. Special issues of demand and demand for agricultural products. Supply of agricultural products and demand for inputs. Job offer, employment and multi-employment in the agricultural sector. Agricultural sector and economic development.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Case studies in class</i>	4
	<i>Scientific literature study</i>	36
	<i>Student self-study</i>	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>A final written examination (or two written assessments during the academic semester) including:</p> <ul style="list-style-type: none"> - Short- answer questions - Problems solving in a short case study <p>The main criteria for assessing the students are:</p> <ul style="list-style-type: none"> - Scientific documentation and correctness of answers - Critical and synthetic ability - Expressive ability, clarity and conciseness of answers - Organization of thought - Structure of writing <p>The above mentioned criteria are described to the students during the first lecture, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Λιανός, Θ., Δαμιανός Δ., Μέργος Γ., Ντεμούσης, Μ. & Κατρανίδης, Σ. (2016). Αγροτική Οικονομική. Θεωρία και Πολιτική. Εκδόσεις: Σταμούλης
 - Penson, J., Capps, O., Rosson, P. & Woodward, R. (2020). Αγροτική Οικονομική. Μικροοικονομία - Μακροοικονομία στον αγροδιατροφικό τομέα. Εκδόσεις: Προπομπός.
- Related academic journals:*
- Agricultural and Food Economics
 - American Journal of Agricultural Economics
 - Agricultural Economics
 - International Journal of Food and Agricultural Economics
 - Journal of Agricultural and Applied Economics
 - Journal of Agricultural Economics
 - Journal of Agricultural and Applied Economics
 - Review of Agricultural and Applied Economics

ENERGY ECONOMICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3900	SEMESTER	5 th
TITLE	ENERGY ECONOMICS		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
	3	5	
COURSE TYPE	Scientific area		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THE COURSE OFFERED IN ERASMUS	Yes		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK236/		

2. LEARNING OUTCOMES

Learning Outcomes

On the completion of the course post graduate students are expected:

- gain comprehensive knowledge of the functioning of the energy market.
- understand the contribution of energy resources to the economy
- investigate and analyze impacts of energy resource selection on economic quality of the natural environment.

General skills

The course aims at developing the following skills:

- Strengthening his / her professional skills on the interdependent relationship between the economy and the use of energy resources.
- Search, analyze and synthesize data and information on the contribution of science to solving energy issues.
- Cultivation of students' research potential in energy economics with emphasis on energy policy

3. SYLLABUS

Introduction to energy market and economic growth. Energy markets structure. Demand and supply of energy resources. Energy production and cost. Private and public energy resources markets. Energy market pricing. Methods of external energy costs. Energy and investments. Valuing methods of energy resources. Energy efficiency-Consumers and Industry. Energy and economics of climatic change.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHINGMETHODS.	Face to Face	
USEOFICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Study and Literature Review</i>	50
	<i>PracticalIssues</i>	40
	Total	125
EVALUATION	<p>Students' assessment is based on:</p> <p>a. Written examination, which provides students with the 60% of the final overall grade, takes place after the completion of the course period.</p> <p>b. Writing of a scientific essay, based on a systematic and organized bibliographic review, whose score corresponds to 20% of the final total grade.</p> <p>and</p> <p>c. Exercise comprehension curricula that corresponds to 20% of the final total grade.</p> <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Karkalakos, S. AndPolemis, M. (2015) SustainableDevelopment, EnvironmentanDEnergy, S. Karkalakos Publications.
- "Energy Market in a Constantly Changing Environment" by K. Iliopoulos, A. Economou, Legal Library A EVE, 2022, Athens(in Greek).
- "Economics of Energy (Macroeconomics-Microeconomics)" by Jacques Percebois, Jean-Pierre Hansen, Edited by Thomas Alexopoulos, Propompos Publications, 2022, Athens(in Greek).
- "The Economic Framework - Towards Socially Responsible, Ethical, and Green Economy" by E. Ioannis Nikolopoulos, I. Konstantinos Evaggelinos, M. Konstantinos Sofoulis, Dardanos - K. Dardanos OE, 2020, Athens(in Greek).
- "Energy - Law, Economics & Policy" by N. E. Farantouris, Legal Library A EVE, 2012, Athens(in Greek).
- "Sustainable Development and Economics of Climate Change" by Theoharis Tsoutsos (2022/), A. Papasotiriou & Co. Ltd(in Greek).

LABOUR ECONOMICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK1402	SEMESTER	5 th
COURSE TITLE	LABOUR ECONOMICS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Several forms of teaching		3	5
COURSE TYPE	General Knowledge - Compulsory		
PREREQUISITE COURSES:	Elementary knowledge		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
The Family Economics course provides students with tools to analyze the interactions between families, the labor market, and broader economic trends. By examining basic principles and theories, students learn to apply economic models to household decisions such as work, family, and resource management. They develop skills in interpreting data and evaluating policies that affect economic well-being. Overall, the course fosters critical thinking around family and work issues, preparing students to effectively communicate their economic analyses.
General Competences
<ul style="list-style-type: none"> - Individual Work - Teamwork - Working in an interdisciplinary environment - Adapt to new situations - Promote free, creative and inductive thinking - Producing new research ideas

3. SYLLABUS

Introduction to welfare economics. Labour supply. Preferences. Elasticity. Welfare programs and incentives to work. Employment. Production function. Demand for labor. Elasticities. Labour market equilibrium. Policy applications. Human capital. Labour mobility. Discrimination.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint and educational platform (eclass)	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	25
	<i>Assignment</i>	20
	<i>Self-study</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	A final examination will be given. Students will be required to prepare a paper which will be presented at the end of the semester. There will also be assignments during the semester. The overall course grade is calculated as the sum of: a) 70% of the final exam grade, b) 30% of the paper grade.	

5. ATTACHED BIBLIOGRAPHY

- Τα οικονομικά της εργασίας, BorjasGeorgeJ.
- Αγορές εργασίας, Πετρινώτη Ξανθή
- Οικονομικά της εργασίας, BoeriTito, VanOursJan

ENVIRONMENT AND HUMANS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ3501	SEMESTER	5 th
COURSE TITLE	ENVIRONMENT AND HUMANS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Elective, Scientific area		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek, Erasmus students can get supportive teaching, submit essays, and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK146/		

2. LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course, the students will be able to: <ul style="list-style-type: none"> - Comprehend the historic interactions between humans and nature - Calculate their ecological footprint - Make product choices that reduce their environmental impact - Assess the impact of food on the natural environment
General Competences
Search, analysis, and synthesis of data and information using the relevant ICT techniques Decision making Autonomous study Work in an interdisciplinary background Respect for the natural environment Demonstration of social, professional, and ethical responsibility Demonstration of susceptibility to gender issues Promotion of free, creative, and deductive thinking

3. SYLLABUS

Introduction to the relation of natural environment and humans. Perception of nature. Historic retrospect on the ecology of food production. The ecological history of the Mediterranean. Food and climate change. Ecological footprint. Sustainable consumption. Ethical living.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides and videos in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Literature study</i>	25
	<i>Personal project</i>	21
	<i>Student self-study</i>	40
	Course total	125
STUDENT PERFORMANCE EVALUATION	The assessment of students is performed via a) the compilation and presentation of a personal project (60%), and b) the final written exam (40%). For students with special educational needs, assessment is conducted via oral examination.	

5. ATTACHED BIBLIOGRAPHY

- Εκπαίδευση για το περιβάλλον και την αειφορία, Φλογαίτη Ε., 2011, κωδ. Ευδόξου 12405161
 - Η περιοχή της Μεσογείου: Βιολογική ποικιλότητα στον χώρο και στον χρόνο, J. Blondel, J. Aronson, J. Bodiou, G. Boeuf, 2014, κωδ. Ευδόξου 331335
- Relevant scientific journals:*
- International Journal of Consumer Studies
 - Journal of Cleaner Production
 - Resources, Conservation, and Recycling

SPECIAL TOPICS IN NUTRITION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUTE		
COURSE CODE	IA0101	SEMESTER	5 th
COURSE TITLE	SPECIAL TOPICS IN NUTRITION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and small group exercises/activities in the classroom		3	5
COURSE TYPE	Elective		
PREREQUISITE COURSES	Basic concepts of nutrition & nutrition through lifecycle		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK180/		

2. LEARNING OUTCOMES

Learning outcomes
The main emphasis on this unit is nutritional epidemiology and its application to study links between diet and disease. At the end of this unit students should be able to: <ul style="list-style-type: none"> - apply the basic principles of epidemiology and biostatistics to the science of nutrition and health - to consider the potential for improvement in the health of individuals and communities by change in dietary habits - critically evaluate scientific data linking diet and disease and reach sound conclusions on the validity of published work - characterize the important components of a diet that offers the best protection against ill health
General Competences
Autonomous work Group work Planning and managing small projects Be critical and self-critical Promotion of creative & inductive thinking Searching, analyzing, and composing data and evidence through the use of necessary information.

3. SYLLABUS

The physiological and biochemical basis of the role of nutrition in the cause and prevention of various disease conditions ranging from obesity, cancer and coronary heart disease to dental carries will be investigated. A major challenge in this unit is the translation of dietary recommendations into foods that people can enjoy within economic constraints. More specifically the unit covers topics such as:

- Nutritional Epidemiology
- Obesity
- Weight reducing diets
- Coronary heart Disease
- Diabetes,
- HIV/AIDS
- Diseases of the GI tract
- Cancer

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of learning through the use of asynchronous tele-education platform (e-class).	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	33
	<i>Small group exercises in the classroom</i>	6
	<i>Individual/non-guided studying</i>	60
	<i>Bibliography studying and analyzing (both in Greek and in the English Language)</i>	26
	Course total	125
STUDENT PERFORMANCE EVALUATION	The unit grade will be based on a final written exam (consisting of 6 essay type questions of which the students choose 4 questions to answer). The assessment method is described to the students during the first teacher-student meeting, and it is displayed in the e-class website throughout the semester.	

5. ATTACHED BIBLIOGRAPHY

- Webb GP (2002) Nutrition: A Health Promotion Approach, 2nd edition, ARNOLD
- Vetter N & Matthews I (1999), Epidemiology & Public Health Medicine, Churchill Livingstone
- Garrow JS, James WPT and Ralph A (2000). Nutrition and Dietetics 10th Ed. Churchill Livingstone
- Manns J & Truswell AS (1998) Essential of Human Nutrition. Oxford University Press.
- Thomas B (2000). Manual of Dietetic Practice. 3rd Ed. Blackwell Scientific Publication.
- Barker DJP (1990) Epidemiology in Medical Practice Churchill Livingstone.
- Margetts BM & Nelson M (1997) Design Concepts of Nutritional Epidemiology 2nd edition. Oxford University Press.

Relevant scientific journals

- Journal Public Health Nutrition
- Journal of Adolescent Health
- Journal of Nutrition Education & Behavior Health Education

SPECIAL ISSUES IN TOURISM AND TOURISM ENTERPRISES OPERATION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK4600	SEMESTER	5 th
COURSE TITLE	SPECIAL ISSUES IN TOURISM AND TOURISM ENTERPRISES OPERATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	General background		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK428/		

2. LEARNING OUTCOMES

Learning outcomes

After completing the course, students will be able to:

- understand the specific characteristics of tourism services,
- analyze basic concepts related to the structure and operation of key business sectors in Tourism,
- present the economic and developmental significance of modern Tourism,
- comprehend the specific data and contemporary trends in sustainable tourism development,
- identify best management practices for tourism enterprises,
- understand the particularities of human resource management in tourism businesses,
- analyze contemporary trends in tourism demand and supply,
- present the contribution of new technologies to the tourism industry,
- analyze modern issues of tourism enterprises.

General Competences

- Search, analyze, and synthesize data and information, using the necessary technologies
- Teamwork
- Work in an interdisciplinary environment
- Exercise critical thinking
- Promote free, creative, and inductive thinking

3. SYLLABUS

The purpose of the course is to present the fundamental characteristics and development factors of tourism worldwide. Within this framework, the concepts and data related to the structure and composition of the Tourism Sector, the recording of contemporary characteristics of tourism demand and supply, the structure and trends of Tourism Business, and the data and characteristics of Enterprises and Services in Hospitality, Catering, etc. will be analyzed.

During the lectures, the following topics will be presented:

- The concept and characteristics of the tourism product,
- The importance and statistical data of Tourism development in the modern world and its role for tourism countries and businesses,
- The structure of the tourism industry,
- Contemporary trends in tourism demand and supply,
- Examples of the operation and development of different types of tourism businesses,
- Specific characteristics of Human Resource Management in tourism enterprises,
- Special issues in the development and operation of Tourism Enterprises,
- Technology and Tourism: the crucial importance of new data emerging from e-tourism applications in destinations and businesses,
- Policies for Sustainable Development in the Tourism Sector, both in tourist destinations and in tourism businesses,
- Case studies of businesses in the tourism sector.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Exercises focused on the application of methodologies and case study analysis</i>	16
	<i>Individual/Non-supervised study</i>	70
	Course total	125
STUDENT PERFORMANCE EVALUATION	Language of assessment: Greek (English for Erasmus students) Methods of assessment: a. Written final exam covering the course material, including essay questions (50% of the total grade) b. TeamworkAssignment (50% of the total grade)	

5. ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Stavrinoudis, T. &Kakarougas, C. (2022), Managing Tourism Enterprises: A Scientific guide of how and why of tourism entrepreneurship (inGreek) • Kokkosis, X., Tsartas, P. &Gkriba, E. (2010), Special and Alternative Forms of Tourism, The demand and supply of new tourism products. Kritiki Publications. (inGreek) <p>-Additional bibliography:</p> <ul style="list-style-type: none"> • Evans, N. (2022), StrategicManagementofTourism, Hospitality and Events, Kleidarithmos Publications (inGreek) <p><i>Related academic journals:</i></p> <ul style="list-style-type: none"> • Tourism Management • Annals of Tourism Research • Tourism Review • TOURISMOS

SPATIAL PLANNING AND BUSINESS ENVIRONMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	OK4700	SEMESTER	5 th
COURSE TITLE	SPATIAL PLANNING AND BUSINESS ENVIRONMENT		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and Laboratory Exercises	3	5	
COURSE TYPE	Scientific Area and Skills Development		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, (For Erasmus students study course and exams are offered in English)		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of the course is to highlight the importance of space in the economic behavior analysis of producers, consumers and businesses along with the importance of the environment and its quality. The content of the course deals with theoretical and empirical examples of spatial planning and business environment. Additionally, the aim is to adequately incentivize students to further study and research relevant issues.</p> <p>Upon successful completion of the learning period for the course, students are expected to be able to:</p> <ul style="list-style-type: none"> - Define the meaning and content of Spatial Planning and Business Environment. - Describe and analyze new trends and patterns in Europe and world-wide in terms of Spatial Planning and Business Environment. - Cognize the primary practices for organizing actions aimed at optimizing spatial planning for the business environment development.
General Skills
<ul style="list-style-type: none"> - Adapt to new circumstances situations - Decision making - Manage changes - Respect for the natural and social environment - Exercising critical thinking - Promote free, creative and inductive thinking - Design and project management

3. SYLLABUS

Analysis of spatial planning and entrepreneurship concepts. Spatial Planning and the Environment. Historical overview of site selection theories. Spatial Structure and Organization of the Urban and Regional Economics. Spatial distribution of residential units and their mutual relations and exchanges. Urban and Regional Growth and Development. Microeconomic analysis of the place of the economic unit (enterprise, household) installation. Identification of spatial planning problems. Economic Activity and Environment. Legal Framework for environmental protection by enterprises. Globalization and multinational enterprises position trends. Technology, innovation and space. Location of Industrial Areas: International Experience and Greece.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Special software supporting learning process through e-class digital platform	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Individualized study and literature analysis</i>	50
	<i>Essay writing</i>	40
	Total	125
STUDENTS' EVALUATION	<ul style="list-style-type: none"> - Essay - Final written examination 	

5. ATTACHED BIBLIOGRAPHY

- Mitoula, R. (2023). Sustainable economic regional development [Undergraduate textbook]. Kallipos, Open Academic Publications. <http://dx.doi.org/10.57713/kallipos-264>.
- Mitoula R. (2023) "Sustainable Development. Individual actions for the implementation of the 17 Global Goals of Sustainable Development", Special Volume SUSTAINABLE DEVELOPMENT, Sustainable Development, Culture, Traditions Journal (SDCT-Journal), doi: 10.26341/issn.2241-4010-2023-1c, pages 78
- Mitoula R. (2006) "Sustainable Regional Development in the European Union & Reconstruction of the Greek Urban Environment", STAMOULI Publications, Athens, Greece, ISBN 960-351-845-7, p. 360
- McCann Ph. ed. (2002), Industrial Location Economics, Edward Elgar
- Kotiis G. (1976). Microeconomics of the Place of Installation, ed. Papazisis, Athens
- Skountzos Th. (2005). Regional Economic Analysis and Policy, Vol. A, ed. Stamoulis Publications, Athens
- Armstrong H. & J. Taylor (2000), Regional Economics and Policy, ed. Blackwell, Massachusetts
- Lambrianidis L. (2001), Economic Geography, ed. Pataki Publications, Athens
- Dicken P. & Lloyd P. (1990) Location in Space: Theoretical perspectives in Economic Geography, Harper Collins
- Deakins and Mark Freel. (2015). Entrepreneurship and small business, Startups/A dynamic youth response to unemployment. Scientific editing: Victoria Pekka - Oikonomou, Ioannis Chatzidimitriou. Rosili Publications.
- Stead, D. (2021). Conceptualizing the Policy Tools of Spatial Planning. Journal of Planning Literature, 36(3), 297-311. <https://doi.org/10.1177/0885412221992283>

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ4502	SEMESTER	5 th
TITLE	SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Full module	3	5	
COURSE TYPE	Background, Scientific Area, Skill Development		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English language)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

<p>This module is designed to enhance knowledge of issues related to learning and developmental disorders, equality and diversity, inclusive learning and special educational needs. On successful completion of this module students will be expected to be able to:</p>

- | |
|---|
| <ul style="list-style-type: none">- outline the definition of learning and developmental disorders and inclusive education- outline and evaluate the principles of inclusion from an international perspective- critically analyse the evolution and impact of educational policy and legislation- identify and discuss educational theory and practice in relation to diversity and equality- demonstrate understanding of the key factors that affect human development- demonstrate knowledge of the symptomatology and diagnosis of learning and developmental disabilities in children and adolescents- demonstrate awareness of the standard classifications of mental disorders and learning disabilities (i.e. DSM, ICD)- evaluate the benefits of inclusive education for all learners- demonstrate knowledge of a variety of differentiated teaching and learning methods- produce lesson plans to achieve a range of learning outcomes- develop critical thinking- interact effectively with a group, contributing ideas, giving feedback and collaborating with others- manage self-directed learning using recommended resources |
|---|

General Competences

<p>Independent work. Team work Respecting the culture differences and individuality. Promoting reasoning and self-improvement. Adaptation in new conditions. Decision Making Social, work-related and ethical responsibility in matters related to gender equality. Promoting free, creative and deductive reasoning</p>
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3. SYLLABUS

The module aims to develop critical skills in the evaluation of current research, theory and practice of learning and developmental disorders; and to foster an ethos of positive attitude towards diversity and equality in school and society. It explores key issues concerning the field of inclusive education such as the definition of inclusion, the evolution of inclusive policy and legislation, diversity and equality, theoretical approaches to inclusion and models of good practice, the benefits of inclusive education for all learners, barriers in applying the principles of inclusion, etiology, symptomatology and diagnosis of learning and developmental disabilities with particular focus on dyslexia, ADHD and autistic spectrum disorders, standard classifications of mental disorders and learning disabilities (DSM, ICD), teaching and learning methodologies to support the diverse learning and psycho-emotional needs of pupils, differentiated teaching approaches, family counseling and support, ways in which governments, schools and local authorities can reduce barriers to participation and learning for all children, detailed examination of case studies.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face, use of educational videos, workshops in small groups, review of relevant literature, case studies, hands-on-practice.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	e-class	
TEACHING METHODS	ACTIVITY	Semester workload
	<i>Lectures/Seminars/Interactive teaching</i>	26
	<i>Literature Search and Review</i>	22
	<i>Assignments/Projects</i>	15
	<i>Educational visits/Workshops in small groups</i>	18
	<i>Self-directed study (independent)</i>	40
	<i>Contact hours (one-to-one support and advice)</i>	4
	Full Module (25hrs per ECTS)	125
STUDENT PERFORMANCE EVALUATION	<p>Student performance is based on Greek language exams. Erasmus students are assessed using exams in English language.</p> <p>Student performance is based on a final written exam including multiple choice questions, and brief open ended questions which require critical reasoning. Extra credit is optionally given upon completion of assignments which involve both written and oral presentation. Erasmus students are assessed via a brief written literature review on a topic of their choice from a list of recommended topics. The method and criteria upon which students are assessed at the end of the semester are clearly stated and explained in the e-class of the course, in which all students have access.</p>	

5. ATTACHED BIBLIOGRAPHY

- Jamieson, C. & Morgan, E. (2016). Managing dyslexia at University. Thessaloniki: Kyriakides. (in Greek)
 - Happe, F. & Fletcher-Watson, S. (2022). Autism: A new introduction into psychological theory and modern approaches. Athens: Gutenberg (Dimitris Stasinou, ed. (in Greek)
 - Tomlinson, C. A. (2010). The differentiated classroom: responding to the needs of all learners. Athens: Grigoris. (in Greek)
 - UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Διαθέσιμο στο URL http://www.unesco.org/education/pdf/SALAMA_E.PDF
 - Kouvava, S., Antonopoulou, K., Ralli, A., Kokkinos, C., & Maridaki-Kassotaki, K. (2022). Children's Vocabulary and Friendships: A Comparative Study between Children with and without Specific Learning Disorder and Attention Deficit Hyperactivity Disorder. *Dyslexia*, 28, 149–165. doi: 10.1002/dys.1709
 - Kourakli, M., Altanis, I., Retalis, S., Boloudakis, M., Zbainos, D., & Antonopoulou, K. (2017). Towards the improvement of the cognitive, motoric and academic skills of students with special educational needs using Kinect learning games. *International Journal of Child-Computer Interaction*, 11, 28-39.
 - Scitutto, M. J., Terjesen, M. D., Kucˇerová, A., Michalová, Z., Schriedeler, S., Antonopoulou, K., Shaker, N. Z., Lee, J., Alkahtani, K., Drake, B., & Rossouw, J. (2016). Cross-National Comparisons of Teachers' Knowledge and Misconceptions of ADHD. *International Perspectives in Psychology: Research, Practice, Consultation*, 5(1), 34–50.
- Corereading for Erasmus students
- Farrell, M. (2003). Understanding special educational needs: a guide for student teachers. London New York: Routledge.
 - Powell, S. (2003). Special teaching in higher education: successful strategies for access and inclusion. London Sterling, VA: Kogan Page.
 - Price, K. M., & Nelson, K. L. (2014). Planning effective instruction: diversity responsive methods and management. Belmont, CA: Wadsworth Cengage Learning.
- Related academic journals:*
- Psychology in Greek]
 - Preschool and School Education [in Greek]
 - Journal of Research in Special Educational Needs (JORSEN)
 - Support for Learning
 - European Journal of Special Needs Education
 - British Journal of Learning Disabilities
 - Journal of Learning Disabilities

STEREOTYPES AND PREJUDICES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY, AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMY AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	TE 4402	SEMESTER	5 th
COURSE TITLE	STEREOTYPES AND PREJUDICES		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	3	
COURSE TYPE	Special Background		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK308/		

2. LEARNING OUTCOMES

Learning Outcomes	
<p>Upon completion of the "Stereotypes and Prejudices" course, students will be able to:</p> <ul style="list-style-type: none"> - Thoroughly understand the concepts of stereotypes and prejudices. - Analyze the causes and consequences of stereotypes and prejudices in society. - Develop critical thinking and empathy skills to deconstruct stereotypes and combat prejudices. - Effectively communicate the negative impacts of stereotypes and prejudices. - Design and implement strategies to promote diversity and inclusion. 	
General skills	<p>The course aims at developing the following skills:</p> <ul style="list-style-type: none"> - Decision making - Working autonomously - Working in groups - Working in an interdisciplinary environment - Production of new research ideas - Respect for diversity and multiculturalism - Promote free, creative and inductive thinking - Design and project management - Exercise of criticism and self-criticism - Search, analyze and synthesize data and information, using the necessary technologies - Demonstrate social, professional and ethical responsibility and gender awareness

3. SYLLABUS

- Introduction to Stereotypical Perceptions and Preconceptions:
- Definitions and differences between stereotypes and prejudices
 - The evolution of stereotypes and prejudices through history
 - Social, psychological and cultural factors influencing stereotypes and prejudices
- Types of stereotypes and prejudices:
- Gender stereotypes and prejudices
 - Gender stereotypes and prejudices
 - Religious stereotypes and prejudices
 - Socio-economic stereotypes and biases
 - Sexual orientation and gender identity stereotypes and prejudices
- Impact of Stereotypes and Prejudices:
- Individual and social consequences of stereotypes and prejudices
 - Discrimination and exclusion due to stereotypes and prejudices
 - Restriction of individual development and opportunities
 - Barriers to social cohesion and progress
- Deconstructing stereotypes and combating prejudice:
- Critical thinking and analysis of stereotypes
 - Developing empathy and intercultural competence
 - Training to promote diversity and inclusion
 - Social activism and attitude change
- Methods of research and prejudice analysis:
- Qualitative research
 - Interviews

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face- to- face Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lecture</i>	26
	<i>Group work activities Group or Individual non-guided field research</i>	64
	<i>Personal Study</i>	35
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on: Field scientific research and oral presentation. The final evaluation is based on the preparation and the oral presentation of a field study conducted either in groups or individually which includes interviews about a stereotype chosen by students The assessment criteria are: A. Theory: theoretical review of the issues related to the under - investigation stereotype B. Method: description of the methodology, the questions of the semi-structured interview and the characteristics of the sample C. Results: The qualitative analysis of the interviews D. Discussion: The conclusions drawn and their relations to the theoretical framework and the interviews' analysis Grading: - the degree of understanding and the ability to critically approach the subject (20%) - the detailed presentation and analysis of the activities and their goals as well as their relevance to the module (30%) - the appropriateness of the number, content, type innovativeness of the activities (30%) - presentation skills (20%) Detailed criteria and assessment procedures are described to the students at the first lecture and displayed in the e- class website.</p>	

5. ATTACHED BIBLIOGRAPHY

- Lecture notes
- Cohen-Eliya, M. & Hammer, Y. (2004). Advertisements, Stereotypes, and Freedom of Expression. *Journal of Social Philosophy*, 35(2), 165-187.
- Halsterad, J.M. & Taylor, M.J. (2000). Learning and teaching about values: A review of recent research. *Cambridge Journal of Education*, 30 (2), 169-202.

RESEARCH METHODS IN SOCIAL SCIENCES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE UNDERGRADUATE LEVEL OR	UNDERGRADUATE		
COURSE INDEX	ΓΕ5800	SEMESTER	5 th
COURSE TITLE	RESEARCH METHODS IN SOCIAL SCIENCES		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
	3	5	
COURSE TYPE	Background, General knowledge, Skill Development		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (in English language)		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

This unit aims to develop knowledge and understanding on the following issues: the process of social research, qualitative and quantitative methods and mixed research methods, writing up a social research. On successful completion of this unit students will be expected to be able to:

- recognize the wide range of research methods
- critically appreciate how research is carried out and with what assumptions
- choose research methods
- formulate research questions
- prepare qualitative and quantitative research designs
- identify ethical issues in research
- write a scientific paper
- develop critical thinking
- develop oral and written communication skills
- interact effectively with a group, contributing ideas, giving feedback and collaborating with others
- manage self-directed learning using recommended resources
- manage time
- use library resources

General skills

Search, analysis and synthesis of empirical data and theoretical information using IT and academic library resources

Independent work, self-regulation.

Team work, collaboration

Decision Making and problem solving

Research proposal design

Promoting free, creative and deductive reasoning

3. SYLLABUS

This unit discusses the following topics: the nature and process of social research, social research strategies, planning a research project and formulating research questions, reviewing the literature, ethics in social research, qualitative research, quantitative research, and mixed method research writing up social research.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face-to-face, workshops in small groups, review of relevant literature	
USE OF ICT	e-class	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	26
	<i>Literature search and reading</i>	24
	<i>Written assignment</i>	25
	<i>Self-directed study (independent)</i>	40
	<i>Tutorial support</i>	10
	Total, (25 h per ECTS credit)	125
EXAMINATIONS	<p>The language of learning assessment is Greek and English for the Erasmus students only.</p> <p>The course grade is based on a final written exam including multiple choice questions (accounts for 60% of the total course grade) and a 1000 word research proposal with public presentation on a topic from a list of recommended topics (accounts for 40% of the total course grade).</p> <p>Details of the method and criteria upon which students are assessed at the end of the semester are clearly stated and explained in the e-class of the course, in which all students have access. Feedback is available online via e-class.</p>	

5. ATTACHED BIBLIOGRAPHY

- Babbie, E. (2014). The basics of social research. Canada: Wadsworth.
- Bryman, A. (2012). Social research methods. NY: Oxford University Press.
- Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. NY: Routledge.
- Murray, T. R. (2003). Blending qualitative and quantitative research methods in theses and dissertations. Thousand oaks, CA: Corwin Press.
- Sirkin, M. (1995). Statistics for the social sciences. London Thousand Oaks, CA: Sage Publications

Recommended scientific journals

Greek Journals

- Educational Review
- Hellenic Journal of Research in Education

International Journals

- The Social Science Journal

6th SEMESTER

COMPULSORY COURSES

SUSTAINABLE ECONOMIC AND REGIONAL DEVELOPMENT -URBAN RECONSTRUCTION IN THE EU

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	OK3400	SEMESTER	6 th
COURSE TITLE	SUSTAINABLE ECONOMIC AND REGIONAL DEVELOPMENT - URBAN RECONSTRUCTION IN THE EU		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and Laboratory Exercises	3	5	
COURSE TYPE	Background, General Knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of the course is to get students acquainted with the factors that lead a city or a region to economic sustainability and to enable them to assess whether a city or a region has the potential to become sustainable and how.</p> <p>Upon successful completion of the learning period for the course, students are expected to be able to:</p> <ul style="list-style-type: none"> - Define the meaning and content of economic and regional development and urban reconstruction and evaluate their contribution to sustainable development. - Describe and analyze new trends and patterns in the world and in Europe in terms of economic and regional development and urban reconstruction. - Cognize the primary practices for organizing actions aimed at economic and regional regeneration and urban reconstruction.
General Skills
<ul style="list-style-type: none"> - Adapt to new circumstances situations - Decision making - Manage changes - Respect for the natural and social environment - Exercising critical thinking - Promote free, creative and inductive thinking - Design and project management

3. SYLLABUS

Interpretation of the terms Sustainable Economic Development, Local Development, Regional Development. Causes of regional development disparities. Regional policy objectives. The contribution of transport, energy, telecommunications, environmental infrastructure, research and technology, the agricultural sector, cultural and architectural heritage in the sustainable local and regional development process. The regional policy of the European Union. The framework for action towards sustainable development of the regions of the European Union. The EU's regional policy of Greece. Sustainable development and management of cities through the protection of the environment, the protection of the architectural heritage, the regeneration of degraded areas. The policy of socio-economic cohesion and sustainable urban environment. The single market in the EU. Policy to enhance entrepreneurship, competitiveness, employment and the urban environment. The effects of globalization phenomenon in the city.

4. TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	Special software supporting learning process through e-class digital platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Individualized study and literature analysis</i>	50
	<i>Essay writing</i>	40
	Total	125
STUDENTS' EVALUATION	<ul style="list-style-type: none"> - Essay - Final written examination 	

5. ATTACHED BIBLIOGRAPHY

- Μητούλα, Ρ. (2006). Βιώσιμη Περιφερειακή Ανάπτυξη στην Ευρωπαϊκή Ένωση & Ανασυγκρότηση του Ελληνικού Αστικού Περιβάλλοντος, Εκδόσεις Σταμούλη, Αθήνα.
- Μητούλα, Ρ., Αστάρα, Ό. & Καλδής, Π. (2008). Βιώσιμη Ανάπτυξη – Έννοιες, διεθνείς & ευρωπαϊκές διαστάσεις, Εκδόσεις Rosili, Αθήνα.
- Στεφάνου, Ι. & Μητούλα, Ρ. (2002). Ο ρόλος της ενέργειας στον περιβαλλοντικό σχεδιασμό και την περιφερειακή ανάπτυξη, Εκδόσεις Εργαστηρίου Πολεοδομικής Σύνοψης Ε.Μ.Π., Αθήνα.
- Αγγελίδης, Μ. (2000). Χωροταξικός σχεδιασμός και βιώσιμη ανάπτυξη, Εκδόσεις Συμμετρία, Αθήνα.
- Armstrong H. & J. Taylor (2000), Regional Economics and Policy, Massachusetts: Blackwell
- Krugman P. (2002), Development, Geography, and Economic Theory, The MIT Press
- McCann Ph. (2013), Modern Urban and Regional Economics, Oxford
- OECD (2010), How Regions Grow, OECD: Paris
- Stilwell (1980), Economic Crisis, Cities and Regions, Pergamon Press
- McCann Ph. (1992), Αστική και Περιφερειακή Οικονομική, Αθήνα: Κριτική
- Πετράκος Γ. και Ψυχάρης Γ. (2004), Περιφερειακή Ανάπτυξη στην Ελλάδα, Αθήνα: Κριτική
- Mitoula R. (2023) "Sustainable Development. Individual actions for the implementation of the 17 Global Goals of Sustainable Development", Special Volume SUSTAINABLE DEVELOPMENT, Sustainable Development, Culture, Traditions Journal (SDCT-Journal), doi: 10.26341/issn.2241-4010-2023-1c, pages 78
- United Nations (1983) "Process of preparation of the Environmental Perspective to the Year 2000 and Beyond", Available at: <https://www.refworld.org/docid/3b00f22810.html>.
- United Nations (1992) United Nations Conference on Environment & Development Rio de Janeiro, Brazil/AGENDA 21. Available at: <https://sustainabledevelopment.un.org/content/documents/Agenda21.pdf>.
- United Nations (1997) General Assembly 19th special session to review and appraise the implementation of Agenda 21, New York. <https://sustainabledevelopment.un.org/milestones/gass19>.
- United Nations (2002) Report of the World Summit on Sustainable Development Johannesburg, South Africa, Available at: <https://sustainabledevelopment.un.org/milestones/wssd>.
- United Nations (2012) The Future we want. Outcome document of the United Nations Conference on Sustainable Development, Rio de Janeiro, Brazil. Available at: <https://sustainabledevelopment.un.org/content/documents/733FutureWeWant.pdf>.
- United Nations (2015) Transforming Our World: The 2030 Agenda for Sustainable Development, Available at: <https://sustainabledevelopment.un.org/post2015/transformingourworld>.
- United Nations. (1987) Report of the World Commission on Environment and Development: Our Common Future (the Brundtland Report), Available at: <https://documents-dds-y.un.org/doc/UNDOC/GEN/N87/184/67/IMG/N8718467.pdf?OpenElement>.

- Van de Bergh και Nijkamp (1991) “Operationalizing sustainable development: dynamic ecological economic models”, Ecological Economics, Vol. 4, Issue 1, 11-33.
- WHAT IS A ‘GOOD PRACTICE’? A framework to analyse the Quality of Stakeholder Engagement in implementation and follow-up of the 2030 Agenda, <https://sdgs.un.org/sites/default/files/2021-01/UNDP-UNDESA%2C%20Stakeholder%20Engagement%20Report%20FINAL.pdf>.
- World Bank Group (2006) Where is the Wealth of Nations? Measuring Capital for the 21st Century, Available at: <http://documents.worldbank.org/curated/en/287171468323724180/Where-is-the-wealth-of-nations-measuring-capital-for-the-21st-century>.
- World Bank Group (2018) The Changing Wealth of Nations 2018: Building a Sustainable Future, Available at: <https://openknowledge.worldbank.org/handle/10986/29001>.
- www.ypes.gr/dioikitiki-diairesi-aytodioikisis/.
- Yeung, H.W. (1998) “Capital, State and Space: Contesting the Borderless World”. Transactions of the Institute of British Geographers.

EDUCATIONAL ASSESSMENT AND CURRICULUM

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY, AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ 4601	SEMESTER	6 th
COURSE TITLE	EDUCATIONAL ASSESSMENT AND CURRICULUM		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
LECTURES	3	5	
COURSE TYPE	Special Background		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK209/		

2. LEARNING OUTCOMES

Learning Outcomes	
	Upon completion of this course, students will be able to: 1. Gain a deep understanding of the core theories and concepts of assessment: <ul style="list-style-type: none">- Philosophical foundations of educational assessment- Aims and functions of educational assessment- Types and forms of educational assessment- Ethical and social dimensions of educational assessment 2. Critically analyze the processes of developing and evaluating school programs: <ul style="list-style-type: none">- Design and development of educational programs- Implementation and evaluation of educational programs- Utilizing assessment data to improve programs 3. Transfer their knowledge to other areas of human activity beyond education: <ul style="list-style-type: none">- Recognizing the principles of assessment and program design in non-educational settings- Applying assessment and design skills in other sectors, such as businesses, the non-profit sector, or public administration.
General skills	
	The course aims at developing the following skills: <ul style="list-style-type: none">- Decision making- Working autonomously- Working in groups- Working in an interdisciplinary environment- Production of new research ideas- Respect for diversity and multiculturalism- Promote free, creative and inductive thinking- Design and project management- Exercise of criticism and self-criticism- Search, analyze and synthesize data and information, using the necessary technologies- Demonstrate social, professional and ethical responsibility and gender awareness

3. SYLLABUS

<ul style="list-style-type: none">- Philosophical and sociological approaches of the Curriculum- Types of school curricula and the process of their development and review- Educational assessment and measurement- Assessment Paradigms- Types of educational assessment- Taxonomy of Educational Objectives (Bloom, Successful Intelligence)- Validity and reliability in educational assessment- Student self-evaluation and self-regulation of learning.- Authentic assessment and learning- Design and development of educational programs
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4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform (e-class) for distant education and communication and critical use of A.I. platforms as a tool for research and brainstorming.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lecture</i>	36
	<i>Group work activities Individual/non-guided studying-essay writing</i>	44
	<i>Personal Study</i>	45
	Total	125
ASSESSMENT METHODS	<p><u>In-class assignments:</u> Students complete short assignments aligned with the course objectives during lectures with the assistance of artificial intelligence. The final assessment is based on these assignments. Students who do not attend lectures take a three-hour exam. The grading criteria are related to:</p> <ul style="list-style-type: none"> - The degree of knowledge and understanding of the topics under examination - Ability to critically approach the issues - Practical ability to construct scientifically sound exam questions - Practical ability to construct scientifically sound educational programs <p>(Detailed assessment criteria for the above and specific procedures are provided in the first lesson and on the course website.)</p>	

5. ATTACHED BIBLIOGRAPHY

Lecture notes

- Κασσωτάκης, Μ. (2015). Η αξιολόγηση της επίδοσης των μαθητών, Αθήνα: Γρηγόρης
- Wyatt-Smith, C. & Cumming, J. (2009). Educational assessment in the 21st century, Springer.

CONSUMER BEHAVIOR-MARKETING

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE UNDERGRADUATE LEVEL	OR	UNDERGRADUATE	
COURSE INDEX	OK2301	SEMESTER	6 th
COURSE TITLE	CONSUMER BEHAVIOR-MARKETING		
INDEPENDENT CURRICULAR ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Lectures		3	5
COURSE TYPE	General Knowledge, Skills Development		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes, (in English)		
COURSE WEB-PAGE (URL)	https://dhee.hua.gr/index.php/en/symperifora-tou-katanaloti-marketing		

2. LEARNING OUTCOMES

Learning Outcomes

The objective of the course is the understanding of the core issues concerning Consumer Behaviour, modern holistic Marketing Management, with special emphasis to the Marketing of Services and Customer Satisfaction and Policies.

After the completion of the lectures the students will be able to:

- understand the content and importance of consumer behavior analysis and market research
- apply SWOT analysis
- identify the phases of consumers buying process and the concept of "criteria weight"
- be informed for the factors that form the different consumers groups and the criteria of selecting "target groups"
- to acknowledge the differences between services and products concerning the consumers' buying criteria
- know various marketing techniques applied by the enterprises

General Competences

- Analysis of data and information with the use of modern information technologies
- Development of skills for working in an international environment
- Generation of new research initiatives

3. SYLLABUS

The course's content includes the following:

- introduction in the fundamental concepts of consumer behaviour and holistic Marketing
- consumers' decision making process
- market research and target groups
- consumer behaviour and customer satisfaction-loyalty
- SWOT analysis
- life cycle and marketing strategies
- products Vs services marketing
- communication and promotion techniques
- advertising goals, design and budget
- Value Chain and Marketing

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICTs during teaching, use of e-class application, contact through e-mail.	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lecture</i>	30
	<i>Learning interaction during teaching</i>	20
	<i>Bibliography studying and analyzing</i>	20
	<i>Group work activities</i>	20
	<i>Individual/non-guided studying-essay writing</i>	35
	Total	125
STUDENT PERFORMANCE EVALUATION	<p>Students' assessment is based on written examination (100%).</p> <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> - Educational correctness, scientific substantiation of the answers. - Ability to use correctly concepts, notions, terms that have been studied and analyzed during the course. - Reflective and composing ability as regards studying and using of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, structure of the written essay. - Morphological features of a written essay. <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Kotler, P., Kartajaya, H., Setiawan, I. (2010), Marketing 3.0: From Products to Customers to the Human Spirit
- Kotler, P., Keller, K. (2006), Marketing Management, 12th ed. Pearson Prentice Hall. ISBN 0-13-145757-8.
- Joshi, Rakesh Mohan, (2005) International Marketing, Oxford University Press, New Delhi and New York ISBN 0-19-567123-6

Related Scientific Journals:

- Journal of Consumer Behaviour, Wiley On-Line Marketing

ELECTIVE COURSES

6th SEMESTER

SUSTAINABLE ECONOMIC BEHAVIOR

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK5100	SEMESTER	6 th
COURSE TITLE	SUSTAINABLE ECONOMIC BEHAVIOR		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE	General Knowledge - Compulsory		
PREREQUISITE COURSES	Elementary knowledge		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
The main objective of the course is to understand the major challenges we face in achieving the Sustainable Development Goals (SDGs). Students will be able to develop critical thinking about the economic systems, technologies, finance and policies that contribute to accelerating a sustainable transition. In addition, they will gain knowledge on how to manage the multiple issues related to sustainable consumption and production.
General Competences
<ul style="list-style-type: none"> - Individual Work - Teamwork - Working in an interdisciplinary environment - Adapt to new situations - Promote free, creative and inductive thinking - Producing new research ideas

3. SYLLABUS

Understanding the concepts and principles of sustainable consumption-business behaviour. Best practices and approaches to policies that promote sustainable consumption. Sustainable business behaviour. Tools and instruments used to influence consumer/business behaviour, communication/information tools. Use of appropriate tools and instruments in selected sectors such as food, energy and consumer electronics.
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4. TEACHING and LEARNING METHODS - EVALUATION

TEACHINGMETHODS.	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USEOFICT	Use of powerpoint and educational platform (eclass)	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	25
	<i>Assignment</i>	20
	<i>Self-study</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	A final examination will be given. Students will be required to prepare a paper which will be presented at the end of the semester. There will also be assignments during the semester. The overall course grade is calculated as the sum of: a) 80% of the final exam grade, b) 20% of the paper grade.	

5. ATTACHED BIBLIOGRAPHY

- Van Trijp, H. C. (Ed.). (2013). Encouraging sustainable behavior: Psychology and the environment. Psychology Press.
- Akemu, O., Whiteman, G., & Kennedy, S. (2016). Social enterprise emergence from social movement activism: The Fairphone case. *Journal of Management Studies*, 53(5), 846-877.
- Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review*, 10(3), 50-55.
- Crane, A. (2013). Modern slavery as a management practice: Exploring the conditions and capabilities for human exploitation. *Academy of Management Review*, 38(1), 49-69.
- Foxall, G.R. (2015). *Consumer Behaviour: A Practical Guide*. Routledge London: Routledge, Taylor & Francis Group.
- *Greening Household Behaviour: The Role of Public Policy*. (2011). OECD.

ACCOUNTING II

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK3002	SEMESTER	6 th
COURSE TITLE	ACCOUNTING II		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE	General Knowledge - Elective		
PREREQUISITE COURSES	Elementary knowledge		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
The Accounting II course enriches students' basic knowledge and skills with specialized ones through the theoretical and practical approaches to General and Financial Accounting. Students can develop critical thinking skills through the course and analyze and interpret specific accounting issues.	
General Competences	
<ul style="list-style-type: none"> - Individual Work - Teamwork - Working in an interdisciplinary environment - Adapt to new situations - Promote free, creative and inductive thinking - More general understanding of accounting statements and results - Producing new research ideas 	

3. SYLLABUS

Current assets. Stock Valuation Methods. Basic Account Discrimination. Accounting errors. Accounting systems. Basics of the Greek General Accounting Plan (EGG). Completion of Accounting procedures. Cycle of accounting procedures. Accounting applications.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint and educational platform (eclass)	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	45
	<i>Practical Issues</i>	40
	Total Course, (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	The overall course grade is calculated from the final exam grade.	

5. ATTACHED BIBLIOGRAPHY

- Βασιλείου, Δ., Ηρειώτης, Ν., Μπάλιος, Δ., (2021). Προχωρημένη Χρηματοοικονομική Λογιστική, Β' Έκδοση, Λεπτομέρειες
- Βασιλείου, Δ., (2019). Αρχές χρηματοοικονομικής λογιστικής- Χρηματοοικονομική Ανάλυση και Λήψη Αποφάσεων, Λεπτομέρειες
- Νιάρχος, Ν. Α., (2004). Χρηματοοικονομική Ανάλυση Λογιστικών Καταστάσεων, Λεπτομέρειες
- Παππάς, Α., (2011). Χρηματοοικονομική Λογιστική, Λεπτομέρειες
- Φίλιος, Β. & Φίλιου, Α., (2022). Η τεχνική των αποτιμήσεων, Λεπτομέρειες

E-COMMERCE AND BUSINESS PROCESS RE-ENGINEERING

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4800	SEMESTER	6 th
COURSE TITLE	E-COMMERCE AND BUSINESS PROCESS RE-ENGINEERING		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	General Knowledge, Skills Development		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (in English)		
COURSE WEB-PAGE (URL)	https://dhee.hua.gr/index.php/el/ilektronikes-agores-katanaloton-kai-anasxediasmos-epixeirimatikon-diadikasion		

2. LEARNING OUTCOMES

Learning Outcomes

The objective of the course is the presentation of the consumers' e-commerce framework (processes, institutional framework, etc.) and business process re-engineering methodology applied from the enterprises towards adjusting to the new operational requirements.

After the completion of the lectures the students will be able to:

- be informed about the e-commerce practices applied by the companies and the regarding institutional framework
- understand the fundamental principles of the business process re-engineering with focus to critical processes, such as Customer Service process, Order Picking process, Sales process, etc.
- Identify the steps towards applying business process re-engineering
- evaluate with critical thinking the effects of new technologies on the supply and demand of goods
- recognize the risks of e-business and e-commerce

General Competences

- Analysis of data and information with the use of modern information technologies
- Development of skills for working in an international environment
- Generation of new research initiatives

3. SYLLABUS

The course's content includes the following:

- Ecommerce, B2B and B2C
- E-commerce institutional framework
- E-commerce practices
- Business Process re-engineering processes principles and application phases
- Change management
- Online shopping and social networks

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICTs during teaching, use of e-class application, contact through e-mail.	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lecture</i>	30
	<i>Learning interaction during teaching</i>	20
	<i>Bibliography studying and analyzing</i>	30
	<i>Individual/non-guided studying-essay writing</i>	45
	Total	125
STUDENT PERFORMANCE EVALUATION	<p>Students' assessment is based on written examination (100%).</p> <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> - Educational correctness, scientific substantiation of the answers. - Ability to use correctly concepts, notions, terms that have been studied and analyzed during the course. - Reflective and composing ability as regards studying and using of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, structure of the written essay. - Morphological features of a written essay. <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Hammer, M. & Champy, J., *Reengineering the Corporation: A Manifesto for Business Revolution*. (1st ed.) New York, NY: Harper Business, 1993.
- Champy James, *Reengineering Management, The Mandate for New Leadership*, Harper Collins Publishers, London, 1995.
- Manganelli Cathy and Klein Mark M., *The Reengineering Handbook*, American Management Association, AMACOM, New York, 1996.
- Dutta Soumitra and Jean-Francois Manzoni, *Process Re-engineering, Organizational Change and Performance Improvement*, McGraw-Hill Publishing Company, London 1999.
- Aras Alkis, Tekin Kose,(2022). Privacy concerns in consumer E-commerce activities and response to social media advertising: Empirical evidence from Europe, *Computers in Human Behavior*, Vol. 137,107412ISSN0747-5632,<https://doi.org/10.1016/j.chb.2022.107412>.
- Ali Esfahbodi, Gu Pang, Liuhan Peng, (2022). Determinants of consumers' adoption intention for blockchain technology in E-commerce, *Journal of Digital Economy*, Vol/ 1, (2),Pp. 89-101,ISSN 2773-0670,<https://doi.org/10.1016/j.jdec.2022.11.001>.
- Jingqin Su, Yajie Zhang, Xianyun Wu,(2023). How market pressures and organizational readiness drive digital marketing adoption strategies' evolution in small and medium enterprises, *Technological Forecasting and Social Change*, Vol. 193,122655,ISSN 0040-1625,<https://doi.org/10.1016/j.techfore.2023.122655>.

MARKETING SERVICES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK4200	SEMESTER	6 th
COURSE TITLE	MARKETING SERVICES		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	Scientific Knowledge and Skill Development		
PREREQUISITE COURSES	None		
TEACHING & EXAMINATION LANGUAGE	Greek, English for Erasmus students		
COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEB-PAGE(URL)	https://eclass.hua.gr/courses/OIK479/		

2. LEARNING OUTCOMES

Learning Outcomes

Upon completion of the course, students are expected to be able to:

- Develop a deep understanding of how Services Marketing contrasts with Product Marketing.
- Describe the philosophy, basic concepts, and general principles of Marketing, and its significance in the operation and development of businesses and organizations.
- Be capable of applying appropriate service marketing techniques in both the public and private sectors to attract and retain customers/users and maximize their satisfaction.
- Become familiar with the full range of marketing processes and functions, such as strategic planning and the marketing process, market research and consumer behavior, segmentation, targeting, positioning, product/service strategies, pricing, distribution, and promotion-communication.
- Acquire the ability to evaluate appropriate strategies and marketing mix to achieve customer satisfaction.
- Be able to utilize theoretical knowledge and practices in the development of Marketing plans.

General Skills

- Decision making
- Creative and critical thinking
- Leadership
- Problem solving
- Team work
- Working in an international context
- Harmonious workplace relationships and communication
- Adapting to change

3. SYLLABUS

- Introduction to Marketing – Definitions and Basic Concepts
- Services Marketing
- Marketing Mix
- Service and Brand Development
- Service Distribution through Physical and Electronic Channels
- Service Pricing and Revenue Management
- Marketing Communication in Services
- Designing Service Delivery Processes
- Balancing Demand and Capacity
- Shaping the Service Environment
- Human Resource Management for Gaining Competitive Advantage
- Communication with the Environment and Service Promotion
- Marketing Research
- Strategic Planning and Marketing
- Market Segmentation
- Differentiation in Marketing
- Consumer Behavior
- Internal Marketing and its Implementation
- Sales Management - Customer Attraction and Retention

4. TEACHING & LEARNING METHODS – EVALUATION

TEACHING METHODS	Face to Face	
USE of ICT	E-Class electronic platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Studying and Literature Review</i>	50
	<i>Practical implementation</i>	40
	Course Total	125
STUDENT EVALUATION	<ul style="list-style-type: none"> - The course examination can be done either through written exams at the end of the semester or with two written progress tests during the semester. - The written progress tests are optional and exempt the students from the final exam if they achieve a minimum grade of 5 in both. - To participate in the second progress test, a minimum grade of 5 is required in the first one. Otherwise, participation in the written exams at the end of the semester is mandatory. - If progress tests are conducted, their dates will be announced in advance by the instructor. - The evaluation method for both the progress tests and the final exams may include a combination of essay questions, critical thinking questions, case studies, true-false questions, or multiple-choice questions. <p>The main evaluation criteria for the students' written answers are:</p> <ul style="list-style-type: none"> - Ability to correctly utilize and use the concepts and terms developed during the course instruction. - Critical and synthetic ability in their answers. - Expressive ability, clarity, and conciseness of the answers. - Organization of thought - Structure of written language. 	

5. ATTACHED BIBLIOGRAPHY

- Αυλωνίτης, Γ., Γούναρης Σ. & Τσιτσιου, Ρ. (2016), Μάρκετινγκ Υπηρεσιών, εκδ. Brokenhill.
 - Wirtz, J & Lovelock, C., (2018). Μάρκετινγκ υπηρεσιών, εκδ. Δίσιγμα.
 - Γούναρης, Σ. & Καραντίνου Κ. (2014). Μάρκετινγκ Υπηρεσιών, εκδ. Rosili.
 - Τζωρτζάκης, Κ. & Charles Worth, A. (2020), Μάρκετινγκ – Περιλαμβάνει και Digital Μάρκετινγκ, εκδ. Rosili.
 - Flisk, R. P., Grove, S. J. & John, J. (2013). Services Marketing Interactive Approach, 4th Edition, εκδ. Cengage Learning.
- Relative Scientific Journals:*
- Journal of Marketing
 - European Journal of Marketing
 - Journal of Consumer Marketing
 - Journal of Marketing Management

FOOD AND THE ENVIRONMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ5500	SEMESTER	6 th
COURSE TITLE	FOOD AND THE ENVIRONMENT		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Specialised background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek, Erasmus students can get supportive teaching, submit essays, and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK333/		

2. LEARNING OUTCOMES

Learning outcomes

The course aims to introduce students to the environmental impacts of the food supply chain (primary production, processing- manufacturing, retail and other distribution, consumption). Upon completion, students are anticipated to:

- be familiar with the processes of food production, distribution, consumption, and food waste disposal
- have acquired cognitive skills related to assessing the environmental impacts of the aforementioned processes in relation to the sufficiency and quality of food and related policy measures
- have comprehended the factors that shaped the contemporary food system and its impacts on the environment and human health.

General Competences

The successful attendance and completion of the course contributes to achieving the following programme outcomes:

- Thorough interdisciplinary comprehension of the intrinsic interaction between human societies and the environment (natural, human made), as well as its role in sustainable development.
- Application of modern scientific methods to issues of sustainable consumer and nutritional behavior, health education, management and protection of the natural and cultural environment, as well as to topics such as alternative tourism.
- Ability to conduct research on topics related to this field of study.

3. SYLLABUS

Natural resources and sustainable use: the concepts and their critique, Introduction to agriculture, livestock farming and fisheries, Soil, fertility and degradation processes, Water resources, surface and groundwater, Land resources, Desertification, Wildlife/fisheries management, Pest control, Packaging and impacts thereof, Food redistribution, Food waste prevention and management within the framework of circular economy principles, The concept of food-kilometers, World food crisis, Food labeling, Food and Nutrition Policies."

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Study and analysis of bibliography</i>	36
	<i>Student self-study</i>	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>The assessment of students' performance is performed through a final written examination, after the completion of the teaching period. The written examination includes multiple-choice questions and short essay questions.</p> <p>Alternatively, students' performance can be assessed through optional participation in two exemption progress tests.</p> <p>The main criteria for evaluating students' written responses are:</p> <ul style="list-style-type: none"> - Ability to correctly utilize and use the concepts and terms developed during the course - Critical and synthetic ability in answering the exam questions - Expressive ability, clarity, and conciseness of answers - Organization of thought and structure of written expression - Format of the written essay <p>For students with diagnosed dyslexia or other learning difficulties, the assessment is conducted orally.</p> <p>All the above evaluation criteria are made known to the students in the first lesson and are posted on the course's e-class platform throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Miller G. Tyller, Spoolman E. Scott (2018). Περιβαλλοντική Επιστήμη. 15^η Έκδοση. Εκδόσεις Τζιόλα & Υιοί Α.Ε. Κωδικός Βιβλίου στον Εύδοξο: 59386824
 - Camp W. C. & Daugherty T. B., Διαχείριση φυσικών πόρων, Ίων, Αθήνα, 2004.
 - Wright R.T., Boorse D.F., Περιβαλλοντική Επιστήμη προέναβιώσιμο μέλλον, Παρισιανού Α.Ε., Αθήνα 2012
 - Lawrence, Geoffrey, Lyons, Kristen, Wallington, Tabatha (2010). Food, security, nutrition and sustainability London; New York: Earthscan
 - Ματάλα Αντωνία-Λήδα & Χουλιάρας Αστέριος (2005). Η Διατροφή στον 21ο αιώνα: Γεωγραφίες της Αφθονίας και της Στέρησης, Εκδόσεις Παπαζήση, Αθήνα
- Related academic journals:*
- Applied Food Research
 - Sustainable Production and Consumption
 - Resources

CIRCULAR ECONOMY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ7000	SEMESTER	6 th
COURSE TITLE	Circular Economy		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Specialised background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek, Erasmus students can get supportive teaching, submit essays, and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

Upon completion of the course, students are expected to be able to:

- Understand the fundamental concepts and principles of the circular economy, including resource efficiency.
- Analyze the environmental, economic, and social impacts of linear and circular economy models, focusing on waste production and resource depletion.
- Identify and evaluate techniques, practices, and tools that can be effectively used for waste management planning in relation to the Sustainable Development Goals and the principles of the Circular Economy.
- Explore how policymaking, regulations, and international frameworks can contribute to promoting circular economy practices and sustainable waste management.
- Examine real case studies and applications of the circular economy in different sectors, with an emphasis on bioeconomy and its contribution to economic growth.
- Address complex challenges related to resource and waste management within the framework of the circular economy with critical thinking and problem-solving skills.

General Competences

Search for, analysis and synthesis of data and information
Adapting to new situations
Decision-making
Working independently
Working in an interdisciplinary environment
Respect for the natural environment
Criticism

3. SYLLABUS

Introduction to Circular Economy and Waste Management (timeline, concept, principles). Analysis of the three principles of the Circular Economy. Waste prevention and the 9Rs: Refuse, Rethink, Reduce, Reuse, Repair, Refurbish, Remanufacture, Repurpose, Recycle. Product design aimed at extending their useful life. The Circular Economy and its environmental, social, and economic benefits. The Life Cycle Assessment methodology as a tool for waste management within the framework of Circular Economy concept. The Circular Economy Strategy at European and national levels. Critical presentation of circular solutions in sectors such as the food supply chain, textiles, packaging materials.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTET WORKLOAD
	<i>Lectures</i>	39
	<i>Study and analysis of bibliography</i>	36
	<i>Student self-study</i>	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>The assessment of students' performance is performed through an essay and a final written examination; the latter after the completion of the teaching period. The written examination includes multiple-choice questions and short essay questions.</p> <p>The main criteria for evaluating students' written responses are:</p> <ul style="list-style-type: none"> - Ability to correctly utilize and use the concepts and terms developed during the course - Critical and synthetic ability in answering the exam questions - Expressive ability, clarity, and conciseness of answers - Organization of thought and structure of written expression - Format of the written essay <p>For students with diagnosed dyslexia or other learning difficulties, the assessment is conducted orally.</p> <p>All the above evaluation criteria are made known to the students in the first lesson and are posted on the course's e-class platform throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Διαχείριση και μηχανική στερεών αποβλήτων – Κομίλης Δ. (2023). Εκδόσεις Τζιόλα& Υιοί Α.Ε. Κωδικός Βιβλίου στον Εύδοξο: 122075545
- European Commission, Directorate-General for Research and Innovation, Schempp, C., Hirsch, P. (2020). Categorisation system for the circular economy – A sector-agnostic categorisation system for activities substantially contributing to the circular economy, Publications Office, <https://data.europa.eu/doi/10.2777/172128>
- Kirchherr J., Reike D., Hekkert M. (2017). Conceptualizing the circular economy: An analysis of 114 definitions. *Resources, Conservation & Recycling*, 127, 221-232 <https://doi.org/10.1016/j.resconrec.2017.09.005>
- Kirchherr, J., Piscicelli, L., Bour R., Kostense- Smit E., Muller J., Huibrechtse- Truijens A, Hekkert M. (2018). Barriers to the Circular Economy: Evidence from European Union (EU). *Ecological Economics*, 150, 264-272. <https://doi.org/10.1016/j.ecolecon.2018.04.028>
- Sandin G., Peters G.M. (2018). Environmental impact of textile reuse and recycling – A review. *Journal of Cleaner Production*, 184, 353-365. <https://doi.org/10.1016/j.jclepro.2018.02.266>
- Rosenboom J. G., Langer R. (2022). Bioplastics for a circular economy. *Nature Reviews Materials*, 7(2), 117-137. <https://doi.org/10.1038/s41578-021-00407-8>

Related academic journals:

- Journal of Cleaner Production
- Waste Management
- Resources, Conservation & Recycling
- Waste Management and Research

SPECIAL AND ALTERNATIVE FORMS OF TOURISM

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ2003	SEMESTER	6 th
COURSE TITLE	SPECIAL AND ALTERNATIVE FORMS OF TOURISM		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and case studies		3	5
COURSE TYPE	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK175/		

2. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> - describe and analyze the new holiday trends and patterns in Europe; - define the concept and content of special interest and alternative tourism and evaluate their contribution to sustainable local development; - identify the basic steps for organizing a small-scale tourism business; - understand the tourism business promotion options on the internet.
General Competences
<ul style="list-style-type: none"> - Adapting to new situations - Decision-making - Change management - Respect for the natural and social environment - Communication

3. SYLLABUS

General concepts. Tourism demand and supply: Changes in the tourism "landscape". The sustainability of tourism destinations. New trends and patterns of tourism. Special and alternative forms of tourism: their potential for local development. The most important special and alternative forms of tourism in Greece and the world. Effects of alternative tourism development on the host region. Business activity and special interest/alternative tourism. Customer approach and relationship marketing. Tourism product specifications and competitive outcome. Communication strategy and internet.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	33
	<i>Case studies in class</i>	6
	<i>Student self-study</i>	39
	<i>Scientific literature study</i>	47
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>A final written examination (or two written assessments during the semester) including:</p> <ul style="list-style-type: none"> - Short answer questions - Problems solving in a short case study - The main criteria for assessing the students are: - Scientific documentation and correctness of answers - Critical and synthetic ability - Expressive ability, clarity and conciseness of answers - Organization of thought - Structure of writing <p>The above mentioned criteria are described to the students during the first lecture, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Γκούσια-Ρίζου, Μ. & Σδράλη, Δ. (2017). Επιχειρηματικά σχήματα συνεργασίας και επικοινωνία στον τουριστικό τομέα. Βήματα για αποτελεσματικές εφαρμογές. Αθήνα: Παρισιάνου.
- Calderón-Fajardo, V., Anaya-Sánchez, R., Molinillo, S. (2024). Understanding destination brand experience through data mining and machine learning, *Journal of Destination Marketing & Management*, Vol. 31, 100862, ISSN 2212-571X. <https://doi.org/10.1016/j.jdmm.2024.100862>
- Cerdá-Mansilla, E., Tussyadiah, I., Campo, S., Rubio, N. (2024). Smart destinations: A holistic view from researchers and managers to tourists and locals. *Tourism Management Perspectives*. Vol. 51, 101223, ISSN 2211-9736. <https://doi.org/10.1016/j.tmp.2024.101223>
- Αποστολόπουλος, Κ. & Σδράλη, Δ. (2009). Εναλλακτικός και ήπιος τουρισμός: Θεωρητικές προσεγγίσεις και εφαρμογές στην πράξη. Αθήνα: ΕΛΛΗΝΟΕΚΔΟΤΙΚΗ.
- Κοκκώσης, Χ., Τσάρτας, Π. & Γκρίμπα, Ε. (2014). Ειδικές και εναλλακτικές μορφές τουρισμού. Αθήνα: Κριτική.
- Σωτηριάδης, Μ. & Φαρσάρη, Ι. (2009). Εναλλακτικές & ειδικές μορφές τουρισμού: Σχεδιασμός Management&Marketing. Αθήνα: Interbooks.
- Hagel, J. (2002). *Out of the Box: Strategies for achieving profits today and growth tomorrow through web services*. USA: Harvard Business School Press.

Related academic journals:

- Journal of Sustainable Tourism
- Journal of Tourism and Cultural Change
- Journal of Quality Assurance in Hospitality & Tourism
- Tourism Management Perspectives
- International Journal of Tourism Research
- Journal of Tourism, Heritage and Services Marketing
- *Tourismos: An International Multidisciplinary Refereed Journal of Tourism*

SOLID AND LIQUID WASTE MANAGEMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ0902	SEMESTER	6 th
COURSE TITLE	SOLID AND LIQUID WASTE MANAGEMENT		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Elective, Scientific area		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, Erasmus students can get supportive teaching, submit essays and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK102/		

2. LEARNING OUTCOMES

Learning outcomes
The course presents the main principles of water, wastewater and solid waste management. After the successful completion of the course, the students are expected to: <ul style="list-style-type: none"> - Know the methods for the preparation of potable water - Understand the environmental impacts of water and wastewater treatment - Describe and critically compare the various solid waste management alternatives in Europe and Greece - Apply household waste prevention and recycling techniques
General Competences
Search, analysis and synthesis of data and information using the relevant ICT techniques Decision making Autonomous study Work in an interdisciplinary background Respect for the natural environment Demonstration of social, professional and ethical responsibility Demonstration of susceptibility to gender issues Promotion of free, creative and deductive thinking

3. SYLLABUS

Water resources management, Water pollution and pollutants, The EU framework directive for water management, The characteristics of drinking water, Water treatment, Desalination, Wastewater characteristics, wastewater treatment.
Municipal solid waste management, Characterization of MSW, The legal framework, Temporary storage, Collection and transport, reuse and recycling, biological treatment, thermal treatment, Sanitary landfilling.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides and videos in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	30
	<i>Exemplary solution of exercises</i>	9
	<i>Student self-study</i>	86
	Course total	125
STUDENT PERFORMANCE EVALUATION	The assessment of students is performed via the final written exam which includes short answers and solution of exercises. For students with special educational needs, assessment is performed via oral examination	

5. ATTACHED BIBLIOGRAPHY

- Αθ. Κούγκολος (2021). «Περιβαλλοντική Μηχανική, Ρύπανση και Προστασία Περιβάλλοντος», 3η έκδοση, Εκδόσεις Τζιόλα.
 - Δ. Κομίλης (2023). «Διαχείριση και Μηχανική Στερεών Αποβλήτων», 3η έκδοση, Εκδόσεις Τζιόλα.
 - J.A Nathanson (2002). Basic Environmental Technology: Water supply, Waste management and Pollution Control, Prentice Hall
 - Metcalf & Eddy (2002). Wastewater Engineering, Treatment and Reuse, 4th edition, McGraw-Hill
 - J.G. Henry and G.W. Heinke (1996). Environmental Science and Engineering, 2nd Ed., Prentice Hall
- Relevant scientific journals:*
- Journal of Waste Management
 - Waste Management & Research

ADJUSTMENT DIFFICULTIES LEARNING AND COMMUNICATION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ4901	SEMESTER	6 th
COURSE TITLE	ADJUSTMENT DIFFICULTIES LEARNING AND COMMUNICATION		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	Background, Scientific Area, Skill Development		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (in English language)		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

<p>The aim of the module is to provide students with theories explaining behavior problems and emotional difficulties in children and adolescents as well as good practice for school and family based assessment and intervention. Additionally, the module discusses the role of communication and social understanding in learning and social behaviour with special focus on the ecological approach. On successful completion of this module students will be expected to be able to:</p>
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- | |
|--|
| <ul style="list-style-type: none">- demonstrate an understanding of the difficulty in defining emotional and behavioural problems, and how the definition affects family-centred or school-based service delivery for children- appreciate the relationship between early identification, prevention and early intervention- demonstrate an understanding of the interplay between causal factors commonly linked with social and behavior difficulties in children- explore the psychological theories that underpin child behavior and emotional-social development- identify and discuss protective factors for enhancing resilience in children at risk of developing emotional, social and behavioural difficulties- demonstrate critical understanding of the importance of communication and social understanding in children's and adolescents' social and behavioural problems- choose appropriate methods of assessment and intervention for children with emotional, social and behavior problems- produce family-centred and school-based educational programme plans and use appropriate techniques to achieve behaviour modification- develop critical thinking- interact effectively with a group, contributing ideas, giving feedback and collaborating with others- manage self-directed learning using recommended resources |
|--|

General skills

<p>Independent work. Team work Respecting the culture differences and individuality. Promoting reasoning and self-improvement. Adaptation in new conditions. Decision Making Social, work-related and ethical responsibility in matters related to gender equality. Promoting free, creative and deductive reasoning</p>
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3. SYLLABUS

The module reviews and discusses theories of and research in child and adolescent social, emotional and behaviour development. It, also, places emphasis on exploring strategies for improving behaviour in the school setting and the family context. The key issues discussed in the module are: definitions of behaviour and behaviour problems, social understanding, communication, assessment of behavioural and social problems in children, etiology, symptomatology, bullying and aggression at school, ecological perspective of behaviour, functional behaviour analysis, school-based peer mediation programmes, social skills training, problem solving, school climate, Emotional Intelligence, friendship and friendship quality, family counselling and support, family, school and community partnership.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHINGMETHODS	Face-to-face,use of educational videos,workshops in small groups,review of relevant literature, experiential learning.	
USEOFICT	e-class	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	26
	<i>Published Literature Search and Use</i>	20
	<i>Assignments</i>	18
	<i>Workshops in small groups</i>	13
	<i>Self-directed study (independent)</i>	38
	<i>Contact hours</i>	4
	<i>Prearranged visits to special needs units in mainstream schools and vocational training centres for individuals with special needs</i>	6
	Total (25 h per ECTS credit)	125
ASSESSMENT- EXAMINATIONS	<p>Student performance is based on Greek language exams. Erasmus students are assessed using exams in English language.</p> <p>Student performance is based on a final written exam including multiple choice questions, and brief open ended questions which require critical reasoning. Extra credit is optionally given upon completion of assignments which involve both written and oral presentation. Erasmus students are assessed via a brief written literature review on a topic of their choice from a list of recommended topics. The method and criteria upon which students are assessed at the end of the semester are clearly stated and explained in the e-class of the course, in which all students have access.</p>	

5. ATTACHED BIBLIOGRAPHY

- Dowling, E. & Osborne, E. (2001). The family and the school: A joint systems approach to problems with children. Athens: Gutenberg. (in Greek)
- Sutton, C. (2003). Child and adolescent behaviour problems: a multidisciplinary approach to assessment and intervention. Athens: Savalas. (in Greek)
- Christakis, K. (2023). Behaviour difficulties in children and adolescents. Prevention – Evaluation – Intervention. Athens: Diadrasi. (in Greek)
- Maridaki- Kassotaki, K. (1999). Modern views on the child’s mind. Athens: Grigoris. (in Greek)
- Donaldson, M. (1991). Children’s mind. Athens: Gutenberg. (in Greek)
- Mitchell, P. (1996). Acquiring a conception of mind. Athens: Tipothito. (in Greek)
- Siegler, R. S. (2002). Children’s thinking. Athens: Gutenberg. (in Greek)

Core Reading for ERASMUS students:

- Bartsch, K. & Wellman, H. M. (1995). Children talk about the mind. NY: Oxford University Press.
- Cross, M. (2004). Children with emotional and behavioural difficulties and communication problems: there is always a reason. London New York: Jessica Kingsley Publishers.
- Mennuti, R. B., Freeman, A. & Christner, R. W. (2006). Cognitive-behavioral interventions in educational settings: a handbook for practice. New York London: Routledge.
- Mitchell, P. (1996). Acquiring a conception of mind. UK: Psychology Press.
- Rice, F. P. (1997). Child and adolescent development. Upper Saddle River, NJ: Prentice Hall.
- Siegler, R. S. (1998). Children’s thinking. NJ: Prentice-Hall.
- Wood, D. (1998). How children think and learn: the social contexts of cognitive development. Oxford: Blackwell.

Recommended scientific journals:

- Psychology
- Preschool & Primary Education
- Hellenic Journal of Research in Education
- Dialogoi! Theory & Praxis in Education
- Review of Counselling & Guidance

PSYCHOLOGY OF FAMILY LIFE

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ5401	SEMESTER	6 th
COURSE TITLE	PSYCHOLOGY OF FAMILY LIFE		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Elective, Scientific area		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek, Erasmus students can get supportive teaching, submit essays and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK102/		

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> - understand basic concepts related to the functioning and characteristics of the family - have gained knowledge of the various factors related to the formation and deterioration of the relationship, separation, divorce, loss and bereavement and second marriages - understand the role of parental typology in child development - understand the various theoretical approaches to the family - have become familiar with various family therapy techniques through experiential exercises.
General Competences
<p>Autonomous study Team work Adapting to new situations Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues Production of free, creative and inductive thinking</p>

3. SYLLABUS

Basic concepts and terms related to family systems. Species, stages of development, structural and functional features of the family. Psychological dimension of the family: formation and deterioration of the couple's relationship, separation, divorce, adoption, second marriages and mixed families, loss and bereavement. Parenting style and its role in child development. Theoretical approaches and techniques of family therapy: Psychotherapy, Family therapy, Structural therapy, Strategic therapy, Experiential Family Therapy, Therapeutic School of Milan. As part of the course, experiential exercises are carried out, which aim to raise students' awareness on personal development issues and familiarize them with the various family therapy techniques.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides and videos in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	20
	<i>study and analysis of bibliography</i>	20
	<i>essay writing</i>	20
	<i>Experiential exercises</i>	20
	<i>fieldwork, tutorials</i>	45
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>The assessment of students is performed via the final written exam which includes short answers and solution of exercises.or two semi exams (50% of the final grade each) The written exam includes multiple choice questions, closed-ended questions, short-answer questions and questions critically developing topics related to the course content. The Erasmus student project includes a written presentation of 3000-3500 words of a topic relevant to the course content, based on literature review.</p> <p>For students with special educational needs, assessment is performed via oral examination.</p>	

5. ATTACHED BIBLIOGRAPHY

- Γεωργίου, Στ. (2011). Ψυχολογία των οικογενειακών συστημάτων. Αθήνα: Διάδραση.
 - Retzer, A. (2022). Συστημική θεραπεία ζευγαριών. Αθήνα: University Studio Press.
 - Thoburn, J. W., & Sexton, T.L. (2015). Family Psychology: Theory, research and practice: West port, USA:ABC-CLIO
 - Τσιάντης, Γ. (1993). Ψυχική υγεία του παιδιού και της οικογένειας. Αθήνα: Καστανιώτης
 - Παπαδιώτου-Αθανασίου, Β. (2000). Οικογένεια και όρια. Αθήνα: Ελληνικά Γράμματα
- Relevant scientific journals:*
- Ψυχολογία
 - Επιστήμες Αγωγής
 - Παιδαγωγική Επιθεώρηση
 - Journal of Family Psychology
 - Marriage and Family Review

FAMILY AND CHILD DEVELOPMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ6101	SEMESTER	6 th
COURSE TITLE	FAMILY AND CHILD DEVELOPMENT		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	Background, Scientific Area, Skill Development		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (in English language)		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

<p>This module aims to contribute to the development of knowledge on issues concerning the family characteristics that promote the development of cognitive, language, social and emotional skills in children with and without special educational needs. On successful completion of this module students will be expected to be able to:</p>

- | |
|---|
| <ul style="list-style-type: none">- demonstrate awareness and critical understanding of the theories relating family characteristics such as parental efficacy and typology, parental responsibility and involvement, family relationships, etc. to child cognitive and psychosocial development- identify the strengths and needs of children in differing family contexts- demonstrate a detailed knowledge and understanding of the mechanisms through which the family context and functioning impacts child development- evidence an ability to evaluate empirical findings regarding the role of the family in child development- demonstrate awareness and knowledge of early interventions and family support educational programmes- evidence an ability to evaluate empirical findings regarding the family and child development- develop critical thinking- interact effectively with a group, contributing ideas, giving feedback and collaborating with others- manage self-directed learning using recommended resources |
|---|

General skills

<p>Independent work. Team work Respecting the culture differences and individuality. Promoting reasoning and self-improvement. Adaptation in new conditions. Decision Making Social, work-related and ethical responsibility in matters related to gender equality. Promoting free, creative and deductive reasoning</p>
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3. SYLLABUS

<p>This module focuses on the influence of family characteristics on child cognitive and social skills. The module, also, emphasizes the practical applications of family functioning including the interplay between family and child well-being, and interventions for helping parents and siblings at risk of developing adjustment problems. The following topics are indicative of the content of the module: family relationships, parenting, family well-being, peer acceptance, friendships, and sibling relationships, disability in the family, parental involvement, parenthood and how these factors affect child development. The module will include the consideration of classic and contemporary theories and research in the area of family and child development, including: attachment theory, approaches to child rearing, fatherhood and motherhood, family-life cycle transitions, parental involvement, agents of socialization in the family with emphasis on the role of siblings, peers and teachers.</p>

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face-to-face, use of educational videos, educational visits, hands-on-practice, workshops in small groups, review of relevant literature.	
USE OF ICT	e-class	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures/Seminars/Interactive teaching</i>	26
	<i>Published Literature Search and Use</i>	22
	<i>Assignments</i>	20
	<i>Workshops in small groups/Educational visits</i>	13
	<i>Self-directed study (independent)</i>	40
	<i>Contact hours</i>	4
	Total (25 h per ECTS credit)	125
EXAMINATIONS	<p>Student performance is based on Greek language exams. Erasmus students are assessed using exams in English language.</p> <p>Student performance is based on a final written exam including multiple choice questions, and brief open ended questions which require critical reasoning. Extra credit is optionally given upon completion of assignments which involve both written and oral presentation. Erasmus students are assessed via a brief written literature review on a topic of their choice from a list of recommended topics. The method and criteria upon which students are assessed at the end of the semester are clearly stated and explained in the e-class of the course, in which all students have access.</p>	

5. ATTACHED BIBLIOGRAPHY

- Kiprianos, K. (2007). Child, family and society: the history of preschool education. Athens: Gutenberg. (in Greek)
 - Tandaros, S. (ed.) (2011) Learning difficulties: developmental, educational and clinical approaches. Athens: Pedio. (in Greek)
 - Tandaros, S. (2011). Human development and family. Athens: Pedio. (in Greek)
 - Fthenakis, V. (2017). The family as a context of learning. Athens: Patakis. (in Greek)
- Core Reading for Erasmus students:*
- Bengtson, V. L. et al. (eds.) (2005). Sourcebook of family theory & research. Thousand Oaks, CA: Sage Publications.
 - Craig, W. (ed.) (2005). Childhood social development: the essential readings. Malden, MA: Blackwell.
 - Dunn, J. (2006). Children's friendships: the beginnings of intimacy. UK: Blackwell Publishing.
- Recommended scientific journals:*
- Psychology
 - Preschool & Primary Education
 - Hellenic Journal of Research in Education
 - Dialogoi! Theory & Praxis in Education
 - Review of Counselling & Guidance

EXPERIENTIAL LEARNING IN SCHOOL CLASSROOM

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE5701	SEMESTER	6 th
COURSE TITLE	EXPERIENTIAL LEARNING IN SCHOOL CLASSROOM		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	Special background and skill development		
PREREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Erasmus students have the option to submit assignments and take exams in English.		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
	After completing the course, students are expected to be able to: <ul style="list-style-type: none">- Understand the basic concepts related to experiential learning in education.- Be effectively involved in the implementation process of a school experiential activity.- Apply in a pedagogically correct way the teaching stages and take full advantage of the conditions for the implementation of an experiential activity in the school classroom with the aim of learning empowerment and the development of learning skills.- Organize the lesson in the school classroom with an emphasis on the practicalization of theoretical knowledge through the active participation of students in the dissemination, understanding and interpretation of the new basic knowledge and, also, through the development of transformative learning skills.
General skills	
	<ul style="list-style-type: none">- Cultivation of pedagogical consciousness.- Strengthening the teaching ability.- Contact with the professional field in real classroom conditions.- Formation and presentation of specific teaching proposals by final year University students.- Teaching autonomy and self-regulation.- Familiarization of students with both individual and group activities.- Adapting to new professional challenges.- Development of communication and interaction skills.- Implementation of theoretical knowledge in practice.

3. SYLLABUS

The content of the course focuses on the familiarization of students with experiential learning and the development of learning skills in education. Experiential learning activities (e.g. in the classroom, in a museum, etc.), the project method, the use of drama-based techniques, environmental actions in a school setting, museum education and extracurricular activities are the basic teaching tools in the context of progress of the course. In particular, as part of the course, the students will deal with:

- The process of choosing an experiential learning method and the teacher's role in it.
- The structure of experiential learning educational techniques at school.
- The process of organizing, planning, implementing and evaluating an experiential learning process.
- The process of composing the student groups, the roles, actions, rights and obligations of its members.
- The combined use of data and of the role of the coordinator of the groups, the role of the teacher as coordinator and supervisor of the whole process with the aim of the functionality and effectiveness of the acting groups.
- The study and the ways of disseminating the results and the basic evaluation criteria of an experiential teaching model both at the individual and group level in accordance with the established rules.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face Support of learning with the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with students, as well as contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	20
	<i>Learning interaction during teaching</i>	20
	<i>Individual/non-guided studying</i>	45
	<i>Group work activities</i>	20
	<i>Short individual activities of assimilation and feedback</i>	20
	Total	125

ASSESSMENT METHODS	<p>Student performance is assessed through:</p> <p>A) Participation in individual or group activities in the classroom: 60%.</p> <p>The attendance and active participation of the students in the course is a prerequisite in order for prospective teachers to cultivate their teaching skills and acquire the necessary learning background of knowledge, experiences and skills in issues related to experiential learning as well as the research and experiential activities that can be implemented in the classroom. During the course there will be activities and experiential exercises which will be evaluated in the context of the overall participation and presence of the students in the course.</p> <p>B) Presentation of work: 40%.</p> <p>All students individually or in pairs, as part of attending the course and evaluating their performance, will prepare and present to the class a teaching proposal choosing an experiential/research teaching method from those presented during the course.</p> <p><i>NOTE:</i> The course does not have a final written exam, but each student's final grade will result from their participation in the above two activities.</p> <p>All the above evaluation criteria are made known to the students in the first lesson and are posted on the website of the e-class course throughout the semester.</p>
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5. ATTACHED BIBLIOGRAPHY

- Καλδή, Σ., Κόνσολας, Μ. (2016). Διδακτική Μέθοδος Project και Διαθεματικότητα. Αθήνα: Γρηγόρης.
- Ταρατόρη-Τσαλκατίδου, Ε. (2007). Η Μέθοδος Project στη Θεωρία και στην Πράξη. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Keegan, D. (2000). Οι βασικές αρχές της ανοικτής και εξ αποστάσεως εκπαίδευσης. Αθήνα: Μεταίχμιο.
- Σταματόπουλος, Κ. (2006). Βιωματική εκπαίδευση και ανάλυση με περιπετειώδεις ομαδικές δραστηριότητες. Αθήνα : Κλειδάριθμος.
- ΥΠΕΠΘ (2011). Η Καινοτομία των Ερευνητικών Εργασιών στο Λύκειο. Βιβλίο Εκπαιδευτικού (Επιστ. Υπ. Ηλ. Ματσαγγούρας). Αθήνα: Οργανισμός Εκδόσεως Διδακτικών Βιβλίων (Ψηφιακό Σχολείο).
- Κοντογιάννη, Ά. (2000). Η δραματική τέχνη στην εκπαίδευση. Αθήνα: Ελληνικά Γράμματα.
- Αυδή, Ά. (2007). Η τέχνη του δράματος στην εκπαίδευση: 48 προτάσεις για εργαστήρια θεατρικής αγωγής. Αθήνα: Μεταίχμιο.
- Κόμης, Β. (2004). Εισαγωγή στις εκπαιδευτικές εφαρμογές των Τεχνολογιών της Πληροφορίας και των Επικοινωνιών. Αθήνα: Εκδόσεις Νέων Τεχνολογιών.
- Νάκου, Ε., Βέμη, Μ. (2010). Μουσεία και εκπαίδευση – γενικός απολογισμός, κριτική αποτίμηση και προοπτικές. Αθήνα: Νήσος.
- Νικονάνου, Κ. (2015). Μουσειακή μάθηση και εμπειρία στον 21ο αιώνα. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών (ebook).

Recommended scientific journals:

- Improving Schools
- Education Science
- European Journal of Instructional Studies
- Educational Studies
- Teaching and Teacher Education
- School Effectiveness and School Improvement
- Museum Edu
- Research in Drama Education: The Journal of Applied Theatre and Performance
- Επιστήμες Αγωγής
- Προσχολική & Σχολική Εκπαίδευση
- Παιδαγωγική Επιθεώρηση Εκπαιδευτικών Θεμάτων
- Μέντορας
- Παιδαγωγικός Λόγος
- Περιοδικό Εκπαίδευση και Θέατρο
- Τετράδια Μουσειολογίας

7th SEMESTER

COMPULSORY COURSES

APPLIED TEACHING-TEACHING EXERCISES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ1010	SEMESTER	7 th
COURSE TITLE	APPLIED TEACHING-TEACHING EXERCISES		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	4	6	
COURSE TYPE	Special background		
PREREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Erasmus students have the option to submit assignments and take exams in English.		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

After completing the course, students are expected to be able to:

- Theoretically understand the basic aspects and qualitative peculiarities of the teaching of Home Economics and of other school subjects related to Economics in Secondary Education.
- Interpret the basic concepts that the school subject deals with so that they can transform them into a teaching product with experiential implications.
- Adapt the contents of the school subject to the real conditions of the students' daily life.
- Apply their knowledge in real learning classroom environment utilizing teaching experiences from the courses they have attended during their undergraduate studies. This learning result is achieved through the Teaching Exercises, which substantially help future teachers to improve their teaching techniques and to apply their theoretical knowledge, which University students have received during the 3rd, 4th, 5th & 6th semesters.

General skills

- Cultivation of pedagogical consciousness.
- Strengthening the teaching ability.
- Contact with the professional field in real classroom conditions.
- Formation and presentation of individual teaching proposals by final year University students.
- Teaching autonomy and self-regulation.
- Familiarization of students with both individual and group activities.
- Adapting to new professional challenges.
- Development of communication and interaction skills.
- Implementation of theoretical knowledge in practice.

3. SYLLABUS

- Evolution of Home Economics school subject in Greek Secondary Education.
- Modern teaching trends of the school subject.
- Basic teaching principles of the school subject.
- The Curriculum in relation to the teaching of Home Economics.
- Organization and management of the learning material based on the Curriculum.
- Main characteristics of the school subject objectives.
- The importance of formulating teaching aims and objectives, targeting models and types of objectives and categorizing them based on content.
- Organization and teaching planning of the school subject.
- Alternative forms of teaching approach to the learning material - differentiated teaching.
- Conditions, criteria and methods for evaluating student performance.
- Also, in the context of the same course, Teaching Exercises take place with the aim of experientially familiarizing the final year students of the Department with the modern teaching practice and methodology applied in Secondary Education school subjects which are related to their specialized field of knowledge.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face Support of learning with the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with students, as well as contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	25
	<i>Learning interaction during teaching</i>	20
	<i>Individual/non-guided studying</i>	40
	<i>Short individual activities of studying, of new basic knowledge elaboration and feedback</i>	20
	<i>Group work activities</i>	20
	<i>Teaching Exercises-Micro-teaching</i>	50
	Total	175

ASSESSMENT METHODS	<p>The evaluation of the students' performance is carried out:</p> <p>A) Through a final written exam, which corresponds to 75% of the final grade and takes place after the end of the teaching period and/or through the student's participation in two (2) assignments, allocated during the semester. A condition for the student's exemption from the final examination of the course at the end of the semester is his/her successful participation with a score ≥ 05 in both (2) assignments. The written exam may include:</p> <ul style="list-style-type: none">- Multiple choice questions- Fill-in-the-blank questions.- Short answer questions.- Elaboration questions, in which students will be asked to compare specific elements of the theory they have studied.- Definition questions.- Questions of reflective thinking development, through the study of pedagogical scenarios. <p>and</p> <p>B) Through the preparation of two (2) lesson plans in teaching units of the Home Economics school subject and presentation of one of them in the form of micro-teaching in a simulated classroom environment (corresponds to 25% of the final total score). The main evaluation criteria for lesson plans are:</p> <ul style="list-style-type: none">- The structure of each lesson plan.- The correct formulation of purpose and objectives.- The selection of appropriate teaching methodology and educational techniques.- The selection of appropriate teaching materials.- The design of the students' assessment.- The instructional pacing.- Flexibility/anticipation in case of problems. <p>or</p> <p>C) Through the preparation of a written essay based on bibliographic research. The topics of</p>
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	<p>the essays will concern specific issues of the Teaching of Home Economics and will be decided in cooperation with each student (corresponds to 25% of the final total score). The basic evaluation criteria for the written essay through bibliographic research are:</p> <ul style="list-style-type: none">- The proven wide use of bibliographic sources and data related to the subject under consideration.- The reflective analysis of recent literature.- The understanding, interpretation, comparison and presentation of bibliographic and research data.- The completeness of the conclusions and proposals.- The correctness of the recording of bibliographic references both in the body and at the end of the essay.- The general structure and form of the work (sections, paragraphs, figures, tables).- The clarity of the written text.- Attendance of the course is mandatory as school subject's teaching by the fourth-year students contributes decisively to both their theoretical and practical training in the subject of Home Economics and other school subjects taught in Secondary Education and assigned to University graduates (Teachers' Specialty Code: 80). Therefore, attending the course is a condition of their thorough training as a preparation for the implementation of Phase 1 of their Practical Exercise in schools, in a real classroom environment. In this context, the participation of this semester students in the experiential exercises and the experiential workshops, which will take place during the lessons, is deemed necessary. It is pointed out that the systematic monitoring and participation of each student in the course will be positively taken into account when forming the overall evaluation of his/her performance in the specific course.
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	All the above evaluation criteria are made known to the students in the first course and are posted on the website of the online course throughout the semester.
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5. ATTACHED BIBLIOGRAPHY

- Κουτρούμπα, Κ. (2004). Διδακτική. Εφαρμογή στη Σύγχρονη Οικιακή Οικονομία. Αθήνα: Εκδ. Σταμούλης.
 - Κουτρούμπα, Κ. (2021). Εκπαιδευτικό Έργο, Σχολική Μάθηση & Διδακτική Αποτελεσματικότητα. Αθήνα: Εκδ. Διάδραση.
 - Κουτρούμπα, Κ. & Αποστολόπουλος, Κ. (2003). Η Οικιακή Οικονομία στην Αρχαία Ελλάδα και οι Απαρχές της σύγχρονης Ανθρωποοικολογίας. Αθήνα: Εκδ. Σταμούλης.
 - Hunt, G., Wiseman, J. D. & Touzel, J.T. (2009). Effective teaching: Preparation and Implementation. USA: Charles C. Thomas Publisher.
 - Peety, G. (2014). Teaching Today. A Practical Guide. U.K.: Oxford Press.
- Recommended scientific journals*
- ImprovingSchools
 - Education Science
 - Educational Studies
 - European Journal of InstructionalStudies
 - Teaching and Teacher Education
 - School Effectiveness and School Improvement
 - Επιστήμες Αγωγής
 - Προσχολική & Σχολική Εκπαίδευση
 - Παιδαγωγική Επιθεώρηση Εκπαιδευτικών Θεμάτων
 - Μέντορας
 - Παιδαγωγικός Λόγος

MANAGEMENT AND ECONOMICS OF EDUCATION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK2000	SEMESTER	7 th

COURSE TITLE:	MANAGEMENT AND ECONOMICS OF EDUCATION		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY HOURS	TEACHING	CREDIT UNITS
Lectures	3		4
COURSE TYPE	Specialized Background		
PREREQUISITE COURSES	None		
TEACHING & EXAMINATION LANGUAGE	Greek, English for Erasmus students		
COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEB-PAGE(URL)	https://eclass.hua.gr/courses/OIK395/		

2. LEARNING OUTCOMES

Learning Outcomes
<ul style="list-style-type: none"> - Upon completion of the course, students are expected to be able to: - Describe and differentiate management theories. - Explain the importance of applying management principles and methods to effectively operate educational systems. - Identify the application of management principles and leadership strategies in the behavior of school unit directors. - Describe the role of education in fundamental economic functions. - Analyze people's choices regarding their education according to economic theory.
General Skills
<ul style="list-style-type: none"> - Decision making - Creative and critical thinking - Leadership - Problem solving - Team work - Working in an international context - Harmonious workplace relationships and communication - Adapting to change

3. SYLLABUS

<ul style="list-style-type: none"> - Approach to educational management - Application of management theories in education - Principles of management in education - Organization, planning, and design in education - Decision-making in education - The effective school - Introduction to the economics of education – Historical evolution
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- Basic theoretical approaches to the relationship between education & economics [Human Capital Theory]
- Benefits of education from an economic perspective
- Cost and financing of education
- Education as consumption and investment
- Education as a commodity
- Supply and demand of education

4. TEACHING & LEARNING METHODS – EVALUATION

TEACHING METHODS	Face to Face		
USE of ICT	E-Class electronic platform		
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	
	<i>Lectures</i>	35	
	<i>Studying and Literature Review</i>	25	
	<i>Practical implementation</i>	40	
	Course Total	100	
STUDENT EVALUATION	<p>The course examination can be done either through written exams at the end of the semester or with two written progress tests during the semester.</p> <p>The written progress tests are optional and exempt the students from the final exam if they achieve a minimum grade of 5 in both.</p> <p>To participate in the second progress test, a minimum grade of 5 is required in the first one. Otherwise, participation in the written exams at the end of the semester is mandatory.</p> <p>If progress tests are conducted, their dates will be announced in advance by the instructor.</p> <p>The evaluation method for both the progress tests and the final exams may include a combination of essay questions, critical thinking questions, case studies, true-false questions, or multiple-choice questions.</p> <p>The main evaluation criteria for the students' written answers are:</p> <ul style="list-style-type: none"> - Ability to correctly utilize and use the concepts and terms developed during the course instruction. - Critical and synthetic ability in their answers. 		

	<ul style="list-style-type: none">- Expressive ability, clarity, and conciseness of the answers.- Organization of thought - Structure of written language.
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5. ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none">• Σαϊτη, Α. & Σαϊτης, Χ. (2022). Οργάνωση και διοίκηση της εκπαίδευσης στην προσχολική και σχολική αγωγή. Αφοι Τερζή.• Lovenheim, M. & Turner S. E. (2020). Οικονομικά της εκπαίδευσης. Broken Hill Publishers.• Συρμακέσης, Σ. (2017). Η διοίκηση της εκπαίδευσης. Γ. Δαρδανός, Κ. Δαρδανός κ Σια.• Textbooks and Resources in "Kallipos" Repository:• https://repository.kallipos.gr/handle/11419/3522 <p><i>Relative Scientific Journals:</i></p> <ul style="list-style-type: none">• Management in Education• International Journal of Educational Management• Economics of Education Review• Journal of Economic Education• Education Economics

CREATIVE INDUSTRIES IN CULTURE AND TOURISM SECTORS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ7100	SEMESTER	8 th
COURSE TITLE	CREATIVEINDUSTRIESINCULTUREANDTOURISM		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	special background		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	N/A		

2. LEARNING OUTCOMES

Learning Outcomes

After completing the course, students will be able to:

- understand the concept of creative industries and their role in contemporary culture and tourism,
- recognize the main categories of creative industries and their contribution to cultural identity,
- evaluate the impact of creative industries on the protection and promotion of cultural heritage,
- understand the role of creative industries in tourism development and experience,
- know the basic management principles and the specificities of the creative industries,
- understand the role of new technologies and innovation in the creative industries,
- recognize the support policies for creative industries at national and international levels,
- evaluate the relationship between creative industries and sustainable development and propose solutions to address challenges,
- present successful examples from Greece and abroad, analyzing the factors of success and the challenges.

General Competences

- Search, analyze, and synthesize data and information, using the necessary technologies
- Autonomous work on assignments
- Teamwork
- Work in an interdisciplinary environment
- Exercise critical thinking
- Promote free, creative, and inductive thinking
- Respect for cultural heritage
- Respect for diversity and multiculturalism

3. SYLLABUS

The course on Creative Industries in Culture and Tourism examines the concept of Creative Industries and how they influence the fields of culture and tourism. In this context, it explores their contribution to the economy, their operational methods, and the specific characteristics of the sector. The course analyzes the role of new technologies in the sector as well as its relationship with the goals of sustainable development. Additionally, selected case studies from Greece and abroad are presented to make the topics discussed more comprehensible.

During the lectures, the following topics are covered:

- Definition and concept of Creative Industries
- Importance of Creative Industries in contemporary culture and tourism
- Evolution of Creative Industries
- Categories of Creative Industries (e.g., art, music, fashion, film)
- Relationship between Creative Industries and cultural heritage
- Impact of Creative Industries on cultural identity
- Role of Creative Industries in tourism development
- Effects of Creative Industries on the tourist experience
- Specific characteristics of the Creative Industries sector
- Funding and support for creative enterprises
- Role of new technologies in Creative Industries
- Support policies for Creative Industries at national and international levels
- Relationship between Creative Industries and sustainable development

Detailed presentations of successful examples from Greece and international experience

Challenges and prospects for Creative Industries in culture and tourism

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	24
	<i>Individual/Non supervised study. Project</i>	89
	<i>Tutorials</i>	12
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Language of assessment: Greek (English for Erasmus students).</p> <p>Methods of assessment:</p> <p>a. Written final exam covering the course material, including essay questions (50% of the total grade) and</p> <p>b. Individual project with public presentation (50% of the total grade)</p> <p>Erasmus students: Project with public presentation (100% of the total grade)</p> <p>Assessment criteria: Knowledge, Expressive ability, Organization of thought, Research ability, Critical and Synthetic ability.</p> <p>All the above assessment criteria are made known to the students in the first class and are posted on the course website of the e-classroom throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Avdikos, B. (2014), Cultural and Creative Industries in Greece, Publications: Epikentro (in Greek) • Giannopoulos, G., Karras, X., Kolokytha, O., Kyriakidis, E., Papageorgiou, A., Trikas, D., Tsiavos, P. & Xandaka, S. (2024), Culture In Greece, How can the cultural sector support Sustainable Development and Source of Social Value, Publication: Dianeosis (in Greek) • Vernikos, N., Daskalopoulou, S. Bantimaroudis, F., Boubaris, N. & Papageorgiou, D. (2005), Cultural Industries: Procedures, Services, Products, Kritiki Publications. • Lazaretou, S. (2014), Smart Economy: Cultural and Creative Industries in Greece. Are they an alternative way out of the crisis? Publications: Bank of Greece (in Greek) <p><i>Related academic journals:</i></p> <ul style="list-style-type: none"> • Creative Industries • Journal of Leisure Research

DISSERTATION/ THESIS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY & APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΠΤ1000	SEMESTER	7 th & 8 th
COURSE TITLE	DISSERTATION/ THESIS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Thesis writing		20	
COURSE TYPE	Skills development		
PREREQUISITE COURSES	Successful attendance of all but 4 courses up to the sixth (6 th) semester of studies.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

Aim of the Undergraduate Dissertation/Thesis is students to come into contact with the process of scientific research, to gain experience in managing both scientific data and available time, as well as to familiarize themselves with the process of writing and presenting the results of their study in front in audience.

Upon successful completion of the Dissertation/Thesis, the student:

- has studied in depth a specific subject of the scientific areas treated by the department,
- has made use of his/her relevant knowledge from the course and has developed the compositional ability,
- has learned to look for appropriate scientific information from the relevant scientific literature,
- has acquired skill in writing scientific paper and
- has acquired skill in the organization and oral presentation of the topic of the work.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Production of new research ideas.
- Research protocol design.
- Project planning and management.
- Working independently.
- Working in an interdisciplinary environment.
- Understanding of special topics.
- Decision-making.
- Production of free, creative and inductive thinking.
- Showing social, professional and ethical.

3. SYLLABUS

The Dissertation/Thesis is an independent scientific and systematic investigation and analysis of a topic that is part of the Department's academic subjects. It is based on the existing literature and available information technology and utilizes the knowledge and skills acquired during the studies. Dissertations/Theses should follow the appropriate scientific method.

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY	Meetings by the supervisor with the student.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of appropriate search databases - Electronic communication of supervisor and committee members with students 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Independent study</i>	350
	<i>Writing and presenting</i>	150
	Course total	500
STUDENT PERFORMANCE EVALUATION	Grading of the Dissertation/Thesis is based on the evaluation of the content of the work, the oral development, the presentation and the student's answers to the submitted questions. The final grade of the Dissertation/Thesis is the average of the whole grades of the three examiners, also rounded to a whole unit. The exam is passed if the final grade is greater than or equal to five (5).	

5. ATTACHED BIBLIOGRAPHY

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| <ul style="list-style-type: none"> • Proposed by the respective supervisor depending on the subject of the Dissertation/Thesis. |
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7th SEMESTER

ELECTIVE COURSES

TOTAL QUALITY MANAGEMENT AND LOGISTICS SPECIAL TOPICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK 2601	SEMESTER	7 th
COURSE TITLE	TOTAL QUALITY MANAGEMENT AND LOGISTICS SPECIAL TOPICS		
INDEPENDENT CURRICULAR ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Lectures		3	5
COURSE TYPE	General Knowledge, Skills Development		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (in English)		
COURSE WEB-PAGE (URL)	https://dhee.hua.gr/index.php/el/dioikisi-olikis-poiotitas-kai-eidika-themata-efodiastikis		

6. LEARNING OUTCOMES

Learning Outcomes	
<p>The objective of the course is the understanding of Logistics special topics regarding the environmental imperatives' implications for Logistics, returns from houses and enterprises (reverse Logistics) and Logistics application in the Public sector and various industries of the Greek economy.</p> <p>After the completion of the lectures the students will be able to :</p> <ul style="list-style-type: none">- be informed about the content and goals of agrifood supply chain- know the particularities of the distribution process within the food supply chain- identify the principles and importance of inventory management- understand the city logistics concept and practices- be informed about the Logistics practices in the public sector- acknowledge the importance of quality for consumers and companies- understand the fundamentals of Total Quality Management- to know the main certifications applied in the food and other industries.	
General Competences	
<ul style="list-style-type: none">- Analysis of data and information with the use of modern information technologies- Development of skills for working in an international environment- Generation of new research initiatives	
7. SYLLABUS	
<ul style="list-style-type: none">- The course's content includes the following:- Supply chain re-engineering in the new customer focused business environment, implications in physical flow of goods due to environmental imperatives,- home and enterprises returns (Reverse Logistics) and waste management, hazardous materials management,- Logistics application in various industries of the economy (agricultural products, autos, containers, consumer goods, clothes, pharmaceuticals, etc),- Logistics and the Public sector,- Customer Relationship Management,- Combined (Intermodal) Transport,- City Logistics,- Total Quality Management,- Quality factors,- Main Quality Certifications- Lean Practices	

8. LEARNING AND TEACHING TECHNIQUES - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICTs during teaching, use of e-class application, contact through e-mail.	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lecture</i>	35
	<i>Bibliography studying and analyzing</i>	45
	<i>Individual/non-guided studying-essay writing</i>	45
	Total	125
STUDENT PERFORMANCE EVALUATION	<p>Students' assessment is based on written examination (100%).</p> <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> - Educational correctness, scientific substantiation of the answers. - Ability to use correctly concepts, notions, terms that have been studied and analyzed during the course. - Reflective and composing ability as regards studying and using of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, structure of the written essay. - Morphological features of a written essay. <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Chopra, S. and Meindl, P. (2001), Supply Chain Management: Strategy, Planning, and Organization., Prentice-Hall Inc. New Jersey, USA. ISBN 0-13026465-2
 - Christopher, M. (1998), Logistics and Supply Chain Management: Creating Value-Adding Networks, Second Edition. Prentice Hall – Financial Times-Pearson Education Ltd. ISBN-13: 978-0-273-681176-2
 - Lambert, D. (2004), The Eight Essential Supply Chain Management Processes. Supply Chain Management Review
 - Roberts C.M. (2006), Radio Frequency identification (RFID), Computers and security, Vol 25, p. 18-26
 - Rushton, A. & Oxley, J. (1998), Handbook of Logistics and Distribution Management, Cranfield Institute of Technology, London: Kogan Page Ltd. ISBN 0 74 94 0588-
- Related Scientific Journals:*
- Journal of Business Logistics - Wiley Online Library
 - The International Journal of Logistics Management - Emerald Insight
 - Logistics Research - a Springer Open journal

APPLIED ECONOMETRICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK2700	SEMESTER	7 th
COURSE TITLE	APPLIED ECONOMETRICS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE	General Knowledge - optional		
PREREQUISITE COURSES	Statistics		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The Applied Econometrics course provides students with fundamental knowledge and skills for the implementation of econometric analyses. By utilizing statistical and econometric tools, students will be able to interpret economic phenomena, test theories and make informed decisions. Through the course, critical thinking, the ability to evaluate methodologies and clearly communicate econometric conclusions are cultivated.

General Competences

- Individual Work
- Teamwork
- Working in an interdisciplinary environment
- Adapt to new situations
- Promote free, creative and inductive thinking
- Producing new research ideas

3. SYLLABUS

Basic concepts: definition, purpose, methodology. Economic data: sources, types, measurement. Linear Regression. Linear regression models: estimation, assumptions, interpretation. Multiple regression: concepts, estimation, estimation, predictions. Diagnostic testing: hypotheses, heteroskedasticity, autocorrelation, normality. Special Topics: Time series. Models with categorical variables: logit, probit, multinomial models. Econometric analysis: applications to various economic sectors.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	The type of this course is basically laboratory and is combined with written exercises that are compulsory and delivered on regular dates during the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint and educational platform (eclass)	
STUDENT PERFORMANCE EVALUATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	40
	<i>Study and analysis of literature</i>	25
	<i>Assignment</i>	20
	<i>Self-study</i>	40
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	One final examination. Students should conduct an assignment that should be presented at the end of the semester. The overall grade of the course is calculated as the sum of: a) 80% of the marks of the final exams, b) 20% of the students' assignment marks.	

9. ATTACHED BIBLIOGRAPHY

- Υπολογιστική Οικονομετρία, Χάλκος Εμμ. Γεώργιος
- Οικονομετρία, Χάλκος Εμμ. Γεώργιος
- Εισαγωγή στην Οικονομετρία με τη χρήση του λογισμικού EViews, ΧάϊΔΩ Ν. Δριτσάκη, Μελίνα Ν. Δριτσάκη
- Οικονομετρία, Αρχές και Εφαρμογές, Gujarati

PROJECT MANAGEMENT AND INVESTMENT APPRAISAL

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK4100	SEMESTER	7 th
COURSE TITLE:	PROJECT MANAGEMENT & INVESTMENT APPRAISAL		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES	None		
TEACHING & EXAMINATION LANGUAGE	Greek, English for Erasmus students		
COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEB-PAGE(URL)	https://eclass.hua.gr/courses/OIK455/		

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course, students are expected to be able to: <ul style="list-style-type: none"> - Distinguish a project from an operation. - Describe the processes required for managing a project. - Explain the importance of time in project management. - Explain the importance of the team in project implementation. - Compare projects and investments. - Apply their knowledge in decision-making processes and investment evaluation.
General Skills
<ul style="list-style-type: none"> - Decision making - Creative and critical thinking - Leadership - Problem solving - Team work - Working in an international context - Harmonious workplace relationships and communication - Adapting to change

3. SYLLABUS

- Introduction to Project Management
- Nature, Characteristics, Scope, and Organizational Structure of the Project
- Risk Management
- Cost Control
- Project Planning
- Characteristics of the Project Manager
- Team and Project
- Time Management
- Investment Opportunity Studies
- Investment Plan Evaluation

4. TEACHING & LEARNING METHODS – EVALUATION

TEACHING METHODS	Face to Face	
USE of ICT	E-Class electronic platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Studying and Literature Review</i>	50
	<i>Practical implementation</i>	40
	Course Total	125
STUDENT EVALUATION	<p>The course examination can be done either through written exams at the end of the semester or with two written progress tests during the semester. The written progress tests are optional and exempt the students from the final exam if they achieve a minimum grade of 5 in both.</p> <p>To participate in the second progress test, a minimum grade of 5 is required in the first one. Otherwise, participation in the written exams at the end of the semester is mandatory.</p> <p>If progress tests are conducted, their dates will be announced in advance by the instructor.</p> <p>The evaluation method for both the progress tests and the final exams may include a combination of essay questions, critical thinking questions, case studies, true-false questions, or multiple-choice questions.</p> <p>The main evaluation criteria for the students' written answers are:</p> <ul style="list-style-type: none"> - Ability to correctly utilize and use the concepts and terms developed during the course instruction. - Critical and synthetic ability in their answers. - Expressive ability, clarity, and conciseness of the answers. - Organization of thought - Structure of written language. 	

5. ATTACHED BIBLIOGRAPHY

- Δημητριάδης, Α. (2019). Διοίκηση- διαχείριση έργου. Project Management. Εκδόσεις Νέων Τεχνολογιών
 - Τσιρίκας, Α. (2021). Οργάνωση & Διοίκηση Έργων. 2η έκδοση. Rosili Εμπορική-Εκδοτική
 - Πολύζος, Σ. (2018). Διοίκηση και διαχείριση των έργων. Εκδόσεις Κριτική
 - Kerzer, H. (2016). Διοίκηση Έργων. 11η Έκδοση. Α. Τζιόλα & Υιοί
 - Textbooks and Resources in "Kallipos" Repository:
 - <https://repository.kallipos.gr/handle/11419/9306>
 - <https://repository.kallipos.gr/handle/11419/4365>
- Relative Scientific Journals:*
- International Journal of Project Management
 - International Journal of Managing Projects in Business

ECONOMY OF REGIONAL DEVELOPMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	OK1501	SEMESTER	SPRING SEMESTER ELECTIVE COURSE
COURSE TITLE	ECONOMY OF REGIONAL DEVELOPMENT		
INDEPENDENT CURRICULAR ACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and Laboratory Exercises	3	5	
COURSE TYPE	Background, General Knowledge		
PREREQUISITE COURSES	General knowledge of regional policy and economics		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/		

2. LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is to introduce students to the issues of Regional Development Economics, which are constantly evolving and are directly related to spatial planning. Additionally, the aim is to adequately incentivize students to further study and research relevant issues.

Upon successful completion of the learning period for the course, students are expected to be able to:

- Define the meaning and content of Regional Development Economics.
- Describe and analyze new trends and patterns in Europe and globally about economics of Regional Development.
- Cognize the primary practices for organizing actions which could provide a kick-start for economic recovery in a given European region

General Skills

- Adapt to new circumstances situations
- Decision making
- Manage changes
- Respect for the natural and social environment
- Exercising critical thinking
- Promote free, creative and inductive thinking
- Design and project management

3. SYLLABUS

The concept of Regional Development Economics, Geography and Spatial Planning. Central Management - Decentralized Management and Financial Management. Types of Regions and stages in their development. Regional Development and Local Authorities. European Geography and Regional Development. Europe's budget. The Customs and Tax Policy of the European Union. Europe and International Trade. The European Union employment. The Goods and Services Market. The economic profile of the European Union countries. Mediterranean Integrated Programs (IMPs). Community Support Frameworks (CSFs) and the Structural Funds. The necessity for reforming the Self-Governing System in Greece aiming at economies of scale and the functionality/effectiveness of the municipal authorities. Prospects of cooperation and partnership on municipal and regional level.

4. TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	Special software supporting learning process through e-class digital platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Individualized study and literature analysis</i>	50
	<i>Essay writing</i>	40
	Total	125
STUDENTS' EVALUATION	<ul style="list-style-type: none"> - Essay - Final written examination 	

5. ATTACHED BIBLIOGRAPHY

- Mitoula, R. (2023). Sustainable economic regional development [Undergraduate textbook]. Kallipos, Open Academic Publications. <http://dx.doi.org/10.57713/kallipos-264>.
- Mitoula R. (2023) "Sustainable Development. Individual actions for the implementation of the 17 Global Goals of Sustainable Development", Special Volume Sustainable Development, Sustainable Development, Culture, Traditions Journal (SDCT-Journal), doi: 10.26341/issn.2241-4010-2023-1c, pages 78
- Mitoula R. (2006) "Sustainable Regional Development in the European Union & Reconstruction of the Greek Urban Environment", Stamouli Publications, Athens, Greece, ISBN 960-351-845-7, p. 360
- Konsolas N. (1997). Modern Regional Economic Policy, ed. Papazisis Publications, Athens.
- Skountzos Th. (2005). Regional Economic Analysis and Policy, Vol. A, ed. Stamoulis Publications, Athens
- Lagos D. (2007). Theories of Regional Economic Development, ed. Kritiki Publications, Athens.
- Lolos S. (2009). The Greek Regions. Economic convergence and cohesion, ed. Gutenberg Publications, Athens.
- Papadaskalopoulos Ath. (2000), Methods of Regional Analysis, ed. Papazisis Publications, Athens.
- Armstrong H. & J. Taylor (2000), Regional Economics and Policy, Massachusetts: Blackwell
- Thirlwall A. (1999), Magnification and Development, ed. Papazisis Publications, Athens

MANAGEMENT OF TOURISM AND CULTURAL EVENTS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ7200	SEMESTER	7 th
COURSE TITLE	MANAGEMENT OF TOURISM AND CULTURAL EVENTS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Special background		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	N/A		

2. LEARNING OUTCOMES

Learning outcomes

After completing the course, students will be able to:

- present the economic, social, cultural, and environmental impacts that tourism and cultural events may have on host regions,
- understand the basic principles of event management in the cultural and tourism sectors,
- utilize event planning management tools,
- identify marketing techniques in the design and promotion of cultural and tourism events,
- understand the principles of human resource management in the event environment,
- present techniques and procedures for evaluating cultural and tourism events,
- analyze the role of new technologies in the implementation of cultural and tourism events,
- comprehend the role of events in the support of the principles and goals of Sustainable Development.

General Competences

- Search, analyze, and synthesize data and information, using the necessary technologies
- Autonomous work on assignments
- Teamwork
- Work in an interdisciplinary environment
- Exercise critical thinking
- Promote free, creative, and inductive thinking
- Respect for cultural heritage
- Respect for diversity and multiculturalism

3. SYLLABUS

During the lectures, the following topics are presented:

- Introduction to Event Management
- The impacts of events on the economy, society, culture, and the environment
- The role of events in the cultural and tourism sectors
- Tools and techniques for planning cultural and tourism events
- Event design – Selection of venue and event program
- Marketing and promotion of events
- Event budgeting and management tools
- Sponsorships and grants for cultural and tourism events
- Human resource management in events
- Evaluation of cultural and tourism events
- The role of events in promoting the goals of Sustainable Development
- Contemporary trends in event management
- Case studies of successful cultural and tourism events

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Practical Exercises focusing on the application of methodologies and case study analysis</i>	16
	<i>Groupwork</i>	20
	<i>Individual study</i>	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Language of assessment: Greek (English for Erasmus students)</p> <p>Methods of assessment:</p> <p>a. Written final exam covering the course material, including essay questions (50% of the total grade) and</p> <p>b. Group assignment project (50% of the total grade)</p> <p>Erasmus students: Project with public presentation (100% of the total grade)</p> <p>All the above assessment criteria are made known to the students in the first class and are posted on the course website of the e-classroom throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Papageorgiou, A. (2018), Organizing Conferences and Events, MICE Tourism, Faidimos Publication
 - Vasileiadis, X. (2014) Marketing Management of Events, Publications of University of Macedonia
 - Kravaritis, K. & Papageorgiou, A. (2007), Business Tourism- MICE, Interbooks Publication (in Greek)
 - Bowdin, G., Allen, J., O'Toole, W., Harris, R. & McDonnell, I. 2011, Events Management, 3rd edn, Elsevier Ltd, Oxford.
 - Getz, D. 2005, Event Management & Event Tourism, 2nd edn, Cognizant Communication Corporation, New York.
- Related academic journals:*
- Event Management
 - Journal of Policy Research in Tourism Leisure and Events
 - International Journal of Event Management Research
 - Tourismos

PARTICIPATORY DEVELOPMENT AND SUSTAINABILITY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FE6300	SEMESTER	7 th
COURSE TITLE	PARTICIPATORY DEVELOPMENT AND SUSTAINABILITY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and case studies	3	5	
COURSE TYPE	Special background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK381/		

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will be able to:

- | |
|---|
| <ul style="list-style-type: none">- understand the characteristics and the basic principles of participation;- apply the practice of participatory development to address environmental and social issues;- have the skills of effective facilitators among the local actors involved in local development. |
|---|

General Competences

- | |
|--|
| <ul style="list-style-type: none">- Decision-making- Working independently- Respect for difference and multiculturalism- Criticism and self-criticism- Production of free, creative and inductive thinking |
|--|

3. SYLLABUS

History of the concept of "participation". International and European initiatives to promote public participation. Public participation in the achievement of sustainable development objectives. The concept of participation: definition and objectives, basic principles, types. Effectiveness and advantages of participation. Challenges to the successful implementation of participation. Stakeholders in the participatory process for sustainability. The role of participation in sustainability. Classification of participation methods. Methods of capturing diversity. Methods of convergence or achieving consensus. Factors affecting the decision to adopt a participation method. Information and communication technologies and participatory development. Case studies of participatory processes in sustainable development initiatives.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	27
	<i>Case studies in class</i>	12
	<i>Student self-study</i>	39
	<i>Scientific literature study</i>	47
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Assignment (100%) or A final written examination (100%) including:</p> <ul style="list-style-type: none"> - Short answer questions - Problems solving in a short case study <p>The main criteria for assessing the students are:</p> <ul style="list-style-type: none"> - Scientific documentation and correctness of answers - Critical and synthetic ability - Expressive ability, clarity and conciseness of answers - Organization of thought - Structure of writing <p>The above mentioned criteria are described to the students during the first lecture, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Στρατηγέα, Α. (2015). Θεωρία και Μέθοδοι Συμμετοχικού Σχεδιασμού. Στο: https://repository.kallipos.gr/bitstream/11419/5428/1/00_master_document_FINAL_2_1_3_2016-KOY.pdf
 - Μάρκου, Μ., Σαμαρτζής, Π., Βαλεριάνου, Κ., Κλαμπατσέα, Ε., Μουκούλης Π., Τσβρένη, Ι., Τούση, Ε., Χατζημαρκάκη, Μ., Πανόπουλος, Γ., Παναγιωτάκου, Ε. & Μίχα, Ε. (2012). Συμμετοχική επικοινωνία και τοπική ανάπτυξη: Διαμορφώνοντας προοπτικές ανάπτυξης σε περίοδο κρίσης. Π. Σαμαρτζής και Ε. Παναγιωτάκου (επιμ.). Αθήνα: Εθνικό Μετσόβιο Πολυτεχνείο, Σχολή Αρχιτεκτόνων Μηχανικών.
- Related academic journals:*
- World Development
 - Community Development Journal
 - Journal for Quality and Participation

URBAN ECONOMY AND ENVIRONMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	OK4000	SEMESTER	ELECTIVE COURSE
COURSE TITLE	URBAN ECONOMY AND ENVIRONMENT		
INDEPENDENT CURRICULAR ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Lectures and Laboratory Exercises		3	5
COURSE TYPE	Scientific Area and Skills Development		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, (For Erasmus students study course and exams are offered in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/		

2. LEARNING OUTCOMES

Learning Outcomes

The objective of the course is to inform students about two constantly evolving and directly related to development concepts, Urban Economy and the Environment, along with their correlation. In addition, the aim is to enable students to further study and research the above mentioned scientific subjects.

Upon successful completion of the learning period for the course, students are expected to be able to:

- Define the meaning and content of Urban Economy and the Environment
- Describe and analyze new trends and patterns in Europe and the world in terms of Urban Economy and the Environment
- Cognize the primary practices for organizing actions aimed at optimizing the use of Urban Economy and the Environment

General Skills

- Adapt to new circumstances situations
- Decision making
- Manage changes
- Respect for the natural and social environment
- Exercising critical thinking
- Promote free, creative and inductive thinking
- Design and project management

3. SYLLABUS

Types of cities. Urban economic development. Economic problems in cities. The housing in the cities. Unemployment in cities. Poverty in the cities. Ghettos and Segregation Issues in Cities. New urban economies. Spatial distribution of cities. The environmental limits of the economic process. Methods of economic analysis of the structure and uses of land in cities. City and environment. Build environment and city. Natural environment and city. Spatial Structure and Organization of the Urban Economy. Environmentally sustainable economic development. Economic analysis of the use of the natural resources in the city. Microeconomic analysis of the location of the economic unit (enterprise, household) in the city.

4. TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	Special software supporting learning process through e-class digital platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Individualized study and literature analysis</i>	50
	<i>Essay writing</i>	40
	Total	125
STUDENTS' EVALUATION	<ul style="list-style-type: none">- Essay- Final written examination	

5. ATACHED BIBLIOGRAPHY

- O’Sullivan A. (2011). *Urban Economy*, ed. Kritiki, Athens
- Di Pasquale D & W. Wheaton (1996), *Urban economics and real estate markets*: Prentice Hall
- Krugman P. (2002). *Development, Geography, and Economic Theory*, The MIT Press
- Dicken P. & Lloyd P. (1990) *Location in Space: Theoretical perspectives in Economic Geography*, Harper Collins
- McCann Ph. (2013). *Modern Urban and Regional Economics*, Oxford
- McCann Ph. (1992). *Urban and Regional Economy*, ed. Kritiki, Athens
- McCann Ph. ed. (2002). *Industrial Location Economics*, Edward Elgar
- McDonald J.F. & D.P. McMillen (2011). *Urban Economics and Real Estate, Theory and Policy*, Massachusetts: Blackwell
- Stilwell (1980). *Economic Crisis, Cities and Regions*, Pergamon Press
- Kotiis G. (1976). *Microeconomics of the Place of Installation*, ed. Papazisis, Athens
- Μητούλα Ρ, Λαζαρίδης Μ., Θυσιάδου Α., Δέμπας Μ., Αρχοντίκης Π., Σαμουρκασίδου Ε. (2020) “Καβάλα 2020-2050. Φυσιογνωμία και Βιώσιμη Ανάπτυξη του Νομού Καβάλας”, Εκδόσεις Παπαζήση, Αθήνα
- Μητούλα Ρ., Καλδής Π. (2018) "CityBranding και Βιώσιμη Ανάπτυξη. Η περίπτωση των Πολιτιστικών Διαδρομών", Εκδόσεις Παραζήση, Αθήνα
- Maria Vlahadi, Roido Mitoula, Luca Salvati (2023) “The contribution of immigrants to Urban Economies: Exploring Citizens' opinion in Athens, Greece”, *Migration Letters Journal*, Volume 20 No 3, doi:<https://doi.org/10.47059/ml.v20i3.2911>,<https://migrationletters.com/index.php/ml/article/view/2911>
- Papavasileiou A., Mitoula R. (2023) "Mega Infrastructure Projects and their contribution to Sustainable Development: the case study of the Athens Metro", *Economic Change and Restructuring Journal*, Springer, <https://doi.org/10.1007/s10644-023-09493-w>
- Papavasileiou A., Mitoula R., Kaldis P., Papagrigoriou A. (2022) ‘Co-working Spaces in Greece during the COVID-19 Era. The case study of Athens City’, *International Journal of Corporate Finance and Accounting (IJCFA)*, Volume 9, Issue 1, Doi: 10.4018/IJCF.A.313040 <https://www.igi-global.com/article/co-working-spaces-in-greece-during-the-covid-19-era/313040>
- Dimitrios Karnavos, Roido Mitoula, Alexandra Tragaki, Constantinos Apostolopoulos "Green Public Procurement as a Tool for the Transition from the Linear Model of Economy to the Circular Economy", *Advances in Social Sciences Research Journal (ASSRJ)*, Volume 9 No 2 (2022), <https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/12698>

TOURISM DESTINATIONS MANAGEMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK4900	SEMESTER	7 th
COURSE TITLE	TOURISM DESTINATIONS MANAGEMENT		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special background		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK427/		

2. LEARNING OUTCOMES

Learning outcomes
<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> - understand basic concepts: tourist destination, tourism supply and demand, sustainable planning and management of tourist destinations, - comprehend the role of external and internal factors that affect the evolution of destinations, and specifically the mechanisms that lead a destination to stagnation or decline - analyze the various approaches to the typology of destinations - understand the incorporation of sustainability in the planning and management of tourist destinations - identify planning and management strategies for destinations through examples at the international and European levels - know how Destination Management Organizations (DMOs) operate.
General Competences
<ul style="list-style-type: none"> - Search, analyze, and synthesize data and information, using the necessary technologies - Individual work - Work in an interdisciplinary environment - Exercise critical thinking - Promote free, creative, and inductive thinking

3. SYLLABUS

The purpose of the course "Management and Administration of Tourist Destinations" is to understand: a) the concept of a tourist destination, b) the characteristics and components of a tourist destination, c) the methods of analyzing the evolution of a tourist destination, d) the various typologies of Tourist Destinations, e) the necessity and particularities of planning and management at different stages of the life cycle of a tourist destination to mitigate identified impacts and achieve sustainable tourism development, f) the models of destination management and administration, and the related tools utilized. Additionally, characteristic case studies of tourist destinations at international, European, and national levels are presented.

During the lectures, the following topics are covered:

- The concept of a tourist destination: Analysis of the destination as a fundamental part of the tourism system, characteristics of tourist destinations.
- Approaches to analyzing and evaluating tourism supply and demand that support the management of tourist destinations.
- Impacts of tourism development on the economy, society, culture, and environment of destinations.
- Methods of analyzing the evolution of a tourist destination: Life cycle and development stages of a tourist destination, mechanisms and influencing factors of destination evolution.
- The dynamics of tourist destinations: Destinations at regional and local scales.
- Typologies of tourist destinations.
- Introduction to destination planning.
- Destination management: Local governance and participatory processes.
- Destination management: Models and tools for the administration and management of destinations.
- Case studies of tourist destinations at international, European, and national levels.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	39
	<i>Exercises focused on the application of methodologies and case study analysis</i>	16
	<i>Individual/Non supervised study</i>	70
	Course total	125
STUDENT PERFORMANCE EVALUATION	Language of assessment: Greek (English for Erasmus students) Methods of assessment: a. Written final exam covering the course material, including essay questions (50% of the total grade) b. Individual Assignment (50% of the total grade)	

5. ATTACHED BIBLIOGRAPHY

- Sarantakou, E. & Karachalis, N. (2024) Greek Tourism Development and Policy, Kritiki Publications (in Greek)
 - Tsartas, P. & Lytras, P. (eds) (2017), Tourism, Tourism Development Contributions of Greek Scientists, Papazisis Publications (in Greek)
 - Tsartas, P., Sarantakou, E., Kontis, Alexios-Patapios (2016). "Tourism Development Models in Greece: Trends and Challenges in an effort to change the paradigm", in: Rontos K., José António Filipe, Tsartas, P., (eds), 2016. Modeling and New Trends in Tourism: A Contribution to Social and Economic Development, Nova Publishers, USA.
- Related academic journals:*
- Tourism Management
 - Annals of Tourism Research
 - Tourism Review
 - Tourismos

CREATIVITY AND INNOVATION

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY, AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDER GRADUATE		
COURSE INDEX	TE4802	SEMESTER	7 th
COURSE TITLE	CREATIVITY AND INNOVATION		
INDEPENDENT CURRICULAR ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
LECTURES		3	5
COURSE TYPE	Special Background		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes, (For Erasmus students study course and exams are offered in English)		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK224/		

2. LEARNING OUTCOMES

Learning Outcomes	
Upon completion of the course under graduate students are expected to:	
<ul style="list-style-type: none"> - Understand in depth the concepts of creativity and innovation. - Develop skills to cultivate creativity and innovation in themselves and others. - Apply creative and innovative solutions to problems in a variety of contexts. - Develop a culture of creativity and innovation. - Understand the role of creativity and innovation in society and the economy. 	
General skills	
The course aims at developing the following skills :	
<ul style="list-style-type: none"> - Decision making - Working autonomously - Working in groups - Working in an interdisciplinary environment - Production of new research ideas - Respect for diversity and multiculturalism - Promote free, creative and inductive thinking - Design and project management - Exercise of criticism and self-criticism - Search, analyze and synthesize data and information, using the necessary technologies - Demonstrate social, professional and ethical responsibility and gender awareness 	

3. SYLLABUS

The Concept of Creativity:

- Definitions and Theories of Creativity
- Characteristics of Creative Individuals
- The Process of Creative Thinking

The Concept of Innovation:

- Definitions and Theories of Innovation
- Types of Innovation
- The Process of Innovation

Cultivating Creativity and Innovation:

- Individual and Group Strategies for Enhancing Creativity and Innovation
- Creating a Supportive Environment for Creativity and Innovation

Applications of Creativity and Innovation:

- Creativity and Innovation in business
- Creativity and Innovation in Art and Culture
- Creativity and Innovation in Education
- Creativity and Innovation in Science and Technology
- Creativity and Innovation in Society and Economy

4. LEARNING AND TEACHING TECHNIQUES – EVALUATION

TEACHING METHODS	Face- to - face Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lecture</i>	36
	<i>Group work activities Individual/non-guided studying-essay writing</i>	64
	<i>Personal Study</i>	25
	Total	125
ASSESSMENT METHODS	<p>Final assessment consists of:</p> <ul style="list-style-type: none"> - Individual in-class assignments (40%) - Student project (60%) <p>The final grade for the research paper is determined by:</p> <ul style="list-style-type: none"> - Knowledge and understanding of creativity development methods and critical approach skills (20%) - Detailed presentation, analysis of activity objectives, and relevance to the selected unit (30%) - Originality, adequacy, content, and appropriateness of activities for cultivating creativity (30%) - Presentation skills (20%) <p>(Detailed evaluation criteria for the above and specific procedures are outlined in the first class and on the course website.)</p>	

5. ATTACHED BIBLIOGRAPHY

- Lecture notes
- Gregerson, M.B., Snyder, H.T. & Kaufman, J. C. (Eds.). (2012). Teaching creativity, Springer Science & Business Media.
- Sternberg, R.J. & Williams, W.M. (1996). How to develop student creativity. ASCD.

INNOVATIVE ENTREPRENEURSHIP

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY, AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDER GRADUATE		
COURSE INDEX	ΓΕ6501	SEMESTER	7 th
COURSE TITLE	INNOVATIVE ENTREPRENEURSHIP		
		WEEKLY TEACHING HOURS	CREDIT UNITS
LECTURES		3	5
COURSE TYPE	Special Background		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK224/		

2. LEARNING OUTCOMES

Learning Outcomes

By the end of this course, students will be able to:

- Define and differentiate between creativity and innovation in a business context.
- Identify various frameworks and models for fostering innovation within organizations.
- Evaluate the impact of emerging technologies (e.g., AI, blockchain) on business innovation.
- Develop and pitch innovative business ideas, considering market feasibility and financial viability.
- Cultivate an entrepreneurial mindset, embracing risk-taking and problem-solving.
- Collaborate effectively in diverse teams to generate creative solutions.

General skills

The course aims at developing the following skills :

- Decision making
- Working autonomously
- Working in groups
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for diversity and multiculturalism
- Promote free, creative and inductive thinking
- Design and project management
- Exercise of criticism and self-criticism
- Search, analyze and synthesize data and information, using the necessary technologies
- Demonstrate social, professional and ethical responsibility and gender awareness

3. SYLLABUS

- Basic concepts of entrepreneurship and business plans
- Design and organization phases in the context of rational resource management
- Resource and competence theory - the importance of roles
- From idea to action - Fundamental principles and practices for action budgets
- Implement communication strategies in services
- The concept of creativity in business
- Creative climate for businesses and groups
- Creativity in education
- Project method - design, development, evaluation

4. LEARNING AND TEACHING TECHNIQUES – EVALUATION

TEACHING METHODS	Face- to - face Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lecture</i>	36
	<i>Group work activities Individual/non-guided studying-essay writing</i>	64
	<i>Personal Study</i>	25
	Total	125
ASSESSMENT METHODS	<p>Final Assessment The final assessment involves the writing and oral presentation of a research paper, which can be done either individually or in a group. Students are required to design an innovative business idea and the stages of its implementation.</p> <p>Final Grade Breakdown The final grade for the research paper will be determined by the following factors: Theoretical knowledge (20%): This includes knowledge of entrepreneurship, creativity, innovation, and the stages of implementing a business idea. Goal setting and detailed planning (30%): This includes the clarity and feasibility of the goals, the comprehensiveness of the plan, and the consideration of potential risks and challenges. Originality, adequacy, content, and appropriateness of project actions (30%): This includes the originality of the idea, the adequacy of the research, the relevance of the content, and the appropriateness of the actions proposed. Presentation skills (20%): This includes the clarity of the presentation, the effectiveness of the communication, and the ability to answer questions. Detailed assessment criteria and exact procedures will be provided in the first class and on the course website.</p>	

5. ATTACHED BIBLIOGRAPHY

- Lecture notes
- Drucker, P. (2014). Innovation and Entrepreneurship. Routledge
- Deakins, D., Freel, M. (2017) Επιχειρηματικότητα και Μικρές Επιχειρήσεις, Rosili

CULTURAL ROUTES

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ7300	SEMESTER	7 th
COURSE TITLE	CULTURAL ROUTES		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures- Educational Visits- Experiential learning	3	5	
COURSE TYPE	special background		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

After completing the course, students will be able to:

- understand the concept and significance of cultural routes related to culture, tourism, and the environment,
- describe the basic characteristics of a successful cultural route,
- present the stages of planning and implementing cultural routes,
- analyze the cultural and tourism impacts of cultural routes on the host area,
- present successful examples from international and domestic experience regarding the implementation of cultural routes,
- perceive new trends in tangible and intangible cultural heritage issues,
- analyze the evolution of demand for cultural routes,
- present contemporary issues surrounding the planning and implementation of cultural routes.

General Competences

- Search, analyze, and synthesize data and information, using the necessary technologies
- Autonomous work on assignments
- Teamwork
- Work in an interdisciplinary environment
- Exercise critical thinking
- Promote free, creative, and inductive thinking
- Respect for cultural heritage
- Respect for the natural environment
- Respect for diversity and multiculturalism

3. SYLLABUS

The Cultural Routes course examines the concept of Cultural Heritage (tangible and intangible) and how it is incorporated into the implementation of cultural routes. In this context, issues related to the creation and implementation of cultural routes and their economic, cultural, and tourism impacts are highlighted. Additionally, the connection of Cultural Routes with the promotion and support of Sustainable Development principles is presented.

During the lectures, the following topics are covered:

- The concept of Tangible and Intangible Cultural Heritage
- The concept and characteristics of Cultural Routes
- The basic principles of designing Cultural Routes
- Issues of Supply and Demand of Cultural Routes
- The economic, cultural, and tourism impacts of cultural routes on the host area
- The contribution of Cultural Routes to the promotion of Sustainable Development principles
- Case studies from Greece and abroad
- Contemporary issues of Cultural Routes based on international experience

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	EMESTER WORKLOAD
	<i>Lectures</i>	20
	<i>Educational Visits- Experiential Learning</i>	35
	<i>Individual/Non supervised study. Project</i>	35
	<i>Tutorials</i>	35
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Language of evaluation: Greek (English for Erasmus Students)</p> <p>Methods of Evaluation: a. Written final examination of the course content including sort- answer questions (100%) or Individual Written Project (Public Presentation) (100%).</p> <p>Erasmus students: Project in English (100%).</p> <p>Evaluation Criteria: Knowledge, Exponential ability, Thought Organization, Research capacity, Critical and Synthetic ability.</p> <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Rigatos, G. (2011), The dietetical tradition in Greece, Historical and Cultural Routes, Athens: Veta (in Greek)
 - Kosta, E. (2024), Cultural Routes in Greece, Potential of Creative Economy, Kardamitsa Publications (in Greek)
 - Council of Europe (ed.), (2015), Cultural Routes Management: From Theory to Practice, Strasbourg: Council of Europe, European Institute of Cultural Routes.
 - Graf, M., Popescu, J. (2016), Cultural Routes as Innovative Tourism Products and Possibilities of their Development, International Journal of Cultural and Digital Tourism, Vol.3. 1: 24-44.
 - Karavassili, M. & Mikelakis, E., (1999), "Cultural Routes. Towards an understanding of the cultural landscape under a perspective for development", Archaeologia & Technes 71: 82-86. (in Greek)
- Related academic journals:*
- Journal of Museum Education
 - Journal of Cultural Tourism
 - Tetradiamouseiologias
 - Museumedu

ENVIRONMENTAL PSYCHOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ 7400	SEMESTER	7 th
COURSE TITLE	ENVIRONMENTAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Elective, Scientific area		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek, Erasmus students can get supportive teaching, submit essays and take final exams in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> - Critically evaluate how society promotes or hinders sustainability based on human values - Be informed about the psychology of values, how to manage emotions, learning through imitation, cultural identity, belonging to a society, moral development, - Apply psychological terms to sustainability issues. - Learn about person-environment interaction - Learn about the traditional and environmental approach to perception - Develop the concept of environmental stress and ecological grief
General Competences
<p>Autonomous study Team work Adapting to new situations Respect for difference and multiculturalism Criticism and self-criticism Decision-making</p>

3. SYLLABUS

The course focuses on the relationship between the individual and the environment based on a psychosocial perspective through environmental psychology. Environmental psychology aims to study psychological processes, human behavior and well-being of people in relation to physical and socio-environmental characteristics. The main emphasis is on understanding the psychological processes involved in ecosystem phenomena, with particular emphasis on the cognitive, emotional and social dimensions. The main emphasis is on the most recent field of research called environmental psychology of sustainability. The aim is to enhance students' knowledge of the theoretical foundations, methods and techniques that characterize environmental psychology and sustainable development. It will also analyse how research on emotions, learning through imitation, identity, belonging and ethical development can be applied to address these issues and promote values-based sustainability.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides and videos in lectures - Asynchronous E-learning platform - Communication with students via email 														
TEACHING METHODS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">ACTIVITY</th> <th style="text-align: left;">SEMESTER WORKLOAD</th> </tr> </thead> <tbody> <tr> <td><i>Lectures</i></td> <td style="text-align: right;">20</td> </tr> <tr> <td><i>study and analysis of bibliography</i></td> <td style="text-align: right;">20</td> </tr> <tr> <td><i>essay writing</i></td> <td style="text-align: right;">20</td> </tr> <tr> <td><i>Experiential exercises</i></td> <td style="text-align: right;">20</td> </tr> <tr> <td><i>fieldwork, tutorials</i></td> <td style="text-align: right;">45</td> </tr> <tr> <td>Course total</td> <td style="text-align: right;">125</td> </tr> </tbody> </table>	ACTIVITY	SEMESTER WORKLOAD	<i>Lectures</i>	20	<i>study and analysis of bibliography</i>	20	<i>essay writing</i>	20	<i>Experiential exercises</i>	20	<i>fieldwork, tutorials</i>	45	Course total	125
	ACTIVITY	SEMESTER WORKLOAD													
	<i>Lectures</i>	20													
	<i>study and analysis of bibliography</i>	20													
	<i>essay writing</i>	20													
	<i>Experiential exercises</i>	20													
<i>fieldwork, tutorials</i>	45														
Course total	125														
STUDENT PERFORMANCE EVALUATION	<p>The assessment of students is performed via the final written exam which includes short answers and solution of exercises. or two semi exams (50% of the final grade each) The written exam includes multiple choice questions, closed-ended questions, short-answer questions and questions critically developing topics related to the course content. The Erasmus student project includes a written presentation of 3000-3500 words of a topic relevant to the course content, based on literature review.</p> <p>For students with special educational needs, assessment is performed via oral examination.</p>														

5. ATTACHED BIBLIOGRAPHY

- Velichkov, A, Σερδάρης, Π. (2017). Η ψυχολογία του περιβάλλοντος, UniversityStudioPress
 - Giesecking, J.J., 2014. Environmental Psychology, in: Teo, T., Barnes, M., Gao, Z., Kaiser, M., Shievari, R., Zabinski, B. (Eds.), International Encyclopedia of Critical Psychology. Springer, New York, pp. 587–593.
 - Steg, L., van den Berg, A.E., de Groot, J.I.M., 2013. Environmental psychology: History, scope and methods, in: Steg, L., van den Berg, A.E., de Groot, J.I.M. (Eds.), Environmental Psychology: An Introduction. British Psychological Society and John Wiley & Sons
 - Tonello, G., Bobatto, P., 2014. Emotional Perception of Urban Environments. Psychol. Res. 4, 201–211.
- Relevant scientific journals:*
- Journal of Environmental Psychology
 - Environment and Behavior

8th SEMESTER

SOCIAL ECONOMY AND SOCIAL ENTREPRENEURSHIP

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OK1001	SEMESTER	8 th
COURSE TITLE	SOCIAL ECONOMY AND SOCIAL ENTREPRENEURSHIP		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and case studies	3	5	
COURSE TYPE	Special background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK140/		

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will be able to:

- | |
|--|
| <ul style="list-style-type: none">- describe and analyze the nature of social economy actors;- evaluate the contribution of social economy actors in shaping a new model of sustainable development;- identify the key actions for planning and organizing business models based on cooperation. |
|--|

General Competences

- | |
|---|
| <ul style="list-style-type: none">- Decision-making- Change management- Respect for the natural and social environment- Criticism and self-criticism- Production of free, creative and inductive thinking |
|---|

3. SYLLABUS

The third sector as an area of social justice. Solidarity and volunteering: levers for social action in the 21st century. Social economy actors: values, principles, categorization, characteristics. Prerequisites for the development of social economy actors and success factors. Innovative trends in the context of the social economy: the emergence of new generation cooperatives and social enterprises. Social entrepreneurship initiatives: social and environmental impacts. Policies for the social economy and social entrepreneurship. Planning and organization of social enterprises.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of digital slides in lectures - Asynchronous E-learning platform - Communication with students via email 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	33
	<i>Case studies in class</i>	6
	<i>Student self-study</i>	39
	<i>Scientific literature study</i>	47
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>A final written examination (or two written assessments during the semester) including:</p> <ul style="list-style-type: none"> - Short answer questions - Problems solving in a short case study <p>The main criteria for assessing the students are:</p> <ul style="list-style-type: none"> - Scientific documentation and correctness of answers - Critical and synthetic ability - Expressive ability, clarity and conciseness of answers - Organization of thought - Structure of writing <p>The above mentioned criteria are described to the students during the first lecture, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Παπαγεωργίου, Κ. (2015). Βιώσιμη Συνεταιριστική Οικονομία. Αθήνα: Αθ. Σταμούλης.
 - Σαρρή, Κ. & Τριχοπούλου, Α. (2018). Επιχειρηματικότητα και Κοινωνική Οικονομία. Η οπτική του φύλου. Θεσσαλονίκη: Τζιόλας.
 - Parnell, E. (2000). Επανεφεύρεση των συνεταιρισμών. Επιχειρήσεις για τον 21ο αιώνα. Μετάφραση: Μ. Φεφές, Γεωπονικό Πανεπιστήμιο Αθηνών: Στοχαστής.
 - Borzaga, C. & Defourny, J. (Eds.) (2004). The Emergence of Social Enterprise. London: Routledge.
- Related academic journals:*
- International Journal of Social Economics
 - International Journal of Social Entrepreneurship and Innovation
 - Journal of Social Entrepreneurship
 - Review of Social Economy

ENVIRONMENTAL ECONOMICS

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
POSTGRADUATE UNDERGRADUATE LEVEL	OR	UNDERGRADUATE	
COURSE INDEX	OK1800	SEMESTER	8 th
TITLE	ENVIRONMENTAL ECONOMICS		
INDENPENDENTCURRICULARACTIVITIES	WEEKLY TEACHING HOURS	CREDIT UNITS	
	3	5	
COURSETYPE	Scientific area		
PREQUISITES	Economic Theory I, Economic Theory II		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THECOURSE OFFERED IN ERASMUS	Yes		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK236/		

2. LEARNING OUTCOMES

Learning Outcomes	
	On the completion of the course post graduate students are expected: <ul style="list-style-type: none">- acquire comprehensive knowledge to analyze the interaction of economic and environmental factors.- have understood the economic importance of the problem of degradation and environmental degradation- to investigate the impact of the behavior of economic units on the environment- analyze the economic ways to reduce pollution and protect the environment based on the classic microeconomic framework.
General skills	
	The course aims at developing the following skills : <ul style="list-style-type: none">- Enhancement of professional skills related to the interdependent relationship between the economy and the environment- Search, analyze and synthesize data and information on the contribution of eco-science to solving environmental issues- Cultivation of students' research potential in matters of economic environment and natural resources.

3. SYLLABUS

Introduction to environmental economics. Ecology and Economy. Economic growth and environmental degradation. Economic activity and environmental quality. Externalities. GDP and natural resources. Economic solutions to environmental problems. Public and private sector and its contribution to pollution. Taxes and subsidies in case of natural resources. Governance and environmental protection.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS.	Face to Face	
USE OF ICT	Use of ICTs during teaching, use of asynchronous tele-education platform for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Study and Literature Review</i>	50
	<i>Practical Issues</i>	40
	Total	125
EVALUATION	<p>Students' assessment is based on:</p> <p>a. Written examination, which provides students with the 60% of the final overall grade, takes place after the completion of the course period.</p> <p>b. Writing of a scientific essay, based on a systematic and organized bibliographic review, whose score corresponds to 20% of the final total grade.</p> <p>and</p> <p>c. Exercise comprehension curricula that corresponds to 20% of the final total grade.</p> <p>The abovementioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. ATTACHED BIBLIOGRAPHY

- Halkos G., Natural resources & environmental Economics, Disigma Publications, 2023 (in Greek).
- Bithas, C., Environmental and natural resources Economics, I.A.P.A.D Publications, Athens, 2010 (in Greek).

DISSERTATION/ THESIS [ΠΤ1000]

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INTERNSHIP

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕ1007	SEMESTER	8 th
COURSE TITLE	INTERNSHIP		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Seminars- Seminars and Internship in Host Institutions		8	8
COURSE TYPE	Skills Development		
PREREQUISITE COURSES	Students must be in their 8 th semester of studies.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/OIK477/		

2. LEARNING OUTCOMES

Learning outcomes

Upon completion of the Internship course, students will be able to:

- Combine more efficiently the knowledge acquired during their studies
- Apply their knowledge in the workplace
- Identify the coordinated actions required on their part, which will lead them more safely towards their professional development
- Analyze information about available job positions and their requirements, in order to understand the work environment and set new goals
- Discover and enhance their professional skills and personal attributes as essential tools for strengthening their position in the job market
- Apply new communication methods and organize their time effectively
- Adapt to the demands of the working environment
- Communicate effectively in the workplace.

General Competences

- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Decision-making
- Project planning and management
- Adaptation to new situations
- Demonstration of social, professional, and ethical responsibility
- Promotion of free, creative, and inductive thinking
- Exercise of criticism and self-criticism
- Problem-solving

3. SYLLABUS

The Internship of the Department of Economics and Sustainable Development aims at the substantial acquisition of professional experience concerning subjects related to the department's curriculum, directly linked to the job market. It provides an opportunity for the cultivation of professional skills under the guidance and supervision of the workplace, offering personal empowerment for future job placement.

Prior to the beginning of the Internship program, mandatory preparatory seminars are organized for students, focusing on the implementation of the internship and their smooth and effective integration into the workplace. The seminar topics include information about the department's Internship program, presentations on skills enhancement and their application in the broader professional field, personal characteristics beneficial in the professional sector, personal branding, social networking, as well as preparation for job recruitment.

The Internship program, lasting for 2 months, takes place in institutions related to subjects addressed by the Department of Economics and Sustainable Development. Internships can be undertaken either in the region of Attica or in other regions of Greece.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to -face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Use of the Ministry of Education's central support system for Internships, known as "Atlas" - Support of procedures through the e-class electronic platform - Student updates via the electronic webpage - Communication with institutions and students (telephone, email) - Electronic archiving 	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	6
	<i>Internship</i>	290
	<i>Reports</i>	4
	Course total	300
STUDENT PERFORMANCE EVALUATION	<p>Evaluation of students is based on: Assessment of the student's participation in the Internship at the institutions by the supervisor of the respective organization, based on completion of a specific evaluation form. Completion of a report of activities by the student for the organization where the Internship was conducted. Assessment of the student's participation in the Internship at the institutions, recorded by the supervising professor (for each student, a faculty member of the Department, relevant to the subject of the Internship, is designated as the supervisor). The final responsibility for evaluation lies with the Scientific Supervisor of the Internship. The evaluation method is communicated to the students in the first class and is posted on the course's website throughout the semester.</p>	

INSTITUTIONAL COURSE (IN ADDITION TO DEGREE REQUIREMENTS)

THEMES IN SUSTAINABLE DEVELOPMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	IA0200	SEMESTER	WINTER & SPRING
COURSE TITLE	THEMES IN SUSTAINABLE DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and Workshops		3	5
COURSE TYPE	Background, General Knowledge		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (The assignments and the exam will be in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/		

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to provide knowledge of the terminology and issues surrounding sustainable development and the ability to further study and research such issues. Upon successful completion of the learning period for the course, students are expected to be able to:</p> <ul style="list-style-type: none"> - Define the concept and content of sustainable development and assess its contribution to sustainable environmental, economic, social and cultural development. - Describe and analyze new trends and patterns emerging in the world and in Europe in terms of overall sustainable development. - Cognize the primary practices for organizing actions aimed at sustainable development.
General Competences
<ul style="list-style-type: none"> - Adapting to new situations - Decision making - Managing changes - Respect for the natural, social and financial environment - Exercising critical thinking - Promoting free, creative and inductive thinking - Planning and managing sustainable development projects

3. SYLLABUS

Interpretation of the term ‘Sustainable Development’. The main stages in the evolution of the goal of Sustainable Development. The United Nations and Sustainable Development. International policies and actions for sustainable development. European policies and actions for sustainable development. Sustainable local and regional development. The main pillars of sustainable development (environment, economy, society, culture). Sustainable economic development (primary, secondary and tertiary production sectors). Tourism and sustainable development. The contribution of entrepreneurship to sustainable development (industry, small and medium enterprises). The contribution of culture to sustainable development. Social infrastructure and sustainable development (social infrastructure in urban areas, schools, hospitals, etc.). Sustainable development of coastal, mountain and island places. Sustainable means of transport (fixed-guideway transit systems, railways, highways, ports, airports). The contribution of urban and peri-urban greenery to sustainable development. The 17 Global Goals of Sustainable Development (SDGs). SDG 1: No Poverty. SDG 2: Zero Hunger. SDG 3: Good health and well-being. SDG 4: Quality Education. SDG 5: Gender equality. SDG 6: Clean water and sanitation. SDG 7: Affordable and clean energy. SDG 8: Decent work and economic growth. SDG 9: Industry, Innovation and Infrastructure. SDG 10: Reduced Inequalities. SDG 11: Sustainable Cities and Communities. SDG 12: Responsible Consumption and Production. SDG 13: Climate Action. SDG 14: Life below Water. SDG 15: Life on Land. SDG 16: Peace, Justice and Strong Institutions. SDG 17: Partnerships for the Goals. Individual actions for the success of the 17 Sustainable Development Goals.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Special software supporting learning process through e-class digital platform	
TEACHING METHODS	ACTIVITY	SEMESTER WORKLOAD
	<i>Lectures</i>	35
	<i>Individualized study and literature analysis</i>	50
	<i>Essay writing</i>	40
	Course total	125
STUDENT PERFORMANCE EVALUATION	Essay	

5. ATTACHED BIBLIOGRAPHY

- A/RES/74/4, Political declaration of the high-level political forum on sustainable development convened under the auspices of the General Assembly. Available at: <https://digitallibrary.un.org/record/3829888?ln=en>.
- Armington, C., Harris, C., & Odle, M. (1984) "Formation and Growth in High Technology Firms: A Regional Assessment", Washington D.C: US Congress, Brookings Institute for the Office of Technology Assessment.
- Armstrong H. and Taylor J. (1993) "Regional Economics and Policy", London: Hawester - Wheatsheaf.
- Blakely Ed. (1997) "Planning Local Economic Development: Theory and Practice", Sage Publications, pp. xv –xvi, London.
- Christaller W. ([1933] 1966) "Central places in Southern Germany", Eaglewood Cliffs: Prentice Hall.
- COM (2016)0739. Ανακοίνωση της Ευρωπαϊκής Επιτροπής "Επόμενα βήματα για ένα βιώσιμο ευρωπαϊκό μέλλον Ευρωπαϊκή δράση για την αειφορία", Available at: <https://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52016DC0739&from=EN>.
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- Cristensen C.P. (1989) "Cross-Cultural Awareness Development: A Conceptual Model" Counselor, Volume 28, Issue 4, p p 270-289.
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- Lambrianidis L. (1992) "Elements of Economic Geography", ed. Paratiritis, pp. 14-15, Thessaloniki.
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- Losch A. (1954) "The Economics of Location", New Haven.
- Mitoula R. (2023) "Sustainable Development. Individual actions for the implementation of the 17 Global Goals of Sustainable Development", Special Volume SUSTAINABLE DEVELOPMENT, Sustainable Development, Culture, Traditions Journal (SDCT-Journal), doi: 10.26341/issn.2241-4010-2023-1c, pages 78

- Mitoula R. (2006) "Sustainable Regional Development in the European Union & Reconstruction of the Greek Urban Environment", ed. Stamouli, Athens.
- Mitoula R., Astara O.E., Kaldis P. (2008) "Sustainable Development - Concepts, International & European Dimensions", ed. Rossili, Athens.
- Multi-stakeholder engagement in 2030 Agenda implementation: A review of Voluntary National Multi-stakeholder engagement in 2030 Agenda implementation: A review of Voluntary National Review Reports (2016-2019), <https://sustainabledevelopment.un.org/content/documents/26012VNRStakeholdersResearch.pdf>.
- Papadaskalopoulos Ath. (1995) "Standards and Policies of Regional Development", pp. 51-60, Papazisi publications, Athens.
- Pike A., Rodríguez-Pose, A. and Tomaney, J. (2006) "Local and Regional Development", Routledge: London.
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- Rostow W. (1960) "The Stages of Economic Growth", New York.
- Stefanou I., Mitoula R. (2004) "The contribution of EU Support Frameworks and the Regional Development Plan of the E.U. in the preservation and highlighting of the physiognomy of the Greek Cities", Proceedings of the Conference entitled "Policy of sustainable development of the cities in Greece", Ministry of Spatial Planning and Public Works - N.T.U.A., Athens 9/15/2004.
- Storper, M. (1997) "The Regional World, Territorial Development in a Global Economy", Guilford Press, New York.
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- United Nations (2015) Transforming Our World: The 2030 Agenda for Sustainable Development, Available at: <https://sustainabledevelopment.un.org/post2015/transformingourworld>.

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- Van de Bergh και Nijkamp (1991) "Operationalizing sustainable development: dynamic ecological economic models", Ecological Economics, Vol. 4, Issue 1, 11-33.
- WHAT IS A 'GOOD PRACTICE'? A framework to analyse the Quality of Stakeholder Engagement in implementation and follow-up of the 2030 Agenda, <https://sdgs.un.org/sites/default/files/2021-01/UNDP-UNDESA%2C%20Stakeholder%20Engagement%20Report%20FINAL.pdf>.
- World Bank Group (2006) Where is the Wealth of Nations? Measuring Capital for the 21st Century, Available at: <http://documents.worldbank.org/curated/en/287171468323724180/Where-is-the-wealth-of-nations-measuring-capital-for-the-21st-century>.
- World Bank Group (2018) The Changing Wealth of Nations 2018: Building a Sustainable Future, Available at: <https://openknowledge.worldbank.org/handle/10986/29001>.
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- Yeung, H.W. (1998) "Capital, State and Space: Contesting the Borderless World". Transactions of the Institute of British Geographers.

APPENDIX 1

Appendix 1: Assessment of the Performance of Students with Special Educational Needs (SEN)

1. Students with Special Educational Needs (SEN) may, upon their registration at the Secretariat of their Department, submit a relevant certificate from a competent public authority attesting the type of their disability and recommending the appropriate method of examination. However, they retain the right to choose the manner in which they wish to be examined.
2. SEN students shall contact the Academic Advisor of their Department in order to inform him/her about their particular needs during examinations.
3. Instructors are required to take the necessary measures regarding the examination of SEN students. Both SEN students and instructors may address the Committee for Equal Access of persons with disabilities and persons with special educational needs and/or the University's Centre for Teaching and Learning Support, in order to receive more specific guidance on ensuring the equal participation of SEN students in examinations.
4. The assessment of the performance of SEN students must be fair and carried out using clear and predefined criteria and procedures, which must be communicated to students in good time and prior to the examination. Assessment must not derive from feelings of pity towards the SEN student.
5. Examinations of SEN students shall be conducted in an atmosphere of respect and acceptance of diversity. In the case of oral examinations, it is important that the instructor shows patience, in order to allow the student to complete his/her answer. SEN students often experience anxiety during examinations and must be treated in a supportive manner.
6. The assessment of SEN students may be carried out through written or oral examinations, mid-term progress tests, written assignments, laboratory or clinical exercises, a combination of different assessment methods, or other methods of assessment that are consistent with the nature of each educational process and the specific nature of their special educational needs. During written or oral examinations, as methods of assessment, the integrity of the examination process must in all cases be safeguarded.
7. SEN students sit the examinations on the same day and at the same time as the other students and, regardless of the method of examination (written, oral, or a combination of both), receive the same examination questions as the other students.

8. SEN students who are entitled to an oral examination shall inform the course instructor in good time before the examination date so that he/she has the opportunity to prepare the appropriate conditions for the oral examination. The instructor does not have the right to refuse the oral examination to the student or to urge him/her to be examined in a different way. He/she is obliged to fully respect the student's decision.

9. In cases where SEN students are examined through written examinations, it is possible to provide additional examination time increased by up to one third (1/3), as appropriate. It is also possible for the examination to take place in a separate room with a smaller number of students, where the student can concentrate more easily, without other noise and without disturbing the other students, if, for example, he/she wishes to read a text aloud. It is important that SEN students are encouraged to sit in the front seats of the room, away from doors and windows. Since SEN students often face difficulties in time management, it is important that they are informed by the invigilators about the remaining examination time approximately every half hour. The examination questions must be read aloud slowly and clearly in order to facilitate their understanding by SEN students.

10. Where deemed necessary, the use of technological aids and specialised software is permitted for organising the written text, checking spelling and grammar, or for voice recognition.

11. Where deemed necessary, the use of a calculator, laptop computer or other memory aids is permitted.

12. It is permitted to mark the examination script with an indication of the SEN student's learning difficulty (e.g. dyslexia).

13. In written examinations, it is recommended to use multiple-choice questions, true/false questions, or open-ended questions phrased in simple language. Open-ended questions are used if it has been ensured that SEN students understand the wording of the questions. Additionally, it is possible to provide explanations of unfamiliar words.

14. Where deemed necessary, short breaks during the examination are permitted.

15. During his/her oral examination, the SEN student may have and consult his/her written notes while answering the questions. Assessment is based on the student's oral answers and not on the written notes. If the oral examination cannot be held on the same day as the examination of all students, a new examination date and time shall be set, with different but equivalent questions. It is recommended that two (2) examiners be present in order to better address any difficulties that may arise during the examination, as well as at least two (2) students so that a familiar/friendly environment is ensured during the oral examination.

16. The presence and/or intervention of companions of the SEN student is not permitted at any stage of the oral examination.

17. Students with disabilities affecting the upper limbs are entitled to a scribe, who must be requested in advance from the Academic Advisor. Scribes are volunteers who, during the examination, undertake to write down the answers dictated by the SEN student. If they are students, they may either come from a different Department than that of the SEN student or study in the same Department but in a lower year of study. In such cases, transcription is done verbatim, in the presence of an invigilator.

18. In the case of SEN students with partial vision loss, the written examination questions are provided to the student in an appropriate format (e.g. enlarged font), and, if the student so wishes, the instructor reads the questions aloud as many times as necessary. In the case of total vision loss, and until it becomes possible to conduct examinations in Braille, it is recommended either to conduct an oral examination or to use a scribe.

19. Deaf or hard-of-hearing students may be examined orally with the assistance of an official sign-language interpreter, upon their request to the Academic Advisor, who then communicates this need to the Student Welfare Department.