

COURSE OUTLINE

(1) GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
ACADEMIC UNIT	DEPARTMENT OF ECONOMICS AND SUSTAINABLE DEVELOPMENT		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	IA0200	SEMESTER	OPTIONAL COURSE
COURSE TITLE	THEMES IN SUSTAINABLE DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Workshops		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background, General Knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (The assignments and the exam will be in English)		
COURSE WEBSITE (URL)	https://eclass.hua.gr/courses/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of the course is to provide knowledge of the terminology and issues surrounding sustainable development and the ability to further study and research such issues.</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 concept and content of sustainable development and assess its contribution to sustainable environmental, economic, social and cultural development. • Describe and analyze new trends and patterns emerging in the world and in Europe in terms of overall sustainable development. • Cognize the primary practices for organizing actions aimed at sustainable development.
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

- Adapting to new situations
- Decision making
- Managing changes
- Respect for the natural, social and financial environment
- Exercising critical thinking
- Promoting free, creative and inductive thinking
- Planning and managing sustainable development projects

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Special software supporting learning process through e-class digital platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity,</i>	Activity	Semester workload
	Lectures	35
	Individualized study and literature analysis	50
	Essay writing	40

<p>etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>		
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>Essay</p>	
<p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>		

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- A/RES/74/4, Political declaration of the high-level political forum on sustainable development convened under the auspices of the General Assembly. Available at: <https://digitallibrary.un.org/record/3829888?ln=en>.
- Armington, C., Harris, C., & Odle, M. (1984) "Formation and Growth in High Technology Firms: A Regional Assessment", Washington D.C: US Congress, Brookings Institute for the Office of Technology Assessment.
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- Mitoula R. (2023) "*Sustainable Development. Individual actions for the implementation of the 17 Global Goals of Sustainable Development*", Special Volume SUSTAINABLE DEVELOPMENT, Sustainable Development, Culture, Traditions Journal (SDCT-Journal), doi: 10.26341/issn.2241-4010-2023-1c, pages 78
- Mitoula R. (2023). *Βιώσιμη οικονομική περιφερειακή ανάπτυξη* (Sustainable economic regional development) [Προπτυχιακό εγχειρίδιο]. e-book Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <http://dx.doi.org/10.57713/kallipos-264>. <https://repository.kallipos.gr/handle/11419/9814>
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- Mitoula R., Astara O.E., Kaldis P. (2008) "*Sustainable Development - Concepts, International & European Dimensions*", ed. Rossili, Athens.
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