



HAROKOPIO UNIVERSITY
SCHOOL OF ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS
DEPARTMENT OF HOME ECONOMICS AND ECOLOGY

COURSE OUTLINE GUIDE



2017-2018

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1ST SEMESTER

HISTORY AND NEW TRENDS OF HOME ECONOMICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE LEVEL		
COURSE INDEX	OK0901	SEMESTER	1 st
COURSE TITLE	HISTORY AND NEW TRENDS OF HOME ECONOMICS		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General Knowledge		
PREQUISITES	-		
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/OIK284/		

2.LEARNING OUTCOUMES

Learning Outcomes
<p>The objective of the course is to study the development of the Home Economics science and explore its role in the quality of life and the human development.</p> <p>On the completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none">• define the concept of Home Economics and recognize its importance;• associate the content of quality of life and human development with the dimensions of Home Economics;• determine the importance of progressive problem-solving and decision-making based on critical thinking;• pay particular attention to skills that facilitate the acquisition of meaning in their daily lives.
General skills
<ul style="list-style-type: none">• Make decisions• Work autonomously• Work in teams• Be critical and self-critical• Advance free, creative and causative thinking

3. COURSE MATERIAL

Brief historical development of the Home Economics science. Home Economics on the world stage. The ancient Greek view for quality of life. Development, human development index and quality of life. Quality of life dimensions. Quality of life and gender. Problem solving process. Decision making and its importance for life. The concept of happiness and philosophical approaches. Happiness in daily life. How does *philosophy* contribute to life skills *development*?

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face
USE OF ICT	Support of learning through the use of asynchronous tele-education platform (e-class). Communication with undergraduate students

	through the use of asynchronous tele-education platform (e-class) and e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	20
	Group work activities	19
	Individual/non-guided studying	39
	Bibliography studying and analyzing	47
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on the final written examination that includes:</p> <ul style="list-style-type: none"> ▪ short close ended questions ▪ reflective thinking issue writing through the study of short scenarios <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> • Scientific substantiation and correctness of the answers • Reflective and composing ability as regards studying and using of sources and material provided • Expressiveness, clarity and comprehensiveness of the answers • Thought organization, structure of the written answers <p>The above mentioned 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. LITERATURE

-Suggested Bibliography:

- 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.
- Aknin, L. et al. (2013). Prosocial Spending and Well-Being: Cross-Cultural Evidence for a Psychological Universal. *Journal of Personality and Social Psychology*, 104(4), 635-652.
- Marinoff, L. (1999). *Plato, Not Prozac!: Applying Eternal Wisdom to Everyday Problems*. USA: Harper Collins Publisher.

-Related scientific journals:

- Applied Research in Quality of Life
- Journal of Personality and Social Psychology

HISTORY OF CIVILIZATION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE LEVEL		
COURSE INDEX	ΓΕ2300	SEMESTER	1 st
COURSE TITLE	HISTORY OF CIVILIZATION		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures- Educational Visits- Experiential learning		3	5
COURSE TYPE	Specialised general knowledge		

PREQUISITES	
TEACHING AND EXAMINATION LANGUAGE	Greek (English for Erasmus Students)
THE COURSE OFFERED IN ERASMUS	Yes
COURSE WEB-PAGE (URL)	https://eclass.hua.gr

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon completion of the course the students will have :</p> <ul style="list-style-type: none"> ▪ acquired a general knowledge about the evolution of Civilization from Antiquity till nowadays ▪ cultivate their critical thought, develop their aesthetics ▪ acquired a broader humanistic culture ▪ acquired the necessary knowledge for understanding courses in following semesters
General skills
<p>The successful completion of the course contributes to the achievement of the following program outcomes:</p> <ul style="list-style-type: none"> • Respect for the heritage • Respect for difference and multiculturalism • Team work • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Public presentation

3. COURSE MATERIAL

Introduction: The concept of Civilization-Elements, Morphology, Carriers and Factors of Civilization. The concept and aspects of Art. The age of Stone. The first Civilizations. The Ancient Greek Civilization. The Roman Civilization. The Byzantine Civilization. The Islamic Civilization. The Medieval Western Civilization. The Renaissance. The Civilization of 17th century. The Civilization of 18th century. The Civilization of 19th century. The Civilization of 20th century. The current meeting of Civilizations.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face- to -face	
USE OF ICT	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ E-learning platform ▪ Communication with students via email 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	20
	Educational Visits- Experiential Learning	35
	Individual/non-guided studying. Project.	35
	Tutorials	35
	<i>Total</i>	<i>125</i>
ASSESSMENT METHODS	<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%)</p> <p>or b. Written final examination of the course content including sort- answer questions (70%) + Group Project (Public Presentation) (30%).</p> <p>Erasmus students: Project in English (100%).</p> <p>Evaluation Criteria: Knowledge, Exponential ability, Thought Organization, Research capacity,</p>	

	<p>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>
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5. LITERATURE

- Suggested bibliography:

Charalampidis, A. (2010), Art. I see- I know- I feel, Thessaloniki: University Studio Press (in Greek)

Chambers, M., Grew, R., Herlihy, D., Rabb, Th, Wolloch, I. (1987). The Western Experience, New York: Alfred A. Knopf.

Chatelet, A. & Groslier, B. (2003), Histoire de l'art, Paris: Larousse (in Greek translation)

Cole, J., Symes, C., Coffin, J., Stacey, R. (2005), Western Civilizations: Their History and Their Culture, New York: WW. Norton & Company

Georgitsoyanni, E. (2011), Introduction to the History of Civilization, Athens: Diadrassi (in Greek)

Gombrich, E. (2011), The Story of Art, London: Phaidon

Honour, H. & Fleming, J. (2009), A World History of Art, London: Laurence King Publishing.

Papanikolaou, M., (2005), Greek art of 18th and 19th century, Thessaloniki: Vantias (in Greek)

Perry M. (2012). Western Civilization: A Brief History, Boston: Cengage

- Related academic journals:

History Today

World History Connected

Art History

Art Journal

ECONOMIC THEORY I

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1201	SEMESTER	1st
COURSE TITLE	ECONOMIC THEORY I		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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)	eclass		

2. LEARNING OUTCOMES

Learning Outcomes
Analysis and investigation of the economic behavior of key economic entities with diagrammatic and mathematical analysis, according to the mechanisms of modern microeconomic theory.
General skills
Work autonomously, make decisions. Advance creative and causative thinking

3. COURSE MATERIAL

Consumer's behaviour. Utility Theory and preferences. Mathematics of Optimization. income and substitution effect. Relationship demand between two goods. Market demand and elasticity. supply function. Cost function. Production function. Perfect competition. Effectiveness of perfect competition. Models of imperfect competition. business demand for production factors. Monopoly. Monopolistic Competition. Oligopoly.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	Final exam at the end of the semester	

5. LITERATURE

-Suggested Bibliography:

Kotti, G. and A. Kotti, (2000), 'Modern Microeconomics', Benou, Athens.

Kotti, G. and A. Kotti (1994), 'Microeconomic theories and applications', Sbilia, Athens.

Kotti, G., (1996), 'Economics for all', Sbilia, Athens.

Begg, D., R. Dornbush and S. Fischer (1999), 'Introductory economics' Volume I, Kritiki, Athens.

D. Begg, R. Dornbush and S. Fischer, (1997), 'Economics', McGraw Hill, New York.

- Nicholson, W. (2008), 'Microeconomic theory: Basic principles and extensions. Volume I and II,, 8th edition, Kritiki, Athens.

STATISTICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK0305	SEMESTER	1st
COURSE TITLE	STATISTICS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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)	eclass		

2. LEARNING OUTCOUMES

Learning Outcomes
Data collection, organization, analysis and presentation derived from 'measurements' characteristics that are the main objectives of the science of Statistics. Furthermore,

statistical conclusions and predictions become an essential tool for the advancement of scientific knowledge in applied sciences.

General skills

Work autonomously, make decisions. Advance creative and causative thinking

3. COURSE MATERIAL

Definition and contents of Statistics. Introduction to statistical methods. Descriptive data. Categories-sources-forms of data. Elements of sampling theory (population definition, questionnaire design, basic ways random sample selection). Descriptive measures. Dispersion and data volatility measures. Asymmetry-Curvature. Introduction to probabilities theory. Applications using PC using one or more statistical packages (SPSS, Gretl).

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	Final exam at the end of the semester	

5. LITERATURE

-Suggested Bibliography:

- G. Halkos, Statistics, 3rd Edition, Tlpothito.

HOUSEHOLD TECHNOLOGY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1600	SEMESTER	1st
COURSE TITLE	HOUSEHOLD TECHNOLOGY		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Compulsory, Background		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS?	Erasmus students can get supportive teaching, submit essays and take final exams in English		
COURSE WEB-PAGE (URL)	YES		

2. LEARNING OUTCOMES

Learning Outcomes
<p>After the successful completion of the course, the students are expected to:</p> <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 skills

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. COURSE MATERIAL

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face lectures
USE OF ICT	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ Asynchronous E-learning platform ▪ Communication with students via email

COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	30
	Exemplary solution of exercises	9
	Student self-study	86
	Total	125
ASSESSMENT METHODS	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. LITERATURE

- Suggested literature:

1. Αμπελιώτης Κ. & Σδράλη, Δ. (2016). Οικιακή Τεχνολογία. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Available at: <http://hdl.handle.net/11419/3011>
2. 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

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE5200	SEMESTER	1st
COURSE TITLE	ENVIRONMENTAL BIOLOGY		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures and practices		3	5
COURSE TYPE	Special background		
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Instruction: greek Examination greek & english		
IS THE COURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK283/		

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
<ul style="list-style-type: none"> developed the necessary critical thinking to come in terms with a dynamic and fluid field of study.
General skills
<p>The successful completion of the course contributes to the achievement of the following programme outcomes:</p> <ul style="list-style-type: none"> Thorough comprehension of the strong interactions between human societies and the environment (natural & human made) including the role of these interactions in sustainable development Application of modern scientific methods in the study of topics related to sustainable consumption and nutritional behaviour, health promotion, management and protection of the natural and cultural environment, as well as topics related to alternative tourism Thorough comprehension of research issues related to this field of study

3. COURSE MATERIAL

<p>Introduction: approach, history and introductory concepts. The way from the cells to the organisms. The concept of the species. 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.</p>

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	<ul style="list-style-type: none"> Use of digital slides in lectures E-learning platform Communication with students via email 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	26
	Laboratory practice	12
	Non-supervised study	87

	Total	125	
ASSESSMENT METHODS	<p>I. Written examination (80%) of the course content including:</p> <ul style="list-style-type: none"> - multiple choice questions - Short notes type questions <p>II. Written examination (20%) of laboratory practices</p> <p>The above mentioned way of performance evaluation is described to the students during the first tutor-student meeting, and are displayed in the e-class website throughout the semester.</p>		

5. LITERATURE

- *Suggested literature:*

Nentwig, W., Bacher, S. & Brandl, R. (2012). Βασικές Έννοιες Οικολογίας, Εκδόσεις Κλειδάριθμος, Αθήνα.

Pianka, E. R. (2006). Εξελικτική Οικολογία, ΙΤΕ/ Πανεπιστημιακές εκδόσεις Κρήτης, Ηράκλειο

2ND SEMESTER

HEALTH EDUCATION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	IA0600	SEMESTER	2 nd
COURSE TITLE	HEALTH EDUCATION		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures & small group exercises/activities in the classroom		3	5
COURSE TYPE	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/OIK293/		

2. LEARNING OUTCOUMES

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 skills

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. COURSE MATERIAL

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. 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 WORK LOAD
	Lectures	33

	Small group exercises in the classroom	6
	Individual/non-guided studying	76
	Bibliography studying and analyzing (both in Greek and in the English Language)	10
	TOTAL	125
ASSESSMENT METHODS	<p>The unit grade will be based on a final written exam (consisting of multiple choice and essay type questions)</p> <p>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.</p>	

5. LITERATURE

- Suggested literature:

- Webb GP (2002) Nutrition: A Health Promotion Approach, 2nd edition, ARNOLD
- Vetter N & Matthews I (1999), Epidemiology & Public Health Medicine, Churchill Livingstone
- Τριχοπούλου, Α. (2007). Προληπτική Ιατρική, Εκδόσεις Παρισιάνου, Αθήνα.
- Τούντας, Ι. (2009). Κοινωνία και Υγεία, 5η έκδοση, Εκδόσεις Βιβλιοπόλις ΑΕΒΕ.
- Αθανασίου, Κ. (2007). Αγωγή Υγείας, 3η έκδοση, Εκδόσεις Γρηγόρη Χριστίνα και ΣΙΑ.
- Μανιός, Ι. (2007). Διατροφική Αγωγή. Από τη Θεωρία στην Πράξη, Εκδόσεις Π. Χ. Πασχαλίδης.
- Δαρβίρη, Χ. (2007). Προαγωγή της Υγείας, BROKEN HILL PUBLISHERS LTD.

- Relevant scientific journals:

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

Health Education

ECONOMIC THEORY II

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK0101	SEMESTER	2 nd
COURSE TITLE	ECONOMIC THEORY II		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General Knowledge		
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/OIK224/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>On the completion of the course post graduate students are expected:</p> <p>gain overall knowledge for the analysis of key macroeconomic aggregates</p> <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 :

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. COURSE MATERIAL

Introduction. Macroeconomic indexes. Principles of Macroeconomics. Consumption. Saving. Investments. Public sector, Income and Aggregate 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

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 WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	TOTAL	125
ASSESSMENT METHODS	<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,</p>	

	<p>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>
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5. LITERATURE

<p>- <i>Suggested literature:</i></p> <p>-Introduction to Economics, Begg, D., Volume b', Kritiki Publications, Athens 2006 (in Greek).</p> <p>-Parkin, M. Powell, M. K. Matthews, Principles of Economics, Kritiki Publications, Athens 2013 (in Greek).</p> <p>-Palaologos, G., M. Polemis, Microeconomic Theory: Markets structure and competition, Stamoulis Publications, 2016 (in Greek).</p> <p>-Kottis, A., G. Kottis, Modern Macroeconomics. Benos Publications, Athens 2000 (in Greek).</p>

ECONOMIC AND ECOLOGICAL MANAGEMENT OF HOUSING, SETTLEMENTS AND CITIES

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE3100	SEMESTER	2 nd
COURSE TITLE	ECONOMIC AND ECOLOGICAL MANAGEMENT OF HOUSING, SETTLEMENTS AND CITIES		

INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures and Laboratory Exercises		3	5
COURSE TYPE	Background, General Knowledge		
PREQUISITES	-		
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/		

2. LEARNING OUTCOUMES

Learning Outcomes
<p>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.</p> <p>Upon successful completion of the learning period for the course, students are expected to be able to:</p> <p>Define the meaning and content of economic and ecological management and evaluate its contribution to sustainable local development.</p> <p>Describe and analyze new trends and patterns in Europe with regard to the economic and ecological management of the built environment.</p> <ul style="list-style-type: none"> ▪ Cognize the primary practices for organizing actions aimed at economic and ecological regeneration of the built environment.
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. COURSE MATERIAL

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

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

5. LITERATURE

- Suggested literature:

- 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.

SUSTAINABLE TOURISM: CULTURE, ENVIRONMENT, SOCIETY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE5300	SEMESTER	2 nd
COURSE TITLE	SUSTAINABLE TOURISM: CULTURE, ENVIRONMENT, SOCIETY		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	General Background		

PREQUISITES	No
TEACHING AND EXAMINATION LANGUAGE	Optional
IS THE COURSE OFFERED IN ERASMUS?	Greek
COURSE WEB-PAGE (URL)	No

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the results is the study of the development and function of Sustainable Tourism and its relation with Culture, Environment and Society internationally and in Greece. In this framework we will investigate the interdisciplinary role of Tourism as a multifunctional sector of the contemporary social and economic development.</p> <p>After the successful completion of the course the student will be able:</p> <ul style="list-style-type: none"> • To comprehend the legislative, economic and developmental importance of Sustainable Tourism. • To know the basic notions and definitions relevant with Sustainable Tourism but also relevant with the Cultural, Environmental and Social Resources which are linked with its development. • To use their knowledge on the realization and management of developmental and business actions related to sustainable tourism. • To become familiar with the special characteristics and peculiarities of Tourism Development in Greece. • To know the political dimension of the function of Sustainable Tourism.
General skills
<p>After the successful completion of the course the student will have obtain a broader framework of abilities and knowledge which will give him/her a competitive advantage regarding its occupation in Tourism Enterprises, Tourism Local Governments or tourism departments on the broader Tourism Public Sector.</p>

3. COURSE MATERIAL

1. Tourism Development and Sustainable Tourism.
2. Contemporary patterns of development and business entrepreneurship in Tourism.
3. Planning as inseparable element of Sustainable Tourism and management mode of cultural resources.
4. Environmental resources as a field of development and business activities in Sustainable Tourism.
5. The social and economic dimension and significance of Sustainable Tourism.
6. Special and Alternative Forms of Tourism: activities, development, management.
7. Special issues and examples and case studies of Sustainable Tourism development and management.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face – to - face	
USE OF ICT	Presentations using power point, making use of e-class, short videos to develop dialogue.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Case studies	16
	Studying	70
	TOTAL	125
ASSESSMENT METHODS	<ul style="list-style-type: none">• Language of evaluation: Greek• Final Exams (60%)	

5. LITERATURE

- Suggested literature:

A) Course textbooks:

(in Greek)

1. Kokkosis, Ch., Tsartas, P., (2001) *Sustainable tourism development and the environment*, Kritiki Publications
2. Kokkosis H., Tsartas, P., Griba E., (2010), *Special and Alternative Forms of Tourism: Demand and Supple of new products of Tourism*, Kritiki
3. Tsartas P., Lytras P., (ed), (2017) *Tourism, Tourism Development: Contributions of Greek Scientists*, Papazissis

B) Additional literature:

4. Sarantakou, E. (2010). *Mature tourist destinations. Evolution and possibilities to transfer to a sustainable model of summer-cultural tourism: The Greek case* (PhD Thesis).
5. Tsartas P., Sarantakou E., Kontis I. 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.
6. Tsartas, P., Papatheodorou, A., and Vasileiou, M. (2014) *Tourism Development and Policy in Greece*. In Costa, C., Panyik, E. and Buhalis, D. *European Tourism Planning and Organisation Systems: National Case Studies (Volume III)*, Clevedon: Channel View Publications.

STATISTICS AND APPLICATIONS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK0307	SEMESTER	2 nd
COURSE TITLE	STATISTICS AND APPLICATIONS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General Knowledge		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THE COURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)	eclass		

2. LEARNING OUTCOMES

Learning Outcomes
Statistical inferences are concerned with methods that make generalization of sampling conclusions in generator population, from which we took the sample. This helps us in making the right decisions under uncertainty. For this reason, this course includes the general concepts of probability, different sampling distributions, the hypothesis testing and methods of assessment of correlations and regressions.

General skills

Work autonomously, make decisions. Advance creative and causative thinking.

3. COURSE MATERIAL

Probabilities theory. Sampling distributions and estimation. Hypothesis testing. Analysing variance. Correlation between two variables and regression analysis. Non-parametric procedures. Applications using PC using one or more statistical packages (SPSS, Gretl).

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	TOTAL	125
ASSESSMENT METHODS	Final exam at the end of the semester.	

5. LITERATURE

- *Suggested literature:*

G. Halkos, Statistics, 3rd Edition, Tlpothito.

LEARNING DIFFICULTIES: HELPING CHILDREN TO OVERCOME THEM

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE6000	SEMESTER	2 nd
COURSE TITLE	LEARNING DIFFICULTIES: HELPING CHILDREN TO OVERCOME THEM		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	SCIENTIFIC AREA		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
IS THE COURSE OFFERED IN ERASMUS?	YES, in English		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK191/		

2. LEARNING OUTCOMES

Learning Outcomes
On successful completion of the course students are able to:

- define the general and specific learning difficulties
- know what causes the general and specific learning difficulties
- diagnose and handle general and specific learning difficulties
- understand the implications of learning disorders in the learning process
- understand the impact of psychological disorders on the learning process
- be sensitive to personal development issues and communicate effectively with pupils having learning difficulties and their parents

General skills

Acquisition of skills in order to:

Accomplish a task on individual basis

Work in teams

Have ability to adapt to new situations

Show respect for diversity and multiculturalism

Be able to make decisions

Have sensitivity to gender issues

Have creative and inductive thinking

3. COURSE MATERIAL

General Learning Difficulties: Definition and types of general learning difficulties. Specific learning difficulties: Difficulties related to written and spoken language and dyscalculia. Helping children to handle general and specific learning difficulties. Psychological disorders during adolescence, their impact on learning and strategies to overcome them. Learning problems related to socio-economic, cultural and educational factors. In the context of the course students participate in personal development seminars, which aim at raising their awareness of personal development issues, such as recognition and expression of personal emotions, management of anxiety, etc, and developing their skills in

order to handle learning disorders.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Lectures, group work, viewing educational films, study of basic literature	
USE OF ICT	The learning process is supported by the e-class platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	30
	Study of basic literature	30
	Assignments	20
	Personal development seminars	20
	Group activities	25
	Total	125
ASSESSMENT METHODS	<p>The teaching language is Greek. English language is used for teaching Erasmus students.</p> <p>The successful attendance of the personal development seminars, which take place in groups of 15 students each, is a prerequisite for participation in the examination of the course.</p> <p>Students are assessed by: a) Written examination (100%) of the final grade, or b) Written examination (80% of the final grade) and assignments (20% of the final grade), or c) two mid-term evaluations (50% of the final grade each), or d) two mid-term evaluations (40% of the final grade each) and assignments (20% of the final grade).</p> <p>The written examination includes multiple-choice questions, closed-ended questions, open-ended</p>	

	<p>questions and essay questions.</p> <p>Assignments include oral and written (600 to 800 words) presentation of papers related to the content of the course.</p> <p>Erasmus students are evaluated on the basis of a literature review essay of 3000-3500 words based on a topic related to the content of the course.</p>
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5. LITERATURE

- *Suggested literature:*

1. Maridaki-Kassotaki, K. (2014). Learning difficulties: Psychological approach. Athens: Diadrasi [in Greek].
2. Tantaros, Sp. (2012). Learning difficulties. Athens: Pedio [in Greek].
3. Selected bibliography related to the course

- *Related Journals*

Psychology [in Greek]

Sciences of Education [in Greek]

Pedagogical Review [in Greek]

Preschool and School Education [in Greek]

Journal of Learning Disabilities

3RD SEMESTER

BASIC CONCEPTS OF NUTRITION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	IA0301	SEMESTER	3 rd
COURSE TITLE	BASIC CONCEPTS OF NUTRITION		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures & small group exercises/activities in the classroom		3	5
COURSE TYPE	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/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 understand the concept of formulating specific diets to promote health

be able to comprehend the rational behind the dietary references values, their usage and possible limitations.

General skills

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. COURSE MATERIAL

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Support of learning through the use of asynchronous tele-education platform (e-class).	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	33
	Small group exercises in the classroom	6
	Individual/non-guided studying	76

	Bibliography studying and analyzing (both in Greek and in the English Language)	10
	Total	125
ASSESSMENT METHODS	<p>The unit grade will be based on a final written exam (consisting of multiple choice and essay type questions)</p> <p>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.</p>	

5. LITERATURE

- Suggested literature:

- 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

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE1302	SEMESTER	3 rd
COURSE TITLE	INTRODUCTION TO PEDAGOGY		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	General Background		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS?	Yes (In English)		
COURSE WEB-PAGE (URL)	https://Eclass.Hua.Gr/Courses/OIK126/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>This subject examines the fundamental terms, notions, and principles of Pedagogy as well as the most important milestones of its evolution in the course of time. Its objectives include students' familiarization with Pedagogy's scientific terminology, research fields, scope and domains of interest</p> <p>On the completion of courses students are expected to:</p>

- Know the features that differentiate traditional and modern pedagogy.
- Know domains of interest, research method and branches of science of Pedagogy.
- Be able to define pedagogical terms, notions and principles applied to science of Pedagogy such as multicultural education, constructivism, unification of knowledge, tolerance on diversity etc.
- Be familiarized with fundamental means of education and main research methods on education.
- Know the elements of modern teacher's professional profile and the phases of professional development.
- Know notions and kinds of learning outcomes and factors affecting in-school learning.
- Know specific branches of science of Pedagogy.

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:

- 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.
- Branches of Pedagogy.
- Concept and types of learning outcomes.
- Concept of effective teaching and its fundamental cornerstones.
- School as a social agent for education and learning.
- School and values, family-child-school, educational relationship and interaction between teacher, student and parent.

Modern issues related to Pedagogy and education such as literacy and illiteracy, in-school multicultural education, social exclusion and inclusive education, environmental education, lifelong learning.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	<p>Face to face</p> <p>Support of learning through the use of asynchronous tele-education platform (e-class).</p>	
USE OF ICT	<p>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.</p>	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	25
	Learning interaction during teaching	20
	Individual/non-guided studying	40
	Short individual activities for knowledge assimilation and feedback	20
	Group work activities	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> <p>close ended questions</p> <p>multiple choice questions with short answer argumentation</p>	

	<p>cloze</p> <p>term definition</p> <p>reflective thinking issue writing through the study of teaching scenarios</p> <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>Main criteria for the assessment of the written essay 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 use of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, effective 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>
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5. LITERATURE

- Suggested literature:

- 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.

- Related Journals

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

MICROECONOMICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK2101	SEMESTER	3 rd
COURSE TITLE	MICROECONOMICS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General Knowledge		
PREQUISITES	ECONOMIC THEORY I		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THE COURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)	eclass		

2. LEARNING OUTCOMES

Learning Outcomes
The analysis of consumer's theory and theory of the firm 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 skills

Work autonomously, make decisions. Advance creative and causative thinking.

3. COURSE MATERIAL

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. Edgeworth 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.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	The total mark of the course that each student gets in the final exam.	

5. LITERATURE

- *Suggested literature:*

- Microeconomic- a modern approach, Hal. R. Varian, Kritiki, 2006.
- Microeconomic Theory, G., Palaiologos, Stamouli, Athens, 2006.

GREEK TOURISM DEVELOPMENT AND ECONOMY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4500	SEMESTER	3 rd
COURSE TITLE	GREEK TOURISM DEVELOPMENT AND ECONOMY		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	General Background		
PREQUISITES	No		
TEACHING AND EXAMINATION LANGUAGE	Optional		
IS THE COURSE OFFERED IN ERASMUS?	Greek		
COURSE WEB-PAGE (URL)	No		

2. LEARNING OUTCOUMES

Learning Outcomes
<p>The aim of the course Greek Tourism Development and Economy is to examine the facts and characteristics of the developmental course of Greece as a Tourist Destination. In this framework the developmental data are marked in the different historical periods of Tourism Development. Furthermore, the economic characteristics are registered the structure and the performances of the Greek Tourist Economy.</p> <p>After the successful completion of the course the student will be able:</p>

- To comprehend basic notions regarding Tourism Development and the Tourism Economy.
- To understand the importance of Tourism Policy in the processes of Tourism Development.
- To know the basic dimensions and indexes of the Greek Tourist Economy.
- To comprehend the stages and the different periods of the Tourist Development of the country.
- To become familiar with the special facts and peculiarities of the Greek Tourist Development and Economy.
- To know the facts and characteristics of the competitive to Greece Tourist Destinations.

General skills

After the successful completion of the course the student will have obtained a broader framework of abilities and knowledge which will give him/her a competitive advantage regarding its occupation in Tourism Enterprises, Tourism Local Governments or tourism departments on the broader Tourism Public Sector.

3. COURSE MATERIAL

The notion and characteristics of the Greek Tourism Development Analysis of the relevant with Tourist development issues and structures.

Typologies of Tourism Development: types and patterns of development in the contemporary world and Greece.

The relation of Tourism Policy, Development and Economy of a National Tourist Destination: international examples and comparison with the Greek case.

Tourism Economy Issues: Supply and Demand of Tourist Services in a Macro and Micro economic level.

The characteristics of Tourism enterprises operation: impacts on the Economy and Development.

The Greek case: issues and characteristics of the evolution of Greek Tourism.

The economic facts of the functioning of the Greek Tourist Sector.

Case studies: international and from Greece.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face	
USE OF ICT	Presentations using power point, making use of e-class, short videos to develop dialogue.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Διαλέξεις	39
	Φροντιστήριο	
	Ασκήσεις Εξάσκησης που εστιάζουν στην εφαρμογή μεθοδολογιών και ανάλυση μελετών περίπτωσης	16
	Αυτοτελής Μελέτη	70
	Total	125
ASSESSMENT METHODS	Language of evaluation: Greek Final Exams (60%) Assignments (40%)	

5. LITERATURE

- Suggested literature:

A) Course textbooks:

(in Greek)

7. Tsartas, P., (2010) *Greek Tourism Development*, Kritiki
8. Tsartas P., Lytras P., (ed), (2017) *Tourism, Tourism Development: Contributions of Greek Scientists*, Papazissis

B) Additional literature:

1. Sarantakou, E. (2010). *Mature tourist destinations. Evolution and possibilities to transfer to a sustainable model of summer-cultural tourism: The Greek case* (PhD Thesis).

2. Tsartas P., Sarantakou E., Kontis I. 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.
3. Tsartas, P., Papatheodorou, A., and Vasileiou, M. (2014) Tourism Development and Policy in Greece. In Costa, C., Panyik, E. and Buhalis, D. European Tourism Planning and Organisation Systems: National Case Studies (Volume III), Clevedon: Channel View Publications.

EDUCATIONAL PSYCHOLOGY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE4103	SEMESTER	3 rd
COURSE TITLE	EDUCATIONAL PSYCHOLOGY		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Scientific Area		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS?	YES, In English		
COURSE WEB-PAGE (URL)	https://Eclass.Hua.Gr/Courses/OIK191/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>On successful completion of the course students are able to:</p> <ul style="list-style-type: none"> • Understand basic issues related to learning • Identify the principles of learning theories • Apply the principles of learning theories in the learning process

- Understand the model of multiple intelligences and that of emotional intelligence (EI) and evaluate the contribution of EI in the learning process
- Define the new role of the teacher
- Understand issues related to classroom management and communication in school
- Be sensitive to personal development issues and communicate effectively with pupils and pupils' parents

General skills

Acquisition of skills in order to:

Accomplish a task on individual basis

Work in teams

Have ability to adapt to new situations

Show respect for diversity and multiculturalism

Be able to make decisions

Have sensitivity to gender issues

Have creative and inductive thinking

3. COURSE MATERIAL

Definitions of learning and learning processes. Behaviorist, cognitive, social, gestalt and humanistic theories of learning. Implications of the above learning theories for teaching. The model of multiple intelligences and that of emotional intelligence and their implications for teaching. Classroom management: How to deal with difficult pupils and promote communication in school. Emotional Intelligence and its implications for learning.

In the context of the course students participate in personal development seminars, which aim at raising their awareness of personal development issues, such as recognition and expression of personal emotions, management of anxiety, etc, as well as issues related to coping with pupils' learning problems and difficulties.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Lectures, group work, viewing educational films, study of basic literature
USE OF ICT	The learning process is supported by the e-class platform

COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	20
	Study of basic literature	25
	Assignments	20
	Personal development seminars	20
	Group activities	40
	Total	125
ASSESSMENT METHODS	<p>The teaching language is Greek. English language is used for teaching Erasmus students.</p> <p>The successful attendance of the personal development seminars, which take place in groups of 15 students each, is a prerequisite for participation in the examination of the course.</p> <p>Students are assessed by: a) Written examination (100%) of the final grade, or b) Written examination (80% of the final grade) and assignments (20% of the final grade), or c) two mid-term evaluations (50% of the final grade each), or d) two mid-term evaluations (40% of the final grade each) and assignments (20% of the final grade).</p> <p>The written examination includes multiple-choice questions, closed-ended questions, open-ended questions and essay questions.</p> <p>Assignments include oral and written (600 to 800 words) presentation of papers related to the content of the course.</p> <p>Erasmus students are evaluated on the basis of a literature review essay of 3000-3500 words based on a topic related to the content of the course.</p>	

5. LITERATURE

- *Suggested literature:*

- Maridaki-Kassotaki, K. (2012). *Educational Psychology*. Athens: Diadrasi [in Greek].
- Slavin, R. E. (2007). *Educational Psychology* (Ed. Kokkinos, K.). Athens: Metechmio [in Greek].
- Elliott, S.N., Kratochwill, Th. R., J. Littlefield Cook, & , J. F. Travers (2008). *Educational Psychology* (Trans. M. Solman, Fr. Kaliva, Eds. Leontari, Agg. & Efi Syggolitu). Athens: Gutenberg.
- Selected bibliography related to the course

- *Related Journals*

Psychology [in Greek]

Sciences of Education [in Greek]

Pedagogical Review [in Greek]

Preschool and School Education [in Greek]

Journal of Educational Psychology

European Journal of Psychology of Education

HOME ECONOMICS AND DEVELOPMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3701	SEMESTER	3 rd
COURSE TITLE	HOME ECONOMICS AND DEVELOPMENT		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Various forms of teaching		3	5
COURSE TYPE	Greek		
PREQUISITES	YES (in English)		
TEACHING AND EXAMINATION LANGUAGE			
IS THE COURSE OFFERED IN ERASMUS?			
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims at analyzing the socio-economic characteristics of the family and the factors affecting them. Theories on socio-economic development, structure, operation, planning and family problems are analyzed. Lectures are taking place regarding the modern Greek family and employability in the context of the European Union's legislation, as well as for the conditions of a sustainable improvement of living and working conditions of the European family. Additionally, it is examined how to properly use the local population and how local</p>

resources are mobilized.

Upon successful completion of the course the student will be able to analyze:

- The policy measures applied to the socio-economic family development.
- The consequences of the measures from a historical, social and economic point of view.
- The remedial actions possibly applicable for the socio-economic development of the family.

General skills

- Independent work
- Team work
- Experience in a multi-disciplinary environment
- Respect for the diversity and multiculturalism
- Respect for the natural environment
- Free, creative and inductive thinking

3. COURSE MATERIAL

- Family: Economic and social characteristics.
- Theories about the socio-economic development of the family.
- Structure and function of the family
- Family planning and development
- Definition of affinity. Family Substitution. Family Groups. Socio-economic family problems
- Modern Greek family. Trends and perspectives of the modern Greek family
- Modern employability of the disadvantaged groups in society
- The family within the European Union. Legislation framework to sustainable improvement of the living and working conditions of the European family
- 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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	In class
USE OF ICT	Powerpoint presentations E-class learning support

COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Scientific literature study	26
	Essay writing	20
	Independent home study	40
	Total	125
ASSESSMENT METHODS	<p>I. Final written examination (60%) including:</p> <ul style="list-style-type: none"> • Short answer questions • Theory comparative evaluation <p>II. Midterm written examination (20%) with short answer questions</p> <p>Essay (20%)</p>	

5. LITERATURE

- Suggested literature:

Ελένη Θεοδωροπούλου, 2016. Οικιακή Κοινωνικοοικονομική Ανάπτυξη.

Muncie, J., Wetherell, M., Langan, M. Dallos, R. (2008). Οικογένεια. Η μελέτη και κατανόηση της οικογενειακής ζωής. Επιμέλεια Δραγώνα Θ. Αθήνα: Εκδόσεις Μεταίχμιο.

4TH SEMESTER

NUTRITION THROUGH THE LIFECYCLE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	IA0203	SEMESTER	4 th
COURSE TITLE	NUTRITION THROUGH THE LIFECYCLE		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures & small group exercises/activities in the classroom		3	5
COURSE TYPE	Background		
PREQUISITES	BASIC CONCEPTS OF NUTRITION		
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/OIK181/		

2. LEARNING OUTCOUMES

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 skills

- 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. COURSE MATERIAL

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. 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 WORK	

		LOAD
	Lectures	33
	Small group exercises in the classroom	6
	Individual/non-guided studying	60
	Bibliography studying and analyzing (both in Greek and in the English Language)	26
	Total	125
ASSESSMENT METHODS	<p>The unit grade will be based on a final written exam (consisting of essay type questions and a specifically designed case study)</p> <p>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.</p>	

5. LITERATURE

- Suggested literature:

- 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

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE1004	SEMESTER	4 th
COURSE TITLE	TEACHING METHODOLOGY		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	Specialty background		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	GREEK		

IS THE COURSE OFFERED IN ERASMUS?	YES (in English)
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK191/

2. LEARNING OUTCOMES

Learning Outcomes
<p>This subject examines teaching as a phenomenon of communication, where teachers and students are involved in procedures and activities that aim at approaching and understanding newly-provided knowledge within learning settings that facilitate individualization, participation choice and decision making. Students are expected to be familiarized with the scientific branch of Teaching, with its basic concepts and terminology and with major issues regarding modern research on the area. On the completion of the courses students are expected to:</p> <ul style="list-style-type: none"> • Understand differences between traditional, modern and postmodern teaching • Be familiarized with basic principles of modern teaching • Know conflicting issues and aspects of teaching and factors reinforcing learning • Be able to construct teaching core aims and specific objectives while differentiating them from learning outcomes • Use effectively teaching strategies and learning techniques • Know the fundamental forms of teaching and their specific features, as well as the alternative teaching strategies that facilitate learning. • Be able to plan and design properly a teaching unit • Know the cornerstones of professional teaching effectiveness
General skills
<ul style="list-style-type: none"> • Development of pedagogical consciousness and professional ethics • Promotion of free, reflective and creative thinking • Boosting of teaching ability • Development of teaching autonomy and self-regulation • Students' familiarization with individual and group activities

3. COURSE MATERIAL

<ul style="list-style-type: none"> ➤ The evolution of teaching science, ➤ teaching as theory and practice, ➤ teaching science and teaching practice,

- main features of teaching,
- teaching principles and means of teaching,
- teaching factors, “teaching triangle”, teaching field, factors of learning reinforcement
- teaching aims and objectives,
- teaching process, prerequisites of effective comprehensive teaching of a learning unit,
- models of teaching objectives taxonomy, integrated systems of teaching objectives,
- concept of Curriculum in modern teaching
- kinds and principles of Curricula,
- factors affecting teaching material selection,
- integrated cross-curricular thematic Syllabus, learning activities’ flexible zone
- drawing up the daily/weekly teaching program,
- learning and teaching scenarios and systems,
- teaching strategies,
- teaching models,
- supplementary/alternative teaching techniques
- teacher personality.

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 WORK LOAD
	Lectures	25
	Learning interaction during teaching	20
	Individual/non-guided studying	40
	Short individual activities for knowledge assimilation and	20

	feedback	
	Group work activities	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> <p>close ended questions</p> <p>multiple choice questions with short answer argumentation</p> <p>cloze</p> <p>term definition</p> <p>reflective thinking issue writing through the study of teaching scenarios</p> <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>Main criteria for the assessment of the written essay 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 use of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, effective structure 	

	<p>of the written essay.</p> <p>- Morphological features of a written essay.</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>
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5. LITERATURE

<p>- <i>Suggested literature:</i></p> <ul style="list-style-type: none"> • Χατζηδήμου, Δ. (2015). <i>Εισαγωγή στη Θεματική της Διδακτικής</i>. Θεσσαλονίκη: Αφοί Κυριακίδη. • Καψάλης, Γ.Α. & Νημά, Α.Ε. (2008). <i>Σύγχρονη Διδακτική</i>. Θεσσαλονίκη: Αφοί Κυριακίδη. • Hunt, G., Wiseman, J. D. & Touzel, J.T. (2009⁴). <i>Effective teaching: Preparation and implementation</i>. USA: Charles C. Thomas Publisher. • Peety, G. (2014). <i>Teaching Today. A Practical Guide</i>. U.K.: Oxford Press. <p>-<i>Scientific Journals</i></p> <ul style="list-style-type: none"> • Improving Schools • Educational Studies • Teaching and Teacher Education • School Effectiveness and School Improvement
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MACROECONOMICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS
DEPARTMENT	HOME ECONOMICS AND ECOLOGY
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE

COURSE INDEX	OK3600	SEMESTER	4 th
COURSE TITLE	MACROECONOMICS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General Knowledge		
PREQUISITES	ECONOMIC THEORY II		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THE COURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)	eclass		

2. LEARNING OUTCOUMES

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 skills
Work autonomously, make decisions. Advance creative and causative thinking.

3. COURSE MATERIAL

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	<ul style="list-style-type: none">-Exams at the end of the semester- Exercises during the semester	

5. LITERATURE

- *Suggested literature:*

Mankiw, G.N., (2000), Macroeconomic theory, 4th ed., Gutenberg.

Mankiw, G.N. & Taylor, M.P., *2010), Principles of economic theory, Volume II, Gutenberg.

HUMAN RESOURCE MANAGEMENT AND SAFETY MANAGEMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3201	SEMESTER	4 th
COURSE TITLE	HUMAN RESOURCE MANAGEMENT AND SAFETY MANAGEMENT		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Scientific Knowledge and Skill Development		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek AND English for Erasmus Students		
IS THE COURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)	e-class		

2. LEARNING OUTCOMES

Learning Outcomes
The main aim of this module is a) to help establish a more substantive and creative role for students (when they enter the labour market) in the organization's management structure and b) to gain a better understanding of the management process that influences human behaviour in the work environment, since organizational behaviour may be improved

substantially through more effective human resource management.

General skills

- Decision making
- Leadership
- Team Work
- Work in an international context
- New and innovative ideas (Innovative Skills)
- Creativity skills
- Planning and project management

3. COURSE MATERIAL

The nature of human resources; Planning human resources; Job descriptions and job analysis; Recruitment and selection of human resources; Training and the development of human resources; Job satisfaction and work performance; The appraisal of human resources and reward systems; reward management; health and safety management; Communication channels; Motivation of human resources; Conflicts in the working environment; Group Dynamics.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional.	

	<p>Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>
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5. LITERATURE

<p>- <i>Suggested literature:</i></p> <p>DESSLER G. (2015). HUMAN RESOURCE MANAGEMENT. ΜΙΑ ΣΥΓΧΡΟΝΗ ΠΡΟΣΕΓΓΙΣΗ. ΚΡΙΤΙΚΙ PUBLICATIONS (in Greek)</p> <p>DECENZO, D. A. ROBBINS, S.P. & VERHULST, S.L. (2015). HUMAN RESOURCE MANAGEMENT. UTOPIA PUBLICATIONS (in Greek)</p> <p>Bratton, J. & Gold, J. (2012). Human resource management: theory and practice. Palgrave Macmillan.</p>
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RURAL HOME ECONOMICS AND TOURISM

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3501	SEMESTER	4 th
COURSE TITLE	RURAL HOME ECONOMICS AND TOURISM		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS

Various forms of teaching		3	5
COURSE TYPE	Greek		
PREQUISITES	YES (in English)		
TEACHING AND EXAMINATION LANGUAGE			
IS THE COURSE OFFERED IN ERASMUS?			
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims at the socio-economic analysis of Marx - Goffman - Durkheim - Levi-Strauss - Dean MacCannell along with the tourist in the modern world. In addition, within the course curriculum, the relation between rural society and tourism is analyzed in order for the student to gain a comprehensive understanding of the production of tourism. The objective is to understand the importance of the social structure and leisure, as well as the significance of the authenticity and semiotic of the (tourist) site in the modern society and economy and the transformation of tourism sector into a distinct scientific field.</p> <p>Upon successful completion of the course the student will be able to analyze:</p> <ul style="list-style-type: none"> • The processes of the home socio-economic sustainable development along the development of tourism and especially in rural areas. • The alternations in modern societies due to tourism development and growth • Site semiotic
General skills
<ul style="list-style-type: none"> • Independent work • Team work • Experience in a multi-disciplinary environment • Respect for the diversity and multiculturalism

- Respect for the natural environment
- Free, creative and inductive thinking

3. COURSE MATERIAL

- Socio-economic analysis of Marx - Goffman - Durkheim - Levi-Strauss - Dean MacCannell along with the tourist in the modern world.
- Novelty and tourist experience
- Rural development and tourism
- Social structure and sightseeing
- Free time and leisure
- Structured authenticity
- Tourist site semiotic
- Travelers ethnology, structure counterfeit and authentic
- Theory, methods and application

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	In class	
USE OF ICT	Powerpoint presentations	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Scientific literature study	26
	Essay writing	20
	Independent home study	40
	Total	125
ASSESSMENT METHODS	I. Final written examination (60%) including: <ul style="list-style-type: none"> • Short answer questions • Theory comparative evaluation II. Midtermwrittenexamination (20%) with shortanswer questions III. Essay (20%)	

5. LITERATURE

- *Suggested literature:*

Ελένη Θεοδωροπούλου, Ο Τουρίστας - Ανάλυση της Σύγχρονης Κοινωνίας. 2015.

MacCannell, D. Empty Meeting Grounds: The Tourist Papers. London and New York: Routledge., (346 pages), 1992

GLOBAL ENVIRONMENTAL ISSUES

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ1802	SEMESTER	4 th
COURSE TITLE	GLOBAL ENVIRONMENTAL ISSUES		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	COMPULSORY, BACKGROUND		
PREQUISITES	NONE		
TEACHING AND EXAMINATION LANGUAGE	GREEK Erasmus students can get supportive teaching, submit		

	essays and take final exams in English
IS THE COURSE OFFERED IN ERASMUS?	YES
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK101/

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course introduces the students to the global environmental problems. Emphasis is placed on the atmospheric pollution. At the end of the semester the students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand the key causes for the global environmental crisis • Recognize the relationship among overpopulation, human food production and environmental products • Discuss the positive and negative impact of urbanization • Describe the key atmospheric mechanisms • Describe the key mechanisms of global warming, ozone depletion, and smog.
General skills
<p>Search, analysis and synthesis of data and information using the relevant ICT techniques</p> <p>Decision making</p> <p>Personal adaption to new data</p> <p>Autonomous study</p> <p>Work in an interdisciplinary background</p> <p>Respect for the natural environment</p> <p>Demonstration of social, professional and ethical responsibility</p> <p>Demonstration of susceptibility to gender issues</p> <p>Promotion of free, creative and deductive thinking</p>

3. COURSE MATERIAL

<p>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</p>

Introduction to the Atmosphere: its properties, Air pollutants, Smog, Indoor air pollution, Ozone depletion, Greenhouse effect and global warming

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ Asynchronous E-learning platform ▪ Communication with students via email 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Student self-study	86
	Total	125
ASSESSMENT METHODS	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. LITERATURE

- Suggested literature:

1. Γεωργόπουλος, Α. (2002). «Γη, ένας μικρός και εύθραυστος πλανήτης», Εκδόσεις Gutenberg, Αθήνα.
2. G. Tyler Miller, Jr (1999). Βιώνοντας στο Περιβάλλον Ι και ΙΙ, Εκδόσεις ΙΟΝ
3. Γεντεκάκης Ι. (1999). «Ατμοσφαιρική ρύπανση» Εκδόσεις Τζιόλας, Θεσσαλονίκη
4. B.J. Nebel and R.T. Wright (2000). Environmental Science, 7th Ed., Prentice Hall.
5. Cunningham & Saigo (2001). Environmental Science, A Global Concern, McGraw –Hill

- Relevant scientific journals:

- Population and Environment
- Atmospheric Environment

5TH SEMESTER

COMPULSORY COURSES

COMMUNICATION AND LEARNING IN THE CLASSROOM

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ4301	SEMESTER	5 th
COURSE TITLE	COMMUNICATION AND LEARNING IN THE CLASSROOM		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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)	http://eclass.hua.gr/courses/OIK143		

2. LEARNING OUTCOUMES

Learning Outcomes

This module aims to contribute to the development of knowledge on issues concerning classroom learning and communication. On successful completion of this module students will be expected to be able to:

- demonstrate awareness and critical understanding of the principles of developmental theories focusing on communication during childhood and adolescence
- demonstrate awareness and knowledge of the role of social understanding and written language in children's ability to communicate effectively
- demonstrate a detailed knowledge and understanding of the implications for communication development, functioning and the impact of communication difficulties on learning
- identify and retrieve information relevant to the cognitive, language and psychosocial factors involved in the development of communication in children and adolescents
- critically evaluate the contribution of verbal and non-verbal communication in the learning process
- evidence an ability to evaluate empirical findings regarding aspects of teacher-pupil-family communication
- demonstrate awareness of the wider environmental implications for children and adolescents who have language and communication difficulties
- 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

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. COURSE MATERIAL

This module provides students with a comprehensive understanding of the theory, research and practice in the field of classroom learning and communication. The theory explored within course sessions is examined in the context of educational practice. The module introduces basic concepts and theories concerning the development of communication in children, the relationship between language and communication, the cognitive prerequisites for the development of communication skills, the psychological perspective of communication, Theory of Mind and social understanding, the referential communication paradigm, speaking and listening skills in the school context, the purpose in communication, message modalities, comprehension monitoring and communication, metacognition and communication, the role of school and family in children's learning, thinking and communication, peer relationships, teacher-pupil relationship and communication difficulties of learning disabled pupils (i.e. on the autism spectrum or with hearing impairment) and typically developing pupils.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face-to-face, use of educational videos, workshops in small groups, review of relevant literature.	
USE OF ICT	e-class, course web page	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	26
	Published Literature Search and Use	22
	Assignments	20
	Workshops in small groups	13
	Self-directed study (independent)	40
	Contact hours	4
	Total	125
ASSESSMENT METHODS	The course grade is based on a final written exam including multiple choice questions, and brief open	

	<p>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>
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5. LITERATURE

- Suggested literature:

-Core Reading

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.

Wood, D. (1998). How children think and learn: the social contexts of cognitive development. Oxford: Blackwell.

Mitchell, P. (1996). Acquiring a conception of mind. UK: Psychology Press.

Siegler, R. S. (1998). Children's thinking. NJ: Prentice-Hall.

- Relevant scientific journals:

Psychology

Preschool & Primary Education

Hellenic Journal of Research in Education

Dialogoi! Theory & Praxis in Education

Review of Counselling & Guidance

SUPPLY CHAIN MANAGEMENT AND CUSTOMER SERVICE IN THE NEW ECONOMIC ENVIRONMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1901	SEMESTER	5 th
COURSE TITLE	SUPPLY CHAIN MANAGEMENT AND CUSTOMER SERVICE IN THE NEW ECONOMIC ENVIRONMENT		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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)	http://www.dhee.hua.gr/index.php/el/proptyxiakes-spoudes/programma-spoudon-pps/e-examino-ooko/2017-06-14-11-12-40		

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 skills

- 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. COURSE MATERIAL

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

TEACHING METHODS	Face to face	
USE OF ICT	Use of ICTs during teaching, use of e-class application, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	30
	Learning interaction during teaching	20
	Bibliography studying and analyzing	10
	Group work activities	20
	Individual/non-guided studying-essay writing	45
	Total	125
ASSESSMENT METHODS	<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 	

	<p>comprehensiveness of the answers.</p> <ul style="list-style-type: none"> - 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>
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5. LITERATURE

- Suggested literature:

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-

- Relevant scientific journals:

Journal of Business Logistics - Wiley Online Library

The International Journal of Logistics Management - Emerald Insight

Logistics Research - a SpringerOpen journal

ACCOUNTING I

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3001	SEMESTER	5 th
COURSE TITLE	ACCOUNTING I		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Several forms of teaching		3	5
COURSE TYPE			
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS?	Yes (English)		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>Learning results:</p> <ul style="list-style-type: none"> -General Accounting in modern economics - Understanding of financial accounting - Modeling-based accounting models.

General skills	
•	Individual Work
•	Teamwork
•	Working in an interdisciplinary environment
•	Promote free, creative and inductive thinking

3. COURSE MATERIAL

•	Concept and purposes of Accounting.
•	Accounting reports and financial statements.
•	Balance sheet.
•	Statement of Income.
•	Accounting features.
•	Record accounting events.
•	General Ledger Balance.
•	Basic accounting principles.
•	Concept and categories of fixed assets.
•	Methods for calculating depreciation.
•	Accounting depreciation.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS		Lectures
USE OF ICT		Use of powerpoint and educational platform (eclass)
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Study and analysis of literature	26
	Assignment	20
	Self-study	40
	Total	125
ASSESSMENT METHODS		- Assignments submitted within deadlines (20%)

	- Final exam at the end of the semester (80%)
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5. LITERATURE

- Suggested literature:

- Papadeas, P. V. (2015), "Accounting", (in Greek)
- Vasiliou, D., Iriotis, N. (2009), "Principles of Financial Accounting", Rosili, Athens
- Naum, C. (1994), "Introduction In financial accounting", Athens
- Kazatzis, C., Sorros, I. (2005), "Issues and applications in financial accounting", Pireaus
- Pomonis,, N. (2004), "Accounting", Athens

ELECTIVE UNITS

The student is able to choose freely up to two units from the same group and a third unit from any other group of his/her choice

ECONOMICS & DEVELOPMENT GROUP OF UNITS

INTRODUCTION TO FINANCIAL ANALYSIS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1300	SEMESTER	5 th

COURSE TITLE	INTRODUCTION TO FINANCIAL ANALYSIS		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
	3	5	
COURSE TYPE	Scientific Knowledge and Skill Development		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THECOURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)	e-class		

2. LEARNING OUTCOMES

Learning Outcomes
The continuous changing economic environment and the international competition demand good training and specialized labor force on financial issues. Managers on financial issues should be well prepared to handle, in an effective manner, all the financial tools, so as to adjust to every situation and to confront each problem that occurs in the organizational environment. This module aims to determine the significant responsibilities of the financial managers, the possible problems, and the approaches to strategies for an effective and rational decision making.
General skills
<ul style="list-style-type: none"> • Decision making • Leadership • Team Work • Work in an international context • New and innovative ideas (Innovative Skills)

- Creativity skills
- Planning and project management

3. COURSE MATERIAL

Financial management and function; financial environment; analysis of financial ratios; financial programming and control; capital budgeting; foreseen financial needs; financial risk factors; international capital markets; financial structure; capital structure; financial leverage; business risk and investment's rate of return; capital loans; financing with common stocks; CAPM; inflation pressures and investments; techniques of capital budgeting; cost of capital; dividend policy; privilege stocks; influences of price fluctuations

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a</p>	

	statement is true or false.
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5. LITERATURE

- Suggested literature:

Recommended reading (in Greek & other languages): any books or other learning material which they will be required to use as the course unit progresses.

Artikis, P. G. (2013). Financial management and financing decisions Athens: Faidimos publications. (in Greek)

Artikis, P. G. (2013). Financial management and Investment decisions. Athens: Faidimos publications. (in Greek)

RURAL ECONOMICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK0503	SEMESTER	5 th
COURSE TITLE	RURAL ECONOMICS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE			
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		

IS THE COURSE OFFERED IN ERASMUS?	YES (in English)
COURSE WEB-PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims at analyzing the agricultural sector as an economic and productive activity. Lectures also include analysis of the types, the size and organizational forms and problems of Greek farms Problems and proper utilization of the rural household. Analysis and calculation of the production costs and economic performance of the agricultural holdings. Farm production planning and decision making.</p> <p>Upon successful completion of the course the student will be able to analyze:</p> <ul style="list-style-type: none"> • The basic concepts of the rural economy. • The cost of agricultural products production. • To calculate, to interpret and evaluate the economic outcome of the farms • The potential and conditions for rural development.
General skills
<ul style="list-style-type: none"> • Decision making • Leadership • Team Work • Work in an international context • New and innovative ideas (Innovative Skills) • Creativity skills • Planning and project management

3. COURSE MATERIAL

<ul style="list-style-type: none"> • Farm economics introduction • Coefficients of the agricultural holdings production • The types, the size and the forms of organization of farms • Greek farms problems • Farm production planning and decision making procedures • Calculation and analysis of production costs and economic performance of agricultural holdings • Employment and multiple jobs in rural areas

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Powerpoint presentations E-class learning support	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Scientific literature study	26
	Essay writing	20
	Independent home study	40
	Total	125
ASSESSMENT METHODS	I. Final written examination (60%) including: <ul style="list-style-type: none"> Short answer questions Theory comparative evaluation II. Midtermwrittenexamination (20%) with shortanswer questions III. Essay (20%)	

5. LITERATURE

- *Suggested literature:*

Λιανός, Θ., Δαμιανός Δ., Μέργος Γ., Ντεμούσης Μ. και Σ. Κατράνιδης (2016), «Αγροτική Οικονομική. Θεωρία και Πολιτική», Δ΄ έκδοση, Εκδόσεις Σταμούλης

Θεοδωροπούλου Ελένη. (2015). «Αγροτική Οικιακή Οικονομία». Εκδόσεις Παριζιάνου

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3900	SEMESTER	5 th
COURSE TITLE	ENERGY ECONOMICS		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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
<p>On the completion of the course post graduate students are expected:</p> <ul style="list-style-type: none"> • 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. COURSE MATERIAL

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

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 WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	Students' assessment is based on: a. Written examination, which provides students with the 60% of the final overall grade, takes place after the completion of the course period. b. Writing of a scientific essay, based on a	

	<p>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>
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5. LITERATURE

<p>- <i>Suggested literature:</i></p> <p>- Karkalakos, S. And Polemis, M. (2015) Sustainable Development, Environment and Energy, S. Karkalakos Publications (in Greek).</p> <p>- Bhattacharyya, Subhes C. (2011) Energy Economics: Concepts, Issues, Markets and Governance. Springer.</p>

FAMILY ECONOMICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1401	SEMESTER	5 th
COURSE TITLE	FAMILY ECONOMICS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5

COURSE TYPE	GENERAL KNOWLEDGE	
PREQUISITES	None	
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students	
IS THE COURSE OFFERED IN ERASMUS?	Economic theory I Economic theory II	
COURSE WEB-PAGE (URL)	eclass	

2. LEARNING OUTCOMES

Learning Outcomes
General objective of the course is the analysis of household behavior in modern economic environment based in the use of microeconomic theory. According to household production theory, family unit is not only a consumer of goods and services but also a productive socioeconomic actor
General skills
Work autonomously, make decisions. Advance creative and causative thinking.

3. COURSE MATERIAL

Introduction to family economics. Labor Market. Labor Supply. Applications. Home production. Leisure, home production and work. One-person households. Two person households. Sexual division of labor. Size of the household. The economic theory of marriage. Assortative mating in marriage markets. Love, caring and marriage. Applications. The demand for children. Models of marital status and childbearing. Economic models of fertility. The timing of births. Altruism in the family. Effects of altruism. The economic model of altruism and envy. Intergenerational models. Family and macroeconomic policy. Fertility and economic growth. Population Economics. Double aging of population. Economic behavior of family and fiscal policy. The evolution of the family.
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4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to Face
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USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	The overall degree of results from the grade of the final exam. At the final mark is added 20% degree of a voluntary project.	

5. LITERATURE

- Suggested literature:

Family economics, G. Hondroyiannis, Harokopio University, 2016 (in greek).

The following articles are also available on internet:

- Hondroyiannis, G. (2009). Fertility Determinants and Economic Uncertainty: An Assessment Using European Panel Data, Working Papers 96, Bank of Greece.

- Hondroyiannis, G. and E., Papapetrou, (2005). Fertility and output in Europe: new evidence from panel cointegration analysis, Journal of Policy Modeling, Vol. 27(2), pages 143-156.

- Hondroyiannis, G. and E., Papapetrou, (2004). Demographic Changes and Economic Activity in Greece, Review of Economics of the Household, Vol. 2(1), pages 49-71, 03.

Moreover, the proposed textbooks for distribution to students are the following:

1. Borjas, G. (2003), Labour Economics, Athens: Kritiki.

2. Petrinioti, X. (1989), «Labour markets, Economic theories and research», Athens: Papazisi.

ENVIROMENTAL MANAGEMENT & CULTURAL DEVELOPMENT GROUP OF UNITS

TOPICS IN HUMAN ECOLOGY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE3500	SEMESTER	5 th
COURSE TITLE	TOPICS IN HUMAN ECOLOGY		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	ELECTIVE, SCIENTIFIC AREA		
PREQUISITES	NONE		
TEACHING AND EXAMINATION LANGUAGE	GREEK Erasmus students can get supportive teaching, submit essays and take final exams in English		
IS THE COURSE OFFERED IN ERASMUS?	YES		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK146/		

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the course, the students are expected to:

- Comprehend the relationship of Human Ecology and Home Economics
- Understand the interrelationship of human society to the natural environment in its historical content
- Calculate their ecological footprint
- Select food products with lower environmental footprint
- Apply the cooperative development practice for solving sustainable development problems

General skills

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. COURSE MATERIAL

Introduction to Human Ecology, Ecosystem goods and services, Interaction between society and ecosystems, Perceptions of nature, Food production, Ecological footprint, Sustainable consumption, Ethical living, Local institutions and sustainability, Gender issues, Education for sustainability

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ Asynchronous E-learning platform ▪ Communication with students via email 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD

	Lectures	39
	Preparation of term paper	50
	Student self-study	36
	Total	125
ASSESSMENT METHODS	The assessment of students is performed via the submission of a term paper (60% of the final grade) and a final written exam (40% of the final grade) which includes short answers and solution of exercises. For students with special educational needs, assessment is performed via oral examination	

5. LITERATURE

- Suggested literature:

The following is a list of recommended reading material:

- Φλογαΐτη, Ε. (2011). Εκπαίδευση για το περιβάλλον και την αειφορία, ΠΕΔΙΟ Α.Ε.
- Blondel, J., Aronson, J., Bodiou, J. & Boeuf G. (2014). Η περιοχή της Μεσογείου: Βιολογική ποικιλότητα στον χώρο και στον χρόνο, Αθήνα: ΠΑΡΙΣΙΑΝΟΥ Α.Ε.
- Clark, D. (2006). The rough guide to ethical living. Penguin Books, London.
- Dobson, A., Lodge, D., Alder, J., Cumming, G.S., Keymer, J., McGlade, J., Mooney, H., Rusak, J.A., Sala, O., Wolters, V., Wall, D., Winfree, R., Xenopoulos, M.A. (2006). Habitat loss, trophic collapse, and the decline of ecosystem services. *Ecology*, 87: 1915-1924.
- Lawrence, R.J. (2003). Human Ecology and its applications, *Landscape and Urban Planning*, 65, pp. 31-40.
- Wallace, K.J. (2007). Classification of ecosystem services: Problems and solutions. *Biological Conservation*, 139: 235–246.
- I. M. & Rees, W. (1996). Our Ecological Footprint: Reducing Human Impact on the Earth, New Society Publishers, Canada.

SPECIAL TOPICS OF NUTRITION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	IA0101	SEMESTER	5 th
COURSE TITLE	SPECIAL TOPICS OF NUTRITION		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures & small group exercises/activities in the classroom		3	5
COURSE TYPE	Scientific Area & Skill Development		
PREQUISITES	BASIC CONCEPTS OF NUTRITION & NUTRITION THROUGH THE LIFECYCLE		
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/OIK180/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>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:</p> <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 skills

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. COURSE MATERIAL

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 caries 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. 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 WORK LOAD
	Lectures	33
	Small group exercises in the classroom	6
	Individual/non-guided studying	60
	Bibliography studying and analyzing (both in Greek and in the English Language)	26
	Total	125
ASSESSMENT METHODS	<p>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)</p> <p>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.</p>	

5. LITERATURE

- Suggested literature:

- 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.

-Scientific Journal

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

SPECIAL ISSUES IN TOURISM AND TOURISM ENTERPRISES OPERATION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4600	SEMESTER	5 th
COURSE TITLE	SPECIAL ISSUES IN TOURISM AND TOURISM ENTERPRISES OPERATION		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	General Background		
PREQUISITES	No		
TEACHING AND EXAMINATION LANGUAGE	Optional		

IS THE COURSE OFFERED IN ERASMUS?	Greek
COURSE WEB-PAGE (URL)	No

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to present the basic characteristics and factors of the growth of the tourism worldwide. In this framework we will analyze: the notions and facts related to the structure and formation of the Tourism Sector, the development and management of tourism destinations, the registration of the modern characteristics of tourism resources, the structure and trends of tourism Enterprises operation, the facts and characteristics of the Hospitality Sector, Restauration and Special and Alternative forms of Tourism Sector.</p> <p>After the successful completion of the course the students will be able:</p> <p>☐ To comprehend basic notions of the structure and functioning mode of the Tourism Sector.</p> <p>To know the economic and developmental importance of modern tourism.</p> <p>To become familiar with the special facts and the contemporary trends of the sustainable development of Tourism.</p> <p>To understand the mode of economic structure and functioning of the basic business branches of Tourism.</p>
General skills
<p>After the successful completion of the course the student will have obtain a broader framework of abilities and knowledge which will give him/her a competitive advantage regarding its occupation in Tourism Enterprises, Tourism Local Governments or tourism departments on the broader Tourism Public Sector.</p>

3. COURSE MATERIAL

<ol style="list-style-type: none"> 1. The notion and characteristics of the Tourism Sector. The analysis of the relevance with the Tourist Sector notions and factors of formation. 2. The meaning and the statistical data of the rapid development of Tourism in the contemporary era and its importance for the touristic countries and businesses. 3. The policies for Sustainable Development on the Tourist Sector, the Tourist Destinations and the Tourist Enterprises. 4. The special issues regarding Tourism Development and functioning of Tourist enterprises: the influence of Special and Alternative forms of Tourism. 5. Examples of the operational and development of different types of tourist destinations and tourist businesses.

6. Technology and tourism: the crucial importance of new facts which derive from the implementations of e-tourism in Destinations and Businesses.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face – to - face	
USE OF ICT	Presentations using power point, making use of e-class, short videos to develop dialogue.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Case studies	16
	Studying	70
	Total	125
ASSESSMENT METHODS		

5. LITERATURE

A) Course textbooks:

(in Greek)

Kokkosis H., Tsartas, P., Griba E., (2010), Special and Alternative Forms of Tourism: Demand and Supply of new products of Tourism, Kritiki

Tsartas P., Lytras P., (ed), (2017) Tourism, Tourism Development: Contributions of Greek Scientists, Papazissis

B) Additional literature:

Tsartas P., Sarantakou E., Kontis I. 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.

Tsartas, P., Papatheodorou, A., and Vasileiou, M. (2014) Tourism Development and Policy in Greece. In Costa, C., Panyik, E. and Buhalis, D. European Tourism Planning and Organisation Systems: National Case Studies (Volume III), Clevedon: Channel View Publications.

SPATIAL PLANNING AND BUSINESS ENVIRONMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4700	SEMESTER	5 th
COURSE TITLE	SPATIAL PLANNING AND BUSINESS ENVIRONMENT		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures and Laboratory Exercises		3	5
COURSE TYPE	Scientific Area and Skills Development		
PREQUISITES	-		
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/		

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>

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

- 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

- 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. COURSE MATERIAL

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	Special software supporting learning process through e-class digital platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD

	Lectures	35
	Individualized study and literature analysis	50
	Essay writing	40
	Total	125
ASSESSMENT METHODS	<ul style="list-style-type: none"> • Essay • Final written examination 	

5. LITERATURE

<ul style="list-style-type: none"> • McCann Ph. ed. (2002), Industrial Location Economics, Edward Elgar • Kotiiis 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
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EDUCATION GROUP OF UNITS

INCLUSION OF PUPILS WITH LEARNING AND DEVELOPMENTAL DISABILITIES

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ4501	SEMESTER	5 th
COURSE TITLE	INCLUSION OF PUPILS WITH LEARNING AND DEVELOPMENTAL DISABILITIES		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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)	http://eclass.hua.gr/courses/OIK194		

2. LEARNING OUTCOMES

Learning Outcomes
This module is designed to enhance knowledge of inclusive education, the principles of inclusion, equality and diversity, differentiated instruction and learning as well as the needs

of children and adolescents with learning and developmental disabilities. On successful completion of this module students will be expected to be able to:

- outline the definition of 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 skills

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. COURSE MATERIAL

The module aims to develop critical skills in the evaluation of current research, theory and practice of inclusive education; 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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face-to-face, use of educational videos, workshops in small groups, review of relevant literature, experiential learning.	
USE OF ICT	e-class, course web page	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	26
	Published Literature Search and Use	20
	Assignments	18
	Workshops in small groups	13
	Self-directed study (independent)	38
	Contact hours	4
	Prearranged visits to special needs units in mainstream schools and vocational training centres for individuals with special needs	6
	Total	125

ASSESSMENT METHODS	The course grade 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 essay (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.
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5. LITERATURE

-Core Reading

- Attwood, T. (2005). *Asperger's Syndrome: a guide for parents and professionals*. Athens: Savalas. (in Greek)
- Heward, W.L. (2011). *Exceptional children: an introduction to special education*. Athens: Topos. (in Greek)
- Jamieson, C. & Morgan, E. (2016). *Managing dyslexia at University*. Thessaloniki: Kyriakides. (in Greek)
- Michailidis, K. Th. (2009). *Inclusion and disability*. Athens: Papasotiriou. (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*. Available at URLQ http://www.unesco.org/education/pdf/SALAMA_E.PDF

-Core Reading 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.

-Recommended scientific journals

Psychology

Preschool & Primary Education

Hellenic Journal of Research in Education

Dialogoi! Theory & Praxis in Education

Review of Counselling & Guidance

STEREOTYPES AND PREJUDICES IN EDUCATION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ4401	SEMESTER	5 th
COURSE TITLE	STEREOTYPES AND PREJUDICES IN EDUCATION		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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/OIK308/		

2. LEARNING OUTCOMES

Learning Outcomes
On the completion of the course undergraduate students are expected to :
<ul style="list-style-type: none"> understand and be able to critically approach the concept, the development/origin and

functioning of stereotypes and prejudices in society and education

- • identify, understand and cope with their own stereotypes and prejudices in order to establish proper interpersonal relationships at school and facilitate the learning process

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. COURSE MATERIAL

The course combines theoretical and experiential learning with field research. Students are introduced into issues such as:

- Concept of stereotypes related to gender, origin, language, culture, and family.
- Stereotypes related to advertising, media, jokes and music.
- Interpersonal relationships and stereotypes.
- School: Generalizations and Simplifications among Students.

Students choose a stereotype that they discuss and study through videotaped interviews with their group and finally present and analyze their study.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS

Face- to- face

USE OF ICT	Support of learning through the use of asynchronous tele-education platform (e-class).	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	26
	Group work activities	64
	Group or Individual non-guided field research	
	Personal Study	35
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on:</p> <p><u>Field scientific research and oral presentation</u></p> <p>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</p> <p>The assessment criteria are:</p> <p>A. Theory: theoretical review of the issues related to the under - investigation stereotype</p> <p>B. Method: description of the methodology, the questions of the semi-structured interview and the characteristics of the sample</p> <p>C. Results: The qualitative analysis of the interviews</p> <p>D. Discussion: The conclusions drawn and their relations to the theoretical framework and the interviews' analysis</p> <p>Grading:</p> <p>- the degree of understanding and the ability to critically approach the subject (20%)</p>	

	<ul style="list-style-type: none"> - 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%) <p>Detailed criteria and assessment procedures are described to the students at the first lecture and displayed in the e- class website.</p>
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5. LITERATURE

<ul style="list-style-type: none"> • Lecture notes <p>Bibliography:</p> <ul style="list-style-type: none"> • Cohen-Eliya, M. & Hammer, Y. (2004). Advertisements, Stereotypes, and Freedom of Expression. <i>Journal of Social Philosophy</i>, 35(2), 165-187. • Halsterad, J.M. & Taylor, M.J. (2000). Learning and teaching about values: A review of recent research. <i>Cambridge Journal of Education</i>, 30 (2), 169-202.

FOREIGN LANGUAGE

2. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY, AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDER GRADUATE		
COURSE INDEX	EF	SEMESTER	5th
COURSE TITLE	Foreign Language		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
LECTURES AND PRACTICE		3	5
COURSE TYPE	General knowledge, Scientific Area, Development of Academic Skills		
PREQUISITES	<p>Students having a C2 level certification in a foreign language do not have the opportunity to choose this particular language's courses. Instead, they will have to attend and be examined in another language, if they wish to choose an elective course on "Foreign Language".</p> <p>There are no pre-requisites, but enrollment of students in each language requires the following:</p> <p><u>English for Special and Academic Purposes, Level Medium (B1)</u></p> <p>Students attending the course need to have general English B1-level knowledge and must submit their English Language Certificates together with her</p>		

	<p>application form. Those who have not obtained a Certificate in English and wish to attend this language should be examined in English (Placement Test) on the day the course starts.</p> <p><u>English for Special and Academic Purposes Advanced Level (B2-C1)</u></p> <p>Students attending the course need to have general English, B2-level / C1-level knowledge, and have to submit their English Certificates together with their application form. Those who have not obtained a Certificate in English and wish to attend this language should be examined in English (Placement Test) on the day the course starts.</p> <p><u>French - Level: Medium (B1)</u></p> <p>A prerequisite for the participation of students in the French courses is the B1-level knowledge of the French language. The acquisition of a relevant language certificate is necessary.</p> <p><u>German - Level: (B1)</u></p> <p>A prerequisite for the participation of students in the German courses is the B1/C1-level German language knowledge, without necessarily having obtained a German language certificate.</p> <p><u>It should be noted that:</u></p> <p>Holders of language certificates are required to provide a validated copy of their certificates to the teaching staff.</p>
TEACHING AND EXAMINATION	English, French, German

LANGUAGE	
IS THE COURSE OFFERED IN ERASMUS?	YES (available in the language chosen by the students)
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/ under construction

3. LEARNING OUTCOMES

Learning Outcomes
<p>Objectives and learning outcomes are differentiated according to language. In general, the students are expected:</p> <ul style="list-style-type: none"> • to acquire, deepen and broaden existing and new knowledge regarding the language • to be familiarized with the foreign language literature which is directly related to the subject areas of the Department of Home Economics and Ecology • to write an academic work thesis/ essay/ research in a foreign language on a subject related to the scientific fields of the Department.
General skills
<p>The course aims at students' developing the following skills/abilities/attitudes:</p> <ul style="list-style-type: none"> • Searching, analyzing, synthesizing data and information using the necessary technologies • Autonomous work, teamwork • Making decisions, adapting to new situations, criticizing and self-criticism • Working in an international as well as interdisciplinary environment • Respect for diversity and multiculturalism • Promoting free, creative and inductive thinking

4. COURSE MATERIAL

Differentiated according to the language chosen

5. LEARNING AND TEACHING TECHNIQUES – EVALUATION

TEACHING METHODS	Face- to – face In-class lectures Support of learning through the use of asynchronous tele-education platform (e-class).	
USE OF ICT	Use of Power Point presentations during teaching, use of asynchronous tele-education platform for distant education and communication, contact through e-mail. Use of audiovisual media (Video, CD).	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Studying and analyzing of literature	50
	Assignments	40
	TOTAL	125
ASSESSMENT METHODS	Students' assessment is differentiated according to the language chosen (written exams, written/oral assignments, presentations etc.	

6. LITERATURE

- Differentiated according to the language chosen

RESEARCH METHODS IN SOCIAL SCIENCES

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ5800	SEMESTER	5 th
COURSE TITLE	RESEARCH METHODS IN SOCIAL SCIENCES		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General knowledge		
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/OIK297/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>On the completion of the course post graduate students are expected:</p> <ul style="list-style-type: none"> • Knowledge of the various search strategies, bibliography and related information. • Ability to design and evaluate the most appropriate statistical tools and methodologies to approach each form of research.

- • Understanding the research selection and implementation plan.

General skills

The course aims at developing the following skills :

- Strengthening the professional skills of the student regarding the use of methodology for conducting research work.
- Composition and analysis of research cases and use of appropriate research tools to exploit the results.
- Cultivating the research potential of students to draw conclusions and evaluate the results of previous surveys using appropriate statistical methods.

3. COURSE MATERIAL

Introduction to research methodology. Research plan. Data analysis. Qualitative research. References list taxonomy. Research questions. Sampling methods. Creating a data base. Basic statistics. Correlations. Factor analysis. Principal component analysis. Discriminant analysis. Presentation of the results. Writing a thesis.

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 WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on:</p> <p>a. Written examination, which provides students with the 60% of the final overall grade, takes place</p>	

	<p>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 30% 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>
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5. LITERATURE

- Zafiropoulos, C. (2005), How to conduct a scientific research. Kritiki Publications , Athens (in Greek).
- Babbie, E. (2011), Introduction to social research, in translation, Kritiki Publications, Athens (in Greek).
- Cohen, L., Manion, L., K. Morrison (2008), Methodology of educational research, , in translation, Metaixmio Publications, Athens (in Greek).
- Psarou M. C., Zafiropoulos C. (2001) Scientific Research, Dardanos G. –K Dardanos, Publications, Athens (in Greek).

6TH SEMESTER

COMPULSORY COURSES

SUSTAINABLE ECONOMIC AND REGIONAL DEVELOPMENT – URBAN RECONSTRUCTION IN THE E.U.

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3400	SEMESTER	6 th
COURSE TITLE	SUSTAINABLE ECONOMIC AND REGIONAL DEVELOPMENT – URBAN RECONSTRUCTION IN THE E.U.		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures and Laboratory Exercises		3	5
COURSE TYPE	Background, General Knowledge		
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/

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. COURSE MATERIAL

<p>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</p>

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

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

5. LITERATURE

- Mitoula R. (2006). Sustainable Regional Development in European Union & Reconstruction of Greek Urban Environment, ed. Stamouli, Athens.
- Mitoula R., Astara O., & Kaldis P., (2008). Sustainable Development - Meanings, international and European dimensions, ed. Rosili, Athens.
- Stefanou Jos. & Mitoula R. (2002). The role of energy in environmental planning and regional development, ed. Publications of Urban Design Laboratory of NTUA, Athens.
- Aggelidiw M. (2000). Spatial Planning and Sustainable Development, ed. Simmetria, Athens
- 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), Urban and Regional Economics, ed. Kritiki, Athens
- Petrakos G. & Psiharis G. (2004), Regional Development in Greece, ed. Kritiki, Athens

EDUCATIONAL ASSESSMENT AND CURRICULUM

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE4601	SEMESTER	6 th
COURSE TITLE	EDUCATIONAL ASSESSMENT AND CURRICULUM		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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

On the completion of the course undergraduate students are expected to:

- understand and be able to critically approach the main theories regarding the strategy of creating and evaluating school curricula as well as the scientific research concerning topics of educational assessment
- develop school curricula
- design and implement scientifically valid diagnostic formative and final assessments
- be able to actively participate in schools' self-assessment processes

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. COURSE MATERIAL

- 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
- Types of examination items
- Student self-evaluation and self-regulation of learning.
- Authentic assessment and portfolio
- School self-assessment
- Teacher Evaluation

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.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	36
	Group work activities	44
	Individual/non-guided studying-essay writing	
	Personal Study	45
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on:</p> <p><u>Final written examination</u></p> <p>Written examination is comprised of two parts. The first part requires a critical presentation of students knowledge on one or more content units that have been discussed during the course, while the second part asks students to design and develop of valid and reliable test.</p> <p>Main criteria of the written examination:</p> <ul style="list-style-type: none"> - Knowledge and understanding of the relevant key concepts - Critical awareness of discussed issues - Practical ability to apply theoretical knowledge into the development of a scientifically validated school test. 	

	<p><u>Scientific essay</u></p> <p>Students who are committed and demonstrate high interest to the course indicated by consistent class attendance and active participation are given the opportunity to be assigned with a non - compulsory written scientific essay which may raise their final grade up to 2 grades.</p> <p>Detailed criteria and assessment procedures are described to the students at the first lecture and displayed in the e- class website.</p>
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5. LITERATURE

<ul style="list-style-type: none"> Lecture notes <p>Bibliography:</p> <ul style="list-style-type: none"> 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

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK2301	SEMESTER	6 th
COURSE TITLE	CONSUMER BEHAVIOR - MARKETING		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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)	http://www.dhee.hua.gr/index.php/el/proptyxiakes-spoudes/programma-spoudon-pps/st-examino-ooko/2017-06-14-11-40-07		

2. LEARNING OUTCOMES

Learning Outcomes
<p>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.</p> <p>After the completion of the lectures the students will be able to :</p> <ul style="list-style-type: none">• 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 skills
<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

3. COURSE MATERIAL

<p>The course's content includes the following :</p> <ul style="list-style-type: none">• 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

TEACHING METHODS	Face to face	
USE OF ICT	Use of ICTs during teaching, use of e-class application, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	30
	Learning interaction during teaching	20
	Bibliography studying and analyzing	20
	Group work activities	20
	Individual/non-guided studying-essay writing	35
	Total	125
ASSESSMENT METHODS	<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 	

	<p>written essay.</p> <p>- Morphological features of a written essay.</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>
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5. LITERATURE

A. 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

B. Related Scientific Journals:

Journal of Consumer Behaviour, Wiley On-Line Marketing

ELECTIVE UNITS

The student is able to choose freely up to two units from the same group and a third unit from any other group of his/her choice

ECONOMICS & MANAGEMENT GROUP OF UNITS

COMMUNITY DEVELOPMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3800	SEMESTER	6 th
COURSE TITLE	COMMUNITY DEVELOPMENT		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Various forms of teaching		3	5
COURSE TYPE			
PREQUISITES			
TEACHING AND EXAMINATION	Greek		

LANGUAGE	
IS THE COURSE OFFERED IN ERASMUS?	YES (in English)
COURSE WEB-PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims at identifying the community which plays a significant role in designing development policies that will long term affect rural and urban areas. In particular, during the course the sociological and geographical and economic perspectives are analyzed, presenting their contribution abilities towards community development.</p> <p>Upon successful completion of the course the student will be able to analyze:</p> <ul style="list-style-type: none"> • The economic, social and cultural development community • The evolution of urban and rural community • The remedial actions possibly applicable for the socio-economic development of the family.
General skills
<ul style="list-style-type: none"> • Independent work • Team work • Experience in a multi-disciplinary environment • Respect for the diversity and multiculturalism • Respect for the natural environment • Free, creative and inductive thinking

3. COURSE MATERIAL

<ul style="list-style-type: none"> • The concept of community • Definitions for the community • Community theory development • Typological approach • Classical approach • Ecological approach • Classic ecology of the Chicago school

- Socio-cultural ecology
- Multiple approaches; Choosing the appropriate approach
- Community and the quality of life
- Studying the community
- Local development indicators
- Indicators, causality models and alternations in community

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	In class	
USE OF ICT	Powerpoint presentations E-class learning support	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Scientific literature study	26
	Essay writing	20
	Independent home study	40
	Total	125
ASSESSMENT METHODS	<p>I. Final written examination (60%) including:</p> <ul style="list-style-type: none"> • Short answer questions • Theory comparative evaluation <p>II. Midtermwrittenexamination (20%) with shortanswer questions</p> <p>III. Essay (20%)</p>	

5. LITERATURE

Ελένη Θεοδωροπούλου, 2016. Κοινωνική Ανάπτυξη.

Μαλκίδης Θεοφάνης. (2001). Προσαρμογή και συγκρότηση της αγροτικής κοινωνίας στο ελληνικό κράτος. Γόρδιος

ACCOUNTING II

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK3002	SEMESTER	6 th
COURSE TITLE	ACCOUNTING II		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Several forms of teaching	3	5	
COURSE TYPE			
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS?	YES (in English)		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
Learning results:

<ul style="list-style-type: none"> -General Accounting in modern economics - Understanding of financial accounting - Modeling-based accounting models. - Understanding of actual accounting statements
General skills
<ul style="list-style-type: none"> • Individual Work • Teamwork • Working in an interdisciplinary environment • Promote free, creative and inductive thinking • More general understanding of accounting statements and results

3. COURSE MATERIAL

<ul style="list-style-type: none"> • 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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Lectures	
USE OF ICT	Use of powerpoint and educational platform (eclass)	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Study and analysis of literature	26

	Assignment	20
	Self-study	40
	Total	125
ASSESSMENT METHODS	<ul style="list-style-type: none"> - Assignments submitted within deadlines (20%) - Final exam at the end of the semester (80%) 	

5. LITERATURE

-	Papadeas, P. V. (2015), "Accounting", (in Greek)
-	Vasiliou, D., Iriotis, N. (2009), "Principles of Financial Accounting", Rosili, Athens
-	Naum, C. (1994), "Introduction In financial accounting", Athens
-	Kazatzis, C., Sorros, I. (2005), "Issues and applications in financial accounting", Pireaus
-	Pomonis,, N. (2004), "Accounting", Athens

CONSUMERS ELECTRONIC PROCUREMENT (B2C) AND BUSINESS PROCESS RE-ENGINEERING

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4800	SEMESTER	6 th
COURSE TITLE	CONSUMERS ELECTRONIC PROCUREMENT (B2C) AND BUSINESS PROCESS RE-ENGINEERING		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS	CREDIT UNITS

	(WEEKLY)	
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)		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The objective of the course is the understanding of the consumers electronic procurement issues in the framework of the new electronic business environment. Moreover, it aims at the analysis of the Business Process re-engineering methodology, adopted by the enterprises in order to improve their electronic value chains, in terms of qualitative customer service.</p> <p>After the completion of the lectures the students will be able to :</p> <ul style="list-style-type: none"> • know the alternative consumers practices used to buy products and services from the www • understand consumers rights regarding e-procurement • acknowledge the significance of the new GDPR compliance protocols regarding electronic purchasing • know the basic principles and application phases of Business Process Re-engineering methodology within the triangle "Consumers-Enterprises-Economy" • understand how the enterprises update their way of daily work (processes) focusing upon critical processes, such as Customer Service, Logistics, Marketing and Sales, etc. in

order to contribute to adding "value" to their consumers

- to acknowledge the significance of "change management" towards the enterprises' adjustment to the new electronic market

General skills

- 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. COURSE MATERIAL

The course's content includes the following

- Electronic Commerce globally - B2B and B2C
- Legal framework and consumers rights
- Practices and mechanisms of electronic purchasing
- Business Process Re-engineering (BPR) main principles and issues
- Re-organization and Process Change in critical Processes
- Processes Flow Charts - Examples
- Application of BPR in the enterprises - Case studies
- The role of human and technology to BPR
- Change Management

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Use of ICTs during teaching, use of e-class application, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	30
	Learning interaction during teaching	20
	Bibliography studying and analyzing	10
	Group work activities	20
	Individual/non-guided	45

	studying-essay writing	
	Total	125
ASSESSMENT METHODS	<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. LITERATURE

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.

MARKETING SERVICE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4200	SEMESTER	6 th
COURSE TITLE	MARKETING SERVICE		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	Scientific Knowledge and Skill Development		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
IS THE COURSE OFFERED IN ERASMUS?	YES (IN ENGLISH)		
COURSE WEB-PAGE (URL)	e-class		

2. LEARNING OUTCOMES

Learning Outcomes
The purpose of this course is to offer students a clear understanding of how to develop an organization or an enterprise with a strong marketing orientation. Within this framework, students are helped to understand that marketing is actually a vital management activity while the marketing of services requires a strategic approach, mainly focusing on the client rather than on the product. Key elements of Marketing place special emphasis on the participation and the development of the decision making process
General skills
<ul style="list-style-type: none">• Decision making• Leadership• Team Work• Work in an international context• New and innovative ideas (Innovative Skills)• Creativity skills• Planning and project management

3. COURSE MATERIAL

Introduction to Marketing; Marketing aims and the role of the leader; effective marketing strategy; process and outcome consumption; strategic planning of marketing; ranking services; quality of services; managing portfolio of services; distribution of services; integrated marketing communications; communication and promotion services; pricing services; sales management; relationship marketing; recruiting and retaining customers; strategy for customer experience.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face		
USE OF ICT	Use of ICTs during teaching, use of e-class application, contact through e-mail.		
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD	
	Lecture	30	

	Learning interaction during teaching	20
	Bibliography studying and analyzing	10
	Group work activities	20
	Individual/non-guided studying-essay writing	45
	Total	125
ASSESSMENT METHODS	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>	

5. LITERATURE

Recommended reading (in Greek & other languages): any books or other learning material which they will be required to use as the course unit progresses.

Avlonitys, G., Tsiotsou, R. & Gounarys, S. (2015). Marketing Service. BROKEN HILL PUBLISHERS LTD (in Greek)

Baker, M.J. & Hart, S.J. (Eds) (2008).. The marketing book. Elsevier.

Berry, L.L. & Parasuraman, A. (1991). Marketing services. Competing through quality. New York: The Free Press

ENVIROMENTAL MANAGEMENT & CULTRURAL DEVELOPMENT GROUP OF UNITS

FOOD AND THE ENVIRONMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE5500	SEMESTER	6 th
COURSE TITLE	FOOD AND THE ENVIRONMENT		
INDENPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Lectures and class excercises	3	5	
COURSE TYPE	Specialised general knowledge		
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Instruction: greek Examination greek & english		
IS THECOURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon completion of the course the student should</p> <ul style="list-style-type: none"> • be familiar with the processes of production, trading, consumption and disposal of food waste • have acquired necessary knowledge relevant to the impact assessment of these processes in combination with issues of sufficiency/quality of food and the related policy measures • have comprehended the factors that shaped the contemporary food system and its effects on the environment and human health
General skills
<p>The successful completion of the course contributes to the achievement of the following programme outcomes:</p> <ul style="list-style-type: none"> • Thorough comprehension of the strong interactions between human societies and the environment (natural & human made) including the role of these interactions in sustainable development • Application of modern scientific methods in the study of topics related to sustainable consumption and nutritional behaviour, health promotion, management and protection of the natural and cultural environment, as well as topics related to alternative tourism • Thorough comprehension of research issues related to this field of study

3. COURSE MATERIAL

<p>Natural resources and sustainable use: the concepts and their critique, introduction to agriculture and fisheries, soil fertility and degradation processes, water resources: surface and underground water, land resources, desertification, wildlife management/fisheries, pest management, packaging and impacts thereof, the concept of food kilometer, world food crisis, food labelling, food and food policies.</p>

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face
USE OF ICT	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ E-learning platform ▪ Communication with students via email

COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	33
	Field trip	6
	Non-supervised study	86
	Total	125
ASSESSMENT METHODS	<p>I. Written examination of the course content including:</p> <ul style="list-style-type: none"> - multiple choice questions - Short notes type questions <p>The above mentioned way of performance evaluation is described to the students during the first tutor-student meeting, and are displayed in the e-class website throughout the semester.</p>	

5. LITERATURE

- *Suggested bibliography:*

ΠΕΡΙΒΑΛΛΟΝΤΙΚΕΣ ΕΠΙΣΤΗΜΕΣ, MILLER G. T., ΙΩΝ, 2004, ΑΘΗΝΑ

ΔΙΑΧΕΙΡΙΣΗ ΦΥΣΙΚΩΝ ΠΟΡΩΝ, CAMP W. C. & DAUGHERTY T. B., ΙΩΝ, 2004, ΑΘΗΝΑ

ΠΕΡΙΒΑΛΛΟΝΤΙΚΗ ΕΠΙΣΤΗΜΗ ΠΡΟΣ ΕΝΑ ΒΙΩΣΙΜΟ ΜΕΛΛΟΝ, WRIGHT R.T., BOORSE D.F., ΠΑΡΙΣΙΑΝΟΥ Α.Ε., 2012, ΑΘΗΝΑ

Lawrence, Geoffrey, Lyons, Kristen, Wallington, Tabatha (2010) Food, security, nutrition and sustainability London ; New York : Earthscan

Αντωνία-Λήδα Ματάλα & Αστέριος Χουλιάρας (2005) Η Διατροφή στον 21ο αιώνα: Γεωγραφίες της Αφθονίας και της Στέρησης, Εκδόσεις Παπαζήση.

INFORMATICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS
DEPARTMENT	HOME ECONOMICS AND ECOLOGY
POSTGRADUATE OR UNDERGRADUATE	UNDERGRADUATE

LEVEL			
COURSE INDEX	ΓΕ3306	SEMESTER	6 th
COURSE TITLE	INFORMATICS		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
LECTURES AND LAB PRACTICE	3	5	
COURSE TYPE	General 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/OIK198/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to provide students with basic knowledge on computer use, architecture, programming and communication, as well as Internet services.</p> <p>With the completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Use computers effectively • Use Internet services.
General skills
The course aims at developing the following skills:

- Adaptiveness to new situations
- Decision making
- Working autonomously
- Working in groups

3. COURSE MATERIAL

• The functionality and architecture of a computer. The concepts and usefulness of the central processing unit, memory and peripheral devices. The operating system and its usefulness. Computer types, their usefulness and the concept of computing system. Applying all of the above to personal computers (construction, connection of peripheral devices, Windows operating system). Data exchange between computers - Computer Networks (example: laboratory network). The Internet. World Wide Web Service. The HTML programming language. Email Service. The concept of programming - programming languages. Introduction to the Pascal programming language - Key components of a program. Examples of simple programs. Commands repeats - examples. Subprograms - examples. Analysis - design - program implementation.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Support of learning through the use of asynchronous tele-education platform (e-class).	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	40
	Lab work	85
	Total	125
ASSESSMENT METHODS	<p>Assessment of the course is carried out through written examinations during which the student can freely use any kind of device he / she desires. The course score is obtained from the formula $B = B1 * 40\% + B2 * 60\%$, where B1, B2 the scores in two intermediate exams. If $B < 5$ or if the student wants to improve B, then he can participate in the examination of the first period. Note that the grade of the first period is the final one, regardless of whether it is less than B.</p>	

5. LITERATURE

- Suggested bibliography:

- Forouzan, B.A. (2003). Εισαγωγή στην Επιστήμη των Υπολογιστών, Εκδόσεις Κλειδάριθμος, Αθήνα.
- Τσακνάκης, Α. & Φλώρος, Ι. (2007). Εισαγωγή στις Τεχνολογίες της Πληροφορικής και των Επικοινωνιών, Εκδόσεις Κλειδάριθμος, Αθήνα.

ALTERNATIVE TOURISM

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ2002	SEMESTER	6 th
COURSE TITLE	ALTERNATIVE TOURISM		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Specific Knowledge		
PREQUISITES	-		
TEACHING AND EXAMINATION	Greek		

LANGUAGE	
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/OIK175/

2. LEARNING OUTCOMES

Learning Outcomes
<p>The objective of the course is the study of alternative tourism and its impacts on the development of the host area.</p> <p>On the completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • indicate the new trends of tourism in Europe and the world; • define the meaning and the content of alternative tourism, and evaluate its contribution to the local sustainable development; • know the basic steps for organizing and online promoting a small scale tourism enterprise.
General skills
<p>Adapt to new situations</p> <p>Make decisions</p> <p>Manage changes</p> <p>Respect natural, social and cultural environment</p> <p>Be critical</p> <p>Advance free, creative and causative thinking</p>

3. COURSE MATERIAL

<p>General concepts. Tourism demand and supply. Sustainability of tourism destinations. New trends and standards in tourism. Alternative tourism: the dynamics of a perspective in local development. Alternative tourism in Greece and the world. Impacts of alternative tourism development on the host area. Entrepreneurship and alternative tourism. Customer approach and relationship marketing. Tourism product specifications and competitive advantage. Community strategy and internet.</p>
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4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	<p>Support of learning through the use of asynchronous tele-education platform (e-class).</p> <p>Communication with undergraduate students through the use of asynchronous tele-education platform (e-class) and e-mail.</p>	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	20
	Group work activities	19
	Individual/non-guided studying	39
	Bibliography studying and analyzing	47
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on the final written examination that includes:</p> <ul style="list-style-type: none"> ☐ short close ended questions ☐ reflective thinking issue writing through the study of short scenarios <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> • Scientific substantiation and correctness of the answers • Reflective and composing ability as regards studying and using of sources and material provided • Expressiveness, clarity and comprehensiveness of the answers • Thought organization, structure of the written answers 	

	The above mentioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.
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5. LITERATURE

-Suggested Bibliography:

- Γκούσια-Ρίζου, Μ. & Σδράλη, Δ. (2017). *Επιχειρηματικά σχήματα συνεργασίας και επικοινωνία στον τουριστικό τομέα. Βήματα για αποτελεσματικές εφαρμογές*. Αθήνα: Παρισιάνου.
- 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 scientific journals:

- *Journal of Sustainable Tourism*
- *Journal of Tourism and Cultural Change*
- *Journal of Quality Assurance in Hospitality & Tourism*
- *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

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS
DEPARTMENT	HOME ECONOMICS AND ECOLOGY
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE

COURSE INDEX	ΓΕ0902	SEMESTER	6 th
COURSE TITLE	SOLID AND LIQUID WASTE MANAGEMENT		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Lectures	3	5	
COURSE TYPE	ELECTIVE, SCIENTIFIC AREA		
PREQUISITES	NONE		
TEACHING AND EXAMINATION LANGUAGE	GREEK Erasmus students can get supportive teaching, submit essays and take final exams in English		
IS THE COURSE OFFERED IN ERASMUS?	YES		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK102/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>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:</p> <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 enterprise.
General skills
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. COURSE MATERIAL

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
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4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	<ul style="list-style-type: none"> Use of digital slides in lectures Asynchronous E-learning platform Communication with students via email 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	30
	Exemplary solution of exercises	9
	Student self-study	86
	Total	125
ASSESSMENT METHODS	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
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5. LITERATURE

- Suggested literature:

1. Αθ. Κούγκολος (2016). «Περιβαλλοντική Μηχανική», Εκδόσεις Τζιόλα.
2. Δ. Παναγιωτακόπουλος (2004). «Βιώσιμη Διαχείριση Αστικών Στερεών Αποβλήτων», Εκδόσεις Ζυγός.
3. J.A Nathanson (2002). *Basic Environmental Technology: Water supply, Waste management and Pollution Control*, Prentice Hall
4. Metcalf & Eddy (2002). *Wastewater Engineering, Treatment and Reuse*, 4th edition, McGraw-Hill
5. 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*

EDUCATION GROUP OF UNITS

ADJUSTMENT PROBLEMS IN THE FAMILY AND SCHOOL CONTEXTS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ4900	SEMESTER	6 th
COURSE TITLE	ADJUSTMENT PROBLEMS IN THE FAMILY AND SCHOOL		

	CONTEXTS	
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	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)	http://eclass.hua.gr/courses/OIK199	

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. On successful completion of this module students will be expected to be able to:</p> <p>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</p> <p>appreciate the relationship between early identification, prevention and early intervention</p> <p>demonstrate an understanding of the interplay between causal factors commonly linked with social and behavior difficulties in children</p> <p>explore the psychological theories that underpin child behavior and emotional-social development</p> <p>identify and discuss protective factors for enhancing resilience in children at risk of</p>

developing emotional, social and behavioural difficulties

demonstrate critical understanding of the importance of family, school and local community partnership in the development of effective intervention strategies for children and adolescents with 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

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. COURSE MATERIAL

The module reviews 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, 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

TEACHING METHODS	Face-to-face, use of educational videos, workshops in small groups, review of relevant literature, experiential learning.	
USE OF ICT	e-class, course web page	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	26
	Published Literature Search and Use	20
	Assignments	18
	Workshops in small groups	13
	Self-directed study (independent)	38
	Contact hours	4
	Prearranged visits to special needs units in mainstream schools and vocational training centres for individuals with special needs	6
	Total	125
ASSESSMENT METHODS	The course grade 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 essay (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.	

5. LITERATURE

-Core Reading

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. (2012). The child and the adolescent in the family and school: theoretical and practical approach. Athens: Grigoris. (in Greek)

-Core Reading for ERASMUS students

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.

Rice, F. P. (1997). Child and adolescent development. Upper Saddle River, NJ: Prentice Hall.

-Recommended scientific journals

Psychology

Preschool & Primary Education

Hellenic Journal of Research in Education

Dialogoi! Theory & Praxis in Education

Review of Counselling & Guidance

FAMILY PSYCHOLOGY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ5400	SEMESTER	6 th
COURSE TITLE	FAMILY PSYCHOLOGY		

INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	SCIENTIFIC AREA		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
IS THE COURSE OFFERED IN ERASMUS?	YES in English		
COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK191/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>On successful completion of the course students are able to:</p> <ul style="list-style-type: none"> • understand the various factors related to couple relationships, separation, divorce, adoption, loss and mourning as well as second marriages • evaluate the role of parental typology in the development of children • understand the different theoretical approaches of the family • have been familiarized with various family therapy techniques • Be sensitive to personal development issues
General skills
<p>Acquisition of skills in order to:</p> <p>Accomplish a task on individual basis</p>

Work in teams

Have ability to adapt to new situations

Show respect for diversity and multiculturalism

Be able to make decisions

Have sensitivity to gender issues

Have creative and inductive thinking

3. COURSE MATERIAL

Basic issues related to family systems. Stages of development, structural and functional characteristics of the family. Psychological dimensions of the family: formation of the couple's relationship, separation, divorce, adoption, second marriages and mixed families, loss and mourning. Parental typology and its role in the development of children. Theoretical approaches and family therapy techniques: Psychotherapy, Family Therapy, Structural Therapy, Strategic Therapy, Experiential Family Therapy, the Milan Therapeutic School.

In the context of the course students participate in personal development seminars, which aim at raising their awareness of personal development issues and familiarizing them with the various family therapy techniques.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Lectures, group work, viewing educational films, study of basic literature	
USE OF ICT	The learning process is supported by the e-class platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	20
	Study of basic literature	20
	Assignments	20
	Personal development seminars	20
	Group activities	45

	Total	125
ASSESSMENT METHODS	<p>The teaching language is Greek. English language is used for teaching Erasmus students.</p> <p>The successful attendance of the personal development seminars, which take place in groups of 15 students each, is a prerequisite for participation in the examination of the course.</p> <p>Students are assessed by: a) Written examination (100%) of the final grade, or b) Written examination (80% of the final grade) and assignments (20% of the final grade), or c) two mid-term evaluations (50% of the final grade each), or d) two mid-term evaluations (40% of the final grade each) and assignments (20% of the final grade).</p> <p>The written examination includes multiple-choice questions, closed-ended questions, open-ended questions and essay questions.</p> <p>Assignments include oral and written (600 to 800 words) presentation of papers related to the content of the course.</p> <p>Erasmus students are evaluated on the basis of a literature review essay of 3000-3500 words based on a topic related to the content of the course.</p>	

5. LITERATURE

- Recommended reading:

1. Georgiou, St. (2012). Psychology of Family systems. Athens: Diadrasi [in Greek].
2. Thoburn, J. W., & Sexton, T.L. (2015). Family Psychology: Theory, research and practice: West port, USA:ABC-CLIO
2. Tsiantis, G. (1993). Mental health of the child and the family. Athens:Kastaniotis [in Greek].
3. Papadiotou-Athanasiou, V. (2000). Family and limits. Athens:Ellinika Grammata [in Greek].

- Related Journals

Psychology [in Greek]

Marriage and Family Review

Journal of Family Violence

Journal of Family Psychology

THE ROLE OF THE FAMILY IN CHILD DEVELOPMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE6100	SEMESTER	6 th
COURSE TITLE	THE ROLE OF THE FAMILY IN CHILD DEVELOPMENT		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	Background, Scientific Area, Skill Development		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THECOURSE OFFERED IN ERASMUS?	YES (in English language)		

COURSE WEB-PAGE (URL)	http://eclass.hua.gr/courses/OIK
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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.</p> <p>Team work</p> <p>Respecting the culture differences and individuality.</p> <p>Promoting reasoning and self-improvement.</p> <p>Adaptation in new conditions.</p> <p>Decision Making</p>

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

Promoting free, creative and deductive reasoning

3. COURSE MATERIAL

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.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face-to-face, use of educational videos, workshops in small groups, review of relevant literature.	
USE OF ICT	e-class, course web page	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	26
	Published Literature Search and Use	22
	Assignments	20
	Workshops in small groups	13
	Self-directed study (independent)	40
	Contact hours	4
	Total	125
ASSESSMENT METHODS	The course grade 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	

	<p>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>
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5. LITERATURE

-Core Reading

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

IN-CLASS RESEARCH AND EXPERIENTIAL ACTIVITIES

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ5700	SEMESTER	6 th
COURSE TITLE	IN-CLASS RESEARCH AND EXPERIENTIAL ACTIVITIES		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	SPECIAL BACKGROUND AND SKILL DEVELOPMENT		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
IS THE COURSE OFFERED IN ERASMUS?	YES		
COURSE WEB-PAGE (URL)	-		

2. LEARNING OUTCOMES

Learning Outcomes
This subject's objectives include students' familiarization firstly with relevant scientific terminology, scientific content, and definitions related to project-based learning and, secondly with experiential group-work carrying-out of projects through the elaboration of

original data and sources.

On the completion of the courses students are expected to know the phases and the prerequisites of the carrying-out of a project that aims at the boosting of creativity and alternativeness through the active participation of students in the formation of new knowledge.

General skills

- Development of pedagogical consciousness and professional ethics
- Development of free, reflective, and creative thinking
- Development of the ability to plan and design learning activities
- Development of autonomy/self-regulation
- Development of social and pedagogical responsibility
- Development of individual and group working ability

3. COURSE MATERIAL

The content of the course includes concept, features, objectives, and procedures of self-regulated learning, experiential activities within the school settings, study of the stages of project planning, organizing, carrying-out and assessing.

More specifically, during the course University students examine:

- How project's subject and content are selected by school students and how the teacher participates in the procedure.
- How a group project is constructed.
- How groups are formed and roles, activities, rights, responsibilities and tasks are distributed
- Also, they are familiarized with the procedures of material, sources, and data selection, elaboration and presentation during a project carrying-out.
- They examine the comprehensive utilization of the data, the supportive and the coordinating role of the teacher who facilitates functional and effective group-member cooperation
- They examine how the final individualized and group outcomes are disseminated and assessed.

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 students, as well as contact

	through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	20
	Studying of bibliography	20
	Project carrying-out	35
	Group work activities	20
	Individual/non-guided studying	30
	Total	125
ASSESSMENT METHODS	<p>Student performance's assessment is based on:</p> <p>A) A Written Progress Test during the semester: 40%</p> <p>The Written Progress Test comprises:</p> <p>close ended questions</p> <p>multiple choice questions with short answer argumentation</p> <p>cloze</p> <p>term definition</p> <p>reflective thinking issue writing through the study of teaching scenarios</p> <p>B) Participation in individual or group work activities 20%</p> <p>C) Studying and presenting a written essay on relevant researches and literature: 40%</p> <p>Main criteria for the assessment of the written essay are:</p> <ul style="list-style-type: none"> - Educational correctness, scientific substantiation of the answers. - Ability to use correctly concepts, notions, 	

	<p>terms that have been studied and analyzed during the course.</p> <ul style="list-style-type: none"> - Reflective and composing ability as regards studying and use of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, effective 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>
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5. LITERATURE

<p>-Core Reading</p> <p>Ταρατόρη-Τσαλκατίδου, Ε. (2007) Η Μέθοδος Project στη Θεωρία και στην Πράξη. Θεσσαλονίκη: Αφοί Κυριακίδη.</p> <p>Frey, K. (1998) Η Μέθοδος Project. Μια μορφή συλλογικής εργασίας στο σχολείο ως θεωρία και πράξη (μτφ Κλ. Μάλλιου). Θεσσαλονίκη, Αφοί Κυριακίδη.</p> <p>Χρυσ αφίδης, Κ. (2000) Βιωματικά-επικοινωνιακή διδασκαλία: Η Εισαγωγή της Μεθόδου Project στο σχολείο. Αθήνα, Gutenberg.</p> <p>ΥΠΕΠΘ (2011). Η Καινοτομία των Ερευνητικών Εργασιών στο Λύκειο. Βιβλίο Εκπαιδευτικού (Επιστ. Υπ. Ηλ. Ματσαγγούρας). Αθήνα, Οργανισμός Εκδόσεως Διδακτικών Βιβλίων (Ψηφιακό Σχολείο).</p> <p>-Recommended scientific journals</p> <p>Improving Schools</p> <p>Educational Studies</p> <p>Teaching and Teacher Education</p> <p>School Effectiveness and School Improvement</p>
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7TH SEMESTER

COMPULSORY UNITS

TEACHING HOME ECONOMICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ1006	SEMESTER	7 th
COURSE TITLE	TEACHING HOME ECONOMICS		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	SPECIALTY AND SKILL DEVELOPMENT		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
IS THE COURSE OFFERED IN ERASMUS?	YES		

COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/OIK125/
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2. LEARNING OUTCOMES

Learning Outcomes
<p>This subject examines the evolution of the school subject of Home Economics in Greek Secondary Education, its teaching practices and strategies, Curriculum and assessment procedures. Its objectives include students' familiarization with issues related to the teaching and implementation of Home Economics' contents, principles and practices in real school classrooms and in a variety of different private and public sector's working settings.</p> <p>On the completion of the course students are expected to know:</p> <ul style="list-style-type: none"> ▪ Schoolbooks and Student Notebooks of Home Economics, and units and contents of the lesson ▪ Taxonomy of objectives and aims of Home Economics, features and importance of objectives. ▪ Structure and contents of current Curriculum of Home Economics ▪ Implementation of typical and main alternative teaching strategies. ▪ Cross-curricular thematic approaches of the subject units. ▪ Kinds of assessment techniques and procedures for the student performance evaluation.
General skills
<ul style="list-style-type: none"> ▪ Development of pedagogical consciousness ▪ Boosting of teaching ability ▪ Contact with professional environment in real class settings ▪ Designing and presenting teaching proposals ▪ Teaching autonomy and self-regulation ▪ Development of individual and group working ability ▪ Adaptiveness to contemporary professional challenges.

3. COURSE MATERIAL

<ul style="list-style-type: none"> ▪ The evolution of Home Economics' teaching in Greek Secondary Education. ▪ Modern teaching tendencies of the school subject. ▪ Teaching Home Economics and Curriculum. ▪ The significance of defining teaching objectives in accordance with the interdisciplinary character of Home Economics. ▪ Main features of Home Economics teaching objectives. ▪ Taxonomy of teaching objectives in the school subject of Home Economics, Kinds and models of teaching objectives. ▪ The meaning and the definitions of teaching in Home Economics. ▪ Basic principles of teaching process. ▪ Teaching methods, main and supplementary-alternative teaching methods,

- Home Economics' teaching prerequisites, criteria and methods of student's performance assessment.
- Organizing and managing the teaching/learning material according to the demands of School Curriculum.
- Practicum teaching procedures as simulations of real-classroom teaching practices.

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 students, as well as contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	25
	Learning interaction during teaching	20
	Individual/non-guided studying	40
	Short individual activities of assimilation and feedback	20
	Group work activities	20
	Total	125
ASSESSMENT METHODS	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: close ended questions multiple choice questions with short answer argumentation	

	<p>cloze</p> <p>term definition</p> <p>reflective thinking issue writing through the study of teaching scenarios</p> <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>Main criteria for the assessment of the written essay 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 use of sources and material provided. - Innovativeness and creativity of educational and teaching proposals. - Expressiveness, clarity and comprehensiveness of the answers. - Thought organization, effective 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>
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5. LITERATURE

-Core Reading

Κουτρούμπα, Κ. (2004). Διδακτική. Εφαρμογή στη Σύγχρονη Οικιακή Οικονομία. Αθήνα: Σταμούλης.

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.

-Recommended scientific journals

Improving Schools

Educational Studies

Teaching and Teacher Education

School Effectiveness and School Improvement

MANAGEMENT AND ECONOMICS OF EDUCATION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK2000	SEMESTER	7 th
COURSE TITLE	MANAGEMENT AND ECONOMICS OF EDUCATION		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Scientific Knowledge and Skill Development		

PREQUISITES	None
TEACHING AND EXAMINATION LANGUAGE	Greek AND English for Erasmus Students
IS THE COURSE OFFERED IN ERASMUS?	Yes
COURSE WEB-PAGE (URL)	e-class

2. LEARNING OUTCOMES

Learning Outcomes
The purpose of this module is for undergraduate students a) to understand that the implementation of the principles and methods of management are crucially important elements for the effective functioning of educational organisations b) to investigate from an economic perspective the effectiveness of the educational system and c) to be able to manage efficiently the financing of the educational organisations.
General skills
<ul style="list-style-type: none"> ▪ Decision making ▪ Leadership ▪ Team Work ▪ Work in an international context ▪ New and innovative ideas (Innovative Skills) ▪ Creativity skills ▪ Planning and project management

3. COURSE MATERIAL

Approaches to education. Organisation in the field of education. Staffing of educational organisations. Organisation of administrative activities within educational organisations. The function of Programming. Public economics and financing of education: The case of the Greek education system. Economic Theories in Education (Human Capital Theory, etc.). Education as a consumption and investment. Cost and Benefits in Education. Supply and Demand in Education. Efficiency of the Education System
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4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	YES	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>	

5. LITERATURE

Recommended reading (in Greek & other languages): any books or other learning material which they will be required to use as the course unit progresses.

Saiti, A. & Saitis, C. (2011). Introduction to management of education. Volume A. Athens: Saiti Publications (in Greek)

Saiti, A. & Saitis, C. (2012). Organisation & Management of Education. Athens: Saiti Publications (in Greek)

Saiti, C. & Saiti, A. (2017). Initiation of Educators into Educational Management Secrets.

U.S.A.: Springer Publications.

Bush, T. & Bell, L.A. (2002) The Principles and Practice of Educational Management. London: Paul Chapman Publishing.

Hanushek, E. & F. Welch (Editors) (2006). Handbook of the Economics of Education Vol. 1. North Holland

DISSERTATION [IIT1000]

The Bachelor Thesis (Senior/Final Thesis) is conducted and written during the 4th year of studies (7th and 8th semesters) and is regarded as one course, to which 10 ECTS credits (5 ECTS in the 7th Semester and 5 ECTS in the 8th semester) are assigned and 20 Teaching Units (10 MB in the semester and 10 in the semester). Alternatively, instead of the Bachelor Thesis, students may select two (2) optional courses corresponding to 5 ECTS each (a total of 10 ECTS), provided that these two courses belong to the same group of courses (namely, the student chooses two [2] courses either from the Group of Courses of Economics and Administration, or from the Group of Courses of Environmental Management and Cultural Development, or from the Group of Courses of Education). Under the above conditions, students in the 7th semester may select one (1) additional winter semester optional course (which they have not already attended) and in the 8th semester one (1) additional spring semester optional course (which they have not already attended).

ELECTIVE UNITS

The student is able to choose freely up to two units from the same group and a third unit from any other group of his/her choice

ECONOMICS & MANAGMENT

TOTAL QUALITY MANAGEMENT AND LOGISTICS SPECIAL TOPICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK2601	SEMESTER	7 th
COURSE TITLE	TOTAL QUALITY MANAGEMENT AND LOGISTICS SPECIAL TOPICS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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)	http://www.dhee.hua.gr/index.php/el/proptyxiakes-spoudes/programma-spoudon-pps/z-examino-ooko/epilogis/2017-06-15-09-33-03

2. 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 skills
<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 <p>Generation of new research initiatives</p>

3. COURSE MATERIAL

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

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Use of ICTs during teaching, use of e-class application, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lecture	30
	Learning interaction during teaching	30
	Bibliography studying and analyzing	10
	Group work activities	20
	Individual/non-guided studying-essay writing	35
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on written examination (100%).</p> <p>Main criteria for the assessment during written examination are:</p> <p>- Educational correctness, scientific</p>	

	<p>substantiation of the answers.</p> <ul style="list-style-type: none"> - 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>
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5. LITERATURE

A. 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-

B. Related Scientific Journals:

Journal of Business Logistics - Wiley Online Library

APPLIED ECONOMETRICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK2700	SEMESTER	7 th
COURSE TITLE	APPLIED ECONOMETRICS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General knowledge		
PREQUISITES	None		
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/OIK172/		

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 of the analysis of primary and secondary data concerning social and economic problems.• use the appropriate econometric programs• document or redefine economic theories.
General skills
The course aims at developing the following skills : <ul style="list-style-type: none">• Strengthening the professional skills of the student regarding the use of information technology and econometric programs for the analysis of economic phenomena.• Synthesis and processing of primary data and secondary information, using the necessary programs for the analysis of research questions.• Cultivating students' research dynamics with a view to drawing conclusions and evaluating the results of previous surveys.

3. COURSE MATERIAL

Definition and contents of Applied Econometrics. Simple Regression. Ordinary Least Squares Method. Multiple regressions Analysis of Estimators. Diagnostic Tests. Linear models. Non-linear Models. Multicollinearity. Heteroskedasticity. Autocorrelation. Dummies.
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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 for distant education and communication with postgraduate students, contact through e-mail.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50

	Practical Issues	40
	Total	125
ASSESSMENT METHODS	<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. LITERATURE

A. Bibliography:

- Halkos G. (2011), Econometrics, G. Dardanos- K Dardanos Publications, Athens (in Greek).
- Kintis A. (2010), Modern Econometric Analysis, Volume 2, Dardanos- K Dardanos Publications, Athens (in Greek).Logistics Research - a SpringerOpen journal

PROJECT MANAGEMENT AND INVESTMENT APPRAISAL

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS
DEPARTMENT	HOME ECONOMICS AND ECOLOGY
POSTGRADUATE OR UNDERGRADUATE	UNDERGRADUATE

LEVEL			
COURSE INDEX	OK4100	SEMESTER	7 th
COURSE TITLE	PROJECT MANAGEMENT AND INVESTMENT APPRAISAL		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Scientific Knowledge and Skill Development		
PREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek and English for Erasmus Students		
IS THECOURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)	e-class		

2. LEARNING OUTCOMES

Learning Outcomes
The purpose of this module is for students to understand theories, methods and procedures of project management as well as to improve their skills in the decision making process. Moreover, students through the attendance of this module, will be able to improve their abilities in the economic and social investment appraisal.
General skills
<ul style="list-style-type: none"> • Decision making • Leadership

- Team Work
- Work in an international context
- New and innovative ideas (Innovative Skills)
- Creativity skills
- Planning and project management

3. COURSE MATERIAL

Introduction to project management; Nature, characteristics and organisational structure of a project; risk management; cost control; Project planning; Characteristics of project manager (leadership); Team and project; Time management; Environmental influences and project management; Venture (Partnership) of Private and Public Sector; Studies of Investment projects; Appraisal Techniques; Investment appraisal

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	Yes	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with	

	<p>grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>
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5. LITERATURE

Recommended reading (in Greek & other languages): any books or other learning material which they will be required to use as the course unit progresses.

Nikolaidis, M. (2014). ECONOMO-TECHNICAL STUDIES. ATHENS: DISIGMA PUBLICATIONS (in Greek)

Kokkossis, A.. (2016). Project management. Sighroni Ekdotiki Publications (in Greek)

Shtub, A., Bard, J.F. & Globerson, S. (2008). Project management. Translated bt Anagnostopoulos K.P, Second Edition. Epikentro Publications (in Greek)

Kezner, H.R. (2013). Project management: a systems approach to planning schedule and control. 11th edition. Wiley & Sons Inc.

Ipsilantis, P.G.. & Syrakoulis, K.I.. (2005). Project Management: The Greek experience Athens: Propombos publications (in Greek)

Karvounis, S. & Georgakellos, D. (2010). Guidelines, Problems and models for economo-technical studies Athens: Stamoulis Publications. (in Greek)

Tsolas, G. (2009). Economo-technical studies. Athens: Patakis Publications.

ECONOMY OF REGIONAL DEVELOPMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1501	SEMESTER	7 th

COURSE TITLE	ECONOMY OF REGIONAL DEVELOPMENT		
INDENPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Lectures and Laboratory Exercises	3	5	
COURSE TYPE	Background, General Knowledge		
PREQUISITES	General knowledge of regional policy and economics ?		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
IS THECOURSE OFFERED IN ERASMUS?	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 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.</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 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. COURSE MATERIAL

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face lectures	
USE OF ICT	Special software supporting learning process through e-class digital platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	35
	Individualized study and literature analysis	50
	Essay writing	40
	Total	125

ASSESSMENT METHODS	<ul style="list-style-type: none"> • Essay • Final written examination
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5. LITERATURE

<ul style="list-style-type: none"> • 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

ENVIROMANT MANAGEMENT & CULTRURAL DEVELOPMENT

MANAGEMENT OF CULTURAL GOODS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ6200	SEMESTER	7 th

COURSE TITLE	MANAGEMENT OF CULTURAL GOODS		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Lectures- Educational Visits- Experiential Learning	3	5	
COURSE TYPE	Special background		
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Greek (English for Erasmus Students)		
IS THE COURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon completion of the course the students will have :</p> <ul style="list-style-type: none"> understood the concepts and the main characteristics of cultural goods, as also their significance for the development; acquire the basic knowledge concerning the management of cultural goods make them capable to use their knowledge in order to realize developmental practices based on culture- tourism.
General skills
<p>The successful completion of the course contributes to the achievement of the following program outcomes:</p> <ul style="list-style-type: none"> Respect for the heritage

- Respect for difference and multiculturalism
- Working independently
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Project planning and management

3. COURSE MATERIAL

Introduction. Culture and Cultural Goods. The Cultural Goods: concept and kinds. Management of Tangible Material Goods. Management of Untangible Material Goods. Cultural Organizations and cultural industries as means of distribution and promotion of cultural goods. Culture, tourism, local society and sustainable development. International practices and Greek reality. Specialized topics and case studies.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face- to -face	
USE OF ICT	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ E-learning platform ▪ Communication with students via email 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	20
	Educational Visits- Experiential Learning	35
	Individual/Non-supervised study. Project	35
	Tutorials	35
	Total	125
ASSESSMENT METHODS	<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</p>	

	<p>questions (100%)</p> <p>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>
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5. LITERATURE

- Suggested bibliography:

Avdikos, V. (2014), Cultural and Creative Industries in Greece. Thessaloniki: Epimetro (in Greek)

Bilton, C. (2007). Management and Creativity: from Creative Industries to Creative Management. Malden MA

Bitsani, E. (2004), Cultural management and regional development, Athens: Dionikos (in Greek)

Gantzias, G. (2010). Cultural Policy, Sponsoring and Social Corporate Responsibility. Athens: Papasotiriou (in Greek)

Dephner, A. & Karahalidis, N. (ed.) 2012). Marketing and Branding of Place: International Experience and Greek reality. Volos: University of Thessaly Editions (in Greek)

Hesmondhalgh, D. (2007). The Cultural Industries (2nd ed.). London: SAGE. Howkins

Jones, I., Macdonald, R. & McIntyre, D. (ed.) (2008). City Museums and City Development. Lanham: AltaMira Press.

Lavvas, G. (2010), Aspects of Cultural Management, Athens: A. Ragia (in Greek)

Poulios, I. (ed.) (2015), Cultural management, Local society and sustainable development, SEAB, www.kallipos.gr (in Greek)

Smith, L., & Akagawa, N. (2009). Intangible Heritage. Abingdon: Routledge

Vernicos, N., Daskalopoulou, S., Bantimaroudis, Ph., Boubaris, N., (eds) (2005), Cultural Industries: Procedures, Services, Goods, Athens: Kritiki (in Greek)

- Related academic journals:

Journal of Architectural Conservation

Journal of Place Management and Development

International Journal of Heritage Studies

PARTICIPATORY DEVELOPMENT AND SUSTAINABILITY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE6300	SEMESTER	7 th
COURSE TITLE	PARTICIPATORY DEVELOPMENT AND SUSTAINABILITY		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Specific Knowledge		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THECOURSE OFFERED IN	Yes (For Erasmus students study course and exams are offered in English)		

ERASMUS?	
COURSE WEB-PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to understand the role and the process of participatory development in the formation of social structures, and its relationship with the sustainable local development.</p> <p>On the completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • understand the characteristics and the basic principles of participation; • apply participatory development practices to address environmental issues; • have effective facilitator skills among local environmental and local development actors.
General skills
<p>Make decisions</p> <p>Work in teams</p> <p>Appreciate diversity and multiculturality</p> <p>Be critical and self-critical</p> <p>Advance free, creative and causative thinking</p>

3. COURSE MATERIAL

<p>Historical development of the concept of participation. International and European initiatives to promote public participation. Public participation in the pursuit of sustainable development objectives. The concept of participation: definition and objectives, basic principles, types. Efficiency and benefits of participation. Challenges for the successful implementation of participation. Stakeholders in the participatory development process for sustainability. The role of participation in sustainability. Classification of participation methods. Methods of imprinting diversity. Methods of convergence or unanimity. Factors affecting the choice of participatory method. ICT and participatory development. Participatory processes in nature protection initiatives: case studies.</p>

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face- to -face
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USE OF ICT	<p>Support of learning through the use of asynchronous tele-education platform (e-class).</p> <p>Communication with undergraduate students through the use of asynchronous tele-education platform (e-class) and e-mail.</p>												
COURSE ORGANIZATION	<table> <tr> <th><i>ACTIVITY</i></th><th><i>SEMESTER WORK LOAD</i></th></tr> <tr> <td>Lecture</td><td>20</td></tr> <tr> <td>Group work activities</td><td>19</td></tr> <tr> <td>Individual/non-guided studying</td><td>39</td></tr> <tr> <td>Bibliography studying and analyzing</td><td>47</td></tr> <tr> <td>Total</td><td>125</td></tr> </table>	<i>ACTIVITY</i>	<i>SEMESTER WORK LOAD</i>	Lecture	20	Group work activities	19	Individual/non-guided studying	39	Bibliography studying and analyzing	47	Total	125
<i>ACTIVITY</i>	<i>SEMESTER WORK LOAD</i>												
Lecture	20												
Group work activities	19												
Individual/non-guided studying	39												
Bibliography studying and analyzing	47												
Total	125												
ASSESSMENT METHODS	<p>Students' assessment is based on the final written examination that includes:</p> <ul style="list-style-type: none"> ☐ short close ended questions ☐ reflective thinking issue writing through the study of short scenarios <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> • Scientific substantiation and correctness of the answers • Reflective and composing ability as regards studying and using of sources and material provided • Expressiveness, clarity and comprehensiveness of the answers • Thought organization, structure of the written answers <p>The above mentioned criteria are described to the</p>												

	students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.
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5. LITERATURE

-Suggested Bibliography:

- 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.
- Στρατηγέα, Α. (2015). Θεωρία και Μέθοδοι Συμμετοχικού Σχεδιασμού. Στο: https://repository.kallipos.gr/bitstream/11419/5428/1/00_master_document_FINAL_21_3_2016-KOY.pdf

-Related scientific journals:

- World Development
- Community Development Journal
- Journal for Quality and Participation

URBAN ECONOMY AND ENVIRONMENT

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4000	SEMESTER	7 th
COURSE TITLE	URBAN ECONOMY AND ENVIRONMENT		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Lectures and Laboratory Exercises	3	5	

COURSE TYPE	Scientific Area and Skills Development	
PREQUISITES	-	
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/	

2. LEARNING OUTCOMES

Learning Outcomes
<p>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.</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 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
<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. COURSE MATERIAL

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. LEARNING AND TEACHING TECHNIQUES - EVALUATION

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

5. LITERATURE

-Suggested 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
- Kotiiis G. (1976). Microeconomics of the Place of Installation, ed. Papazisis, Athens

MANAGEMENT OF TOURIST DESTINATIONS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK4900	SEMESTER	7 th
COURSE TITLE	MANAGEMENT OF TOURIST DESTINATIONS		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures		3	5
COURSE TYPE	General Background		
PREQUISITES	No		
TEACHING AND EXAMINATION LANGUAGE	Optional		
IS THECOURSE OFFERED IN ERASMUS?	Greek		
COURSE WEB-PAGE (URL)	No		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the module "Tourist Destinations' Typologies and Characteristics" is to transmit knowledge and understanding of a) the concept of "tourist destination" as a key part of the tourism system b) the characteristics and the elements of tourist destinations, c) methods of

analysis for the evolution of a tourist destination, d) different typologies of Tourist Destinations and e) the necessity to plan and manage the different stages in the life cycle of a tourist destination, in order to alleviate the identified consequences and accomplish sustainable tourism development.

The module includes some representative case studies of tourist destinations at an international, European and national level

After the module is completed, the students will:

- ☐ understand basic concepts: tourist destination, touristic offer and demand, sustainable planning and management of tourist destinations
- ☐ understand the role of external and indigenous factors affecting the evolution of the destinations and more specifically the mechanisms that lead to the stagnation or the degradation of a destination
- ☐ be familiarised to analytical approaches of tourist destinations
- ☐ be familiarised to the various approaches for the typology/classification of destinations
- ☐ be familiarised to the specific characteristics of the Greek destinations in the context of European destinations
- ☐ understand key issues for the inclusion of sustainability in planning and managing tourist destinations
- ☐ be brought into contact with destination planning and management strategies through examples given at an international and European level.
- ☐ Understand the way that Destination Management and Marketing Organizations functions

General skills

By completing the module successfully, students acquire a wide set of skills that offer them a competitive advantage in case they engage in tourism research or if they are employed in tourist destination and tourism business management. They are able to collect and partly analyse information and data and approach in an autonomous way tourist destinations' management and planning.

3. COURSE MATERIAL

- ✓ The concept and the characteristics of tourist destination
 - Analysis of the concept of destination as a part of the tourism system. Characteristics of tourist destinations.
- ✓ Analysis and assessment approaches of the touristic offer and demand that serve the management of tourist destinations

<ul style="list-style-type: none"> ○ Life cycle and development stages of a tourist destination. Mechanisms and factors that influence the destination's development. Consequences of the tourist destination's development
<ul style="list-style-type: none"> ✓ The dynamics of tourist destinations <ul style="list-style-type: none"> ○ Destinations at a regional and local scale ○ Consequences of tourism development in the economy, the society, the culture and the environment
<ul style="list-style-type: none"> ✓ Typologies of tourist destinations
<ul style="list-style-type: none"> ✓ Introduction to tourist destinations' planning and management <ul style="list-style-type: none"> ○ Introducing sustainability in the process of tourism planning ○ Local government and participation procedures
Case studies of tourist destinations at an international, European and national level

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face – to - face	
USE OF ICT	Presentations using power point, making use of e-class, short videos to develop dialogue.	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	39
	Case studies	16
	Studying	70
	Total	125
ASSESSMENT METHODS	<ul style="list-style-type: none"> ✓ Language of evaluation: Greek ✓ Final Exams (60%) ✓ Assignments (40%) 	

5. LITERATURE

-- Suggested bibliography:

A) Course textbooks:

(in Greek)

1. Kokkosis, Ch., Tsartas, P., (2001) *Sustainable tourism development and the environment*, Kritiki Publications
2. Tsartas P., Lytras P., (ed), (2017) *Tourism, Tourism Development: Contributions of Greek Scientists*, Papazissis
3. Vasiliadis, Ch. (2003) *Management and Marketing of Tourist Destinations*, Athens, Stamoulis Publications

B) Additional literature:

1. Butler, R.W., (1980) "The concept of a tourist area life-cycle of evolution: implications for management of resource", *Canadian Geographer*, 24, pp. 5-12
2. Prideaux B., (2009) *Resort Destinations: Evolution, Management and Development*, Kindle Edition, 2009
3. WTO (2007). *A Practical Guide to Tourism destination Management*. World Tourism Organisation. Madrid, Spain.
4. Sarantakou, E. (2010). *Mature tourist destinations. Evolution and possibilities to transfer to a sustainable model of summer-cultural tourism: The Greek case* (PhD Thesis).

EDUCATION GROUP OF UNITS

CREATIVITY IN EDUCATION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ4801	SEMESTER	7 th
COURSE TITLE	CREATIVITY IN EDUCATION		

INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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
<p>On the completion of the course under graduate students are expected to:</p> <ul style="list-style-type: none"> • have understood and be able to approach critically the main theories and scientific researches of developing and assessing creativity in educational settings. • be able to develop and implement scientific educational interventions aiming at the cultivation and the assessment of students' creativity.
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. COURSE MATERIAL

- ✓ The concept of creativity and the factors that influence its development.
- ✓ Creativity assessment.
- ✓ Creativity development in school settings.
- ✓ Creative school climate, creative teacher, creative teaching and teaching for creativity.
- ✓ Programs that foster creativity and their efficiency.
- ✓ Developing creativity through the Home Economics course.
- ✓ School activities for the cultivation of students' creativity

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 WORK LOAD
	Lecture	36
	Group work activities	64
	Individual/non-guided studying-essay writing	
	Personal Study	25
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on:</p> <p><u>Written scientific essay and oral presentation</u></p> <p>The final evaluation includes the written scientific essay and its oral presentation either in groups or individually. Students, are required to design a creativity development program based on a part of the school Curriculum module they have chosen.</p> <p>Grading:</p> <ul style="list-style-type: none"> - the degree of understanding and the ability to critically approach the methods of creativity development in school settings (20%) - appropriateness of the content and type of the interview items as well as the appropriateness of the sample size (30%) - analyzing and commenting on the conclusions (30%) - presentation skills (20%) <p>Detailed criteria and assessment procedures are described to the students at the first lecture and displayed in the e- class website.</p>	

5. LITERATURE

- Lecture notes

Bibliography:

- 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.

ENTREPRENEURSHIP IN EDUCATION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE6500	SEMESTER	7 th
COURSE TITLE	ENTREPRENEURSHIP IN EDUCATION		
INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	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
<p>On the completion of the course under graduate students are expected to:</p> <ul style="list-style-type: none"> • Acquire a deep understanding of the concept of entrepreneurship and the stages of implementing a business idea • Understand the concept of creativity and innovation in general and in particular in business • Understand the necessity of educating students about innovative entrepreneurship • Be able to design synthetic and creative projects aimed at fostering entrepreneurial creativity and innovation in high school students
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. COURSE MATERIAL

- 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
- Innovative entrepreneurship project in schools

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 WORK LOAD
	Lecture	36
	Group work activities Individual/non-guided studying-essay writing	64
	Personal Study	25

	Total	125	
ASSESSMENT METHODS	<p>Students' assessment is based on:</p> <p>Written scientific essay and oral presentation</p> <p>The final evaluation includes writing up and the oral presentation of a scientific essay carried out in groups or individually. Students are required to design an educational intervention aimed at the production a synthetic and creative project by secondary school students on the conception of an innovative business idea and the stages of its implementation.</p> <p>The final grade of the essay is formed by:</p> <ul style="list-style-type: none"> - the degree of theoretical knowledge related to the topic of the educational intervention such as to the concepts of entrepreneurship, creativity, innovation, the stages of implementing a business idea, etc. (20%) - Analytical planning of educational intervention (30%) - the originality, the adequate number, the content and the degree of suitability of the educational activities (30%); - presentation (20%) <p>Detailed criteria and assessment procedures are described to the students at the first lecture and displayed in the e- class website.</p>		

5. LITERATURE

- Lecture notes
- Drucker, P. (2014). Innovation and Entrepreneurship. Routledge

CULTURAL ROUTES - EDUCATIONAL PROGRAMS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE5600	SEMESTER	7 th
COURSE TITLE	CULTURAL ROUTES - EDUCATIONAL PROGRAMS		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Lectures- Educational Visits- Experiential learning	3	5	
COURSE TYPE	Special background		
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Greek (Englishfor Erasmus Students)		
IS THECOURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

Upon completion of the course the students will have :

- understood the notion and the importance of cultural routes and educational programs related to culture, nutrition and environment.
- acquire the necessary knowledge, in order to be capable to create and realize cultural routes and relevant educational actions

General skills

The successful completion of the course contributes to the achievement of the following program outcomes:

- Respect for the heritage
- Respect for the natural environment
- Respect for difference and multiculturalism
- Working independently
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of free, creative and inductive thinking

3. COURSE MATERIAL

Cultural Routes- Educational Actions: Theoretical and notional framework. Aspects of Methodology. Basic principles in creating cultural and educational routes. The European Cultural Routes. Cultural Routes in Greece. Routes as an instrument of management in the framework of cultural tourism and education. Selected topics and case studies.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face- to -face		
USE OF ICT	<ul style="list-style-type: none"> ▪ Use of digital slides in lectures ▪ E-learning platform ▪ Communication with students via email 		
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD	
	Lectures	20	

	Educational Visits- Experiential Learning	35
	Individual/Non-supervised study. Project	35
	Tutorials	35
	Total	125
ASSESSMENT METHODS	<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%)</p> <p>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. LITERATURE

- Suggested bibliography:

Antzoulitou- Retsila, E. (2005), Cultural and Museological Studies, Athens: Papazissis (in Greek)

Bikos, G. & Kaniari, A. (ed.) (2014), Museology, Cultural Management and Education. Athens: Grigoris (in Greek)

Council of Europe (ed.), (2015), Cultural Routes Management: From Theory to Practice, Strasbourg: Council of Europe, European Institute of Cultural Routes

Falk, J., Dierking, L., (2000), Learning from Museums: Visitor Experiences and the Making of Meaning, California: AltaMira Press

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.

Hein, E. G. (2005), Learning in the Museum, Oxon- New York: Routledge

Karavassili, M. & Mikelakis, E., (1999), "Cultural Routes. Towards an understanding of the cultural landscape under a perspective for development", Archaeologia & Tehnes 71: 82-86. (in Greek)

McKercher B. and du Cross H. (2002), Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management, London: Routledge

Nikonanou, N. (2010), Museum Education. From Theory to Action, Athens: Patakis (in Greek)

Rigatos, G. (2011), The dietetical tradition in Greece, Historical and Cultural Routes, Athens: Veta (in Greek)

- Related academic journals:

Journal of Museum Education

Journal of Cultural Tourism

Tetradia Mouseiologias

Museumedu

DEVELOPMENTAL PSYCHOLOGY

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ6400	SEMESTER	7 th
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY		

INDEPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	Scientific Area		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS?	YES, In English		
COURSE WEB-PAGE (URL)	https://Eclass.Hua.Gr/Courses/OIK191/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>On successful completion of the course students are able to:</p> <ul style="list-style-type: none"> • understand basic issues related to the development of individuals • critically analyze issues related to the cognitive, linguistic, emotional and social development during the different stages of individual development • familiarize themselves with the basic principles of current theoretical approaches to development • recognize the role of education in people's development
General skills
Acquisition of skills in order to:

Accomplish a task on individual basis

Work in teams

Have ability to adapt to new situations

Show respect for diversity and multiculturalism

Be able to make decisions

Have sensitivity to gender issues

Have creative and inductive thinking

3. COURSE MATERIAL

The main age stages of the development of individuals. Cognitive, linguistic, emotional and social development of infants, pre-school and school children as well as teenagers. Cognitive, linguistic and social factors that influence the development of mind (Theory of Mind) during pre-school and school years. The theories of Freud, Erikson, Piaget and Kohlberg for development. The development of the individuals and the role of education.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Lectures, group work, viewing educational films, study of basic literature	
USE OF ICT	The learning process is supported by the e-class platform	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	25
	Study of basic literature	30
	Assignments	40
	Group activities	30
	Total	125
ASSESSMENT METHODS	The teaching language is Greek. English language is used for teaching Erasmus students.	

	<p>The successful attendance of the personal development seminars, which take place in groups of 15 students each, is a prerequisite for participation in the examination of the course.</p> <p>Students are assessed by: a) Written examination (100%) of the final grade, or b) Written examination (80% of the final grade) and assignments (20% of the final grade), or c) two mid-term evaluations (50% of the final grade each), or d) two mid-term evaluations (40% of the final grade each) and assignments (20% of the final grade).</p> <p>The written examination includes multiple-choice questions, closed-ended questions, open-ended questions and essay questions.</p> <p>Assignments include oral and written (600 to 800 words) presentation of papers related to the content of the course.</p> <p>Erasmus students are evaluated on the basis of a literature review essay of 3000-3500 words based on a topic related to the content of the course.</p>
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5. LITERATURE

- Recommended reading:

1. Cole, M., & Cole, S.R. (2002). The development of children: Puberty. Athens:Tipothito [in Greek].

2. Cole, M., & Cole, S.R. (2002). The development of children: Cognitive and social development during preschool and school years. Athens:Tipothito [in Greek].

3. Selected bibliography related to the course

- Related Journals

Psychology [in Greek]

Sciences of Education [in Greek]

Pedagogical Review [in Greek]

Preschool and School Education [in Greek]

British Journal of Developmental Psychology

8TH SEMESTER

HOME ECONOMICS AND CULTURE

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	ΓΕ3403	SEMESTER	8 th
COURSE TITLE	HOME ECONOMICS AND CULTURE		
INDENPENDENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
Lectures- Educational Visits- Experiential learning		3	5
COURSE TYPE	General background		
PREQUISITES			
TEACHING AND EXAMINATION LANGUAGE	Greek (English for Erasmus Students)		
IS THECOURSE OFFERED IN ERASMUS?	Yes		
COURSE WEB-PAGE			

(URL)	
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2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon completion of the course the students will have :</p> <ul style="list-style-type: none"> • acquired knowledge concerning special topics related with Home Economics and Culture • realized the close relationship between Home Economics and Culture • acquired a broader humanistic culture • cultivate their critical thought and developed their aesthetics • been able for future teaching of relevant topics in high school.
General skills
<p>The successful completion of the course contributes to the achievement of the following program outcomes:</p> <ul style="list-style-type: none"> • Respect for the heritage • Respect for the natural environment • Respect for difference and multiculturalism • Working independently • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Production of free, creative and inductive thinking

3. COURSE MATERIAL

<p>Introduction. The cultural aspect of Home Economics. Home Economics and Greek Culture: History of the Greek diet. Greek Traditional Diet. Greek Traditional Culture. Costume: Psychological, socio- economic, aesthetic and environmental function of Costume. Concise history of Costume. Greek traditional Costume. Costume and environment. Costume and Consumer.</p>

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face- to -face
USE OF ICT	▪ Use of digital slides in lectures

	<ul style="list-style-type: none"> ▪ E-learning platform ▪ Communication with students via email 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	20
	Educational Visits- Experiential Learning	35
	Individual/Non-supervised study-Project	35
	Tutorials	35
	Total	125
ASSESSMENT METHODS	<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%)</p> <p>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. LITERATURE

- *Suggested bibliography:*

Alexiadis, M. (2008), Modern Greek Folcklor, Athens: Kardamitsa (in Greek)

Davvetas, D. (2008), Mode and Modern Art, Athens: Eurasia (in Greek)

Georgitsoyanni, E. & Pantouvaki, S. (2011), History of Costume. The Western world and Greece from prehistoric times till Renaissance, Athens: Diadrassi (in Greek)

Georgitsoyanni, E. & Pantouvaki, S. (2011), "Culture and Fashion: Greek Designer Yannis Tseklenis, a Case Study", in De Witt- Paul Al. & Crouch M. (ed.), Fashion Forward, Oxford, United Kingdom: Interdisciplinary Press : 153-164

Laver, J. & de la Haye A. (2002), Costume and Fashion: A Concise History, London: Thames and Hudson

Matalas, A., Zampelas, A., Stavrinos, V., Wolinski, I. (2001), The Mediterranean Diet: Constituents and Health Promotion, Boston: CRC Press

Matala, A., Grivetti, L., (2015), Nutrition and Culture, Athens: SEAB [www. kallipos.gr](http://www.kallipos.gr) (in Greek)

Matthaiou, A. (ed.) (2003), History of Nutrition. Approaches of current historiography, Athens: EMNE- Mnimon (in Greek)

Meraklis M. (2004), Greek Folklore, Athens: Odysseas (in Greek)

Payne, B., Winakor, G., & Farrell-Beck, J. (1992). The history of costume: From ancient Mesopotamia through the twentieth century. New York: HarperCollins.

Rothstein, N. (ed.) (1992), Four Hundred years of Fashion in the Victoria and Albert Museum, London: V&A Publications

- *Related academic journals:*

Endymatologika

Costume: the Journal of The Costume Society

The Journal of Nutrition

The Research Journal of the Costume Culture

SOCIAL ECONOMY AND SOCIAL ENTREPRENEURSHIP

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1001	SEMESTER	8 th
COURSE TITLE	SOCIAL ECONOMY AND SOCIAL ENTREPRENEURSHIP		
INDENPENTENT CURRICULAR ACTIVITIES		TEACHING HOURS (WEEKLY)	CREDIT UNITS
		3	5
COURSE TYPE	General Knowledge		
PREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THECOURSE OFFERED IN ERASMUS?	Yes (For Erasmus students study course and exams are offered in English)		
COURSE WEB- PAGE (URL)	https://eclass.hua.gr/courses/OIK140/		

2. LEARNING OUTCOMES

Learning Outcomes

The course aims to study cooperative activities and explore their role in sustainable development.

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

- describe and analyze the nature of the social economy sector;
- evaluate the contribution of the social economy sector to sustainable development;
- know the basic steps for planning and organizing an enterprise based on cooperation.

General skills

- Make decisions
- Work in teams
- Manage changes
- Respect natural and social environment
- Be critical
- Advance free, creative and causative thinking

3. COURSE MATERIAL

The third sector as a social justice sector. Solidarity and volunteering in the 21st century. Social Economy Organizations: values, principles, classification, characteristics. Factors affecting social economy development. Innovative trends in the social economy sector: the emergence of new generation cooperatives and social enterprises. Policy actions linked to social economy and social entrepreneurship. Planning and organizing social cooperatives enterprises.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	<p>Support of learning through the use of asynchronous tele-education platform (e-class).</p> <p>Communication with undergraduate students through the use of asynchronous tele-education platform (e-class) and e-mail.</p>	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD

	Lecture	20
	Group work activities	19
	Individual/non-guided studying	39
	Bibliography studying and analyzing	47
	Total	125
ASSESSMENT METHODS	<p>Students' assessment is based on the final written examination that includes:</p> <ul style="list-style-type: none"> ☐ short close ended questions ☐ reflective thinking issue writing through the study of short scenarios <p>Main criteria for the assessment during written examination are:</p> <ul style="list-style-type: none"> • Scientific substantiation and correctness of the answers • Reflective and composing ability as regards studying and using of sources and material provided • Expressiveness, clarity and comprehensiveness of the answers • Thought organization, structure of the written answers <p>The above mentioned 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. LITERATURE

-Suggested Bibliography:

- Παπαγεωργίου, Κ. (2004). Βιώσιμη Συνεταιριστική Οικονομία. Αθήνα: ΑΘ. Σταμούλης.
- Κυριακίδου, Ο. & Σαλαβού, Ε. (2014). Κοινωνική επιχειρηματικότητα. Αθήνα: Rosili.
- 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.
- Defourny, J., Favreau, L. and Laville, J.-L. (2001), Tackling social exclusion in Europe. The contribution of the social economy. Ashgate Publishing Ltd, Aldershot.

-Related scientific journals:

- International Journal of Social Economics
- International Journal of Social Entrepreneurship and Innovation
- Journal of Social Entrepreneurship
- Review of Social Economy
- Social Enterprise Journal

ENVIRONMENTAL ECONOMICS

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	OK1800	SEMESTER	8 th
COURSE TITLE	ENVIRONMENTAL ECONOMICS		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
	3	5	

COURSE TYPE	Scientific area	
PREQUISITES	Economic Theory I, Economic Theory II	
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
<p>On the completion of the course post graduate students are expected:</p> <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
<p>The course aims at developing the following skills :</p> <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. COURSE MATERIAL

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 WORK LOAD
	Lectures	35
	Study and Literature Review	50
	Practical Issues	40
	Total	125
ASSESSMENT METHODS	<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</p>	

	semester.
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5. LITERATURE

-Suggested Bibliography:

- Halkos, G., Economy and Environment Liberal Books, Athens 2013 (in Greek).
- Halkos G., Natural resources & environmental Economics, Disigma Publications, 2016 (in Greek).
- Bithas, C., Environmental and natural resouces Economics, I.A.P.A.D Publications, Athens, 2010 (in Greek).

DISSERTATION [ΠΤ1000]

The Bachelor Thesis (Senior/Final Thesis) is conducted and written during the 4th year of studies (7th and 8th semesters) and is regarded as one course, to which 10 ECTS credits (5 ECTS in the 7th Semester and 5 ECTS in the 8th semester) are assigned and 20 Teaching Units (10 MB in the semester and 10 in the semester). Alternatively, instead of the Bachelor Thesis, students may select two (2) optional courses corresponding to 5 ECTS each (a total of 10 ECTS), provided that these two courses belong to the same group of courses (namely, the student chooses two [2] courses either from the Group of Courses of Economics and Administration, or from the Group of Courses of Environmental Management and Cultural Development, or from the Group of Courses of Education). Under the above

conditions, students in the 7th semester may select one (1) additional winter semester optional course (which they have not already attended) and in the 8th semester one (1) additional spring semester optional course (which they have not already attended).

INTERNSHIP

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	HOME ECONOMICS AND ECOLOGY		
POSTGRADUATE OR UNDERGRADUATE LEVEL	UNDERGRADUATE		
COURSE INDEX	FE1007	SEMESTER	8 th
COURSE TITLE	INTERNSHIP		
INDEPENDENT CURRICULAR ACTIVITIES	TEACHING HOURS (WEEKLY)	CREDIT UNITS	
Compulsory internship seminar – Internship	8	10	
COURSE TYPE	Scientific Area, Skill Development		
PREQUISITES	Compulsory internship seminar		
TEACHING AND EXAMINATION LANGUAGE	Greek		
IS THE COURSE OFFERED IN ERASMUS?	No		

COURSE WEB-PAGE (URL)	https://eclass.hua.gr/courses/LANGUAGES105/
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2. LEARNING OUTCOMES

Learning Outcomes
<p>Internship of the students of the Department of Home Economy and Ecology aims at their effective acquisition of professional experience on subjects related to the curriculum of the Department and the labour market. Internship provides the students with a unique opportunity to cultivate their professional skills under the guidance and supervision in the workplace, and develop their personal empowerment that could help them build their future career.</p> <p>Upon completion of the Internship, students are expected to:</p> <ul style="list-style-type: none"> • combine more effectively the knowledge they have acquired during their studies and apply them in the working environment, • distinguish the coordinated actions required which could help them advance their career, • analyze information about the jobs offered and their requirements in order to understand the working environment and set new goals, • discover and enhance their professional skills and personal attributes as essential tools to strengthen their position in the labour market, • apply new communication methods and organize their time.
General skills
<ul style="list-style-type: none"> • Work autonomously • Work in teams • Work in an interdisciplinary environment • Make decisions • Adapt to new situations • Social, professional and moral responsibility • Advance free, creative and causative thinking • Be critical and self-critical

3. COURSE MATERIAL

<p>Internship seminars are organized for the preparation of the students for an effective integration into the working environment. Participation is compulsory for all the students</p>
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who want to apply for an Internship. The subject of the seminars includes information on the Department's Internship and gives emphasis on skills, ways to improve and apply them to the professional field, personal characteristics that are useful in the professional sector, personal "branding" and social networking, and preparation for a new job. The 2-month Internship takes place in Secondary Education Schools (12 days) and public/private/non-governmental organizations (32 days) related to the subjects of the Department of Home Economics and Ecology.

4. LEARNING AND TEACHING TECHNIQUES - EVALUATION

TEACHING METHODS	Face to face	
USE OF ICT	<ul style="list-style-type: none"> • “Atlas”: a web-based central support system for Internship of the Ministry of Education • E-class digital platform • Social media • E-mail • Electronic data and document archiving 	
COURSE ORGANIZATION	ACTIVITY	SEMESTER WORK LOAD
	Lectures	8
	Internship at schools	12
	Internship at organizations	256
	Planning and organizing for the internship at schools	22
	Filling reports	2
	Total	300

<p>ASSESSMENT METHODS</p>	<p>Students' assessment is based on:</p> <ol style="list-style-type: none"> 1. Students' assessment by the supervisor/ teacher of the partner schools. 2. Students' assessment by the supervisor of the organization, based on the completion of a special evaluation form. 3. Students' activity report. 4. Students' assessment by the supervisor from within the Department (a faculty member of the Department, relevant to the subject of the Internship is appointed as a supervisor for each student). <p>The Internship coordinator is responsible for the final evaluation of the interns.</p> <p>The above mentioned criteria are described to the students during the first teacher-student meeting, and are displayed in the e-class website throughout the semester.</p>
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