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ΠΕΡΙΓΡΑΜΜΑΤΑ ΜΑΘΗΜΑΤΩΝ
ΑΝΑ ΔΙΔΑΣΚΟΝΤΑ- ΑΓΓΛΙΚΑ

Dimitris Damaskos, Associate Professor

COURSE OUTLINE

247. GENERAL

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE		SEMESTER	1st
COURSE TITLE	Introduction to ancient Greek art I		
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		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=384&lang=en

248. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Courses offer an overview of the evolution of ancient Greek art from the very beginning until the end of the 5th century BCE. The student is instructed on the major characteristics of each period based on examples of each category of ancient art. After the completion of the lectures the student should be able to recognize the course of ancient art's evolution in each category, and to date works within the chronological frames of each period.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working in an interdisciplinary environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology

249. SYLLABUS

The lectures examine ancient Greek art, from its beginning, in the early 1st Millennium BC, until the high classical times (400 BC). In this context the main historical and social conditions are analyzed that led to the evolution of art from the Early Geometric times (1000-900 BC) onwards, as well as the main art genres (sculpture, vase-painting, architecture) of each period with their characteristic examples.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	50
	Study of the bibliography	50
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Evaluation in Greek with open-ended questions	

<p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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250. ATTACHED BIBLIOGRAPHY

Γεωργία Κοκκορού-Αλευρά, Η τέχνη της αρχαίας Ελλάδας. Σύνομη ιστορία (1050-50 π.Χ.) (Αθήνα 1995)

Δημήτρης Πλάντζος, Ελληνική Τέχνη και Αρχαιολογία, 1200-30 π.Χ. (Αθήνα 2016)

COURSE OUTLINE

251. GENERAL

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE		SEMESTER	2nd
COURSE TITLE	Introduction to ancient Greek art II		
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		3	4
<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>	General background
PREREQUISITE COURSES:	Introduction to ancient Greek art I (Y102)
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=387&lang=en

252. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Courses offer an overview of the evolution of ancient Greek art from the end of the 5th century BCE until the end of the Hellenistic period (30 BCE). The student is instructed on the major characteristics of each period based on examples of each category of ancient art. After the completion of the lectures the student should be able to recognize the course of ancient art's evolution in each category, and to date works within the chronological frames of each period.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

<i>Decision-making</i>	<i>responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....
Working in an interdisciplinary environment	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	

253. SYLLABUS

The lectures present the evolution of ancient Greek art from the end of the 5th century BCE until the end of the Hellenistic period (30 BC). Among the important achievements of these periods are the monuments on the Athenian Acropolis and the 4th c. sculpture, as well as the groundbreaking changes that were established in ancient art and society by the conquests of Alexander the Great and the formation of the large Hellenistic kingdoms.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>The student's study hours for each learning activity are given as well as</i>	Activity	Semester workload
	Lectures	50
	Study of the bibliography	50

the hours of non-directed study according to the principles of the ECTS		
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation in Greek with open-ended questions	

254. ATTACHED BIBLIOGRAPHY

Tonio Hölscher, Κλασική αρχαιολογία - Βασικές γνώσεις (Θεσσαλονίκη 2005)

J. J. Pollitt, Η τέχνη στην ελληνιστική εποχή (Αθήνα 2014)

COURSE OUTLINE

255. GENERAL

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE		SEMESTER	5th

COURSE TITLE	Archaeology of Athens I		
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		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (humanities)		
PREREQUISITE COURSES:	Introduction to ancient Greek art I (Y102)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=396&lang=en		

256. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course examines the urban and cultural development of Athens from the beginning of its

habitation in Prehistoric times until the end of the classical period (330 BCE). The lectures have as prerequisite the basic knowledge on antiquity's material culture, and students deepen their knowledge taking Athens as case study.

Basic aim of the course after its completion is the ability of correlation of archaeological data with relevant historical and social evolutions taking place in ancient Greece. In this way it is possible to evolve synthetic thought and present the combination of various elements of each period for the construction of large historical evolutions within a specific period, in this case Greek Antiquity.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working in an interdisciplinary environment

Search for, analysis and synthesis of data and information, with the use of the necessary technology

257. SYLLABUS

The lectures present ancient Athens, as this is known mainly by its archaeological remains. Their examination begins with the early ones from prehistoric times and ends at the end of the classical period (330 BCE), when classical Athenian civilization reaches its peak. Athenian topography, as well as Athenian art and society are the main focus of the lectures, which present Athens establishment as the main political and cultural power into the ancient Greek world.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	50
	Study of the bibliography	50
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation in Greek with open-ended questions	

258. ATTACHED BIBLIOGRAPHY

John M. Camp, Οι αρχαιότητες της Αθήνας και της Αττικής (Αθήνα 2009)

John M. Camp, Η Αρχαία Αγορά της Αθήνας. Οι ανασκαφές στην καρδιά της κλασικής πόλης (Αθήνα 2005)

COURSE OUTLINE**259. GENERAL**

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE		SEMESTER	6th
COURSE TITLE	Archaeology of Athens II		
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		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (humanities)		
PREREQUISITE COURSES:	Archaeology of Athens I (Π502)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=399&lang=en

260. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course examines the urban and cultural development of Athens from the end of the classical period until the end of antiquity in Athens (330 BCE -529 CE). The lectures have as prerequisite the basic knowledge on antiquity's material culture, and students deepen their knowledge taking Athens as case study.

Basic aim of the course after its completion is the ability of correlation of archaeological data with relevant historical and social evolutions taking place in ancient Greece. In this way it is possible to evolve synthetic thought and present the combination of various elements of each period for the construction of large historical evolutions within a specific period, in this case Greek and Roman Antiquity.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Working in an interdisciplinary environment

Search for, analysis and synthesis of data and information, with the use of the necessary technology

	Course total	100	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Evaluation in Greek with open-ended questions		

262. ATTACHED BIBLIOGRAPHY

Παναγιώτης Τουρνικιώτης (επιμ), Ο Παρθενώνας και η ακτινοβολία του τα νεώτερα χρόνια (Αθήνα 1994)

Συλλογικός τόμος, Αρχαία Αθήνα και Αττική. Ιστορική τοπογραφία του άστεως και της χώρας (Αθήνα 2010)

Christos Fidas, Assistant Professor

COURSE OUTLINE

263. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C206	SEMESTER	2nd
COURSE TITLE	Structured Programming		
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
THEORY AND PRACTISE		5	6
<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>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/		

264. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon completion of this course, the student will be able to:

- Apply fundamental structured programming concepts, using an object oriented programming language, to solve substantial computational problems;
- Distinguish language definition from implementation, syntax and parsing from semantics and evaluation;
- Understand how to switch from the algorithmical to programming concepts
- To enable students to create, compile and debug computer programs
- Develop, understand, test, and evolve substantial programs using a modern IDE, and associated configuration tools, and avoid common coding errors;
- Use, implement, and evaluate fundamental data structures and associated algorithms;
- Create, implement, debug, and evaluate algorithms for solving substantial problems, including recursive, using divide-and-conquer and via decomposition

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Programming Computers
- Algorithmic Thinking
- Decision-making
- Working independently
- Team work

265. SYLLABUS

- Introduction to Structural Programming
- The Algorithm – Concept and Practise
- The Programming Language - Concept and Practise

- Variables, Operators and Data Types - Concept and Practise
- The Data Input and Output Process
- Conditional Statements – If and switch
- For, While and Do While Loops
- Matrixes and Structures
- Functions and Classes

266. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face, Classroom Teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Asynchronous on-line learning platform (eclass). Java IDE (Eclipse)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	60
	Laboratory practice	60
	Interactive Teaching	30
	Course total	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are</i>	<ul style="list-style-type: none"> • Final Exam 60% • Mid Term Exam 20% • Exercises 20% 	

given, and if and where they are accessible to students.	
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267. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Java Programming 8th Edition, Joyce Farrell, ISBN-13: 978-1285856919, ISBN-10: 1285856910</p>

COURSE OUTLINE

268. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C305	SEMESTER	4th
COURSE TITLE	Human Computer Interaction		
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
THEORY AND PRACTISE		5	6
<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>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO	YES		

ERASMUS STUDENTS	
COURSE WEBSITE (URL)	https://eclass.upatras.gr/

269. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of this course, the student will be able to:

- Develop theoretical knowledge related to human computer interaction standards and best practices
- To understand the process of embracing user centered desing methodologies for creating interactive experiences.
- To develop practical skills in elicitating user requirements and transform them into system specifications.
- To develop practical skills for creating interactive user interfaces and applications for the cultural heritage domain.
- Students will be able to design and execute usability studies.
- Students will be able to analyze usability studies aiming to validate whether user requirements have been meet and propose design guideliness for improvements.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

.....

Working in an interdisciplinary environment

Others...

Production of new research ideas

.....

- **Adapting to new situations**

- Production of free, creative and inductive thinking
- Analysis
- Decision-making
- Team work
- Synthesis
- Evaluation

270. SYLLABUS

- Introduction to the subject of Human Computer Communication
- Theoretical Foundations of Human-Computer Interaction (A)
 - i. *Analysis of human potential as a user, machine operator*
 - ii. *Sensing systems, Motive systems, Information processing*
- Theoretical Foundations of Human-Computer Interaction (B)
 - i. *Memory, Empirical Models, Power Law of Practice,*
 - ii. *Law of Hick Hyman, Law of Fitt*
- Technology and Interaction
 - i. *Empirical models with simple cognitive functions KLM*
 - ii. *Typical cognitive functions: sensory perception, attention, memory function*
 - iii. *Conceptual Device Models, Social Models of Interaction*
 - iv. *Methods of cognitive analysis (Activity theory, Distributed Cognition, Sociotechnical analysis)*
- Interaction devices
 - i. *Interactive devices, Input / output devices - Readability of texts*
 - ii. *Interaction modes, Menu-forms, Language of command-natural language*
 - iii. *Direct handling - virtual reality*
- Accessibility technology
 - i. *Interactive devices, Multimedia - Sound - Virtual reality*
 - ii. *Interaction modes, Technology for people with disabilities*
- Designing Interactive Experiences
 - i. *Human-Center System Development Model, Design Methodologies*
 - ii. *Interactive Systems Design Guidelines, Principles of Drawing Icons*
 - iii. *Design of web interfaces*
- Analysis of Requirements - Interactive Courses
 - i. *How to measure success in design, Real-world restrictions*
 - ii. *Standard User Interface Description, User Features, User Tasks*
- Design Rules – Usability and User Experience
 - i. *Transparency, Expected interface properties.*
 - ii. *Consistency, Adaptability, Predictive User Navigation support*
 - iii. *Simplicity, Content Layout*
 - iv. *Feedback, Protection from dangerous actions of the user*
 - v. *Assistance, User Control*
 - vi. *Data entry, Error messages*
- System specification for interactive systems
 - i. *UML diagrams (use cases, interaction diagrams)*
 - ii. *State transition networks*
 - iii. *User Action Notation (UAN)*

271. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face, Classroom Teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Asynchronous on-line learning platform (eclass).	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	60
	Laboratory practice	60
	Interactive Teaching	30
	Course total	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> • Final Exam 60% • Mid Term Exam 20% • Exercises 20% 	

272. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Human Computer Interaction, Dix Alan J., Finlay Janet E., Abowd Gregory D., Beale Russell, ISBN: 960-512-503-X

COURSE OUTLINE

273. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C407	SEMESTER	3th
COURSE TITLE	Visual Programming		
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
THEORY AND PRACTISE		5	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>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/		

274. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of this course, the student will be able to:

- To understand the process of solving real world problems using object oriented programming concepts.
- To develop practical skills in an object oriented programming language.
- Define and implement classes to produce reliable, robust, and reusable code.
- Implement object-oriented designs using encapsulation, inheritance, polymorphism, and exception handling
- Use visual components for creating interactive experiences and applications for the cultural heritage domain
- Use visual components for maintaining their source code
- Transform user requirements, in object oriented specifications and working software prototypes

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Programming Computers
- Algorithmic Thinking
- Analysis
- Decision-making
- Working independently
- Team work
- Synthesis
- Evaluation

275. SYLLABUS

- *Introduction to Object-oriented programming*
- *Objects and classes*
- *Flow control*
- *Initialization and cleanup*
- *Access Control – Protected, private and public programming elements*
- *Reuse classes*
- *Inheritance - Concept and Practise*
- *Polymorphism*
- *Interfaces*
- *The inner class. Exceptions*
- *Java GUI*

276. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face, Classroom Teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Asynchronous on-line learning platform (eclass). Java IDE (Eclipse)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	50
	Laboratory practice	50
	Interactive Teaching	25
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	<ul style="list-style-type: none"> • Final Exam 60% • Mid Term Exam 20% • Exercises 20% 	

<p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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277. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Java Programming 8th Edition, Joyce Farrell, ISBN-13: 978-1285856919, ISBN-10: 1285856910</p>
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COURSE OUTLINE

278. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C305	SEMESTER	5th
COURSE TITLE	Pervasive Computing and Applications in Cultural Heritage		
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
THEORY AND PRACTISE		5	6
<i>Add rows if necessary. The organisation of teaching and the teaching</i>			

methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/		

279. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon completion of this course, the student will be able to:

- Develop theoretical knowledge related to pervasive computing application.
- Develop practical knowledge related standards and best practices in developing pervasive computing applications.
- To understand the process of embracing user centered desing methodologies for creating interactive experiences within pervasive computing realms.
- To develop practical skills in eliciting user requirements and transform them into system specifications for ubiquitous computing (pervasive computing) realms.
- To develop practical skills for combining Internet Of Things (IoT) technology within ubiquitous computing realms to create immersive interactive experiences and applications for the cultural heritage domain.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Respect for difference and multiculturalism

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Adapting to new situations • Production of free, creative and inductive thinking • Analysis • Decision-making • Team work • Synthesis • Evaluation 	

280. SYLLABUS

<ul style="list-style-type: none"> • Introduction to the subject of Pervasive Computing • Theoretical Foundations (A) - Pervasive Computing • Theoretical Foundations (B) – Internet of Things • Designing Interactive Experiences In Pervasive Environments • Analysis of Requirements within IoT Realms (A)- Interactive Courses • Design and Specification within IoT Realms (A)- Interactive Courses • Evaluation of Pervasive Computing Applications <p>i.</p>
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281. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face, Classroom Teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Asynchronous on-line learning platform (eclass). Android Studio	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i>	Activity	Semester workload
	Lectures	60
	Project Implementation	60
	Interactive Teaching	30

<p><i>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</i></p>		
	Course total	150
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Final Exam 60% • Mid Term Exam 20% • Project 20% 	

282. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Pervasive Computing [electronic resource], Kenneth P. Fishkin / Bernt Schiele / Paddy Nixon / Aaron Quigley • Pervasive Computing [electronic resource], Anthony LaMarca / Marc Langheinrich / Khai N. Truong
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Georgia-Cleo Gougoulis, Assistant Professor

COURSE OUTLINE

283. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C109	SEMESTER	1st
COURSE TITLE	INTRODUCTION TO FOLK AND POPULAR CULTURE		
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		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge in Folklore and Social Anthropology.		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE155		

284. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course focuses on the critical exploration of concepts such as folk/popular, people, nation, culture, tradition, modernity and cultural heritage in the context of the historical development of scholarly interest in rural and urban everyday culture in Greece and other European countries from the 19th century to the present. In this context a review is provided on the foundation of folklore as an academic discipline and on the historical development of its theoretical and methodological orientations and range of research topics. Furthermore the relationship between folklore and other disciplines especially sociology, history, social anthropology and cultural studies is analyzed.

Central theoretical and methodological issues are discussed and examples of ethnographic approaches to several topics are presented such as traditional and contemporary social and economic structures (kinship, family, community, social networks etc) gender, age and ethnic identities and relations, the organization of time and space, production and consumption, and traditional forms of recreation in Greece and other countries.

The course aims to familiarize students with central concepts of folk and popular culture and the historical context of their study. A further aim of the course is the critical approach of theoretical and methodological tools used across different disciplines for the study of its topics.

After the completion of the course students are expected:

To have mastered key concepts in Folk and Popular Culture

To be able to analyze topics in Folk and Popular Culture

To be able to conduct individual research or collaborate with other students on a small research project.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

<i>Decision-making</i>	<i>responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

Production of free, creative and inductive thinking

Research for analysis and synthesis of data with the use of necessary technology

Working Independently

Team work

285. SYLLABUS

Studying folk and popular culture: historical and methodological trajectories. Contemporary notions of the popular.

Revitalizing folk culture. Urban nostalgia and folklorism.

Greek pre-industrial social and economic structures (19th century to 1950)

Rites of passage and rituals of the yearly cycle

Global-local relationships and current debates in contemporary Popular Culture Case studies:

Oral Literature

Popular Music

Film

Toy consumption and play

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures and exercises in class.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT during lecturing, use of electronic platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Study and Analysis of Bibliography	21
	Fieldwork	10
	Archival research	10
	Essay Writing	10
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i>	Greek (English for Erasmus students) Written examination comprising: Open ended questions (80-100%)and optional essay presented in public (10-20%).	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	
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286. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Αυδίκος, Ε. (2009), *Εισαγωγή στις σπουδές του λαϊκού πολιτισμού*, Αθήνα, Κριτική.
Hendry, Joy (2011), *Οι κόσμοι που μοιραζόμαστε*, Αθήνα, Κριτική.
Κυριακίδου-Νέστορος, Α. (2006) [1978], *Η θεωρία της ελληνικής λαογραφίας*, 6^η έκδοση, Αθήνα, Εταιρεία Σπουδών Νεοελ. Πολιτισμού και Γενικής Παιδείας.

Μουχτούρη, Αντιγόνη (2015), *Κοινωνιολογία του λαϊκού πολιτισμού* Αθήνα,

Παπαζήσης.

Βαρβούνης, Μ. Σέργης, Δ. Δαμιανού, Ν. Μαχά-Μπιζούμη, Γ. Θεοδωρίδου επιμ. (2016), *Η διαχείριση της παράδοσης. Ο λαϊκός πολιτισμός ανάμεσα στον φολκλορισμό και την πολιτιστική βιομηχανία και τις τεχνολογίες αιχμής.*, Θεσσαλονίκη Εκδ. οίκος Κ.&Μ. Σταμούλη

Κωνσταντοπούλου, Χ. (2013), *Κοινωνιολογία της «καθημερινότητας»*, (Εισαγωγή στην κοινωνιολογία της καθημερινής ζωής», Αθήνα εκδόσεις Παπαζήση.

Μπάδα, επιμ. (2003), *Η μνήμη του επαρχιακού αστικού τόπου και τοπίου: Το Αγρίνιο*

μέχρι τη δεκαετία του '60, Αθήνα Μεταίχμιο-Δήμος Αγρινίου

Νιτσιάκος, Β.(2003), *Χτίζοντας το χώρο και το χρόνο*, Αθήνα, Οδυσσέας

Νιτσιάκος, Βασίλης (2016)[1991] *Παραδοσιακές κοινωνικές δομές*, Ιωάννινα, Ισνάφι

Πούχνερ Β. (2009), *Θεωρητική λαογραφία*, Αθήνα, Αρμός.

Νιτσιάκος Β.– Χ. Κασίμης επιμ. (2014) *Ο ορεινός χώρος της Βαλκανικής*, Αθήνα, Πλέθρον και Δήμος Κόνιτσας.

Παπαταξιάρχης Ε. επιμ. (2006), *Περιπέτειες της ετερότητας. Η παραγωγή της πολιτισμικής διαφοράς στη σημερινή Ελλάδα*, Αθήνα Αλεξάνδρεια.

- Related academic journals:

Εθνολογία (Ethnology)

Εθνογραφικά (Ethnographica)

Ελληνική Κοινωνία (Greek Society)

Επετηρίδα του Κέντρου Ερεύνης Ελληνικής Λαογραφίας (Review of the Hellenic Folklore Research Centre)

Επιθεώρηση Κοινωνικών Ερευνών (The Greek Review of Social Research

Λαογραφία (Folklore)

COURSE OUTLINE

287. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	E/MCR512	SEMESTER	5th
COURSE TITLE	MATERIAL CULTURE (18 TH -20TH CENTURY)		
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	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge in Folklore and Social Anthropology.		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE154		

288. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course outlines the various theoretical approaches to material culture by the social sciences and the humanities with an emphasis on anthropological and folklorist approaches from the 19th century to the present. A central concern of the course is the exploration of the ways in which the material world is linked to the production, reproduction and challenging of extant relations of power in the context of marxist, structuralist, poststructuralist and phenomenological theories implemented in ethnographies of space and landscape, the house, museums and technology. Further emphasis is laid on the analysis of contemporary commodities as cultural objects and the importance of methodological approaches, such as the cultural biography of things and multi-sited ethnography, in the context of theoretical approaches to globalization.

The course aims to help students understand the various ways in which people are enmeshed in the material world and the contribution of things to the development of social relationships, values and identities. It further aims to familiarize students with the management, documentation and critical analysis of ethnographic museum collections and exhibitions.

After the completion of the course students are expected:

To have mastered classic and recent theoretical and methodological approaches to play, games, toys and folk tales

To be able to conduct individual research or collaborate with other students on small or medium scale research projects and the documentation of ethnographic objects.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

Production of free, creative and inductive thinking
Research for analysis and synthesis of data with the use of necessary technology
Working Independently
Team work

289. SYLLABUS

<p>The importance of things and the material world in daily life. Review of theoretical approaches to material culture from the 19th century to 1970.</p> <p>Semiotics and Structuralism. Examples of Semiotic and structuralist analyses of food, art, and costume as cultural texts and systems of coded information.</p> <p>Dynamic approaches: Multi-sited ethnography and the cultural biography of things.</p> <p>The impact of Foucault's theory of power/knowledge. Museums and the representation of the Other.</p> <p>Examples of theoretical approaches and analysis of case studies dealing with: Space, the house, technology, consumption.</p>

290. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures and exercises in class and lab. Tutorials for Erasmus students.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT during lecturing, use of electronic platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures and Laboratory	39

<p>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, 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>	Practice	
	Study and Analysis of Bibliography	31
	Fieldwork	10
	Archival research	10
	Essay Writing	10
	Course total	100
<p>STUDENT PERFORMANCE EVALUATION</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>	<p>Greek (English for Erasmus students)</p> <p>Written examination comprising:</p> <p>Open ended questions (80-100%)and optional essay presented in public (10-20%).</p>	

291. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Αλεξάκης, Ε. Βραχιονίδου, Μ. Οικονόμου, Α eds.(2008), *Ανθρωπολογία και συμβολισμός στην Ελλάδα*, (Anthropology and Symbolism in Greece) Athens: Ελληνική Εταιρεία Εθνολογίας

Appadurai, A. ed..(1986), *The Social Life of Things*, Cambridge: Cambridge University Press.
 Bourdieu, P. (2006)[1980], *Η αίσθηση της πρακτικής*, (*The sense of practice*) transl. Θ. Παραδέλλης, Athens: Αλεξάνδρεια
 Γιαλούρη Ελεάνα ed, (2012) *Υλικός Πολιτισμός: η ανθρωπολογία στη χώρα των πραγμάτων*, (*Material Culture. Anthropology in Obectland*), Athens: Αλεξάνδρεια
 Hall, S. ed. (1997.) *Representation*, London: The Open University Press /Sage.
 Λάλλας, Δ. (2012), *Στον μικρόκοσμο του Mall*, (*Inside the Mall Microcosm*) Athens: Νησίδες
 Lévi-Strauss, Cl. 1990 [1984] *Anthropology and Myth I*. Athens: Καρδαμίτσας
 Οικονόμου, Ανδρομάχη (2014), *Υλικός Πολιτισμός. Θεωρία, μεθοδολογία, αξιοποίηση*, (*Material Culture: Theory, Methodology, Management*) Athens: Παπαζήση Publications.
 Barthes, R. (1979) *Mythologies*. Athens: Ράππα
 Smith, Philip (2006) *Πολιτισμική Θεωρία*. (*Cultural theory*) Athens: Κριτική

Journals

Εθνολογία (Ethnology)

Εθνογραφικά (Ethnographica)

Ενδυματολογικά (Endymatologika)

Τετράδια Μουσειολογίας (Museology Notebooks)

Journal of Material Culture

COURSE OUTLINE

292. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR602	SEMESTER	6th
COURSE TITLE	FOLK AND POPULAR CULTURE TOPICS		
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		5	6

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge in Folklore and Social Anthropology.	
PREREQUISITE COURSES:	-	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)	
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE148	

293. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 course focuses on play and folk tales as traditional forms of recreation which have been increasingly identified with children's culture and childhood. Divided in two parts, the first part of the course focuses on play, games and toys and the second part examines folk tales. Each part is covered by six lectures.</p> <p>Part One: The first six lectures present anthropological, psychological, folklorist, educational and historical approaches to play from the 19th century to the present. Drawing on research examples analyzing traditional games and toys as well as digital play in Greece and other countries the discussion focuses on questions such as the relationship between play and cognitive development, or play and socialization with special emphasis on the production, reproduction and negotiation of gender hierarchies and relations of power. Furthermore the controversies raised from the globalization of toys and recent economic and technological developments in the toy and digital play</p>

market are examined.

Part Two focuses on interdisciplinary approaches to folk tales from the 19th century to the present. Starting from the discussion of theories dealing with comparative research questions in the context of evolutionary and diffusionist theoretical frameworks the analysis moves on to issues regarding the form, structure, content, context, the ideological and social function of folk tales in the context of recent theories developed by folklore, anthropology psychoanalysis linguistics, literary criticism and cultural studies.

The aim of the course is to help students understand the importance of studying play and folk tales and to familiarize students with recent theoretical approaches. The course comprises laboratory work and tutorials on participant observation research methods and techniques such as interviews and the documentation of play, games, toys and folk tales.

After the completion of the course students are expected:

To have mastered classic and recent theoretical and methodological approaches to play, games, toys and folk tales

To be able to conduct individual research or collaborate with other students on small or medium scale research projects.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Production of free, creative and inductive thinking

Research for analysis and synthesis of data with the use of necessary technology

Working Independently

Team work

294. SYLLABUS

PART ONE

Classic theories of play- Defining Play

Play theories during the 19th century

20th century theories: Play and culture / Play and society

Socialization theories. Games and Gender socialization

Symbolic play and novel socializing agents. The role of the global toy market

Play in the 21st century. Theoretical approaches to digital games.

PART TWO

Folk tales and oral literature. An overview of theoretical approaches

Evolutionist and diffusionist theories

Ethnographic approaches to folk tales: From functionalism to performance theories.

Formalist, semiotic and structuralist approaches.

Sociological questions: Gender issues in fairy tales

Folk tales and the “discovery” of childhood. The transition to children’s literature and film.

295. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures and exercises in class and lab. Tutorials for Erasmus students.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT during lecturing, use of electronic platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i>	Activity	Semester workload
	Lectures	36
	Laboratory practice	24
	Study and Analysis of Bibliography	30
	Fieldwork	20
	Archival research	20

<p><i>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</i></p>	Essay Writing	20
	Course total	150
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Greek (English for Erasmus students)</p> <p>Written examination comprising:</p> <p>Open ended questions (80-100%)and optional essay presented in public (10-20%).</p>	

296. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Αγγελοπούλο, Α., Α. – Καπλάνογλου Μ. – Ε. Κατρινάκη (2004), *Επεξεργασία παραμυθιακών τύπων και παραλλαγών AT500-599*, (Analysis of Folk Tales AT 500-AT 599, Athens: ΙΑΕΝ-Γενική Γραμματεία Νέας Γενιάς ,

Αυγητίδου, Σ. ed. (2001), *Το Παιχνίδι: Σύγχρονες Ερευνητικές και Διδακτικές Προσεγγίσεις*, (Play: Contemporary Approaches to Theory and Research) Athens:, Τυπωθήτω- Γιώργος Δαρδανός,

Αυδίκος, Ε. (1997) *Το λαϊκό παραμύθι. Θεωρητικές προσεγγίσεις*, (Folk Tales: Theoretical Approaches)Athens: Οδυσσέας

Γκασιούκα, Μαρία (2009), *Κοινωνιολογία του Λαϊκού πολιτισμού. Τ.2 Το φύλο κάτω από το πέπλο*.

Γυναικεία πραγματικότητα και αναπαραστάσεις του φύλου στα λαϊκά

παραμύθια, (*Sociology of Folk and Popular Culture V. 2. Gender Representations in Folk Tales*. Athens: Ψηφίδα,

Γκουγκουλή Κλειώ- Αφροδίτη Κούρια ed.. (2000), *Παιδί και παιχνίδι στη νεοελληνική κοινωνία, 19ος και 20ός αιώνας*, (*Children and Play in Modern Greece: 19th and 20th Centuries*) Athens: Foundation for Child Research “Σπύρος Δοξιάδης” and Kastaniotis Publishers.

Huizinga, J. (1989)[1938], *Ο άνθρωπος και το παιχνίδι*, (*Homo Ludens*) Athens:: Γνώση

Καπλάνογλου 2002 (2001) *Παραμύθια και αφήγηση στην Ελλάδα. Μια παλιά τέχνη σε μια νέα Εποχή*, *Folk tales and Narration in Greece: An Old art in Contemporary Times*), Athens: Πατάκης.

Kline, S. – Dyer-Witherford, N., - G. De Peuter (2003), *Digital Play*, Montreal and Kingston: McGill Queen’s University Press.

Κογκίδου, Δ. (2015), *Πέρα από το ροζ και το γαλάζιο*, (*Beyond Pink and Blue*) Athens: Επίκεντρο

Μερακλής, Μ., Γ. Παπαντωνάκης, Χ. Ζαφειρόπουλος, Μ. Καπλάνογλου, Γ. Κατσαδώρας Eds. (2017), *Το παραμύθι από τους αδελφούς Grimm στην εποχή μας*. (*Folk Tales from the Grimm Brothers to Contemporary Times*) Athens: Gutenberg.

Σκουτέρη-Διδασκάλου, Ε. (1993-94), *Το παραμύθι στην ευρωπαϊκή και νεοελληνική παράδοση*, *Folk Tales in European and Greek Tradition. University Lectures*,. Thessaloniki: University of Thessaloniki Press. ,

Schwartzman, Helen. B. (1978) *Transformations: The Anthropology of Children’s*

Play, New York and London: Plenum Press

Χ. Χατζητάκη- Καψωμένου, *Το νεοελληνικό λαϊκό παραμύθι*, (*Modern Greek Folk Tales*), Thessaloniki, University of Thessaloniki and Centre for Modern Greek Studies .

Journals

Εθνολογία (Ethnologia)

Εθνογραφικά (Ethnographica)

Επετηρίδα του Κέντρου Ερεύνης Ελληνικής Λαογραφίας (Review of the Hellenic Folklore Research Centre)

Λαογραφία (Folklore)

International Journal of Play

Game Studies

Marvels and Tales

297. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	E/MCR10	SEMESTER	7TH
COURSE TITLE	RITUAL AS PERFORMANCE AND REPRESENTATION		
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>	Specialized general knowledge in Folklore and Social Anthropology.		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE149		

298. LEARNING OUTCOMES

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>
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Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course explores anthropological and folklorist interpretations of ritual in terms of standardized symbolic action performed during important stages of the life course or the year. The discussion includes a presentation of theoretical approaches to initiation rites and other rites of passage. The review comprises theories ranging from evolutionism to performance theories. Further emphasis is laid on the critical examination of ethnographic approaches to rituals of symbolic inversion such as Carnival and ecstatic ritual in Greece and other cultures. The course moreover analyses gender relationships and the materiality of ritual, and the role of ritual in the development of politics of culture. Questions regarding the relationship between ritual and politics are further discussed with reference to specific ethnographic examples ranging from the critical analysis of contemporary festivals to theoretical investigations of ceremonies inaugurating athletic events such as the Olympics.

The course aims to enhance students' understanding of ritual practices and ceremonies in traditional and contemporary society and to familiarize students with anthropological and folklorist approaches to ritual action.

After the completion of the course students are expected:

To have mastered classic and recent theoretical and methodological approaches to ritual.

To be able to conduct individual research or collaborate with other students on small or medium scale research projects and the documentation of ethnographic objects.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

<p>Production of free, creative and inductive thinking</p> <p>Research for analysis and synthesis of data with the use of necessary technology</p> <p>Working Independently</p> <p>Team work</p>
--

299. SYLLABUS

<p>Ritual in Folklore, Theatre Studies and Anthropology: From Evolutionism to Performance Studies</p> <p>Antiquarianism: Comparative projects and their consequences</p> <p>Approaches to rites of passage. Examples of approaches to initiation, marriage and death rituals</p> <p>Gender hierarchies and ritual</p> <p>The materiality of ritual</p> <p>Rituals of symbolic inversion: the case of Carnival</p> <p>Ecstatic ritual and spirit possession</p> <p>Ritual and politics</p>

300. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures and exercises in class and lab. Tutorials for Erasmus students.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT during lecturing, use of electronic platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures	39

<p><i>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, etc.</i></p> <p><i>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</i></p>	Laboratory Practice	10
	Study and Analysis of Bibliography	30
	Fieldwork	15
	Archival research	15
	Essay Writing	15
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		
<p>Greek (English for Erasmus students)</p> <p>Written examination comprising:</p> <p>Open ended questions (80-100%)and optional essay presented in public (10-20%).</p>		

301. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <p>Argyrou, V. 1996 <i>Tradition and Modernity in the Mediterranean. The Wedding as Symbolic Struggle</i>, Cambridge University Press.</p>

Αυδίκος, Ε. (1996), *Το παιδί στην παραδοσιακή και τη σύγχρονη κοινωνία (The Child in Traditional and Modern Society)*, Athens: Ελληνικά Γράμματα

Danforth, Loring (1995), *Τα Αναστενάρια της Αγίας Ελένης. Πυροβασία και θρησκευτική θεραπεία, (The Anastenaria in Agia Eleni, Greece: Fire-walking and Religious Therapy)* Athens: Πλέθρον

Δρώμενα. Σύγχρονα μέσα και τεχνικές καταγραφής τους (*Ritual: Contemporary research methods and documentation techniques*) , Πρακτικά Α Διεθνούς Συνεδρίου, 4-6 Οκτωβρίου 1996 (Proceedings of the 1st International Symposium), Komotini|;

.Eriksen,T. H. (2007), *Μικροί τόποι, μεγάλα ζητήματα, (Small Places, Large Issues)* Athens: Κριτική

Gell, A. (1993) *Wrapping in Images*, Oxford: Oxford Clarendon Press

Κάβουρας Π. επιμ. (2010), *Φολκλόρ και παράδοση. Ζητήματα αναπαράστασης και επιτέλεσης της μουσικής και του χορού, (Folklore and Tradition. Questions of Representation and Performance of Music and Dance)*, Athens: Νήσος

Ludtke, K. (2009), *Dances with Spiders* New York and Oxford: Berghahn Books

Κιουρτσάκης Γιάννης (2009) [1985], *Καρναβάλι και Καραγκιόζης, (Carnival and Karaghiozis)* Athens: Κέδρος

Μακρής, Γερ. (2015), *Η οδός των πνευμάτων. Σουφισμός, πνευματοληψία και μαγεία στο Σουδάν, (The Spirits Way: Sufism, Spirit Possession and Magic in Sudan)* Athens: Πατάκης.

Μακρυνιώτη, Δήμητρα (επιμ.) *Παιδική ηλικία (Childhood)*, Athens: Νήσος,

Οικονόμου, Λεωνίδα (2015), *Στέλιος Καζαντζίδης. Τραύμα και συμβολική θεραπεία στο λαϊκό τραγούδι, (Stelios Kazantzides: Trauma and Symbolic Therapy in Popular Songs)* Athens: Πατάκης.

Πούχνερ, Β. (2009), *Συγκριτική Λαογραφία Α (Comparative Folklore v.1)*, Athens: Αρμός.

Richards, Audrey (1997)[1956], *Chisungu*, London and New York: Tavistock Publications

Σερεμετάκη Νάντια (1994) *Η τελευταία λέξη στην Ευρώπη τα άκρα. (The Last Word)*, Athens: Νέα Σύνορα, Λιβάνης

Turner, Victor (2015) *Από την τελετουργία στο θέατρο (From Ritual to Theatre)*, Athens: Ηριδανός

Ψυχογιού, Ε. (2008) «Μαυρηγή» και Ελένη, *Τελετουργίες θανάτου και αναγέννησης, (Mavrigi» and Helen[Mavrigi kai Eleni]: Chthonic Mythology, Ceremonies of Death and Rebirth in Contemporary Greece)*, Athens: Academy of Athens.

Van Gennep, A. (2016) [1909] *Τελετουργίες Διάβασης. (Rites of Passage)* Foreword and transl.- Θ. Παραδέλλης. Athens: Ηριδανός.

Journals

Αρχαιολογία και Τέχνες (Archaeology and the Arts)

Εθνολογία (Ethnology)

Εθνογραφικά (Ethnographica)

Επετηρίδα του Κέντρου Ερεύνης Ελληνικής Review of the Hellenic Folklore Research Centre)

Journal of Ritual Studies

Dimitrios Kosmopoulos, Assistant Professor

COURSE OUTLINE

302. GENERAL

SCHOOL		Business Administration	
DEPARTMENT		Cultural Heritage Management and New Technologies	
LEVEL OF COURSE		Undergraduate	
COURSE CODE		C205	SEMESTER OF STUDIES 2
COURSE TITLE		Digital Content Processing I	
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		5	5
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
COURSE TYPE Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Scientific area		
PREREQUISITE COURSES:	-		
TEACHING AND ASSESSMENT LANGUAGE:	Greek/ English		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/CULTURE150/		

303. LEARNING OUTCOMES

Learning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β
- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

The student will be able to understand the basic principles of signal processing. The student will be able to open and do basic processing on images, audio and video files. The student will be able to represent and store digital data and process them using MATLAB. The student will be able to apply that knowledge on cultural heritage content..

General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο

Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών
Προσαρμογή σε νέες καταστάσεις
Λήψη αποφάσεων
Αυτόνομη εργασία
Ομαδική εργασία
Εργασία σε διεθνές περιβάλλον
Εργασία σε διεπιστημονικό περιβάλλον
Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων
Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα
Σεβασμός στο φυσικό περιβάλλον
Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου
Άσκηση κριτικής και αυτοκριτικής
Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

Search, analysis and sythesis of data and information using necessary technologies.

Promotion of independent, creative and inductive thinking.

304. COURSE CONTENT

The course aims to explain the representation of the digital multimedia content and to introduce the related software tools. The course will cover the following topics. Introduction to digital content, applications. Digitization of audio, image and video. Sampling and quantization. Digital audio representation. Digital image representation. Digital video representation. Digital content processing software. Laboratory: introduction to the analysis of multimedia data using Matlab.

305. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Notes and assignments on eclass platform	
TEACHING ORGANIZATION Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS	Teaching Method	Semester Workload
	Lectures and exercises	40
	Study and assignments	60
	Lab exercises	25
	Total number of hours for the Course	125
STUDENT ASSESSMENT	Mid term exam (five questions with theoretical and	

<p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<p>practical content). Counts 30% towards the final grade.</p> <p>Final exam (five questions with theoretical and practical content). Counts 50% towards the final grade.</p> <p>Three individual assignments requiring critical thinking and deep understanding. Count 20% towards the final grade.</p>
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306. RECOMMENDED LITERATURE

Multimedia Technology, Dimitriadis et al
Multimedia technology and multimedia communications, Xylomenos and Polyzos

COURSE OUTLINE

307. GENERAL

SCHOOL	Business Administration		
DEPARTMENT	Cultural Heritage Management and New Technologies		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	CI507	SEMESTER OF STUDIES	5
COURSE TITLE	Digital Content Processing II		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		5	6
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
COURSE TYPE	Scientific area		
Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων			

PREREQUISITE COURSES:	-
TEACHING AND ASSESSMENT LANGUAGE:	Greek/ English
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/CULTURE147/

308. LEARNING OUTCOMES

Learning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β
- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

The student will be able to understand the basic principles of signal transformations and digital filters, to be used for content restoration and preservation of cultural heritage content. The student will be able to process digital data using MATLAB. The student will be able to develop programming applications.

General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

Working as a team.

Search, analysis and synthesis of data and information using necessary technologies.

Promotion of independent, creative and inductive thinking.

309. COURSE CONTENT

The course aims to introduce the basic techniques of the digital multimedia content. The course will cover the following topics. Introduction to digital processing of audio and image. Audio and image sensors. Arithmetic operations. Logic operations. Point transformations. Histogram, histogram transformations, contrast. Spatial filters. Average filter, median filter, Gauss filter. Fourier analysis. Fast Fourier Transform. Low pass filter, high pass filter. Butterworth filters. Laboratory: Introduction to enhancement and restoration of cultural digital content using Matlab.

310. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Face to face
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<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</p>	<p>Notes and assignments on eclass platform</p> <p>Assignments in programming environment.</p>	
<p>TEACHING ORGANIZATION Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p> <p>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</p>	<p>Teaching Method</p>	<p>Semester Workload</p>
	<p>Lectures and exercises</p>	<p>40</p>
	<p>Study and assignments</p>	<p>85</p>
	<p>Lab exercises</p>	<p>25</p>
	<p>Total number of hours for the Course</p>	<p>150</p>
<p>STUDENT ASSESSMENT Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<p>Mid term exam (five questions with theoretical and practical content). Counts 30% towards the final grade.</p> <p>Final exam (five questions with theoretical and practical content). Counts 50% towards the final grade.</p> <p>Three group assignments, in groups of two, requiring critical thinking and deep understanding. Count 20% towards the final grade.</p>	

311. RECOMMENDED LITERATURE

Digital processing and analysis of images, Papamarkos

Audio Technology, Hadelis

COURSE OUTLINE

312. GENERAL

SCHOOL	Business Administration		
DEPARTMENT	Cultural Heritage Management and New Technologies		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	EC120	SEMESTER OF STUDIES	8
COURSE TITLE	Digital Content Processing III		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		5	6
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
COURSE TYPE Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Scientific area		
PREREQUISITE COURSES:	-		
TEACHING AND ASSESSMENT LANGUAGE:	Greek/ English		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/CULTURE151/		

313. LEARNING OUTCOMES

<p>Learning outcomes</p> <p>Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.</p> <p>Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)</p> <ul style="list-style-type: none"> Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης <p>και Παράρτημα Β</p> <ul style="list-style-type: none"> Περιοχικοί Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων
<p>The student will be able to understand the basic principles of signal encoding and compression to allow for storage, protection and preservation of cultural heritage content. The student will be able to process data using MATLAB. The student will be able to develop programming applications to this end.</p>

General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα:

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών
 Προσαρμογή σε νέες καταστάσεις
 Λήψη αποφάσεων
 Αυτόνομη εργασία
 Ομαδική εργασία
 Εργασία σε διεθνές περιβάλλον
 Εργασία σε διεπιστημονικό περιβάλλον
 Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων
 Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα
 Σεβασμός στο φυσικό περιβάλλον
 Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου
 Άσκηση κριτικής και αυτοκριτικής
 Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

Working as a team.

Search, analysis and synthesis of data and information using necessary technologies.

Promotion of independent, creative and inductive thinking.

314. COURSE CONTENT

The course aims to introduce techniques for compression-encoding, for restoration and retrieval from multimedia databases and protection using watermarking. The course will cover the following topics. Introduction to encoding, restoration and management of multimedia content.

Principles of encoding and compression. Entropy encoding, differential encoding, transformation encoding. Encoding of audio, images (JPEG) and video (MPEG, H26x). Metadata (MPEG7). Content based retrieval in multimedia databases. Content maintenance issues. Digital enhancement and restoration of audio, images and video. Digital rights and digital watermarking. Laboratory: Encoding analysis, digital enhancement and restoration, watermarking using Matlab.

315. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Face to face														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Notes and assignments on eclass platform Assignments in programming environment.														
TEACHING ORGANIZATION Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.	<table border="1"> <thead> <tr> <th>Teaching Method</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures and exercises</td><td>40</td></tr> <tr> <td>Study and assignments</td><td>85</td></tr> <tr> <td>Lab exercises</td><td>25</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Total number of hours for the Course</td><td>150</td></tr> </tbody> </table>	Teaching Method	Semester Workload	Lectures and exercises	40	Study and assignments	85	Lab exercises	25					Total number of hours for the Course	150
Teaching Method	Semester Workload														
Lectures and exercises	40														
Study and assignments	85														
Lab exercises	25														
Total number of hours for the Course	150														

Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS	
<p>STUDENT ASSESSMENT</p> <p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<p>Mid term exam (five questions with theoretical and practical content). Counts 30% towards the final grade.</p> <p>Final exam (five questions with theoretical and practical content). Counts 50% towards the final grade.</p> <p>Three group assignments, in groups of two, requiring critical thinking and deep understanding. Count 20% towards the final grade.</p>

316. RECOMMENDED LITERATURE

Digital processing and analysis of images, Papamarkos

Audio Technology, Hadelis

COURSE OUTLINE

317. GENERAL

SCHOOL	Business Administration		
DEPARTMENT	Cultural Heritage Management and New Technologies		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	C107	SEMESTER OF STUDIES	1
COURSE TITLE	Introduction in Computer Science and Cultural Informatics		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	6	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			

COURSE TYPE <i>Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Background
PREREQUISITE COURSES:	-
TEACHING AND ASSESSMENT LANGUAGE:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/CULTURE146/

318. LEARNING OUTCOMES

Learning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης

και Παράρτημα Β

- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

The student will be able to understand the basic principles of computers. The student will be able to describe and recognize the basic computer systems. The student will know the data representation and how to process them in a computer. The student will acquire basic knowledge about networks, internet and applications in cultural heritage.

General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα:

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και

ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

Search, analysis and sythesis of data and information using necessary technologies.

Promotion of independent, creative and inductive thinking.

319. COURSE CONTENT

Computer models. Historical review. Structure and operation of computers (hardware, software).

Numerical systems. Representation of non numeric information. Binary logic and operations. Computer

systems. Central processing unit. Memory. Peripheral devices. Subsystem interconnection. Program

execution. Machine cycle. Introduction to software, operation systems, algorithms, programming

languages and software engineering. Introduction to data structures, databases, software engineering and internet.

320. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Notes and assignments on eclass platform	
TEACHING ORGANIZATION Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS	Teaching Method	Semester Workload
	Lectures and exercises	40
	Study and assignments	110
	Total number of hours for the Course	150
STUDENT ASSESSMENT Περιγραφή της διαδικασίας αξιολόγησης Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;	Mid term exam (five questions with theoretical and practical content). Counts 30% towards the final grade. Final exam (five questions with theoretical and practical content). Counts 70% towards the final grade. Three individual assignments requiring critical thinking and deep understanding. Count 10% towards the final grade (bonus).	

321. RECOMMENDED LITERATURE

Introduction to computers, Norton Peter

Introduction to computer science, BEHROUZ FOROUZAN

Dimitrios Koukopoulos, Assistant Professor

COURSE OUTLINE

322. GENERAL

SCHOOL	Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	T606	SEMESTER	6th
COURSE TITLE	Network Algorithmic Concepts		
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 Laboratory Exercises		5	6
<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>	Specialised general knowledge		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE172/		

323. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course aims at the introduction of students in network algorithmic concepts concerning cultural data transmission and the presentation of specific algorithmic concepts which facilitate the efficient distribution of multimedia content targeting cultural environments.

In particular, with the successful fulfillment of the course the student will be able:

- To understand the fundamental characteristics of networks concerning communication and resource sharing.
- To know specific network problems and their algorithmic solutions.
- To know specific network management tools and methodologies of network design and analysis and how they are applied to network problems concerning the efficient data transmission.
- To cooperate with her/his colleagues at small teams for the study of algorithmic solutions in specific network problems under laboratory conditions.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

.....

Working in an interdisciplinary environment

Others...

Production of new research ideas

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Project planning and management

Criticism and self-criticism

Production of free, creative and inductive thinking

324. SYLLABUS

Basic concepts. Introduction to Quality of Service issues (scalability, reliability, security, speed). Performance metrics. Network types-Topologies. Reference models (ISO/OSI and TCP/IP) and comparison. Framing. Error detection and correction algorithms. Sliding-window protocols. Medium access control/contention control algorithms. Routing (devices, protocols: RIP, OSPF, BGP). Reliable connection problem. Transport protocols (TCP, UDP). Introduction to multimedia networks. Transmission problem. Multimedia content distribution networks. Survey of current research papers. Laboratory: network design and usage of network algorithms in a network simulation environment with emphasis in multimedia content distribution networks.

325. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching. Use of dedicated software for the design, simulation and analysis of networks. Support of learning procedure via the electronic platform e-class.</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements,</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Laboratory practice</i>	26
	<i>Reports of laboratory exercises (independent</i>	10

<i>clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>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</i>	work)	
	Written work (team work in a case study)	30
	Independent study	45
	Course total (25 hours of workload per credit)	150
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><i>Language of evaluation greek</i></p> <p><i>Assessment - Grading Process is explained to students at the beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</i></p> <p>Evaluation Criteria:</p> <p><i>I. Written final examination (50%) which consists of: - Open-ended questions-Problem solving</i></p> <p><i>II. Written Reports of laboratory exercises (independent work) (20%)</i></p> <p><i>III. Written Work and Public Presentation (30%)</i></p>	

326. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. A. Tanenbaum, D. J. Wetherall, Δίκτυα Υπολογιστών, Παπασωτηρίου, 2011. ISBN: 978-960-461-447-9.

2. W. Stallings, Επικοινωνίες Υπολογιστών και Δεδομένων, Τζιόλας, 2011. ISBN: 978-960-418-329-6.
3. G. Forouzan, Data Communication and Networking, McGraw Hill
4. L. Kleinrock, Queuing Systems, Vol. 1-2, Willey
5. F. Fluckiger, Understanding Networked Multimedia, Prentice Hall
6. C. E. Perkins, RTP: Audio and Video for the Internet, Addison-Wesley
7. R. Steinmetz, K. Nahrstedt, Multimedia Fundamentals, Vol. 2: Media Processing and Communications, Prentice Hall
8. Π. Μποζάνης, Αλγόριθμοι, Σχεδιασμός και Ανάλυση, Εκδ. Τζιόλα, 2003.
9. G. Styliaras, D. Koukopoulos, F. Lazarinis, Handbook of Research on Technologies and Cultural Heritage: Applications and Environments. ISR, New York, USA, 2011.
10. D. Koukopoulos, D. Tsolis, G. Heliades, "Ionian Music Archive: Application of Digitization, Management and Dissemination Technologies for Musical Cultural Heritage", 5th Int. Conference on Information, Intelligence, Systems and Applications, pp. 239-244, 2014
11. D. Koukopoulos, G. Styliaras, "Design of Trustworthy Smartphone-based Multimedia Services in Cultural Environments," J. of Electronic Commerce Research, Vol. 13, No. 2, pp. 129-150, Springer, 2013
12. D. Koukopoulos, G. Styliaras, "Security in Collaborative Multimedia Web-based Art Projects", J. of Multimedia, Vol. 5, No. 5, pp. 404-416, 2010

- Related academic journals:

1. IEEE/ACM Transactions on Networking. <http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=90>
2. Journal of Parallel and Distributed Computing. <https://www.journals.elsevier.com/journal-of-parallel-and-distributed-computing>
3. Journal of Networks and Computer Applications. <https://www.journals.elsevier.com/journal-of-network-and-computer-applications/>
4. Theory of Computing Systems. <https://link.springer.com/journal/224>
5. Theoretical Computer Science. <https://www.journals.elsevier.com/theoretical-computer-science/>
6. Computer Communications. <https://www.journals.elsevier.com/computer-communications>
7. Mathematical and Computer Modelling. <https://www.journals.elsevier.com/mathematical-and-computer-modelling>

COURSE OUTLINE

327. GENERAL

SCHOOL	Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	T706	SEMESTER	7th
COURSE TITLE	Security and Trust Management in Cultural Environments		
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</i>		WEEKLY TEACHING	CREDITS

<i>the whole of the course, give the weekly teaching hours and the total credits</i>		HOURS	
Lectures		3	4
<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>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek-English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE110/		

328. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course aims at the study of the security and trust mechanisms in multimedia systems concerning cultural environments. Also, this course aims at the presentation of specific threats faced by systems and the proposed solutions for their handling either in the data management level or in technical and legal level. Student will come in contact with a new philosophy of system management for cultural

environments.

In particular, with the successful fulfillment of the course the student will be able:

- To understand the fundamental characteristics of security and trust in multimedia systems targeting cultural environments.
- To know specific threats faced by systems that offer management services to cultural environments.
- To know specific tools and security and trust techniques in multimedia systems concerning cultural environments and how they are applied to ensure the reliable and trusted provision of services to the final user.
- To study a cultural environment from the aspect of security and trust, recognize threats, classify threats in categories based on their effect in user needs and propose the appropriate solutions.
- Συνεργαστεί με τους συμφοιτητές του για να μελετήσουν και να παρουσιάσουν ένα σχέδιο διαχείρισης της ασφάλειας και εμπιστοσύνης σε μια μελέτη περίπτωσης.
- To cooperate with her/his colleagues at small teams for the study and presentation of a security and trust management plan for a specific case study.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Project planning and management

Respect for difference and multiculturalism

Criticism and self-criticism

Production of free, creative and inductive thinking

329. SYLLABUS

Basic concepts and terminology. Attacks: viruses, worms, trojan horses, denial of service attacks. Firewalls. Cryptography: asymmetric vs. symmetric cryptosystems, Caesar cipher, systems of public-private key, Diffie-Hellman. Internet security: digital certificates and digital signatures, SSL. User authentication and access control. Security of cultural information systems and databases. Intellectual rights protection: watermarking. Operating systems security: attacks, security mechanisms, trust systems. Trust management systems. Trust in distributed multimedia networks. Applications. Legal matters. Survey of current research papers.

330. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching. Support of learning procedure via the electronic platform e-class.</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Written work (team work in a case study)</i>	20
	<i>Independent study</i>	41

<p><i>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</i></p>		
	Course total (25 hours of workload per credit)	100
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><i>Language of evaluation greek - english</i></p> <p><i>Assessment - Grading Process is explained to students at the beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</i></p> <p>Evaluation Criteria:</p> <p><i>I. Written final examination (50%) which consists of: - Open-ended questions-Problem solving</i></p> <p><i>II. Written work and public presentation (50%)</i></p>	

331. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

13. W. Stallings, L. Brown, Ασφάλεια Υπολογιστών: Αρχές και Πρακτικές, ISBN: 978-960-461-668-8, Εκδ. Κλειδάριθμος, 2016. Κωδικός βιβλίου σε ΕΥΔΟΞΟ: 50656354.
14. Ι. Μαυρίδης, Ασφάλεια Πληροφοριών στο Διαδίκτυο, ISBN: 978-960-603-193-9, Εκδ. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα - Αποθετήριο "Κάλλιπος", 2016. Κωδικός βιβλίου σε ΕΥΔΟΞΟ: 320065.
15. Σ. Κάτσικας, Δ. Γκρίτζαλης, Σ. Γκρίτζαλης, Ασφάλεια Πληροφοριακών Συστημάτων, ISBN: 960-8105-57-9, Εκδ. Νέων Τεχνολογιών, 2004.
16. A. Menezes, P. Van Oorschot, S. Vanstone, Handbook of Applied Cryptography, CRC Press, 1997.
17. E. Gerck, Overview of Certification Systems, 2000.
18. W. Stallings, and L. Brown, Computer Security: Principles and Practice, Prentice Hall, 2008.
19. Γ. Πάγκαλος, Ι. Μαυρίδης, Ασφάλεια Πληροφοριακών Συστημάτων και Δικτύων.
20. A. Tanenbaum, Σύγχρονα Λειτουργικά Συστήματα, Εκδ. Κλειδάριθμος, 2002.
21. Σ. Δημητριάδης, Α. Πομπόρτσας, Ε. Τριανταφύλλου, Τεχνολογία Πολυμέσων, Εκδ. Τζιόλα, 2004.
22. Δ. Χριστοφιλόπουλος, Προστασία Πολιτιστικών Αγαθών, Εκδόσεις Δίκαιο & Οικονομία, 2005.

23. Α. Σουρή, Δ. Πατσός, Ν. Γρηγοριάδης, Ασφάλεια της Πληροφορίας, Εκδ. Νέων Τεχνολογιών, 2004.
24. C.P. Pfleeger, Security in Computing, Prentice-Hall, 1997.
25. W. Cheswick, S. Bellovin, Firewalls and Internet Security: Repelling the Wily Hacker, Addison Wesley, 1995.
26. D. Gollmann, Computer Security, J.Wiley & Sons, 1999.
27. B. Schneier, Applied Cryptography, J.Wiley & Sons, 1997.
28. W. Ford, Computer Communications Security, Prentice-Hall, 1994.
29. D. Koukopoulou, G. Styliaras, "Design of Trustworthy Smartphone-based Multimedia Services in Cultural Environments," J. of Electronic Commerce Research, Vol. 13, No. 2, pp. 129-150, Springer, 2013
30. D. Koukopoulou, G. Styliaras, "Security in Collaborative Multimedia Web-based Art Projects", J. of Multimedia, Vol. 5, No. 5, pp. 404-416, 2010

- Related academic journals:

1. ACM Transactions on Information and System Security. <https://tissec.acm.org/>
2. Journal of Information Security and Applications. <https://www.journals.elsevier.com/journal-of-information-security-and-applications>
3. Computers & Security. <https://www.journals.elsevier.com/computers-and-security>
4. IEEE Transactions on Dependable and Secure Computing. <http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=8858>
5. ACM Journal on Computing and Cultural Heritage, <http://jocch.acm.org/>
6. Multimedia Tools and Applications. <http://www.springer.com/computer/information+systems+and+applications/journal/11042>
7. Computer Communications. <https://www.journals.elsevier.com/computer-communications>
8. Journal of Ambient Intelligence and Smart Environments. <https://www.iospress.nl/journal/journal-of-ambient-intelligence-and-smart-environments/>
9. Electronic Commerce Research. <https://link.springer.com/journal/10660>

COURSE OUTLINE

332. GENERAL

SCHOOL	Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	T806	SEMESTER	8th
COURSE TITLE	Advanced Concepts of Multimedia Content Distribution Networks		
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	3	4
<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>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek-English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE111/		

333. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>This course aims at the presentation of critical algorithm concepts concerning quality of service in multimedia content distribution networks and the literature review of the basic problems in multimedia networks and their algorithmic solutions.</p> <p>In particular, with the successful fulfillment of the course the student will be able:</p>

- To understand the fundamental characteristics of multimedia networks and their connection with specific quality of service goals.
- To know specific multimedia network management tools and techniques and how they are applied to ensure the efficient provision of network services in terms of speed, security, scalability and reliability.
- To develop real usage scenarios.
- To cooperate with her/his colleagues in order to design, evaluate and present a solution in a specific case study.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Criticism and self-criticism

Production of free, creative and inductive thinking

334. SYLLABUS

Basic concepts. Minimum spanning tree problem (Prim-Kruskal). Shortest path problem (Dijkstra, Floyd-Warshall). Queue scheduling in a multimedia network. Flow control-Multiplexing. ECN, RED. Introduction to network performance analysis using queueing theory. Networks with real-time demands in adversarial environments: network stability problem. Quality of Service in heterogeneous multimedia networks. Service algorithms of distributed multimedia network applications. Network security: virtual private networks, cryptography (DES, RSA), trustworthy systems, legal matters. Introduction to pricing network services. Multimedia network applications. Participatory cultural platforms. Crowdsourcing applications in cultural environments. Survey of current research papers.

335. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching. Use of dedicated platform provisioning cultural services in network environment for the development of usage scenarios in specific case studies. Support of learning procedure via the electronic platform e-class.</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Written work</i>	20
	<i>Independent study</i>	41
	<i>Course total (25 hours of workload per credit)</i>	100
STUDENT PERFORMANCE EVALUATION		

<p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><i>Language of evaluation greek - english</i></p> <p><i>Assessment - Grading Process is explained to students at the beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</i></p> <p>Evaluation Criteria:</p> <p><i>I. Written final examination (50%) which consists of: - Open-ended questions-Problem solving</i></p> <p><i>II. Written work and public presentation (50%)</i></p>
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336. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Γ. Ξυλωμένος, Γ. Πολύζος, "Τεχνολογία πολυμέσων και πολυμεσικές επικοινωνίες", Κλειδάριθμος, 2009. ISBN: 978-960-461-262-8.
2. D. Comer, "Δίκτυα και Διαδίκτυα υπολογιστών", Κλειδάριθμος, 2014. ISBN: 978960-461-621-3.
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4. W. Stallings, "Επικοινωνίες Υπολογιστών και Δεδομένων", Τζιόλα.
5. A. Sloane, "Computer Communications: Principles and Business Application", McGraw Hill.
6. R. Steinmetz, K. Nahrstedt, "Multimedia Fundamentals, Vol. 1: Media Coding and Content Processing", Prentice Hall.
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9. Kleinrock, L.: "Queuing Systems", Vol. 1-2, Willey.
10. S. Hull, "Content Delivery Networks", McGraw-Hill.
11. F. Fluckiger, "Understanding Networked Multimedia", Prentice Hall.
12. S. Garfinkel, G. Spafford, "Web Security, Privacy, and Commerce", Sebastopol, CA: O' Reilly.
13. C. Kaufman, R. Perlman, M. Speciner, "Network Security", 2nd Edition, Prentice Hall.
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15. B. Szuprowicz, "Multimedia Networking", McGraw-Hill.
16. Z. Wang, "Internet QoS", Morgan-Kaufmann, 2001.
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23. D. Koukopoulos, G. Styliaras, "Security in Collaborative Multimedia Web-based Art Projects", J. Multimedia, Vol. 5, No. 5, pp. 404-416, 2010

- Related academic journals:

1. IEEE/ACM Transactions on Networking.
<http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=90>
2. ACM Journal on Computing and Cultural Heritage, <http://jocch.acm.org/>
3. Multimedia Tools and Applications.
<http://www.springer.com/computer/information+systems+and+applications/journal/11042>
4. Journal of Parallel and Distributed Computing. <https://www.journals.elsevier.com/journal-of-parallel-and-distributed-computing>
5. Journal of Networks and Computer Applications. <https://www.journals.elsevier.com/journal-of-network-and-computer-applications/>
6. Journal of Ambient Intelligence and Smart Environments.
<https://www.iospress.nl/journal/journal-of-ambient-intelligence-and-smart-environments/>
7. Theory of Computing Systems. <https://link.springer.com/journal/224>

COURSE OUTLINE

337. GENERAL

SCHOOL	Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	Y306	SEMESTER	3 rd
COURSE TITLE	Design and Analysis of Algorithms		
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</i>		WEEKLY TEACHING HOURS	CREDITS

<i>total credits</i>			
Lectures and Laboratory Exercises		5	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>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE109/		

338. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>This course aims at the acquisition from students of methodological skills concerning the design and analysis of algorithms in order to be able to solve problems independently from the used programming languages. Students are introduced in basic techniques for the design and analysis of algorithms, while they get familiar with algorithms that solve classic data management problems.</p>

In particular, with the successful fulfillment of the course the student will be able:

- To understand the fundamental and critical characteristics of algorithms.
- To know specific tools and methodologies for the design and analysis of algorithms and how they are applied to problem solution independently from the used programming language.
- To know classical algorithms for basic data management problems.
- To design and analyse efficient algorithms for problems concerning the field of cultural environments management.
- To cooperate with her/his colleagues at small teams for the design and analysis of algorithms concerning specific problems under laboratory conditions.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making

Working independently

Team work

Project planning and management

Production of free, creative and inductive thinking

Introductory concepts. Representation of algorithms. Data representation: graph, tree, queue, stack. Tree traversing algorithms. Algorithmic problems classification (P vs. NP). Introduction to heuristic algorithms. Complexity analysis of searching algorithms: linear and binary search. Usage of heap structure: HeapSort algorithm, average and worst-case complexity analysis. Basic techniques for design and analysis of algorithms: balancing, divide-and-conquer (analysis and examples-QuickSort, binary searching, mergesort). Greedy techniques (general analysis, examples-Task Scheduling Problem-Knapsack problem-Travelling Salesman problem). Graph traversal: breadth-first search, depth-first search. Graph algorithms. Dynamic programming (Bellman principle, examples). Laboratory: design of algorithms and development of applications in programming environments with emphasis in digital cultural content management.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching. Use of software for the design and simulation of algorithms. Support of learning procedure via the electronic platform e-class.</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Laboratory practice</i>	26
	<i>Reports of laboratory exercises (independent work)</i>	20
	<i>Independent study</i>	40
	Course total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	<i>Language of evaluation greek</i> <i>Assessment - Grading Process is explained to students at the</i>	

<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>	<p>beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</p> <p>Evaluation Criteria:</p> <p>I. Written final examination (80%) which consists of: - Open-ended questions-Problem solving</p> <p>II. Written reports of laboratory exercises (independent work) (20%)</p>
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340. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

31. Levitin Anany, Ανάλυση και Σχεδίαση Αλγορίθμων, ISBN: 978-960-418-143-8, Εκδ. Τζιόλα, 2008, Κωδ. Βιβλίου στον Εύδοξο: 18549038.
32. Jon Kleiberg, Eva Tardos, Σχεδιασμός Αλγορίθμων, ISBN: 978-960-461-207-9, Εκδ. Κλειδάριθμος, 2009, Κωδ. Βιβλίου στον Εύδοξο: 13898.
33. Sanjoy Dasgupta, Christos Papadimitriou, Umesh Vazirani, Αλγόριθμοι, Εκδ. Κλειδάριθμος, 2009.
34. Θ. Παπαθεοδώρου, Αλγόριθμοι: Εισαγωγικά Θέματα και Παραδείγματα, Εκδ. Πανεπιστημίου Πατρών, 2001.
35. G. Rawlins, Αλγόριθμοι: Ανάλυση και Σύγκριση, Εκδ. Κριτική, 2004.
36. Π. Μποζάνης, Αλγόριθμοι, Σχεδιασμός και Ανάλυση, Εκδ. Τζιόλα, 2003.
37. N. Wirth, Αλγόριθμοι και Δομές Δεδομένων, Εκδ. Κλειδάριθμος, 2004.
38. T. Cormen, C. Leiserson, R. Rivest, C. Stein, Introduction to Algorithms, Mc Graw Hill Press, 2009.
39. A. Aho, J. Ullman, J. Hopcroft, Data Structures and Algorithms, Addison-Wesley Press, 1983.
40. R. Sedgewick, Algorithms in C, Parts 1-5 (Bundle): Fundamentals, Data Structures, Sorting, Searching and Graph Algorithms, 3rd Edition, Addison-Wesley Press, 2001.

- Related academic journals:

1. Journal of Algorithms. <https://www.sciencedirect.com/journal/journal-of-algorithms>
2. Theory of Computing Systems. <https://link.springer.com/journal/224>
3. Theoretical Computer Science. <https://www.journals.elsevier.com/theoretical-computer-science/>

Theodoros Koutsobinas, Assistant Professor

COURSE OUTLINE

341. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	Y401	SEMESTER	4th
COURSE TITLE	Probability and Statistics		
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		3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			6
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

342. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The objective of this course is to provide an introduction to the methods of statistical analysis. This is achieved with the analysis of the underlying rationale of various statistical concepts, and the development of familiarity with the methods and techniques of statistics. Furthermore, the course contributes to the acquisition on the part of students of knowledge and skills in analyzing probabilities, statistical estimates and economic forecasts to support decision-making. The course offers the opportunity to students to exploit the advantages of well-known Excel spreadsheet for statistical analysis. In this manner, students are supported to learn the fundamental statistical functions and the utilization of data analysis by utilizing examples and through gradual application of statistical techniques. Finally, statistical issues of interest with regard to economic activities of cultural units such as the analysis of sample surveys, qualitative analysis as well as management decisions with the support of regression results are examined.

Upon successful completion of the course the students will:

- A) be familiar with basic concepts and methods of probability theory
- B) be familiar with basic concepts and methods of statistical analysis
- C) be able to use statistical methods in the cultural sector
- D) be able to develop statistical conclusions

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

<i>Production of new research ideas</i>	.....
<p>Working in an interdisciplinary environment</p> <p>Analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Working independently</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>Project Planning and Management</p> <p>Decision Making</p>	

343. SYLLABUS

<p>Introduction to Theory of probability</p> <p>Sampling and Surveys</p> <p>Descriptive Statistics</p> <p>Inductive Statistics</p> <p>Statistical Analysis Methods - Regression Method</p> <p>Sectoral Applications and Culture</p>

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis</i>	Activity	Semester workload
	Lectures	39
	Educational Visits and Group Essays	20

<p><i>of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>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</i></p>	Tutorials	16
	Study and Analysis of Bibliography	10
	Written Work	15
	Course total	100
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Multiple Choice (60%) II. Short Response Questions (20%) III. Written Work (20%)</p> <p>Information on essay topic and deadline submission is uploaded on e-class.</p>	

344. zATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
 - BUSINESS STATISTICS, Downing and Clark, Klidarithmos Publications
 - Statistics with Applications in Economics, EE Tsionas, Athens University of Economics and Business.
 - STATISTICS WITH SPSS, Zafeiropoulos K., Mylonas N., Tziolas Publications
- (a more comprehensive reading list and other relative material are available on eclass)

- Related academic journals:

(a more comprehensive reading list and relative material are available on eclass)

COURSE OUTLINE

345. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	T507	SEMESTER	5th
COURSE TITLE	Foundations of Economic Theory with an Emphasis in Culture Management		
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		3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			5
COURSE TYPE general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO	YES		

ERASMUS STUDENTS	
COURSE WEBSITE (URL)	

346. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The objective of this course is to present in a comprehensible manner the basic principles of economics. In order to understand the nature of financial effects and current economic developments contemporary examples of the economic reality of the free market are utilized. By analyzing fundamental principles of economic behavior of individuals, the course examines issues of Microeconomics and Macroeconomics. This course analyzes subjects such as demand, supply, commodity prices, consumer choice, risk and information, economic welfare, sector economics and competition policy. Particular emphasis is given to macroeconomic issues such as inflation and unemployment, effective demand and supply with the support of simple economic models. Meanwhile, issues such as different forms of market goods, the real and monetary economy and the impact of financial markets are analyzed. Particular reference is given to economic issues which help shape an enhanced view of the new trends and developments with regard to economic aspects of cultural management and offer the opportunity for a deeper understanding of specialized economic analysis of cultural goods and the way they differ from standard commodities.

Upon successful completion of the course the students will:

1. Master basic notions and methods of economic theory
2. Understand key issues of economic activities
3. Know the relations of economic factors
4. Understand key management issues of cultural goods and services through the economic

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these

<i>appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Working in an interdisciplinary environment

Adapting to new situations

Criticism and self-criticism

Production of free, creative and inductive thinking

Project Planning and Management

Decision Making

347. SYLLABUS

Introduction to Microeconomics

Behavior and Externalities – Culture Management

Introduction to Macroeconomics

Money and Banking

Modern Economic Issues

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	-Use of ICT in teaching and communication with students

Use of ICT in teaching, laboratory education, communication with students	-e-class platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Educational Visits and Group Essays	10
	Tutorials	11
	Study and Analysis of Bibliography	20
	Written Work	20
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria</i>	I. Multiple Choice (60%) II. Short Answer Questions (20%) III. Individual Writing (20%) Information on essay topic and deadline submission is uploaded on e-class.	

are given, and if and where they are accessible to students.	
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348. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- Economics, Wessels, Walter, 3rd Edition: Klidarithmos</p> <p>- Principles of economics. Volume 1. Mankiw Gregory N. Dardanos Publications</p> <p>- Principles of Economic Theory - With reference to European economies. Macroeconomics - Macroeconomics Mankiw N. Gregory, Taylor P. Publisher: Politeia</p> <p>- Introduction to Economics, Begg, Fischer and Dornbusch: Kritiki</p> <p>(a more comprehensive reading list and other relative material are available on eclass)</p> <p>- <i>Related academic journals:</i></p> <p>(a more comprehensive reading list and relative material are available on eclass)</p>
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COURSE OUTLINE

349. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	T507	SEMESTER	6th
COURSE TITLE	Foundations of Business Organization and Management		
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		3	

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		4
COURSE TYPE general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)		

350. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 objective is to examine systematically the combination of behavioural, organizational and often cultural influences, systems and skills to successfully meet the challenges of a complex, uncertain and competitive business environment. Secondly, to analyze with an interdisciplinary approach issues of business decision-making and of organizational planning and behavior and to support the development of conceptual and theoretical skills. Specifically, this course contributes to the acquisition on the part of students of knowledge and skills for the management of organizations -in public and private sector. Priority issues which are analyzed relate to responsibilities of organizational and operational management, the management of human resources and productivity, the measurement of quality of services and information management with the use of case-studies and examples from the modern business environment. A special emphasis is attributed to the</p>

behavioural analysis of the business environment and the formulation of business strategy of organizations. of this course is to present in a comprehensible manner the basic principles of economics.

Upon successful completion of the course the students will:

- A) Be familiar with basic concepts and methods of business organization and management
- B) Understand basic practical issues of businesses and organizations
- C) Have understood the methods used in decision-making, planning, entrepreneurship, human resources management, leadership and innovation
- D) Understand the key issues of managing cultural goods and services produced by businesses and cultural organizations

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working in an interdisciplinary environment

Adapting to new situations

Criticism and self-criticism

Production of free, creative and inductive thinking

Project Planning and Management

Decision Making

351. SYLLABUS

Introduction to Organization and Business Administration

Behavior and Decision Making

Business Planning

Human resources management

Innovation and Entrepreneurship

Leadership

Organization, Management and Greek Enterprises

Organization, Management and Cultural Organizations

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study</i>	Activity	Semester workload
	Lectures	39
	Educational Visits and Group Essays	10
	Tutorials	11
	Study and Analysis of Bibliography	20
	Written Work	20

according to the principles of the ECTS		
	Course total	100
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Multiple Choice (60%) II. Short Answer Questions (20%) III. Written Work (20%)</p> <p>Information on essay topic and deadline submission is uploaded on e-class.</p>	

352. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- BUSINESS ADMINISTRATION, ROBBINS, DECENZO, COULTER. Kritiki Publications

- INTRODUCTION TO BUSINESS ADMINISTRATION NEW PUBLICATION, BOURANTAS DIMITRIS, Publisher: BENOS

(a more comprehensive reading list and other relative material are available on eclass)

- *Related academic journals:*

(a more comprehensive reading list and relative material are available on eclass)

COURSE OUTLINE

353. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	Y602	SEMESTER	6th
COURSE TITLE	Foundations of Marketing		
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		3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			4
COURSE TYPE general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

354. LEARNING OUTCOMES

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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the
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Qualifications Framework of the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The objective of this course is to help students understand the basic challenge of marketing today: to create vibrant, interactive communities of consumers who make products and brands a part of their daily life. The course presents fundamental concepts and principles of marketing within an innovative analytical framework which is based on the preferences of the client and the price of goods. This approach helps students to develop skills related to marketing activities. In particular, the course examines the important role of technology in today's market, market segmentation, targeting, positioning, value of brand name and high-profile visibility, analysis of customer value, marketing using databases, e-commerce, value networks and supply chain management. Particular emphasis is attributed to activities such as integrated marketing communication and to new forms of communication, such as marketing experience, entertainment marketing, public relations as a marketing channel and endorsement of goods from reliable and high-visibility sources.

Upon successful completion of the course the students will:

- A) Be familiar with Basic Marketing concepts and methods
- B) understand basic practical issues in the application of Marketing by modern enterprises
- C) understand the methods used in the creation of marketing value and in promotion through Marketing, Advertising and Public Relations
- D) understand the key issues of promoting through the Marketing of cultural goods and services produced by businesses and cultural organizations

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working in an interdisciplinary environment

Adapting to new situations

Criticism and self-criticism

Production of free, creative and inductive thinking

Project Planning and Management

Decision Making

355. SYLLABUS

Introduction to Marketing Principles

Creating Value and Surplus Value

Promotion of Flagship and Brand

Design in Marketing

Strategic and Regular Marketing

Channels of Marketing

Public Relations

Marketing and Cultural Organizations

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures	39
	Educational Visits and Group Essays	10
	Tutorials	11
	Study and Analysis of	20

<p><i>visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>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</i></p>	Bibliography	
	Written Work	20
	Course total	100
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Multiple Choice (60%) II. Short Response Questions (20%) III. Written Work (20%)</p> <p>Information on essay topic and deadline submission is uploaded on e-class.</p>	

356. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- MARKETING MANAGEMENT 12th / 2006. Authors: PHILIP KOTLER, KEVIN LANE KELLER

- MARKETING, PANTOUBAKIS M. ANGELOS, SIOMKOS GEORGIOS, CHRISTOU EVANGELOS, Publisher: LIVANIS

(a more comprehensive reading list and other relative material are available on eclass)

- *Related academic journals:*

(a more comprehensive reading list and relative material are available on eclass)

Elli Lemonidou, Assistant Professor**COURSE OUTLINE****357. GENERAL**

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C 301	SEMESTER	3rd
COURSE TITLE	Greek Cultural History (19th – 20th century)		
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 Laboratory exercises		3	4
<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>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=589&lang=en		

358. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

- Acquisition of knowledge about the main periods of modern Greek history, from the late 19th century until today.
- Ability to interpret basic historical concepts, as well as to understand the main historical phenomena and events, with an emphasis on their cultural dimension.
- Historical learning linked to New Technologies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Ability to search, analyze and synthesize data and information, using all the necessary tools and new technologies. The first two lectures of the course take place at the Library of the University and in the Laboratories of the Department, where access to the internet is available so that students can be trained in the search and use of bibliography in libraries as well as through the use of online tools.
- Working independently.

- Team work.
- Respect for diversity and multiculturalism through the knowledge of the past.
- Exercise of critical thinking.
- Production of free, creative and inductive thinking.

359. SYLLABUS

The course covers major events of Greek history in the 20th century, focusing mainly on their social, cultural and intellectual dimensions. More precisely, the course approaches the National Schism during the First World War, the “Asia Minor Catastrophe” and the end of the *Megali Idea*, the social dimension and implications of the interwar period events and the Metaxas’ dictatorship, as well as the impact of political conflicts related to the Nazi Occupation and the Greek Civil War. Finally, the course focuses on the social and cultural dimension of the transformations that have marked the political life of Greece from the fall of the military junta of 1967-1974 until today, taking also into consideration the influence of international developments.

360. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and in the laboratory	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Use of ICT in teaching and in laboratory education. One of the course's objectives is to link historical learning to New Technologies. - Support of the learning process through the e-class platform. - Use of ICT in our communication with the students. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study</i>	Activity	Semester workload
	Lectures	30
	Laboratory practice	10
	Educational visit	10
	Interactive teaching	15
	Independent study	35
	Course total	100

according to the principles of the ECTS	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Evaluation through a written exam with open-ended questions at the end of the semester.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>

361. ATTACHED BIBLIOGRAPHY

<p>1. Andreou Andreas, Kakouriotis Spyros, Kokkinos Giorgos, Lemonidou Elli et al. (eds.), <i>Public History in Greece. Uses and Abuses of History</i> - in Greek, Epikentro, Thessaloniki, 2015.</p> <p>2. Kostis Kostas, <i>History's Spoiled Children. The Formation of the Modern Greek State, 18th-21st century</i> - in Greek, Patakis, Athens, 2015.</p> <p>3. Veremis Thanos, Koliopoulos Yiannis, <i>Greece. A Modern Sequel. From 1821 to the Present</i> - in Greek, Kastaniotis, Athens, 2006.</p> <p>4. Mazower Mark, <i>In Hitler's Greece. The Experience of Occupation</i> - in Greek, Alexandria, Athens, 2009</p>

COURSE OUTLINE

362. GENERAL

SCHOOL	BUSINESS ADMINISTRATION
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND

	NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR 601	SEMESTER	6 th
COURSE TITLE	European History (19 th – 20 th century)		
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		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=592&lang=en		

363. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>
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- *Guidelines for writing Learning Outcomes*

- Acquisition of knowledge about the main periods of modern and contemporary European history (19th-20th century).
- Ability to interpret basic historical concepts as well as to understand the main historical phenomena and events, with an emphasis on their cultural dimension.
- Historical learning linked to New Technologies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Respect for diversity and multiculturalism through the knowledge of the past.
- Exercise of critical thinking.
- Production of free, creative and inductive thinking.
- Ability to search, analyze and synthesize data and information, using all the necessary tools and new technologies.

364. SYLLABUS

The course aims to explore the main aspects of social, cultural and intellectual history of modern and contemporary Europe. In this framework, it uses the analysis of a series of examples relating to the profound transformations that have been brought into European societies by the ideological movements and the revolutions of the 19th century, the establishment of the national states, the impact of the two world conflicts, as well as the political and ideological consequences of the Cold War. The presentation of historical sources and the use of a selected bibliography will assist students in understanding the nature and the historical meaning of important events that shaped the course of Europe and whose endings are still seen and felt in our modern society.

More specifically, the following sections are examined:

I. Theoretical Issues / Field Definitions

II. Study Cases

1. Nationalist ideology, national movements and the creation of national states. The formation of racism.
2. The First World War and its echo. Revival, economic collapse, and the emergence of Fascism / National-socialism.
3. Inter-war period and the rise of totalitarianism.
4. The Second World War. Holocaust. Decolonization.
5. Stalinism and the collapse of Communist utopia.
6. Economy and Europe.

III. Conclusive Sections

1. Cultural history - Political history.
2. Cultural history - National history and national identities.
3. Cultural, social and intellectual history – Economy, economic changes and crises.

365. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>- Use of ICT in teaching. One of the course's objectives is to link historical learning to New Technologies.</p> <p>- Support of the learning process through the e-class platform.</p> <p>- Use of ICT in our communication with the students.</p>	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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, etc.</i></p> <p><i>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</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	40
	Laboratory practice	15
	Interactive teaching	20
	Educational visit	10
	Independent study	40
	Course total	125

STUDENT PERFORMANCE EVALUATION	
<p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Evaluation with a written exam with open-ended questions at the end of the semester.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>

366. ATTACHED BIBLIOGRAPHY

<p>1. Kokkinos Giorgos, Lemonidou Elli, Kimourtzis Panagiotis, Dalis Sotiris, <i>Historical Traumas and European Idea. From the Horror of Wars and Totalitarianism to the Vision of Unification</i> - in Greek, Papazisis, Athens, 2016.</p> <p>2. Lindemann Albert S., <i>History of Modern Europe. From 1815 to the Present</i> - in Greek, Kritiki, Athens, 2014.</p> <p>3. Mazower Mark, <i>Dark Continent. Europe's Twentieth Century</i> - in Greek, Alexandria, Athens, 2009.</p>
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COURSE OUTLINE

367. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR 703	SEMESTER	7 th

COURSE TITLE	Controversial and conflictual issues of History		
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		3	4
<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>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=595&lang=en		

368. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>- Acquisition of knowledge about basic historical concepts and major controversial or "sensitive"</p>

events of modern and contemporary history.

- Attenuation of political and social stereotypes concerning these events and transition to a critical and disciplined view of the historical past.
- Distinction between Public History and academic knowledge.
- Historical learning linked to New Technologies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

- Respect for diversity and multiculturalism through the knowledge of the past.
- Distinction between Public History and academic knowledge.
- Teamwork.
- Exercise of critical thinking.
- Production of free, creative and inductive thinking.
- Ability to search, analyze and synthesize data and information, using all the necessary tools and new technologies.

369. SYLLABUS

This course approaches issues related to the management of traumatic and controversial events of Greek and World History of the 20th century, focusing, among else, on topics such as the “Asia Minor Catastrophe” (1922), the Greek Civil War (1946-49), the trauma of Nazism and the Holocaust in Germany, the trauma of the Civil War in contemporary Spain, the handling of controversial past issues in Poland exc. The course sets as its aim to create a multi-level, interdisciplinary methodological and notional framework, which could be applied in the fields of both Public History and academic historiography. Such a tool would enable, among else, the understanding and the interpretation of both the so-called “symbolic wars” (which are increasingly present at the international level) and the official memory norm worldwide.

More specifically, the following controversial historical issues are studied:

1. The Laws of Memory in France
2. Germany and Austria against the trauma of Nazism and the Holocaust
3. Poland, Communism, the Holocaust and post-war stance towards the Jews
4. Modern Spain and the trauma of the Civil War
5. The Asia Minor Catastrophe and the Pontic Genocide
6. The Greek Civil War
7. The symbolic wars in the USA
8. The symbolic conflict between Japan and China concerning the Nanking Massacre

370. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Use of ICT in teaching. One of the course's objectives is to link historical learning to New Technologies. - Support of the learning process through the e-class platform. - Use of ICT in our communication with the students. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	30
	Team work	20
	Interactive teaching	15
	Independent study	35
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation</i>	With a written exam at the end of the semester, which includes open-ended questions (80%)	

<p><i>procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Team work (20%)</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>
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371. ATTACHED BIBLIOGRAPHY

1. Kokkinos Giorgos, Lemonidou Elli, Agtzidis Vlas, *Memory and Trauma. Indicative Aspects of Symbolic Wars for History and Memory Worldwide* – in Greek, Taxideftis, Athens, 2010.
2. Fleischer Hagen, *The Wars of Memory. World War II in Public History* - in Greek, Nefeli, Athens, 2008.
3. Kokkinos Giorgos, *The Holocaust. The Management of Traumatic Memory - Persecutors and Victims*, Gutenberg, Athens, 2015.

COURSE OUTLINE

372. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR 805	SEMESTER	8th
COURSE TITLE	History and New Technologies		
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</i>		WEEKLY TEACHING HOURS	CREDITS

<i>total credits</i>			
Lectures, Laboratory exercises		5	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	Special background		
<i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=598&lang=en		

373. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>- Historical learning linked to New Technologies.</p> <p>- Ability to interpret basic historical concepts, as well as to understand the main historical phenomena with the help of new technologies and, conversely, to understand the impact of new technologies on the study and writing of History.</p>
General Competences

<p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
<ul style="list-style-type: none"> - Team work. - Laboratory exercises. - Exercise of critical thinking. - Capacity of decision-making. - Production of free, creative and inductive thinking. - Ability to search, analyze and synthesize data and information, making use, among else, of new technologies. 	

374. SYLLABUS

<p>New means of technology (especially the internet) are influencing in various ways the writing and the study of History. This leads into radical changes in the methods and channels of diffusion of historical knowledge. The aim of the course is to specify and enhance the basic intellectual and technical skills required for the collection, the interpretation and the evaluation of historical information which is given through the new technologies and which can be used in both fields of scholarly studying and teaching History.</p>
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375. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face and in laboratory.</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory</i></p>	<p>- Use of ICT teaching and laboratory education. The main</p>

<i>education, communication with students</i>	objective of the course is to link the discipline of history and historical learning to New Technologies. - Support of the learning process through the e-class platform. - Use of ICT in communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	35
	Laboratory practice	25
	Team work	25
	Independent study	40
	Course total	125
	STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	 With a written exam at the end of the semester, which includes open-ended questions (80%) Team work et participation to the laboratory exercises and work (20%) The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.

376. ATTACHED BIBLIOGRAPHY

1. Bilalis Mitsos, *Online Pasts. Image, Technology and Historical Culture in Modern Greece (1994-2005)* – in Greek, Historein, ECB / NHRF, Athens, 2015.
2. Kouneli Evangelia, *www.istoria.gr about the generation of internet.edu. Modern Technology in Historical Research and Education* – in Greek, Taxideftis, Athens, 2008.
3. Lemonidou Elli, *History on the Big Screen. History, Cinema and National Identities* – in Greek, Taxideftis, Athens, 2017.
4. Kimourtzis Panagiotis G., *CineScience. Cinema through the Lens of Science* – in Greek, Gutenberg, Athens, 2013.

Christos Merantzas, Assistant Professor

COURSE OUTLINE

377. GENERAL

SCHOOL	School of Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management & New Technologies		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	C303	SEMESTER	3rd
COURSE TITLE	History of Civilizations		
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 practical exercises			4
<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>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE164/		

378. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The curriculum of this course examines the genesis of the notions of culture and civilization in the European area after the 16th century, as well their differentiation in use. At the same time we examine the notion of culture having regard to the human sciences (sociology, anthropology, economy, psychology) and mainly to history. We also analyse the "vocabulary" of cultural particularities of ancient Civilizations and we make a special mention of their semantic differentials as well in space as in time. In order to make clear the process of creation of cultural identities through history, in relation with a duration of long or short time required for their arrangement in space, we turn to advantage a wide historical-archaeological material of past Civilizations of the Mediterranean world, of Mesopotamia, Asia and Central America, focusing on the rich spectrum of their structures, practices and alternations during centuries. Thus we bring out, by the use of many exemplary cases, their distinguishable particularities without devaluate the facts of local interest or the episodes of micro-history.

We analyse also, in the form of key studies, some common in all Civilizations cultural and a-chronic patterns, as for example death or body, insisting on the value of cultural-and symbolic-capital. We finally examine the speed of diffusion or dispersion of ancient, modern and post-modern cultural practices, the perennial character of habits and especially the possibility of democratic production and consumption of historic-cultural benefits in the actual anthropogenetic environment.

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

1. Understood the social origin of the concept of culture in France but also in Germany, the cultural element in the dimension of "diversification" of people and the diversity of cultures, as well as the importance of controlling emotional behavior, strengthened self-coercion and "social pressure for self-control" (Soziale Zwang nach Selbstzwang by Norbert Elias) for western culture.
2. Use the knowledge for the creative processing of the themes analyzed during the lectures and concerning: a. Johann Gottlieb Fichte's historical voluntarism and the rationality of history in Hegel, b. the distinction of holistic and individual societies, c. the phylogenetic trees of evolutionary history, d. the concept of religion in the history of culture, e. art and in the aesthetic values in the history of culture, f. culture as symbolic capital, and finally, g. the distinction between tradition and modernity.

General Competences	
<p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

<p>Working independently</p> <p>Team work</p> <p>Working in an interdisciplinary environment</p> <p>Respect for difference and multiculturalism</p> <p>Production of free, creative and inductive thinking</p>	

379. SYLLABUS

<ol style="list-style-type: none"> 1. The social origin of the concept of culture in France. 2. The social origin of the concept of culture in Germany. 3. Historical voluntarism by Johann Gottlieb Fichte. 4. The rationality of history in Hegel. Is there progress beyond Enlightenment? 5. The end of history or the history of the end, and the reflection on the teleological argument (Francis Fukuyama and Samuel Ph. Huntington). 6. Holistic societies - Individualist societies and the "denial of the world" by Louis Dumont. 7. Theories of human origin, Darwin's evolutionary theory, neo-Darwinism, the model of
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mitochondrial Eve, the function of natural choice in the development of language, technologies and typologies of prehistoric stone tools.

8. The concept of religion in the history of culture.

9. Art and aesthetic values in the history of culture.

10. The contribution of cultural capital to the form of culture; culture as a symbolic form; the symbolic formation of tangible practices.

11. Tradition vs Modernity.

380. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material Support the learning process through the e-class e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	41
	Bibliographic search for exemplary cases	10
	Study of the audiovisual material links	10
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation</i>	Written examination (100%) consisted of:	

<p><i>procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> - Critical analysis of a text - Comparative data evaluation - Exploiting exemplary cases
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381. ATTACHED BIBLIOGRAPHY

- Suggested bibliography (in Greek):

1. Fernand Braudel, *Γραμματική των πολιτισμών*, μτφρ. Α. Αλεξάκης, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, Αθήνα 2001.
2. Peter Burke, *Τι είναι πολιτισμική ιστορία*; μτφρ. και επιμέλεια Σ. Σηφακάκης, Μεταίχμιο, Αθήνα 2009.
3. Norbert Elias, *Η εξέλιξη του πολιτισμού: Ήθη και κοινωνική συμπεριφορά στη νεώτερη Ευρώπη: Αλλαγές της συμπεριφοράς στα κοσμικά ανώτερα στρώματα της Δύσης*, τ. 1, μτφρ. Ε. Βαϊκούση, Νεφέλη, Αθήνα 1997.
4. Elias, Norbert, *Η εξέλιξη του πολιτισμού: Κοινωνιογενετικές και ψυχογενετικές έρευνες: Αλλαγές της κοινωνίας: Σχεδιάγραμμα για μια θεωρία του πολιτισμού*, τ. 2, μτφρ. Ε. Βαϊκούση, Νεφέλη, Αθήνα 1997.
5. Hans - Georg Gadamer, *Το πρόβλημα της ιστορικής συνείδησης*, μτφρ. Α. Ζέρβας, επιμ. Α. Ζέρβας, Ίνδικτος, Αθήνα 1998.
6. Clifford Geertz, *Διαθέσιμο φως. Ανθρωπολογικοί στοχασμοί για φιλοσοφικά θέματα*, Αλεξάνδρεια, Αθήνα 2009.
7. Claude Lévi-Strauss, *Φυλή και πολιτισμός*, Α. Δ. Στεφανής, Πατάκης, Αθήνα 2003 (2η έκδοση).
8. Δ. Γκέφου-Μαδιανού, *Η ανθρωπολογία στη σκιά του ελληνικού πολιτισμού: Η ανάπτυξη μιας επιστήμης στον ακαδημαϊκό χώρο*, στο Δ. Γκέφου-Μαδιανού (επιμ.), *Όψεις ανθρωπολογικής έρευνας. Πολιτισμός, ιστορία, αναπαραστάσεις*, Πατάκης, Αθήνα 2011 (2η έκδοση), σ. 61-105.
9. Ε. Γεωργιτσογιάννη, *Εισαγωγή στην Ιστορία του Πολιτισμού*, Διάδραση, Αθήνα 2011.
10. Χ. Δ. Μεράντζας, *Ο αντεστραμμένος Διόνυσος. Σχεδιάγραμμα μιας σωματοθεωρίας αλγαισθητικού αυτοκαταναγκασμού*, Σμίλη, Αθήνα 2011.

382. GENERAL

SCHOOL	School of Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management & New Technologies		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	MCR603	SEMESTER	6th
COURSE TITLE	Cultural Theory		
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 practical exercises			5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE165/		

383. LEARNING OUTCOMES

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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the

Qualifications Framework of the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to contribute to the understanding of the impact of culture upon social life, to the substantial control and understanding of reality, to the approach also of issues related to the cultural construction of self and identity, and to the role of culture in maintaining and reproducing systems of inequality or enabling forms of solidarity, of social conflict and power structures, of the role of ideology and faith in the constitution of cultural processes.

Indicatively are analyzed the following: 1. The social theories of Karl Marx, Emile Durkheim, Max Weber and George Simmel, 2. The sociological theory of Talcott Parsons, 3. The thinkers of the Frankfurt School with emphasis on the work of Walter Benjamin and Louis Althusser's theory of social relations, 4. The micro theory of symbolic interactionism of Erving Goffman, 5. The symbolic value of cultural practices, as discussed in the work of Marcel Mauss, 6. The formation of the symbolic meaning of the threshold as discussed by Mary Douglas, 7. The structuralist movement with special emphasis on the work of Claude Lévi-Strauss, and Marshall Sahlins, 8. The Michel Foucault's post-structuralism with emphasis on forms of normalization of the body through a variety of control practices, 9. The function of practices as reproduction of social relations and the significance of the "habitus" in Pierre's Bourdieu social theory, 10. The correlation of individual and social actions as set up in Anthony Giddens' work, 11. The practices of self-restraint and of bodily functions as treated by the sociologist Norbert Elias, 12. The analysis on class and ideology of the Birmingham Centre for Contemporary Cultural Studies, 13. Finally, the formation of culture as a complex network of relations in connection with Clifford Geertz's "thick description".

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

.....

Working in an interdisciplinary environment

Others...

Production of new research ideas

.....

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

Production of free, creative and inductive thinking

384. SYLLABUS

1. Enlightenment and the notion of progress in Immanuel Kant and its refusal by Johann Gottfried Herder.
2. The dynamics of individualism and the narcissistic ego; the neo-tocquevillian philosophical view of Gilles Lipovetsky.
3. The Other as a Cultural Necessity. Identity and Diversity (René Descartes, Jean - Paul Sartre, Johann Gottlieb Fichte, Edmund Husserl, Emmanuel Lévinas). The diversity of cultures on the basis of undifferentiated / differentiated identity elaborated by Claude Lévi-Strauss.
4. Authority and Power; Power and Disciplinary Mechanisms; The organization of the resistance by Michel Foucault.
5. The language as a system of signs (Ferdinand de Saussure).
6. The structuralism of Claude Lévi-Strauss: the elemental structures of the phenomena of culture; the reintegration of culture into nature; the symbolism of "wild" thinking, its taxonomic logic; totemism and binary oppositions.
7. The functioning of markets and the democracy of the nation-state. The collapse of a socially just society within the world economy.
8. The working condition of existence of human being, and b. labor as an object or medium of human dimension.
9. Protestantism and capitalism.
10. The critique of the Frankfurt School in mass culture.
11. Capitalist modernity and globalization: Confidence and risk environments.

385. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of audiovisual material</p> <p>Support the learning process through the e-class e-class platform</p>	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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, etc.</i></p> <p><i>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</i></p>	<p>Activity</p> <p>Lectures</p> <p>Individual analysis of exemplary cases</p> <p>Bibliographic search for exemplary cases</p> <p>Study of the audiovisual material links</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>Course total</p>	<p>Semester workload</p> <p>39</p> <p>41</p> <p>30</p> <p>15</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are</i></p>	<p>Written examination (100%) consisted of:</p> <ul style="list-style-type: none"> - Critical analysis of a text - Comparative data evaluation - Exploiting exemplary cases 	

accessible to students.	
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386. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography (in Greek):*

- Paul Smith, *Πολιτισμική Θεωρία. Μια εισαγωγή*, εισαγωγή-επιμέλεια Ν. Μπουμπάρης, μτφρ. Α. Κατσίκερους, Κριτική, Αθήνα 2006.

- Βασίλης Φιοραβάντες, *Θεωρία πολιτισμού. Μετακριτική, πολιτισμός και άνθρωπος*, Ψηφίδα, Αθήνα 2004.

- Βασίλης Φιοραβάντες, *Θεωρία πολιτισμού. Τέχνη, κουλτούρα, αισθητική. Ο άνθρωπος αντιμέτωπος με την παγκοσμιοποίηση*, Ψηφίδα, Αθήνα 2004.

COURSE OUTLINE

387. GENERAL

SCHOOL	School of Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management & New Technologies		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	MCR511	SEMESTER	5th
COURSE TITLE	Introduction to Byzantine Civilization		
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 practical exercises			5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	Specialised general knowledge		
<i>general background, special background, specialised general knowledge, skills</i>			

<i>development</i>	
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE166/

388. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course follows the establishment, expansion, and decline of the Byzantine Empire through a series of thematic sections. Byzantium, with Constantinople as its capital, dominated in the eastern part of the Mediterranean for eleven centuries (324-1453). This was a theocratic and strictly hierarchical empire, with strong logistics, central government and strong currency. The Byzantine culture was born Roman and at the peak of its glory became intensely Greek. But the Byzantine civilization owes a big part of its splendour to the diversity of contacts, peaceful or hostile, with the Sassanian Iran, Islam, the kingdoms of Armenia and Georgia, the Slavic states, the western Europe.

In an effort to highlight the special character of the Byzantine civilization are considered: 1. The establishment of Constantinople and its urban organization, 2. The theological disputes and the Ecumenical Synods, 3. The development and importance of monasticism, 4. The established faith of the Byzantine empire, 5. The economic organization of the Byzantine empire, 6. The imperial court, 7. The two Iconoclastic periods, 8. The relationship of the imperial ideology to the ecclesiastical authority, 9. The contacts of the Byzantine culture with foreign cultures, 10. The Great Schism of the Church, 11. The eminent personalities of Byzantium through the sources (Patriarch Photios and Theodore Metochites) and the educational system in Byzantine Empire, 12. The Crusades, the Latin occupation of Constantinople and the regional empires of Trebizond, Nice, Arta and Mistras, 13. The unifying and anti-unifying policies of Byzantium, 14. The Fall of 1453, 15. The representation of the

body and the motions in Byzantine art, 16. Additionally, significant aspects of the evolution of material culture (mural paintings, icons, manuscripts, mosaics, works of silversmith and ceramics) are treated.

In the tutorial hour we examine issues of the early Christian and Byzantine architecture. In particular, the evolution of Byzantine architecture (secular and religious) from the time of Constantine until the Fall (324-1453). We consider the architecture of the early Christian period (4th-7th c.), of the so-called "dark ages" (7th-8th c.), of the Middle Byzantine period (9th-12th c.) and of the Late Byzantine period (13th to 15th century). Byzantine architecture is approached through various perspectives: 1. The economic and social conditions, 2. The typology of monuments and the evolution of architectural types, 3. The urban organisation, 4. The relationship between functional and architectural practices, 5. The construction activity in the capital of the empire and in the provinces, 6. The role of donors and craftsmen, 7. The building materials, the architectural decoration and the aesthetic experiences, 8. The contribution of written sources to architecture.

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

- a. Perceive the ecumenical dimension of Byzantine culture and the conditions of its constitution, as well as the factors that contributed to its coherence; b. Understand why this civilization lasted and survived even after 1453, a year in which its political substance could be destroyed but its religious status survived through the recognition of the Ecumenical Patriarchate within the new civilization that succeeded the Byzantine, namely the Ottoman.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

389. SYLLABUS

1. The foundation of Constantinople; Constantine the Great through the eyes of Eusebius of Caesarea.
2. The destruction of idolatrous temples according to the Christian sources.
3. From the crisis of Arianism to the Council of Chalcedon.
4. Emperor Justinian and Hagia Sophia.
5. The canons 82 (depiction of Christ in the form of incarnated man) and 100 (art and ethics) of Quinisext Council.
6. Sixth and Seven Ecumenical Councils.
7. Iconoclasm; phases of iconoclasm, the empresses Irene and Theodora and their role in the restoration of sacred icons.
8. The advance of the Muslims.
9. Byzantium and others. Forms of Otherness.
10. The imperial court.
11. From Basil II to Alexios I Komnenos. The Byzantine Balkans and the 11th century monetary crisis.
12. The historiographer Anna Komnene and *Alexiad*, an account of her father's reign.
13. Political Orthodoxy.
14. a. The Crusades and the Fall of Constantinople during the Fourth Crusade, b. Crusader dominions in the Byzantine empire.
15. The last centuries of the Empire and the Fall of Constantinople.
16. Byzantine architecture.

390. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
<i>Face-to-face, Distance learning, etc.</i>	

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material	
	Support the learning process through the e-class e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	41
	Bibliographic search for exemplary cases	30
	Study of the audiovisual material links	15
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are</i>	<p>Written examination (100%) consisted of:</p> <ul style="list-style-type: none">- Critical analysis of a text- Comparative data evaluation- Exploiting exemplary cases <p>or</p> <p>Written essay (100%) on a thematic content based on the modules of the course</p>	

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- Suggested bibliography (in Greek):

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392. GENERAL

SCHOOL	School of Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management & New Technologies		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	MCR803	SEMESTER	8th
COURSE TITLE	Elements of Post-Byzantine and Ottoman Culture		
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			4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE167/		

393. LEARNING OUTCOMES

Learning outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level,</i>

which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course examines the post-Byzantine material culture integrated, on the one hand, into the environment of the Ottoman Empire and, on the other hand, into that of the Venetian domination-as far as Crete and the Ionian Islands-with reference to artistic production (secular and religious painting, Silversmiths, pottery) and permeability of religious and secular art with Western and Ottoman influences, for the period from the 15th to the early 19th century.

The post-Byzantine material culture is presented in the context of a wider cultural space, depending on issues which shaped the modern Greek identity and the role of religion in the formation of the cultural identity in relation to: a. the social structure and the economic reality of the urban population in the Balkans with an emphasis on commercial activity, b. the ideology of the Balkan societies within their different hegemonic authoritarian attitudes, c. the management of the load of the Ottoman heritage in shaping historical identities, d. the process of Europeanization (industrialization) that undermine the foundations of Ottoman reality, e. the economic dynamics of mountain systems, and finally, f. the formation of mechanisms of nation states based on ethnic characteristics.

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

1. Understand the organization of the Ottoman Empire and the reasons that have strengthened its consolidation and survival under a strict centralization and a rigorous corporate control.
2. To be aware of the mechanism by which the collapse of the Byzantine Empire has brought the regions to new custodians of the newly established Ottoman Empire and especially the great orthodox monastic centers which, by the theological training and spirituality of their bodies, reinforced the efforts to preserve the Byzantine identity, as well as the Byzantine painting tradition.
3. Understand the artistic evolution of the post-Byzantine art (secular and religious) for a long period (15th-19th century) in the context of a wider and longest artistic tradition from which these practices draw on their standards.
4. Acquire a clear picture of the process by which the new morphological elements of post-Byzantine art modify and enrich the traditional aesthetic categories of Byzantine painting and alter the "Byzantine canon", under the weight of mainly the Western and, secondly, Ottoman influences .

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

394. SYLLABUS

- Consolidation and geographical expansion of the Ottoman Empire.
- Organization of cities in the Balkan provinces of the Ottoman Empire (15th-19th).
- The commercial activity and economic organization of the Ottoman Empire.
- The importance of the Adriatic sea between the West and the Ottoman Empire.
- Cretan icons from the 15th and 16th c.
- The bloom of religious wall painting in the second half of the 15th and the 16th c. in Meteora, Ioannina, Mount Athos.
- The exogenous influences of post-Byzantine art and the assimilation of Ottoman ornamental aesthetic values.
- Ottoman ceramics Iznik, imperial artistic workshops and styles.

<ul style="list-style-type: none"> - Ottoman silk fabrics. - The art of silversmithing in Ottoman Empire. Techniques, laboratories, production centers. - Decorative painting in the Ottoman Empire and the influences of western art (baroque, rococo, neoclassicism). - 19th century icons from Ioannina Islands in churches and monasteries in mainland Greece: The contribution of trade. - Artistic production on 17th - 18th century in Epirus. Painters from Linotopi and Kapesovo.

395. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material Support the learning process through the e-class e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	41
	Bibliographic search for exemplary cases	10
	Study of the audiovisual material links	10
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Written examination (100%) consisted of:	

<p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>- Critical analysis of a text</p> <p>- Comparative data evaluation</p> <p>- Exploiting exemplary cases</p> <p>or</p> <p>Oral examination (100%)</p>
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396. ATTACHED BIBLIOGRAPHY

- Suggested bibliography (in Greek):

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Theodora Monioudi-Gavala, Associate Professor

COURSE OUTLINE

397. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C403	SEMESTER	4th
COURSE TITLE	HISTORY OF ARCHITECTURE		
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		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialised general knowledge, skills development	Specialised general knowledge in History of Architecture		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE117/		

398. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course offers a picture of how architecture evolved from the classical era to the 20th century, with references to the historical and social environment. It tries to identify the ideas that determined the solutions to problems of organising constructed space.

The classical foundations of architecture are examined (Greek and Roman architecture), Romanesque and Gothic architecture, Renaissance architecture, Baroque, 19th-century architecture (classicism, historicism, eclecticism). From the 20th century, the Vienna School, Bauhaus and Esprit Nouveau are introduced. Reference is also made to selected examples of settlements, monuments and buildings.

Students who regularly participate in course activities and successfully complete the course:

- Have knowledge and understanding for specialised general knowledge in History of Architecture.
- Have developed knowledge acquisition skills necessary to further continue their studies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....
Familiarity with critical thinking Working independently Team work Production of free, creative and inductive thinking	

399. SYLLABUS

1.Object and notional definition 2. Greek architecture (1). 3. Greek architecture (2). 4.Roman architecture. 5. Romanesque architecture. 6. Gothic architecture. 7. Renaissance. 8. Baroque. 9. 19 th century (1). 10. 19 th century (2). 11. 20 th century (1900-1940) (1). 12. 20 th century (1900-1940)(2). 13. 20 th century (postwar period).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in classroom, e-class.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students, e-class.

TEACHING METHODS	Activity	Semester workload
<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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, etc.</i></p> <p><i>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</i></p>	Lectures	30
	Study and analysis of bibliography	30
	Independent Study	30
	Educational visits	10
	Course total	100
STUDENT PERFORMANCE EVALUATION	Written examination, essay writing.	
<p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		

400. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

-Προτεινόμενη Βιβλιογραφία :

-Συναφή επιστημονικά περιοδικά:

1. Λέφας Παύλος, *Αρχιτεκτονική. Μια ιστορική θεώρηση*, Πλέθρον, Αθήνα 2013, ISBN 9789604382182.

Κωδικός στον Εύδοξο 33133506.

2. Λάββας Γεώργιος, *Επίτομη Ιστορία της αρχιτεκτονικής*, University Studio Press, Θεσσαλονίκη 2002, ISBN 9601211241.

Κωδικός στον Εύδοξο 17263.

Βιβλιογραφία

1. Γιακουμακάτος Ανδρέας, *Στοιχεία για τη νεότερη ελληνική αρχιτεκτονική*, MIET, Αθήνα.
2. Κορρές Μανόλης, *Αρχαία Αρχιτεκτονική στην Ελλάδα*, Εκδοτικός Οίκος Μέλισσα.
3. Λέφας Παύλος, Βιτρουβίου, *Περί αρχιτεκτονικής*, Εκδόσεις Πλέθρον, Αθήνα 1998.
4. Μπούρας Χαράλαμπος, *Μαθήματα Ιστορίας της Αρχιτεκτονικής*, Εκδόσεις Συμμετρία, τ. Α, Αθήνα 1999.
5. Μπούρας Χαράλαμπος, *Μαθήματα Ιστορίας της Αρχιτεκτονικής*, Εκδοτικός Οίκος Μέλισσα, τ. Β, Αθήνα 1999, τ. Β.
6. Τουρνικιώτης Παναγιώτης, *Ιστοριογραφία της μοντέρνας αρχιτεκτονικής*, Εκδόσεις Αλεξάνδρεια, Αθήνα 2002.
7. Φιλίππιδης Δημήτρης, *Ανθολογία Κειμένων Ελληνικής Αρχιτεκτονικής 1925-2002*, Εκδοτικός Οίκος Μέλισσα, Αθήνα 2006.
8. *Αρχιτεκτονική Θεωρία (Le Corbusier, Rossi Aldo, ..)*, Εκδόσεις Γνώση, 2005.
9. Watkin D., *Ιστορία της δυτικής αρχιτεκτονικής*, επ. Π. Τουρνικιώτης, MIET, Αθήνα 2005.
10. Wycherley R.E., *How the Greeks Built Cities* (1949), London/New York 1962.

COURSE OUTLINE

401. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR505	SEMESTER	5th

COURSE TITLE	HISTORY OF THE CITY AND OF URBAN 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 Laboratory exercises		5	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>	Specialised general knowledge in History of Architecture		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (In English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE118/		

402. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

- *Guidelines for writing Learning Outcomes*

The course focuses on the history of urban planning in contemporary Greece, from the founding of the modern Hellenic state to the present day. Urban space is examined within its broader historical environment: Urban planning and architecture are seen as part of the more general issues raised by historical conditions. At the same time, reference is made to the methods of representing urban space using specific examples from maps and drawings of cities. The goals of the course are: to promote knowledge of urban development history and to familiarize students with depicting the dynamics of space, and with evaluating and selecting a theme and the ways to present it.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Familiarity with critical thinking

Working independently

Team work

Production of free, creative and inductive thinking

403. SYLLABUS

Object and notional definition

The object and purpose of the class are presented. Reference is made to the concepts and main points of urban planning policy in the new Greek state.

The early urban planning legislation of the new Greek state

The basic institutional framework of urban planning during the Ottoman period, with a very rough description of the main statutes

City plans for Athens as capital.

The first plans for Athens as capital, those of Kleanthis-Schaubert and Klenze

The multiple communities of the new Greek state, 19th cent.

The thematic unit refers to the communities that were created, using specific procedures, to house various categories of the population on the national land

Plan for every Greek city. The state's main design interventions (1833-1890)

Reference is made to the multiple 19th-century plans for cities and towns that the state considered to be an instrument for modernizing of the country

The urban plan for Agrinio (mid-19th cent.)

Reference is made to the cadastral map of Agrinio in the mid-19th century, in which is recorded a high percentage of national lands. The plan of Agrinio during the Ottoman period is also presented together with its effects on the evolution of the city.

Procedures for applying the plans. Construction permits and alignment permits (19th cent.)

The processes required to apply the plans are presented, and specifically for those required to create land for communal and public welfare use in the cities. Reference is made to 19th-century building permits and the differences between the Old Greece and the Ionian Islands.

The role of the Municipality in the Greek city. The role of the inhabitant of the Greek city (19th cent.)

The role of the municipalities in shaping the modern city is presented. Reference is made to the inhabitants' participation in the town planning processes, particularly after the early decades.

LABORATORY Paper

1. Identifying websites on the Internet that refer to the modern town planning history of Athens, focusing on the websites of the Municipality of Athens and scholarly agencies. What is the content and to whom is it addressed?
2. Search on Youtube for facts related to the architectural heritage of Athens.
3. Comparison of how facts about Athens are handled with those of the corresponding European capital of your choice.

Presentation of the results of the project will be done in the laboratory.

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404. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In classroom and in laboratory	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, Open lesson.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	30
	Study and analysis of bibliography	30
	Laboratory practice	30
	Educational visits	10
	Independent Study	25
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i>	Written examination, essay writing.	

<i>interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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405. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:
1. Μονιούδη-Γαβαλά Δώρα, <i>Σχεδιασμός και έγχειος ιδιοκτησία στην Αθήνα 1833-1922</i> , εκδόσεις Παρασκήνιο, Αθήνα 2017, ISBN 978-618-5003-39-5. Κωδικός στον Εύδοξο <u>68377807</u> .
2. Καρύδης Δημήτρης, <i>Τα επτά βιβλία της πολεοδομίας</i> , Παπασωτηρίου, Αθήνα 2006, ISBN 9607530780. Κωδικός στον Εύδοξο <u>9725</u> .
Δωρεάν ηλεκτρονικό σύγγραμμα:
-Μονιούδη-Γαβαλά Δώρα, <i>Πολεοδομία στο ελληνικό κράτος 1833-1890</i> , έκδοση ΤΔΠΠΝΤ, Αγρίνιο 2012 ISBN 9789609340090 (Δωρεάν ηλεκτρονικό σύγγραμμα). <u>Κωδικός στον Εύδοξο 30154160</u> .

COURSE OUTLINE

406. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRUATE		
COURSE CODE	510	SEMESTER	5 th
COURSE TITLE	MODERN GREEK ARCHITECTURE 19 th -20 th centuries		
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</i>		WEEKLY TEACHING HOURS	CREDITS

<i>total credits</i>			
Lectures		3	4
<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>	Specialised general knowledge in History of Architecture		
PREREQUISITE COURSES:	History of Architecture History of the city and of urban development		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE119/		

407. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The object of this course is to provide competent knowledge of Greek architecture from the establishment of the modern Hellenic state to the present.

The classicist style is examined as it took shape after the War of Independence and the advent of the monarchy. Buildings erected in 19th-century Athens are presented, as are those of other cities in free Greece. The architecture of the period is likewise seen in the regions that were not immediately integrated into the modern Hellenic state.

The changes that took place in the early 20th century are studied. Reference is made to urban planning in Greek cities during the 20th century. Thessaloniki is examined as a special case. The changes that followed the Asia Minor Disaster are pointed out, as is the introduction of modern architecture and the subsequent shift to traditional architecture.

The trends that followed World War II are also presented, with reference to the work of distinctive architects of the period (Dimitris Pikionis, Aris Konstantinidis). Developments are studied that are characteristic of contemporary Greek architecture and the work of living architects (Nicos Valsamakis and Alexandros Tombazis).

Students who regularly participate in course activities and successfully complete the course:

-Have knowledge and understanding for specialised general knowledge in History of Architecture.

-Have developed knowledge acquisition skills necessary to further continue their studies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Familiarity with critical thinking

Working independently

Team work

Production of free, creative and inductive thinking

Structure of the course

1. Introductory concepts. Discussion of time period
2. 19th century: The classicist morphology in Greece
3. Architects of classicism (Kleanthis, Kaftantzoglou, Ziller)
4. The 19th century in non-liberated regions: Epirus, Central Greece, Northern Greece.
5. The 19th century in non-liberated regions: Islands of the Northern Aegean, Crete. Regions with Western influences: the Ionian Islands
6. Early 20th century; Thessaloniki and Ernest Hébrard
7. Town planning in Greece. Athens and the urban centres.
8. Period 1900-1940. Modernism in Greece.
9. Period 1940-1980. Dimitris Pikionis, Aris Konstantinidis
10. Contemporary Greek architecture. Nicos Valsamakis.
11. Contemporary Greek architecture. Alexandros Tombazis
12. Architecture and criticism.
13. Architecture and criticism (2)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in the classroom.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Communication with students, e-class	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i>	Activity	Semester workload
	Lectures	30
	Study and analysis of bibliography	30
	Independent study	30
	Educational visits	10

<i>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</i>		
	Course total	100
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Writing examination, essay writing.</p>	

409. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

1. Φιλιππίδης Δημήτρης, *Νεοελληνική αρχιτεκτονική*, Εκδοτικός Οίκος Μέλισσα, Αθήνα 1984.
2. Φιλιππίδης Δημήτρης, *Ανθολογία Κειμένων Ελληνικής Αρχιτεκτονικής 1925-2002*, Εκδοτικός Οίκος Μέλισσα, Αθήνα 2006.

Ενδεικτική βιβλιογραφία

1. Αθηναϊκός κλασικισμός, έκδ. Δήμος Αθηναίων-Πνευματικό Κέντρο, Αθήνα 1996.
2. Γιακουμακάτος Ανδρέας, *Στοιχεία για τη νεότερη ελληνική αρχιτεκτονική*, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.
3. Εμπράρ Ερνέστ, (συλλογικός τόμος, Γερόλυμπου Αλεξάνδρα, Γιακουμής Χάρης, Pedelahore

Loddis Christian), εκδόσεις Ποταμός, 2001.

4. *Η Αθήνα στον 20ό αιώνα*, Υπουργείο Πολιτισμού-Σύλλογος Αρχιτεκτόνων, 1985.

5. Μαρμαράς Εμμανουήλ, Φεσσά-Εμμανουήλ Ελένη, *12 Έλληνες αρχιτέκτονες του μεσοπολέμου*, Πανεπιστημιακές Εκδόσεις Κρήτης, 2005.

6. Μπίρης Κώστας, *Αι Αθήναι. Από του 19^{ου} εις τον 20όν αιώνα*, Β έκδοση, Εκδοτικός Οίκος Μέλισσα.

7. Μπίρης Μάνος, *Αθηναϊκή Αρχιτεκτονική 1875-1925*, Εκδοτικός Οίκος Μέλισσα, Αθήνα 1987.

8. Μπίρης Μάνος, Καρδαμίτση-Αδάμη Μάρω, *Νεοκλασική αρχιτεκτονική στην Ελλάδα*, Εκδοτικός Οίκος Μέλισσα, Αθήνα 2001.

9. Papageorgiou-Venetas Alexander, *Athens: The ancient Heritage and the Historic Cityscape in a Modern Metropolis*, Η εν Αθήναις Αρχαιολογική Εταιρεία, 1994.

COURSE OUTLINE

410. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR804	SEMESTER	8th
COURSE TITLE	MANAGEMENT OF HISTORIC SITES		
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 (theoretical part and laboratory part)		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	Specialised general knowledge		

<i>general background, special background, specialised general knowledge, skills development</i>	
PREREQUISITE COURSES:	History of Architecture History of the city and of urban development
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE136/

411. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 concept of restoring and re-using our architectural heritage is examined, with emphasis on historic sites. The study focuses on the town planning and architectural aspects of issues related to protection and revival, while also analyzing other parameters in the process of conserving and remodelling historic sites, such as social and economic factors. Examples are cited of comprehensive urban interventions in Greece and Europe.</p> <p>Students who regularly participate in course activities and successfully complete the course:</p> <p>-Have knowledge and understanding for specialised general knowledge in the management of historic sites.</p> <p>-Have developed knowledge acquisition skills necessary to further continue their studies.</p>	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary</i> <i>Project planning and management</i></p>	

<i>technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

<p>Familiarity with critical thinking</p> <p>Working independently</p> <p>Team work</p> <p>Production of free, creative and inductive thinking</p>
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412. SYLLABUS

1. Theoretical and ideological backing of the concern of the management of historic sites.
2. The management of historic sites, the international principles of restoration.
3. Historic buildings and traditional complexes as active elements within the town.
4. Methods for the restoration and rehabilitation of historical urban centres.
5. Methods for the restoration and rehabilitation of historical urban centres (the historic centre of Athens).
6. Methods for the restoration and rehabilitation of historical urban centres (historic centres of European cities).
7. Written work.

413. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face to face, distance learning (e-class)
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching, laboratory education, communication with students</p>	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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, etc.</i></p> <p><i>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</i></p>	<p>Activity</p> <p>Lectures</p> <p>Study and analysis of bibliography</p> <p>Essay writing</p> <p>Educational visits</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>Course total</p>	<p>Semester workload</p> <p>30</p> <p>30</p> <p>50</p> <p>15</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written paper.</p>	

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414. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

1. Λάββας Γεώργιος, *Ζητήματα πολιτιστικής διαχείρισης*, Μέλισσα, Αθήνα 2010, ISBN 9789602042977.

Κωδικός στον Εύδοξο 40964.

2. Ζήβας Διονύσης, *Τα μνημεία και η πόλη*, Libro, Αθήνα 1997, ISBN 9604900129.

Κωδικός στον Εύδοξο 56184.

Δωρεάν ηλεκτρονικό σύγγραμμα:

- Μονιούδη-Γαβαλά Δώρα, *Η ελληνική πόλη από τον Ιππόδαμο στον Κλεάνθη*, Αθήνα 2015, Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών, ISBN 978-960-603-042-0.

ID στον Εύδοξο 320233.

Βιβλιογραφία

1. Αξιοποίηση και ανάδειξη της πολιτιστικής κληρονομιάς, Πρακτικά Συνεδρίου, ΥΠΠΟ-Ταμείο Αρχαιολογικών Πόρων, Αθήνα 2006, ISBN 9602145145

2. Δημακόπουλος Ιορδάνης, *Scripta Minora*. Έρευνες στην αρχιτεκτονική και έργα για τη συντήρηση των μνημείων, ΥΠΠΟ-Ταμείο Αρχαιολογικών Πόρων, 2005, ISBN 9602144297

3. Κίζης Γιάννης (επιμ.), *Αποκατάσταση μνημείων στην Αττική (σετ)*, 2005, ISBN 9608667860

4. Ελληνική Παραδοσιακή Αρχιτεκτονική (Ανατολικό Αιγαίο-Σποράδες, Επτάνησα), τόμος 1, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040386

5. Ελληνική Παραδοσιακή Αρχιτεκτονική (Κυκλάδες), τόμος 2, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040394

6. Ελληνική Παραδοσιακή Αρχιτεκτονική (Δωδεκάνησα-Κρήτη), τόμος 3, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040408

7. Ελληνική Παραδοσιακή Αρχιτεκτονική (Πελοπόννησος Α), τόμος 4, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040416

8. Ελληνική Παραδοσιακή Αρχιτεκτονική (Πελοπόννησος Β-Στερεά Ελλάδα), τόμος 5, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040424

9. Ελληνική Παραδοσιακή Αρχιτεκτονική (Θεσσαλία-Ηπειρος), τόμος 6, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040580

10. Ελληνική Παραδοσιακή Αρχιτεκτονική (Μακεδονία Α), τόμος 7, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040009
11. Ελληνική Παραδοσιακή Αρχιτεκτονική (Μακεδονία Β-Θράκη), τόμος 8, Εκδοτικός Οίκος Μέλισσα, ISBN 9602040068
12. Μαλούχου-Tufano Φανή, Η αναστήλωση των αρχαίων μνημείων στην Ελλάδα (1834-1939). Το έργο της εν Αθήναις Αρχαιολογικής Εταιρείας και της Αρχαιολογικής Υπηρεσίας, Η εν Αθήναις Αρχαιολογική Εταιρεία, 1998, ISBN 9607036786
13. Το Αιγαίο. Επίκεντρο Ελληνικού Πολιτισμού (συλλογικός τόμος), εκδοτικός Οίκος Μέλισσα, ISBN 9602040106
14. Φιλιππίδης Δημήτρης, Αρχιτεκτονικές μεταμορφώσεις 1. Μητροπολιτικά Κέντρα, εκδοτικός οίκος Μέλισσα, ISBN 9602042672
15. Φιλιππίδης Δημήτρης, Αρχιτεκτονικές μεταμορφώσεις 2. Ελληνική Περιφέρεια, εκδοτικός οίκος Μέλισσα, ISBN 9602042737

ΗΛΕΚΤΡΟΝΙΚΑ ΒΙΒΛΙΑ

- Μαλλούχου-Tufano Φανή, Προστασία και Διαχείριση Μνημείων. Ηλεκτρονικό βιβλίο, Ελληνικά Ακαδημαϊκά Συγγράμματα, Αθήνα 2016. Διαθέσιμο στο <http://hdl.handle.net/11419/6466>
- Μονιούδη-Γαβαλά Δώρα, Η ελληνική πόλη από τον Ιππόδαμο στον Κλεάνθη. Ηλεκτρονικό βιβλίο, Ελληνικά Ακαδημαϊκά Συγγράμματα, Αθήνα 2015. Διαθέσιμο στο <http://hdl.handle.net/11419/2927>

Panagiota Pantzou, Assistant Professor

COURSE OUTLINE

415. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR/ESS	SEMESTER	6th-8th
COURSE TITLE	PROMOTION AND DISSEMINATION OF CULTURAL HERITAGE		
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		3	
SEMINAR-EXERCISES		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		5	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	INTRODUCTION TO CULTURAL HERITAGE MANAGEMENT		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

416. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of this module is to explore the interaction and dynamic relationship between cultural heritage and tourism, to study the social and educational aspects of presenting and promoting cultural heritage and ultimately help students develop analytical and practical skills in heritage dissemination. Special emphasis will be placed on the following topics: 1. Tourism and the dissemination of cultural heritage, 2. Raising awareness and engage the public in the promotion and protection of cultural resources.

The course is taught via lectures, practical exercises and study visits. Students will also have the opportunity to design and launch their own heritage project

Upon successful completion of the course the students will:

1. Develop a comprehensive understanding of the notions and methods concerning the promotion and dissemination of cultural heritage
2. Acquire a systematic understanding of the role of planning in the field of heritage management
3. Be acquainted with principles and practice of project management
4. Be acquainted with participatory planning
5. Develop an understanding of the problems and prospects arising from engaging local communities and the public in heritage management
6. collaborate in the designing and implementation of a cultural activity

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

<p>Working in an interdisciplinary environment</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>Team Work</p> <p>Adapting to new situations</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Project Planning and Management</p>

417. SYLLABUS

<p>-Promotion and Dissemination of Cultural Heritage</p> <p>-Heritage Planning</p> <p>-Strategic Planning and its role in the protection and promotion of cultural heritage</p> <p>-Cultural Networks and Clusters</p> <p>-Cultural Tourism and Cultural Heritage</p> <p>-Public Archaeology</p> <p>-Participatory Planning</p> <p>-Designing and Carrying out dissemination activities and cultural events</p> <p>-Designing of educational activities for adults and kids</p>

TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-Face</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory</i></p>	<p>-Use of ICT in teaching and communication with students</p>

education, communication with students	-eclass platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Seminar	25
	Practical	15
	Essay Writing	21
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Essay Writing (compulsory) (80%) Information on essay topic and deadline submission is uploaded on eclass. II. Essay Presentation (20%)	

- *Suggested bibliography:*

-ΜΑΡΚΕΤΙΝΓΚ, Σ. Δημητριάδης, Α. Τζωρτζάκη

-ΤΟΥΡΙΣΜΟΣ ΒΑΣΙΚΕΣ ΕΝΝΟΙΕΣ, ΗΓΟΥΜΕΝΑΚΗΣ Γ. ΝΙΚΟΣ, ΚΡΑΒΑΡΙΘΗΣ Ν. ΚΩΣΤΑΣ

(a more comprehensive reading list and relative material is available on eclass)

- *Related academic journals:*

(a more comprehensive reading list and relative material is available on eclass)

COURSE OUTLINE

419. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	Y402	SEMESTER	4th
COURSE TITLE	INTRODUCTION TO CULTURAL HERITAGE MANAGEMENT		
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		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			4
COURSE TYPE	GENERAL BACKGROUND		
<i>general background, special background, specialised general knowledge, skills</i>			

development	
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

420. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of this module is to introduce students to cultural heritage management by providing a historical overview of the field from a global, European and national perspective and familiarise them with the key players (UNESCO, ICOMOS, Greek Ministry of Culture etc). Then the intention is by exploring the international and national legal framework for the protection of cultural heritage, discussing the key issues surrounding the safeguarding and promotion of cultural resources and finally examining the role of new technologies in facilitating heritage managers' work, to advance students' knowledge in cultural heritage management.

Upon successful completion of the course the students will acquire:
 acquire basic knowledge of heritage management's historical development and function.
 to be acquainted with national and international laws for the protection of cultural heritage.
 develop a comprehensive understanding of the principles and practice of heritage management as well as be acquainted with tools and ideas borrowed from the fields of Business Management and Marketing.
 be acquainted with principles and practice of heritage conservation.
 Be acquainted with current issues in the field and the role of new technologies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Team work
Working independently
Respect for difference and multiculturalism
Production of free, creative and inductive thinking
Search for, analysis and synthesis of data and information with the use of necessary technology.
Working in an interdisciplinary environment

421. SYLLABUS

<ul style="list-style-type: none"> -field of heritage management. History and Development -The Past and its protection -Categories of Cultural Heritage -National and International Organisations involved in heritage management -Greek and international law for the safeguarding of cultural heritage -Introduction to tools and ideas borrowed from the field of Business and Marketing - Restoration and Conservation of archaeological sites -Issues of protection and promotion of cultural heritage

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face
USE OF INFORMATION AND	Use of ICT in teaching and communication with students

COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	<table> <tr> <th data-bbox="699 367 1029 434">Activity</th><th data-bbox="1029 367 1361 434">Semester workload</th></tr> <tr> <td data-bbox="699 434 1029 501">Lectures</td><td data-bbox="1029 434 1361 501">50</td></tr> <tr> <td data-bbox="699 501 1029 568">Fieldwork</td><td data-bbox="1029 501 1361 568">10</td></tr> <tr> <td data-bbox="699 568 1029 669">Educational Visits/group projects</td><td data-bbox="1029 568 1361 669">15</td></tr> <tr> <td data-bbox="699 669 1029 736">Essay Writing</td><td data-bbox="1029 669 1361 736">22</td></tr> <tr> <td data-bbox="699 736 1029 804">Exams</td><td data-bbox="1029 736 1361 804">3</td></tr> <tr> <td data-bbox="699 804 1029 871"></td><td data-bbox="1029 804 1361 871"></td></tr> <tr> <td data-bbox="699 871 1029 938"></td><td data-bbox="1029 871 1361 938"></td></tr> <tr> <td data-bbox="699 938 1029 1005"></td><td data-bbox="1029 938 1361 1005"></td></tr> <tr> <td data-bbox="699 1005 1029 1072"></td><td data-bbox="1029 1005 1361 1072"></td></tr> <tr> <td data-bbox="699 1072 1029 1126">Course total</td><td data-bbox="1029 1072 1361 1126">100</td></tr> </table>	Activity	Semester workload	Lectures	50	Fieldwork	10	Educational Visits/group projects	15	Essay Writing	22	Exams	3									Course total	100
Activity	Semester workload																						
Lectures	50																						
Fieldwork	10																						
Educational Visits/group projects	15																						
Essay Writing	22																						
Exams	3																						
Course total	100																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written Exams (100%): - Open ended questions, - Problem solving - Short-answer questions II. Essay Writing (optional) (+20%) Information on essay topic and deadline submission is uploaded on eclass.																						

- *Suggested bibliography:*

Κράτος και μουσεία, Βουδούρη Δάφνη

ΖΗΤΗΜΑΤΑ ΠΟΛΙΤΙΣΤΙΚΗΣ ΔΙΑΧΕΙΡΙΣΗΣ, ΓΙΩΡΓΟΣ Π. ΛΑΒΒΑΣ (a more comprehensive reading list and relative material is available on eclass)

- *Related academic journals:*

COURSE OUTLINE

423. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MCR705	SEMESTER	7th
COURSE TITLE	CULTURAL HERITAGE MANAGEMENT		
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		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			4
COURSE TYPE general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	INTRODUCTION TO CULTURAL HERITAGE MANAGEMENT		

LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

424. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This module is for students who have selected the Direction "Management of Cultural Resources". Through the study and examination of international and national case studies, it aims to equip them with an understanding of the importance of management plans and with the necessary skills to draft and implement them. In addition, this module aims to provide students with a critical understanding of the key issues and new developments affecting the heritage sector and with the ability to identify key trends and problem areas and find solutions.

on successful completion of the course the students will:

1. acquire a systematic understanding, as well as a critical awareness of the issues concerning heritage management and the role of new technologies in the field
2. develop a comprehensive understanding of existing theories
3. acquire a systematic understanding of new trends
4. get acquainted with the process of drafting management plans and collection management policies and engage in critical discussions about the problems and prospects that arise from such practices.
5. collaborate with fellow classmates to set up a draft of a management plan or collection management policy for a selected example

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Project planning and management

<i>technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>
<p>Working in an interdisciplinary environment</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>Team work</p> <p>Respect for difference and multiculturalism</p>	

425. SYLLABUS

- Cultural Heritage and Sustainable Development
- World Heritage Sites and the role of the convention Concerning the Protection of World Cultural and Natural Heritage of 1972 in the field of heritage management
- Documentation and Digitization of movable and immovable monuments
- Management Plan, Collection Management Policy
- ICT and heritage management
- Risks Management and Cultural Heritage
- Heritage Management and Society
- Traumatic Heritage: Issues of Management and Protection
- Politics of the Past
- Looting and the protection of cultural heritage
- Evaluation

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study</i>	Activity	Semester workload
	Lectures	39
	Field Visits	15
	Group projects	15
	Essay Writing	21
	Exams	10

according to the principles of the ECTS		
	Course total	100
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written Exams (100%):</p> <ul style="list-style-type: none"> - Open ended questions - Problem solving - Short-answer questions <p>II. Essay Writing (compulsory) (+20%)</p> <p>Information on essay topic and deadline submission is uploaded on eclass.</p>	

426. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- Πολιτιστικές βιομηχανίες, Βερνίκος Νικόλας, Δασκαλοπούλου Σοφία, Μπαντιμαρούδης Φιλήμων, Μπουμπάρης Νίκος, Παπαγεωργίου Δημήτρης (Επιμ.)</p> <p>- ΜΟΥΣΕΙΑ 05, ΛΙΑ ΓΥΙΟΚΑ - ΜΑΤΟΥΛΑ ΣΚΑΛΤΣΑ (ΕΠΙΜ.)</p> <p>(a more comprehensive reading list and relative material is available on eclass)</p> <p>- <i>Related academic journals:</i></p> <p>(a more comprehensive reading list and relative material is available on eclass)</p>
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COURSE OUTLINE

427. GENERAL

SCHOOL	BUSINESS ADMINISTRATION
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	C701	SEMESTER	7th
COURSE TITLE	CULTURAL COMMUNICATION		
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		3	
SEMINAR-EXERCISES		2	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		5	6
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	INTRODUCTION TO CULTURAL HERITAGE MANAGEMENT		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

428. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This module will introduce students to the principles and practice of cultural communication. In this course, students will get acquainted with the main issues that concern the promotion of cultural resources and develop analytical and practical skills in cultural communication. Special emphasis is laid on surveys and on their role in designing activities, and in the assessment of cultural products and services, as well as on the impact of new media technologies on cultural communication.

on successful completion of the course the students will:

1. get acquainted with principles and practice of cultural communication
2. acquire a systematic understanding of the importance and role of surveys in the heritage sector
3. get acquainted and evaluate the methods and concepts museum experts have borrowed from the field of marketing, and engaged in critical discussions about the problems and prospects that arise from such practices
4. be able to design and carry out a survey
5. acquire a systematic understanding and a critical awareness of the issues concerning cultural communication as well as the role of new technologies

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working in an interdisciplinary environment

Criticism and self-criticism

Production of free, creative and inductive thinking

Working independently

Search for, analysis and synthesis of data and information, with the use of the necessary technology

429. SYLLABUS

-Introduction to Cultural Communication

-Communication Models

-The Public

-Surveys (Quantitative and Qualitative Methodology)

-Branding

-Mission and Vision

-Cultural Marketing

-Drafting a Marketing Plan

-Marketing Mix

-ICT and Communication

-Resources (Sponsorships, Friends etc)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures	39
	Seminar	26
	Preparation for the Exams	15
	Essay Writing	21

<i>visits, project, essay writing, artistic creativity, etc.</i> <i>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</i>	Exams	3
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written Exams (100%): - Open ended questions - Problem solving - Short-answer questions II. Essay Writing (compulsory) (+20%) Information on essay topic and deadline submission is uploaded on eclass.	

430. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- Πολιτιστική επικοινωνία, Μπαντιμαρούδης Φιλήμων</p> <p>- Η τεχνολογία στην υπηρεσία της πολιτισμικής κληρονομιάς, Α. Μπούνια, Ν. Νικονάνου, Μ. Οικονόμου (Περισσότερες πληροφορίες έχουν αναρτηθεί στο eclass) (a more comprehensive reading list and relative material is available on eclass)</p> <p>- <i>Related academic journals:</i></p> <p>(a more comprehensive reading list and relative material is available on eclass)</p>
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Evangelia (Evi) Papaioannou, Assistant Professor

COURSE OUTLINE

1. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	Y110	SEMESTER	1st
COURSE TITLE	DISCRETE MATHEMATICS		
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		3	4
<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 course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	goo.gl/gA997K		

2. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course is an introduction to discrete mathematics, a branch of mathematics which aims at counting discrete objects like, for instance, pixels on a screen, characters in a password, directions on how to drive from one place to another.

Despite a strong correlation with Computer Science, Discrete Mathematics are used in practice for solving problems from various disciplines (engineering, physical sciences, social sciences, economics, operations research) and are essential for decision making in non continuous situations.

Emphasis is placed on basic concepts of combinatorics (like combinations, permutations, distribution of objects, subsets, etc.) as well as on the principle of inclusion and exclusion so that students acquire the necessary background and skills for using Discrete Mathematics efficiently in practice for addressing a variety of issues relevant to the Management of Cultural Heritage, with or without the support of New Technologies.

Students who regularly participate in course activities and successfully complete the course:

- have knowledge and understanding of fundamental issues in the field of Discrete Mathematics and, in particular, regarding issues like logic and proofs, set theory, basic and advanced counting methods, as well as issues related to practical arithmetic
- are able to use knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and appropriately skilled to develop and support arguments and solve problems within their field
- have the ability to collect and interpret relevant data (typically within their field) to form judgments that include reflection on relevant social, scientific or ethical issues
- are able to communicate information, ideas, problems and solutions to specialized and non-specialized audience
- have developed knowledge acquisition skills necessary to further continue their studies with a high degree of autonomy
- have become familiar with computational thinking and are able to exploit its advantages in scientific, professional and practical issues

In particular, students who regularly participate in course activities and successfully complete the course:

1. have knowledge of fundamental principles and techniques in logic, proofs, set theory, basic and advanced counting methods
2. understand problems relevant to logic, set theory, basic and advanced counting methods
3. are able to apply principles and techniques for computing solutions to corresponding problems
4. analyze problems / questions in order to gain understanding of their structure and components
5. suggest solutions to these problems by applying existing or new techniques and methods
6. evaluate findings (solutions or hardness results) through comparative application of alternative approaches
7. are familiar with computational thinking

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Familiarity with computational thinking
 Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Decision-making
 Working independently
 Team work
 Working in an international environment
 Working in an interdisciplinary environment
 Production of new research ideas
 Project planning and management
 Criticism and self-criticism
 Production of free, creative and inductive thinking

3. SYLLABUS

The course is an introduction to discrete mathematics, a branch of mathematics which aims at counting discrete objects like, for instance, pixels on a screen, characters in a password, directions on how to drive from one place to another.

Despite a strong correlation with Computer Science, Discrete Mathematics are used in practice for solving problems from various disciplines (engineering, physical sciences, social sciences, economics, operations research) and are essential for decision making in non continuous situations.

Emphasis is placed on basic concepts of combinatorics (like combinations, permutations, distribution of objects, subsets, etc.) as well as on the principle of inclusion and exclusion so that students acquire the necessary background and skills for using Discrete Mathematics efficiently in practice for addressing a variety of issues relevant to the Management of Cultural Heritage, with or without the support of New Technologies.

Lectures are scheduled as follows:

- Introduction: Course outline, objectives and role in the curriculum
- Logic and Proof, Sets, Functions
- Counting: Introduction – The Pigeonhole Principle
- Counting: Permutations and Combinations
- Counting: Binomial coefficients
- Counting: Generalized Permutations and Combinations
- Advanced Counting Methods: Inclusion-Exclusion
- Elements of Practical Arithmetic

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/colaboration with students (mailing lists, social networks (Feacebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester Workload
	Lectures	39
	Intense cooperation among professor and students also using ICT	8

<i>visits, project, essay writing, artistic creativity, etc.</i> <i>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</i>	Independent study	53
	Course total (25 hours per credit)	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester) The final score is obtained as a function of: (A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score. - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). (B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.	

5. ATTACHED BIBLIOGRAPHY

<i>- Suggested bibliography:</i> DISCRETE MATHEMATICS AND ITS APPLICATIONS, K. Rosen ELEMENTS OF DISCRETE MATHEMATICS, C. L. Liu <i>- Related academic journals:</i> Discrete Mathematics, Elsevier Discrete Applied Mathematics, Elsevier Combinatorica, Springer
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COURSE OUTLINE

6. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	Y204	SEMESTER	2 nd
COURSE TITLE	INTRODUCTION TO ALGORITHMS		
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 (theoretical part - presentation, study of algorithms for practical problems)		3	5

Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)	2	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background course	
PREREQUISITE COURSES:	DISCRETE MATHEMATICS (1 st SEMESTER)	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	goo.gl/geY1Ga	

7. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

An algorithm can be considered as an exact "recipe" that determines the sequence of steps required to solve a problem.

The aim of this course is to let students have an introductory experience with fundamental algorithms and basic - yet powerful - problem solving methods and techniques.

In the background of all, rather routine, activities of modern culture - such as web browsing, data storage and transmission, management of database systems, cryptography and secure internet transactions, data compression, artificial intelligence - simple, fascinating "ideas", i.e., "algorithms", exist!

The objectives of this course include (1) the description and analysis of fundamental ideas (i.e., algorithms) that modern computers use many times every day while we hardly realize it, and (2) an introduction to the formal analysis of algorithms (correctness and performance issues).

Students who regularly participate in course activities and successfully complete the course:

- have knowledge and understanding for (1) fundamental algorithmic issues related to web search, data storage and transmission, management of database systems, cryptography and secure Internet transactions, data compression, artificial intelligence as well as (2) analysis of algorithms in terms of correctness and performance; students are therefore able to keep track of current developments at the cutting edge of their field of knowledge
- are able to use knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and appropriately skilled to develop and

support algorithmic approaches for various problems within their field

- have the ability to collect and interpret relevant data (typically within their field) to form judgments that include reflection on relevant social, scientific or ethical issues
- are able to communicate information, ideas, problems and solutions to specialized and non-specialized audience
- have developed knowledge acquisition skills necessary to further continue their studies with a high degree of autonomy
- have become familiar with computational thinking and are able to exploit its advantages in scientific, professional and practical issues

In particular, students who regularly participate in course activities and successfully complete the course:

8. have knowledge of fundamental principles and techniques in logic, proofs, set theory, basic and advanced counting methods
9. understand algorithmic problems
10. are able to apply algorithmic techniques for computing solutions to corresponding problems
11. analyze problems / questions in order to gain understanding of their structure and components
12. suggest solutions to these problems by applying existing or new algorithms and methods
13. evaluate findings (solutions or hardness results) through analysis in terms of correctness and performance
14. are familiar with computational thinking

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Familiarity with computational thinking

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

8. SYLLABUS

An algorithm can be considered as an exact "recipe" that determines the sequence of steps required to solve a problem.

The aim of this course is to let students have an introductory experience with fundamental algorithms and basic - yet powerful - problem solving methods and techniques.

In particular:

- Have you, perhaps, searched in billions of documents in the web, choosing a couple of them that are most relevant to your needs?
- Have you stored or transmitted extremely large amounts of information, without making a single error, in presence of electromagnetic interference that affects all electronic devices?
- Did you successfully complete an online bank transaction, even though many thousands of other customers were simultaneously using the same server?
- Did you communicate some confidential information (e.g., your credit card number) securely over wires that can be actually "seen" by many other computers?
- Did you use compression to reduce a picture of several megabytes to a more manageable size for sending it by e-mail?
- Or did you, without even thinking about it, exploit the artificial intelligence in a hand-held device that self-corrects your typing on its tiny keyboard?

In the background of all these - rather routine - activities there exist simple, fascinating "ideas", i.e., "algorithms"!

The objectives of this course include (1) the description and analysis of fundamental ideas (i.e., algorithms) that modern computers use many times every day while we hardly realize it, and (2) an introduction to the formal analysis of algorithms (correctness and performance issues).

Summing up, it is worth emphasizing the necessity and usefulness of inclusion of courses focusing on the design and analysis of algorithms in undergraduate and graduate curricula. Why?

Donald Knuth, one of the most prominent computer scientists in the history of algorithmics, put it as follows:

"A person well-trained in computer science knows how to deal with algorithms: how to construct them, manipulate them, understand them, and analyze them. This knowledge is preparation for much more than writing good computer programs; it is a general-purpose mental tool that will be a definite aid to the understanding of other subjects, whether they be chemistry, linguistics, or music, etc. The reason for this may be understood in the following way: It has often been said that a person does not really understand something until after teaching it to someone else. Actually, a person does not really understand something until after teaching it to a computer, i.e., expressing it as an algorithm. . An attempt to formalize things as algorithms leads to a much deeper understanding than if we simply try to comprehend things in the traditional way."

Lectures are scheduled as follows:

Introduction: Course outline, objectives and role in the curriculum

Theoretical part:

- Introduction/Overview
- PageRank algorithm
- Diffie-Hellman public key-exchange algorithm
- Error correction algorithms
- Data compression algorithms

- Pattern recognition algorithms
- Database Systems management algorithms
- Digital Signatures
- Limits of computation

Laboratory part:

- Asymptotic analysis
- Addition: algorithms and complexity
- Multiplication: algorithms and complexity
- Graph traversal: algorithms and complexity
- Shortest paths: algorithms and complexity
- Classification of algorithms
- Binary Search
- Mergesort

9. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester Workload
	Lectures (theoretical part)	39
	Lectures (laboratory part)	26
	Intense cooperation among professor and students also using ICT	8
	Independent study	52
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to</i>	Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester) The final score is obtained as a function of: (A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score. <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. 	

students.	<p>- Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%).</p> <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p>
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10. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>9 ALGORITHMS THAT CHANGED THE FUTURE, John MacCormick</p> <p>INTRODUCTION TO ALGORITHMS, Thomas H. Cormen, Charles E. Leiserson, Ronald L. Rivest, Clifford Stein.</p> <p>FOUNDATIONS OF COMPUTER SCIENCE, Behrouz A. Forouzan, Firouz Mosharraf</p> <p>ALGORITHM DESIGN, Jon Kleinberg, Eva Tardos</p> <p>- Related academic journals:</p> <p>Theoretical Computer Science, Elsevier</p> <p>Theory of Computing Systems, Springer</p>
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COURSE OUTLINE

11. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ET26	SEMESTER	7th
COURSE TITLE	TOPICS ON MOBILE AND WIRELESS NETWORKS		
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		3	4
<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>	Advanced elective (Direction of Cultural Informatics (CI))		
PREREQUISITE COURSES:	DISCRETE MATHEMATICS (1 st SEMESTER) INTRODUCTION TO ALGORITHMS (2 nd SEMESTER)		

LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	goo.gl/2vveBj

12. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*
- and Appendix B*
- *Guidelines for writing Learning Outcomes*

Wireless and mobile communication networks critically affect almost every aspect of modern economic (e.g., electronic commerce), political (e.g., elections) and social life (e.g., contemporary social networks), i.e., our culture.

In the context of this course we address mobile and wireless networks, such as cellular, ad hoc, wireless sensor networks (WSN). We study their fundamental characteristics together with issues related to their efficient design with emphasis on algorithmic aspects of topology control and efficient management of critical resources (such as energy and frequency spectrum). We present applications and effects of mobile and wireless networks in cultural heritage management. We study and review modern mobile technologies placing emphasis on the design and development of mobile web and augmented reality applications.

Students who regularly participate in course activities and successfully complete the course:

- have knowledge and understanding of issues related to (i) basic characteristics of mobile and wireless networks, such as cellular, ad hoc, wireless sensor networks (WSN), (ii) their applications (especially in a cultural context) and (iii) their efficient design with emphasis on algorithmic aspects of topology control and efficient management of critical resources (such as energy and frequency spectrum)
- are able to use knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and appropriately skilled to develop and support arguments and solve problems exploiting wireless and mobile communication networks and applications within the their field of knowledge
- have the ability to collect and interpret relevant data (typically within their field) to form judgments that include reflection on relevant social, scientific or ethical issues
- are able to communicate information, ideas, problems and solutions to specialized and non-specialized audience
- have developed knowledge acquisition skills necessary to further continue their studies with a high degree of autonomy

In particular, students who regularly participate in course activities and successfully complete the course:

15. have knowledge of (i) basic characteristics of mobile and wireless networks, such as cellular, ad hoc, wireless sensor networks (WSN), (ii) their applications (especially in a cultural context) and (iii) their efficient design with emphasis on algorithmic aspects of topology control and efficient management of critical resources (such as energy and frequency spectrum)
16. understand problems relevant to the design, implementation and applications of mobile and wireless networks
17. analyze practical problems regarding the design and implementation of mobile and wireless networks and applications on the basis of specifications and requirements in order to gain

<p>understanding of their structure and components</p> <p>18. suggest solutions to these problems by using existing approaches and systems or by designing and developing new ones</p> <p>19. evaluate solutions in terms of design and implementation specifications and requirements</p>																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> <p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>																			

13. SYLLABUS

<p>Wireless and mobile communication networks critically affect almost every aspect of modern economic (e.g., electronic commerce), political (e.g., elections) and social life (e.g., contemporary social networks), i.e., our culture.</p> <p>In the context of this course we address mobile and wireless networks, such as cellular, ad hoc, wireless sensor networks (WSN). We study their fundamental characteristics together with issues related to their efficient design with emphasis on algorithmic aspects of topology control and efficient management of critical resources (such as energy and frequency spectrum). We present applications and effects of mobile and wireless networks in cultural heritage management. We study and review modern mobile technologies placing emphasis on the design and development of mobile web and augmented reality applications.</p> <p>Lectures are scheduled as follows:</p> <ul style="list-style-type: none"> – Introduction: Course outline, objectives and role in the curriculum – Mobile and wireless networks: preliminaries – Networking, Data Transfer, Computer and Networking Principles, Network Categories, Mobile Wireless Networking – Algorithms for the minimization of energy consumption in ad hoc wireless networks – Algorithms for frequency assignment and call control in cellular wireless networks (part I, part II, part III)

- Mobile technologies - Mobile web
- Augmented Reality and Applications in Culture
- Mobile services and applications in Culture
- Wireless sensor networks: data aggregation
- Wireless & Mobile networks and Culture: influence and evolution

14. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester Workload
	Lectures	39
	Intense cooperation among professor and students also using ICT	8
	Independent study and work on take-home problem sets	40
	Study and analysis of bibliography	13
	Course total (25 hours per credit)	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) take-home problem sets (individual work) announced and submitted weekly on issues extensively discussed in class. Submission of solutions to these problem sets is mandatory and contributes by 40% to the final score.</p> <p><i>Non-submission of solutions or submission of solutions after the deadline or adoption of non-ethical approaches imply 0 final score (and exclusion of all course activities, i.e., problem sets, examinations during the current semester).</i></p> <p><i>Scores are valid only for the current academic year.</i></p> <p>(B) a final computer-based multiple choice examination. It contributes by 60% to the final score.</p>	

15. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

WIRELESS COMMUNICATION NETWORKS AND SYSTEMS, W. Stallings, C. Beard

- Related academic journals:

Journal of Graph Theory and Applications

International Journal of Advances in Computer Science & Its Applications

International Journal of Communications, Network and System Sciences

COURSE OUTLINE

GENERAL COURSE OUTLINE

16. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	T808	SEMESTER	8th
COURSE TITLE	COMPUTATION AND CULTURE		
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 (theoretical part)		3	5
Lectures (laboratory part)		2	
<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>	Advanced elective (Direction of Cultural Informatics (CI))		
PREREQUISITE COURSES:	DISCRETE MATHEMATICS (1 st SEMESTER) INTRODUCTION TO ALGORITHMS (2 nd SEMESTER)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	goo.gl/tgWba6		

17. LEARNING OUTCOMES

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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> – Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area – Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B – Guidelines for writing Learning Outcomes
This course aims at (a) studying the evolution of our current information age and how technology and

information have influenced the very nature of human consciousness and (b) using approaches based on methods and tools from computer science (like automata theory and theory of computation, game theory, learning algorithms) for the study and analysis of social and cultural phenomena.

When studying problems in various fields, data is not always "tangible", so "modelling" and "analysis" - i.e., computation – is required. In other words, it is usually necessary to study abstract entities corresponding to real equivalents and then use techniques and methods from Computer Science for working with abstract entities in order to reach conclusions which also directly apply to real-world situations, suggesting solutions to the corresponding problems.

Computational models from computer science can be used to study a wide range of cultural issues. For instance: (a) finite automata and context-free grammars can be used to identify the author of a text, (b) cellular automata can be used to determine the origin of a text or linguistic influences it features, (c) ideas and techniques from game theory can be applied to study problems such as understanding different cultures to facilitate international cooperation, improving the quality of life in groups with ethnic diversity, decision making in contexts with culturally heterogeneous characteristics.

Students who regularly participate in course activities and successfully complete the course:

- have knowledge and understanding for modelling and analysis of real-world problems using graph theory and computational models and approaches from Theoretical Computer Science
- are able to use knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and appropriately skilled to use computational models such as graphs, automata, grammars, games, as well as matching and fair division approaches for the study and analysis of social and cultural phenomena
- have the ability to collect and interpret relevant data (typically within their field) to form judgments that include reflection on relevant social, scientific or ethical issues
- are able to communicate information, ideas, problems and solutions to specialized and non-specialized audience
- have developed knowledge acquisition skills necessary to further continue their studies with a high degree of autonomy
- have become familiar with computational thinking and are able to exploit its advantages in scientific, professional and practical issues

In particular, students who regularly participate in course activities and successfully complete the course:

20. have knowledge of modelling and analysis of real-world problems using graph theory and computational models and approaches from Theoretical Computer Science
21. understand issues for modelling and analysis of real-world problems
22. are able to use computational models such as graphs, automata, grammars, games and to apply particular algorithmic approaches (e.g., for matching, fair division, etc) in order to suggest solutions in the context of real-world problems
23. analyze problems / questions in order to gain understanding of their structure and components
24. suggest solutions to these problems by modelling and analysis
25. evaluate findings (solutions or hardness results)
26. are familiar with computational thinking

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

18. SYLLABUS

This course aims at (a) studying the evolution of our current information age and how technology and information have influenced the very nature of human consciousness and (b) using approaches based on methods and tools from computer science (like automata theory and theory of computation, game theory, learning algorithms) for the study and analysis of social and cultural phenomena.

When studying problems in various fields, data is not always "tangible", so "modelling" and "analysis" - i.e., computation – is required. In other words, it is usually necessary to study abstract entities corresponding to real equivalents and then use techniques and methods from Computer Science for working with abstract entities in order to reach conclusions which also directly apply to real-world situations, suggesting solutions to the corresponding problems.

Computational models from computer science can be used to study a wide range of cultural issues. For instance: (a) finite automata and context-free grammars can be used to identify the author of a text, (b) cellular automata can be used to determine the origin of a text or linguistic influences it features, (c) ideas and techniques from game theory can be applied to study problems such as understanding different cultures to facilitate international cooperation, improving the quality of life in groups with ethnic diversity, decision making in contexts with culturally heterogeneous characteristics.

Lectures (each including a theoretical and a laboratory part) are scheduled as follows:

- Introduction: Course outline, objectives and role in the curriculum
- Data representation: Graphs
- Data representation: Trees
- Computational models: Grammars

- Computational models: Finite automata
- Computational models: Regular expressions
- Fair Division
- The Stable Marriage Problem

19. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester Workload
	Lectures (theoretical part)	39
	Lectures (laboratory part)	26
	Intense cooperation among professor and students also using ICT	8
	Independent study	60
	Study and analysis of bibliography	17
	Course total (25 hours per credit)	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p>	

20. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

THE INFORMATION: a history, a theory, a flood, J. Gleick

DISCRETE MATHEMATICS AND ITS APPLICATIONS, K. Rosen

- Related academic journals:

Journal of Graph Theory and Applications

International Journal of Advances in Computer Science & Its Applications

International Journal of Computer Systems

International Journal of Advances in Education

International Journal of Advances in Social Sciences

George Styliaras, Associate Professor

COURSE OUTLINE

21. GENERAL

SCHOOL		SCHOOL OF BUSINESS ADMINISTRATION	
SEAPARTMENT		DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES	
LEVEL OF COURSE		UNDERGRADUATE	
COURSE CODE		Y306	SEMESTER OF STUDIES 3
COURSE TITLE		MULTIMEDIA APPLICATIONS	
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων		TEACHING HOURS PER WEEK	ECTS CREDITS
Theory		3	3
Laboratory		2	3
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
COURSE TYPE Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Base		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBPAGE (URL)	http://www.culture.upatras.gr/cms/?page_id=505		

22. LEARNING OUTCOMES

Lerning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης

και Παράρτημα Β

- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

1.	Multimedia theory presentation		
2.	Software and hardware presentation for every multimedia content type		
3.	Use of every multimedia content type in multimedia applications		
4.	Multimedia software development platforms presentation		
General Abilities <p>Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα:</p> <table border="1"> <tr> <td> <p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p> </td><td> <p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p> </td></tr> </table>		<p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>
<p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>		
<p><i>Search, analysis and composition of data and information with the use of necessary technologies</i></p> <p><i>Autonomous exercise</i></p> <p><i>Work in international environment</i></p> <p><i>Review and self-review exercise</i></p>			

23. COURSE CONTENT

Multimedia theory, software and hardware for multimedia, multimedia content types (text, image, sound, video, animation), multimedia applications development tools.

24. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Teaching theory with multimedia tools Lab exercises with computers and new media	
TEACHING ORGANIZATION Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του	Teaching Method	Semester Workload
	Courses	90
	Lab exercise	60
	Total number of hours for the Course	150

ECTS	
<p>STUDENT ASSESSMENT</p> <p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	Written exams with questions requiring brief answers

25. RECOMMENDED LITERATURE

1. Δημητριάδης Σ.Ν., Πομπόρτσος Α.Σ., Τριανταφύλλου Ε.Γ. (2004) Τεχνολογία πολυμέσων θεωρία και πράξη, Εκδόσεις Τζιόλα, ISBN: 960-418-025-8
2. Δημοσθένης Ακουμιανάκης, Διεπαφή Χρήστη-Υπολογιστή: μια σύγχρονη προσέγγιση, εκδόσεις. Κλειδάριθμος, 2006
3. Vaughan, Tay, Πολυμέσα αναλυτικός οδηγός, Γκιούρδας Μ., 2002, ISBN 960-512-328-2
4. Νικόλαος Αβούρης, Εισαγωγή στην επικοινωνία ανθρώπου-υπολογιστή, Εκδόσεις ΔΙΑΥΛΟΣ, Αθήνα

COURSE OUTLINE

26. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
SEPARTMENT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	T509	SEMESTER OF STUDIES	5
COURSE TITLE	ADVANCED MULTIMEDIA SUBJECTS		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	TEACHING HOURS PER WEEK	ECTS CREDITS	
Theory	3	3	
Laboratory	2	2	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας			

και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.		
COURSE TYPE Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Scientific Area	
PREREQUISITE COURSES:		
TEACHING AND ASSESSMENT LANGUAGE:	Greek	
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBPAGE (URL)	http://www.culture.upatras.gr/cms/?page_id=511	

27. LEARNING OUTCOMES

Leraning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης

και Παράρτημα Β

- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

1. Study of new media use in multimedia applications

2. Study of new interaction media in multimedia applications

General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

Search, analysis and composition of data and information with the use of necessary technologies

Autonomous exercise

Work in international environment

Review and self-review exercise

28. COURSE CONTENT

Introduction to new mediums for presenting, interacting and developing multimedia applications.

29. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Teaching theory with multimedia tools Lab exercises with computers and new media	
TEACHING ORGANIZATION Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS	Teaching Method	Semester Workload
	Courses	75
	Lab exercise	50
	Total number of hours for the Course	125
STUDENT ASSESSMENT Περιγραφή της διαδικασίας αξιολόγησης Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;	Oral exams with questions requiring brief answers	

30. RECOMMENDED LITERATURE

1.	Δημητριάδης Σ.Ν., Πομπόρτσας Α.Σ., Τριανταφύλλου Ε.Γ. (2004) Τεχνολογία πολυμέσων θεωρία και πράξη, Εκδόσεις Τζιόλα, ISBN: 960-418-025-8
2.	Δημοσθένης Ακουμιανάκης, Διεπαφή Χρήστη-Υπολογιστή: μια σύγχρονη προσέγγιση, εκδόσεις. Κλειδάριθμος, 2006
3.	Vaughan, Tay, Πολυμέσα αναλυτικός οδηγός, Γκιούρδας Μ., 2002, ISBN 960-512-328-2
4.	Νικόλαος Αβούρης, Εισαγωγή στην επικοινωνία ανθρώπου-υπολογιστή, Εκδόσεις ΔΙΑΥΛΟΣ, Αθήνα

COURSE OUTLINE

31. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION
SEPARTMENT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES

LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	T606	SEMESTER OF STUDIES	6
COURSE TITLE	ORGANIZATION AND MANAGEMENT OF DIGITAL CULTURAL PRODUCTS		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων		TEACHING HOURS PER WEEK	ECTS CREDITS
Theory		4	4
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
COURSE TYPE Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Scientific Area		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBPAGE (URL)	http://www.culture.upatras.gr/cms/?page_id=518		

32. LEARNING OUTCOMES

Lerning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης

και Παράρτημα Β

- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

1.	Overview of cultural technology products		
2.	Research in cultural technology documentation issues		
3.	Research in cultural technology search issues		
4.	Research in cultural technology presentation issues		
<p>General Abilities</p> <p>Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;</p> <table border="1"> <tr> <td> <p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p> </td><td> <p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p> </td></tr> </table> <p>Search, analysis and composition of data and information with the use of necessary technologies</p> <p>Autonomous exercise</p> <p>Work in international environment</p> <p>Review and self-review exercise</p>		<p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>
<p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>		

33. COURSE CONTENT

Overview of existing digital cultural products, introduction to documentation, search and presentation of cultural content.

34. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHING METHOD</p> <p>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</p>	Face to face	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</p>	Teaching theory with multimedia tools Lab exercises with computers and new media	
<p>TEACHING ORGANIZATION</p> <p>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.</p> <p>Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p>	Teaching Method	Semester Workload
	Courses	100
	Total number of hours for the Course	100

Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS	
STUDENT ASSESSMENT Περιγραφή της διαδικασίας αξιολόγησης Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;	Oral exams with questions requiring brief answers

35. RECOMMENDED LITERATURE

1.	Δημητριάδης Σ.Ν., Πομπόρτσας Α.Σ., Τριανταφύλλου Ε.Γ. (2004) Τεχνολογία πολυμέσων θεωρία και πράξη, Εκδόσεις Τζιόλα, ISBN: 960-418-025-8
2.	Δημοσθένης Ακουμιανάκης, Διεπαφή Χρήστη-Υπολογιστή: μια σύγχρονη προσέγγιση, εκδόσεις. Κλειδάριθμος, 2006
3.	Vaughan, Tay, Πολυμέσα αναλυτικός οδηγός, Γκιούρδας Μ., 2002, ISBN 960-512-328-2
4.	Νικόλαος Αβούρης, Εισαγωγή στην επικοινωνία ανθρώπου-υπολογιστή, Εκδόσεις ΔΙΑΥΛΟΣ, Αθήνα

COURSE OUTLINE

36. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
SEPARTMENT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	T807	SEMESTER OF STUDIES	8
COURSE TITLE	MULTIMEDIA PRODUCTION METHODOLOGY		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	TEACHING HOURS PER WEEK	ECTS CREDITS	
Theory	4	4	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας			

και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.		
COURSE TYPE Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Scientific Area	
PREREQUISITE COURSES:		
TEACHING AND ASSESSMENT LANGUAGE:	Greek	
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBPAGE (URL)	http://www.culture.upatras.gr/cms/?page_id=499	

37. LEARNING OUTCOMES

Lerning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης

και Παράρτημα Β

- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

1. Getting to know a multimedia production methodology especially for cultural subjects

2. Presentation of every step of the methodology

3. Development of an application following the steps of the methodology

General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και

ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

Search, analysis and composition of data and information with the use of necessary technologies

Teamwork exercise

Work in international environment

Review and self-review exercise

Project design and management

38. COURSE CONTENT

Introduction to multimedia production methodology (requirement analysis, design, implementation and evaluation).

39. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i>	Teaching theory with multimedia tools Lab exercises with computers and new media	
TEACHING ORGANIZATION <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i>	Teaching Method	Semester Workload
	Courses	100
	Total number of hours for the Course	100
STUDENT ASSESSMENT <i>Περιγραφή της διαδικασίας αξιολόγησης</i>	Oral exams with questions requiring brief answers	

<p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	
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40. RECOMMENDED LITERATURE

<ol style="list-style-type: none"> 1. Δημητριάδης Σ.Ν., Πομπόρτσος Α.Σ., Τριανταφύλλου Ε.Γ. (2004) Τεχνολογία πολυμέσων θεωρία και πράξη, Εκδόσεις Τζιόλα, ISBN: 960-418-025-8 2. Δημοσθένης Ακουμιανάκης, Διεπαφή Χρήστη-Υπολογιστή: μια σύγχρονη προσέγγιση, εκδόσεις. Κλειδάριθμος, 2006 3. Vaughan, Tay, Πολυμέσα αναλυτικός οδηγός, Γκιούρδας Μ., 2002, ISBN 960-512-328-2 4. Νικόλαος Αβούρης, Εισαγωγή στην επικοινωνία ανθρώπου-υπολογιστή, Εκδόσεις ΔΙΑΥΛΟΣ, Αθήνα

Dimitrios Tsolis, Assistant Professor

COURSE OUTLINE

41. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	Y106	SEMESTER	1 st
COURSE TITLE	Introduction to Computer Networks		
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 (theoretical part - presentation, study of algorithms for practical problems)		3	3
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)			
<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 course		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=556&lang=en		

42. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

This course is aiming at introducing the basic concepts of Computer Networks to the students.

The issues being analyzed include:

- Network models.
- The OSI reference model.
- Network taxonomy: LAN, MAN, WAN.
- Network structure.
- Network Topologies.
- Interconnection methodologies and design techniques.
- Communication protocols.
- TCP/IP and the Internet.
- Applications: FTP, SMTP, HTTP, WWW.
- Current trends: Wireless networks, Peer to Peer Networks, Optical Networks, Broadband networks.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

.....

Familiarity with basic concepts of Computer Networks

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Criticism and self-criticism

Production of free, creative and inductive thinking

43. SYLLABUS

This course is aiming at introducing the basic concepts of Computer Networks to the students. The issues being analyzed include: Network models. The OSI reference model. Network taxonomy: LAN, MAN, WAN. Network structure. Network Topologies. Interconnection methodologies and design techniques. Communication protocols. TCP/IP and the Internet. Applications: FTP, SMTP, HTTP, WWW. Current trends: Wireless networks, Peer to Peer Networks, Optical Networks, Broadband networks.

Lectures are scheduled as follows:

- Introduction: Course outline, objectives and role in the curriculum
- Network models.
- The OSI reference model.
- Network taxonomy: LAN, MAN, WAN.
- Network structure.
- Network Topologies.
- Interconnection methodologies and design techniques.
- Communication protocols.
- TCP/IP and the Internet.
- Applications: FTP, SMTP, HTTP, WWW.
- Current trends: Wireless networks, Peer to Peer Networks, Optical Networks, Broadband networks.

44. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester Workload
	Lectures (theoretical part)	39
	Lectures (laboratory part)	
	Intense cooperation among professor and students also using ICT	10
	Independent study	50
	Course total (25 hours per credit)	99
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)	

<p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p>
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45. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Computer Networks ISBN: 9604614479 Publisher: Kleidarithmos (2012) Author: Andrew S. Tanenbaum</p> <p>Introduction to Computer Networks ISBN: 9605123932 Publisher: Giourdas M. (2004) Author: Richard McMahon</p> <p>Computer Networks Introduction ISBN: 9603321834 Publisher: Kleidarithmos (2000) Author: JoAnne Woodcock</p>

COURSE OUTLINE

46. GENERAL

SCHOOL	BUSINESS ADMINISTRATION
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y405	SEMESTER	3rd
COURSE TITLE	Didactics of Informatics		
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 (theoretical part - presentation, study of algorithms for practical problems)		3	3
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)		0	
<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 course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=553&lang=en		

47. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 this course is to let students have an introductory and basic knowledge of Didactics and in particular Didactics of Informatics</p> <p>Students who regularly participate in course activities and successfully complete the course gain knowledge in the next key issues:</p> <ul style="list-style-type: none"> – Learning theories and informatics (behaviorism, cognitive and social-cultural constructivism). – Didactic methods (teaching methods based on cooperative and team learning, discovery, cross thematic knowledge discovery, etc). <p>In particular, students who regularly participate in course activities and successfully complete the</p>
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course:

27. know the basic theories of Didactics, of Didactics of Informatics and New Learning Theories
28. understand the concepts of learning objectives and focused educational objective and constructivism
29. apply new learning theories for the creation of courses with didactic interventions and students' activities
30. apply evaluation and self-evaluation methodologies

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Familiarity with Didactics of Informatics and implementing a Course based on new learning theories.

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

Criticism and self-criticism

Production of free, creative and inductive thinking

48. SYLLABUS

Students who regularly participate in course activities and successfully complete the course gain knowledge in the next key issues:

- Learning theories and informatics (behaviorism, cognitive and social-cultural constructivism).
- Didactic methods (teaching methods based on cooperative and team learning, discovery, cross thematic knowledge discovery, etc).

Lectures are scheduled as follows:

Introduction: Course outline, objectives and role in the curriculum

Theoretical part:

- Organizing and structuring a course (didactic models, didactic goals, expected results, techniques, course planning).
- Evaluation and self-evaluation (goals, tools, feedback techniques etc).

- Informatics in education (informatics as a cognitive subject, a teaching tool and cognitive tool, technological-centric model, holistic model, practical model, introducing informatics to education, informatics curriculum, school labs and learning material).
- Advanced topics in informatics didactic and programming (traditional learning approaches and modern m innovative learning theories and methodologies).
- Design, implementation and evaluation of educational software, educational web pages and learning courses.

49. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester Workload
	Lectures (theoretical part)	39
	Lectures (laboratory part)	0
	Intense cooperation among professor and students also using ICT	10
	Independent study	50
	Course total (25 hours per credit)	99
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). 	

	<p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p> <p>(C) development of a project – a didactic intervention of a selected theme</p>
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50. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Introduction to Didactics of Informatics

ISBN: 9602098384

Publisher: Kleidarithmos

Author: Vasilis Komis

Didactic approaches to Informatics

ISBN: 9606759237

Publisher: New Technologies

Author: Collective

Issues of Didactics of Informatics

ISBN: 9606759628

Publisher: New Technologies

Author: Vasileios Belesiotis

COURSE OUTLINE

51. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	Y406	SEMESTER	4 th
COURSE TITLE	Internet Technologies I		
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 (theoretical part - presentation, study of algorithms for practical problems)	3	5	
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)	2		

<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 course	
PREREQUISITE COURSES:	Introduction to Networks (1 st SEMESTER)	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=646&lang=en	

52. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 this course is to let students have an introductory experience with fundamental issues in Internet Technologies, Web Portals and web applications. Students who regularly participate in course activities and successfully complete the course acquire the next key knowledge:</p> <ol style="list-style-type: none"> 31. The Internet and the World Wide Web. 32. Historical review and basic elements. 33. Web servers, proxy servers, web browsers. 34. Security issues over the web. 35. Web page design and implementation. 36. Web-page design principles, usability and aesthetics, website engineering development issues, structure, navigation, presentation. 37. Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises. 38. Introduction to the Semantic Web. 39. Implementation of Blogs. <p>In particular, students who regularly participate in course activities and successfully complete the course:</p> <ol style="list-style-type: none"> 1. Have knowledge of fundamental principles and techniques of web programming. 2. Understand and develop common web sites and portals. 3. Are able to apply algorithmic techniques for client side web programming 4. Design and implement basic web user interfaces.
General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Familiarity with client side web programming

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

53. SYLLABUS

The aim of this course is to let students have an introductory experience with fundamental issues in Internet Technologies, Web Portals and web applications. Students who regularly participate in course activities and successfully complete the course acquire the next key knowledge:

- The Internet and the World Wide Web.
- Historical review and basic elements.
- Web servers, proxy servers, web browsers.
- Security issues over the web.
- Web page design and implementation.
- Web-page design principles, usability and aesthetics, website engineering development issues, structure, navigation, presentation.
- Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
- Introduction to the Semantic Web.
- Implementation of Blogs.

Lectures are scheduled as follows:

Introduction: Course outline, objectives and role in the curriculum

Theoretical part:

- The Internet and the World Wide Web.
- Historical review and basic elements.
- Web servers, proxy servers, web browsers.
- Web page design and implementation.
- Web-page design principles,
- Usability and aesthetics
- Website engineering development issues, structure, navigation, presentation.
- Introduction to the Semantic Web.

Laboratory part:

- Development of a web portal for cultural heritage dissemination.
- Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
- Implementation of Blogs.

54. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
TEACHING METHODS <i>The manner and methods of teaching are</i>	Activity	Semester Workload

<p><i>described in detail.</i></p> <p><i>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, etc.</i></p> <p><i>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</i></p>	Lectures (theoretical part)	39
	Lectures (laboratory part)	26
	Intense cooperation among professor and students also using ICT	10
	Independent study	50
	Course total (25 hours per credit)	125
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p> <p>(C) development of small size collaborative projects – a cultural web site / portal</p>	

55. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Learn HTML 5, CSS and JavaScript</p> <p>ISBN: 9605126583</p> <p>Publishers: Giourdas M. (2013)</p> <p>Authors: Julie C. Melonie</p> <p>Full Manual for HTML 5 & CSS</p> <p>ISBN: 9605126192</p> <p>Publisher: Giourdas M. (2006)</p> <p>Author: Laura Lemay</p> <p>HTML 5 and CSS 3</p>
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ISBN: 9604615777

Publisher: Kleidarithmos (2013)

Authore: Elizabeth Castro

Introduction HTML and World Wide Web

ISBN: 9602096829

Publisher: Kleidarithmos

Author: Elizabeth Castro

COURSE OUTLINE

56. GENERAL

SCHOOL	BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	T707	SEMESTER	5 th
COURSE TITLE	Internet Technologies II		
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 (theoretical part - presentation, study of algorithms for practical problems)		3	5
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)		2	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background course		
PREREQUISITE COURSES:	Internet Technologies II (4 st SEMESTER)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.culture.upatras.gr/cms/?page_id=481&lang=en		

57. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of this course is to let students have an advanced experience with the development of web applications using server side programming. The knowledge acquired includes the following topics:

- Server-side website programming with connection to existing databases with the use of scripting languages.
- Development of integrated web applications with the use of Web Servers, Scripting Languages and Databases (e.g. Apache Web Server, PHP and MySQL). Test and evaluation of open source tools (e.g. Joomla).
- Advanced Semantic Web and Web 2.0. technologies.

In particular, students who regularly participate in course activities and successfully complete the course:

40. Have knowledge of fundamental principles and techniques of server side programming.
41. Understand and develop common web applications.
42. Are able to apply algorithmic techniques for server side programming
43. Design and implement advanced web user interfaces.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

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

58. SYLLABUS

The aim of this course is to let students have an advanced experience with the development of web applications using server side programming. The knowledge acquired includes the following topics:

- Server-side website programming with connection to existing databases with the use of scripting languages.
- Development of integrated web applications with the use of Web Servers, Scripting Languages and Databases (e.g. Apache Web Server, PHP and MySQL). Test and evaluation of open source tools (e.g. Joomla).
- Advanced Semantic Web and Web 2.0. technologies.

Lectures are scheduled as follows:

Introduction: Course outline, objectives and role in the curriculum

Theoretical part:

- Introduction/Overview
- Internet Infrastructure a summary review
- Client – server architecture
- Server-side programming languages
- PhP programming language
- MySQL training seminars
- Web tools (Wordpress, Joomla, etc.)

Laboratory part:

- Development of web application for archaeological excavations in PHP, MySQL.

59. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education,</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists,

communication with students	social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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, etc.</i></p> <p><i>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</i></p>	Activity	Semester Workload
	Lectures (theoretical part)	39
	Lectures (laboratory part)	26
	Intense cooperation among professor and students also using ICT	10
	Independent study	50
	Course total (25 hours per credit)	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p> <p>(C) development of small size collaborative projects – web applications</p>	

60. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Web Applications Development in PHP and MySQL

ISBN: 9605126176

Publisher: Giourdas M. (2011)

Author: Luke Welling

Introduction in PHP 6 & MYSQL 5

ISBN: 9604612506

Publisher: Kleidarithmos (2009)

Author: Larry Ullman

Learning PHP, MySQL and Apache

ISBN: 9605125552

Publisher: Giourdas M. (2008)

Author: Julie C. Melonie

Kali Tzortzi, Assistant Professor

COURSE OUTLINE

61. GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	C302	SEMESTER	3rd
COURSE TITLE	Museology		
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		3	4
<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>	specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE101/		

62. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of*

the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to introduce students to the history and functions of museums, and to provide basic knowledge of contemporary theoretical and practical issues in the 'science of museums' and of the different knowledge fields involved in their study. Special emphasis is given to theoretical understanding through the analysis of real case studies of museums (see 'Syllabus' below).

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

- Demonstrate knowledge of the historical development of the museum as institution as well as the field of contemporary museum practice, including the social, ethical, political, financial and accreditation contexts in which museums operate today, primarily in Greece but also in international environments;
- Have a good understanding of the different kinds of museums that can be found today and their nature;
- Discuss and debate the concept and functions of the museum, including management, documentation, research, interpretation and communication;
- Understand the historical, but changing roles of museums and distinguish the characteristics of various audiences;
- Be able to identify the institutional framework for the functioning of museums in Greece;
- Be familiar with the idea of the museum profession and be able to distinguish the different specializations involved, including through the analysis of specific cases of museums;
- Have the ability to retrieve, select and critically evaluate information from a variety of sources, including libraries, and the internet, on the diverse knowledge fields and social and political factors involved in museum policy and practice today;
- Develop the ability for independent thinking and in parallel for teamwork through the combination of different teaching methods used in the course.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

- Search for, analysis and synthesis of data and information with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility
- Respect for difference and multiculturalism
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Communication skills
- Capacity for critical thinking

63. SYLLABUS

The course constitutes an introduction to the 'science of museums', its theoretical directions as well as its practical applications, as reflected in Greek and international research and experience. It proposes a historic overview, from collections as a background to research in the Museum of Alexandria to the contemporary museum, as a place of education and enjoyment. It presents different types of museums and their particularities; it analyzes the key functions of the contemporary museum, its multidimensional role in society and its development; it examines its different types of visitors, and also the concept of museum profession; it explores the complex field of museology and the diverse knowledge fields that are involved in the study of museums and its functions, and presents key issues of museum administration and accreditation, placing the emphasis on the institutional framework of their functioning in Greece; it introduces students to key concepts of contemporary museology, including the concepts of collection, audiences, audience research and museum evaluation, mediation (or interpretation), museum experience and theories of communication and learning. The above are approached not only from a theoretical point of view, but also as crystallized in specific cases of museums that are extensively analyzed during the course of lectures.

64. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students. Support of learning through the e-learning platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Educational visits, Class assignments, Discussions of papers	11
	Independent study	50
	Course total (25 hours = 1 ECTS)	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Language of evaluation: Greek.</p> <p>Final written exam including: comparative evaluation - open-ended questions - short-answer questions (100%)</p> <p>Co-assessment of participation in the class assignments.</p> <p>The evaluation procedure and criteria are presented to students in the first lecture. In parallel, they are available on the webpage of the course throughout the semester.</p>	

65. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Οικονόμου, Μ. 2003. *Μουσείο: Αποθήκη ή ζωντανός οργανισμός; Μουσειολογικοί προβληματισμοί και ζητήματα*. Αθήνα: Κριτική.
- MacDonald, S. (επιμ.), 2012. *Μουσείο και Μουσειακές Σπουδές. Ένας πλήρης οδηγός*, Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Κόκκου, Α. 2009 [1977.] *Η μέριμνα για τις αρχαιότητες στην Ελλάδα και τα πρώτα μουσεία*. Αθήνα: Εκδόσεις Καπόν.
- Hooper-Greenhill, E. 2006. *Το Μουσείο και οι Πρόδρομοί του*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Τζώρτζη, Κ. 2013. *Ο χώρος στο μουσείο: η αρχιτεκτονική συναντά τη μουσειολογία*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Αθανασοπούλου, Α., Γλύτση, Ε. και Χαμπούρη-Ιωαννίδου, Αικ. 2002. *Οι διαστάσεις των πολιτιστικών φαινομένων: Πολιτιστικό Πλαίσιο. Τόμος Β*. Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.
- Νούσια, Τ. και Γκαζή, Α. 2003. *Αρχαιολογία στον ελληνικό χώρο: Μουσειολογία, μέριμνα για τις αρχαιότητες*. Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.

- Μπούνια, Α. 2009. *Τα παρασκήνια του μουσείου*. Αθήνα: Εκδόσεις Πατάκης.
- Desvallées, A. και Mairesse, F. (επιμ.) 2014. *Βασικές Έννοιες της Μουσειολογίας*, Ελληνική Μετάφραση, Ελληνικό Τμήμα του ICOM - http://network.icom.museum/fileadmin/user_upload/minisites/icom-greece/PDF/Museology_WEB.pdf
- Falk, J.H. and Dierking, L.D. 1992. *The museum experience*. Washington: Whalesback Books.
- Pearce, S. 2002. *Μουσεία, Αντικείμενα, Συλλογές. Μια πολιτισμική προσέγγιση*. Θεσσαλονίκη: Εκδόσεις Βάνιας.
- Βουδούρη, Δ. 2003, *Κράτος και Μουσεία. Το θεσμικό πλαίσιο των Αρχαιολογικών Μουσείων*. Αθήνα: Εκδόσεις Σάκκουλας.
- *Τετράδια Μουσειολογίας*, 2008, τεύχος 5 (Διοίκηση/Μάρκετινγκ), Εκδόσεις Καλειδοσκόπιο.
- *Τετράδια Μουσειολογίας*, 2009, τεύχος 6 (Αξιολόγηση και έρευνες κοινού), Εκδόσεις Καλειδοσκόπιο.
- Μπούνια, Α. και Γκαζή, Α., (επιμ), 2012. *Εθνικά Μουσεία στη Νότια Ευρώπη. Ιστορία και Προοπτικές*. Αθήνα: Εκδόσεις Καλειδοσκόπιο.
- Σκαλτσά, Μ. (επιμ.) 2001. *Η Μουσειολογία στον 21^ο αιώνα. Θεωρία και πράξη*. Πρακτικά Διεθνούς Συμποσίου, Θεσσαλονίκη 21-24/11/97. Θεσσαλονίκη: Εντευκτήριον.
- Γκαζή, Α., 2004. Μουσείο για τον 21^ο αιώνα. *Τετράδια Μουσειολογίας*, 1, 3-12
- Κουβέλη, Α. 2000. *Η σχέση των μαθητών με το Μουσείο. Θεωρητική Προσέγγιση, Έρευνα στην Αθήνα και στην Ικαρία*. Εκπαιδευτικά Προγράμματα. Αθήνα: ΕΚΚΕ.
- *Related academic journals*:

Τετράδια Μουσειολογίας - <https://kaleidoscope.gr/el/36-tetradia-mouseiologias>
 Museum Management and Curatorship - <https://www.tandfonline.com/toc/rmmc20/current>
 Ενημερωτικό Δελτίο του Ελληνικού Τμήματος του ICOM - <http://network.icom.museum/icom-greece/enimerotikodeltio/enimerotiko-deltio/>
 Αρχαιολογία και Τέχνες - <https://www.archaiologia.gr/αρχαιο-τευχων/>
 La Lettre de l' OCIM - <http://journals.openedition.org/ocim/>
 Ilissia - http://www.byzantinemuseum.gr/el/publications/ILISSIA_journal/

COURSE OUTLINE

66. GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	MCR/EC501	SEMESTER	5th
COURSE TITLE	Museology and Museography: Curation and Design of Exhibitions		
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 (theory and workshop hours)		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>	specialised general knowledge
PREREQUISITE COURSES:	Museology
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE139/

67. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to provide students with theoretical and practical knowledge and skills in key areas of museum design and exhibition development. Special emphasis is given to the practical skills of distinguishing different interpretation approaches and design solutions in response to specific requirements and to writing museum texts to effectively communicate with visitors (see 'Syllabus' below).

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

- Have knowledge of the evolution of ideas about exhibition practices, building design and space organization in museums in different historical contexts, so as to develop a critical understanding of current theory and practice in museology and museography;
- Demonstrate theoretical understanding of the way museums organize space and their collections to create for visitors different kinds of experiences;
- Have practical knowledge of ΚΕΥ issues in creating exhibitions that engage their visitors, from the writing of museological proposals to the use and impact of interpretative techniques and communication media;
- Be able to apply theoretical understanding and practical skills to processes of exhibition development, in particular to writing interpretive texts for communicating with visitors;
- Be familiar with principles for writing museological programmes and proposals;
- Have practical understanding of the interdisciplinary nature of museum studies;
- Describe and analyze how the way we organize museum space and design exhibitions has impact on visitors' experience;
- Collaborate with co-students to critically analyze a real case study and propose alternative solutions with regards to issues of interpretation, communication and space, responding to specific requirements;
- Use the methodology of the comparative approach to real case studies of museums to interpret how museums communication through exhibition design;
- Develop the ability for independent thinking, in parallel with teamwork, through the combination of different teaching methods used in the course.

General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> - Search for, analysis and synthesis of data and information with the use of the necessary technology - Adapting to new situations - Decision-making - Working independently - Team work - Working in an interdisciplinary environment - Showing social, professional and ethical responsibility - Respect for difference and multiculturalism - Project planning and management - Criticism and self-criticism - Production of free, creative and inductive thinking - Communication skills - Capacity for critical thinking 	

68. SYLLABUS

The course integrates and amplifies the basic knowledge acquired in the field of museology, and aims, on the one hand, at a theoretical understanding of the way museums present and interpret their collections to create different kinds of experience, and on the other hand, at the practical knowledge of issues in the organization and design of exhibitions that engage their visitors. More specifically, the course deals with specialized theoretical questions, such as the multidimensional concept of communication in museums, objects as carriers of meanings, the exhibition as representation, and the interpretation of museum exhibits; in parallel, it explores diachronically the evolution of the architecture of museums and of exhibition practices. These provide the broader theoretical framework that will allow students to develop a deeper understanding of and critical approach to key questions in contemporary museum practice – such as interpretative strategies and planning, the relation between conceptual (museological) and spatial (museographical) design, the choice and use of different interpretative media, and the writing of museum texts. Examples of museological studies of contemporary museums are used to familiarize students with the key principles of their writing.

69. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education and communication with students. Support of learning through the e-learning platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures (including theory	39

<p>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, 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>	and workshop hours)	
	Educational visits, Individual and group class assignments, Discussions of papers	16
	Written assignment	20
	Independent study	50
	Course total (25 hours = 1 ECTS)	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		
<p>Language of evaluation: Greek.</p> <p>i. Final written exam including: comparative evaluation - open-ended questions - short-answer questions - problem solving (70%).</p> <p>ii. Written assignment (30%).</p> <p>Co-assessment of participation in the class assignments.</p> <p>The evaluation procedure and criteria are presented to students in the first lecture. In parallel, they are available on the webpage of the course throughout the semester</p>		

70. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Τζώρτζη, Κ. 2013. *Ο χώρος στο μουσείο: η αρχιτεκτονική συναντά τη μουσειολογία*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
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- Grey, A., Gardon, T. and Booth, C. 2006. *Saying it Differently. A handbook for museums refreshing their display*. London, London Museums Hub. <http://www.mlalondon.org.uk/uploads/documents/SayingitdifferentlyAW.pdf>.
- Merriman, N. 1999. Ανοίγοντας τα Μουσεία στο Κοινό, *Αρχαιολογία και Τέχνες* 72, 44-45.
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- Desvallées, A. και Mairesse, F. (επιμ.) 2014. *Βασικές Έννοιες της Μουσειολογίας*, Ελληνική Μετάφραση, Ελληνικό Τμήμα του ICOM - http://network.icom.museum/fileadmin/user_upload/minisites/icom-greece/PDF/Museology_WEB.pdf

- Related academic journals:

Τετράδια Μουσειολογίας - <https://kaleidoscope.gr/el/36-tetradia-mouseiologias>
 Museum Management and Curatorship - <https://www.tandfonline.com/toc/rmmc20/current>

Ενημερωτικό Δελτίο του Ελληνικού Τμήματος του ICOM - <http://network.icom.museum/icom-greece/enimerotikodeltio/enimerotiko-deltio/>
 Αρχαιολογία και Τέχνες - <https://www.archaiologia.gr/αρχείο-τευχών/>
 Curator: The Museum Journal - <https://onlinelibrary.wiley.com/journal/21516952>
 Ilissia - http://www.byzantinemuseum.gr/el/publications/ILISSIA_journal/
 Το Μουσείο - <http://museum-studies.uoa.gr/mstudies/index.php/actions/museum-pub-acts-mnu>
 MuseumEdu - <http://museumedulab.ece.uth.gr/main/el/node/141>
 Museum International - <https://onlinelibrary.wiley.com/journal/14680033>

COURSE OUTLINE

71. GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL HERITAGE AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	MCR/EC802	SEMESTER	8th
COURSE TITLE	Museums and New Technologies		
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 (theory and workshop hours)		3	6
<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>	specialised general knowledge		
PREREQUISITE COURSES:	Museology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE103/		

72. LEARNING OUTCOME

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of

the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to provide students with a holistic understanding of the roles that digital media can have in museums, covering theoretical issues, the range of applications and the relation to learning and educational theories, and to museum design, through theoretical exploration, case studies and practical skills for evaluating and creating content for technological applications (see 'Syllabus' below).

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

- Have a critical knowledge of the theory, history and practice of using digital media in museums;
- Be aware of the philosophical dimensions in relating the virtual and the real;
- Recognize the potential of digital technologies to play a part in attracting new audiences to the museum;
- Have critical understanding of the potential, value, use, and application of digital technologies in different museum functions;
- Have critical knowledge of the various issues that emerge from the use of particular technological applications (such as websites, social media platforms and mobile media) in curation, interpretation, communication and learning;
- Demonstrate understanding of a range of theories of education and learning and how they can inform the development of digital content;
- Use methodologies to analyze critically and evaluate technological applications such as museum websites;
- Be able to understand the implications of digital technologies for the design of museum space as well as for the profound changes for the institution;
- Have collaborated with co-students to conceptualize, create and present a case study for a technological application in museum interpretation, in response to specific requirements;
- Develop an ability for independent thinking, in parallel with team work, through the combination of different teaching methods used in the course.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

- Search for, analysis and synthesis of data and information with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Teamwork
- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility
- Respect for difference and multiculturalism
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Communication skills
- Capacity for critical thinking

73. SYLLABUS

Having as its starting point a brief historical overview of the introduction of new technologies in museums, and as theoretical background an analysis of changes in the definition of the museum and cultural heritage, of the relation of the *virtual* and the *real*, and of the 'aura' of the authentic object in the age of digital reproduction and the digitalized museum, the course aims to introduce students to the close link between new technologies and key museum functions. It examines the concept of the museum as a place of learning and contemporary educational theories to analyze the educational possibilities of new technologies, including the concept of the multisensory museum. It explores the practice of using digital media in museums and the wide range of their applications, focusing on their role as communication media, as interpretative tools, as educational applications, and as museum exhibits themselves. It examines the emerging issue of the implications of the creation of digital sensory environments in museums for the design of the physical space. It also discusses the impact of technology in driving profound changes for museums, in attitudes and experiences, in attracting new audiences as well as in raising theoretical issues and challenges. In the framework of the course, we analyze case studies of applications from Greek and foreign museums, we explain strategic interpretative choices, in conjunction with specific aims and uses, and apply the acquired theoretical and practical knowledge to creating and presenting a case study for a technological application supporting museum interpretation.

74. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education and communication with students. Support of learning through the e-learning platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures (including theory and workshop hours)	39
	Educational visits, Individual and group class assignments, Discussions of papers	31
	Written assignment and oral presentation	30
	Independent study	50
	Course total (25 hours = 1 ECTS)	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to</i>	Language of evaluation: Greek. i. Final written exam, including: comparative evaluation - open-ended questions - short-answer questions - problem solving (60%) ii. Written assignment and oral presentation (40%) Co-assessment of participation in the class assignments. The evaluation procedure and criteria are presented to students in the first lecture. In parallel, they are available on the webpage of the course throughout the semester	

75. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Μπούνια, Α, Νικονάνου, Ν. και Οικονόμου, Μ., 2008. *Η τεχνολογία στην υπηρεσία της πολιτιστικής κληρονομιάς*. Αθήνα:Καλειδοσκόπιο.
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- Οικονόμου, Μ., 1996, Πολυμέσα στα Μουσεία – Αξιολόγηση των Εφαρμογών, *Μίτος*, 3, 21-26.
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- Μούλιου, Μ., 2010. Μουσεία πόλεων και Διαδίκτυο την εποχή του Web 2.0. Αναλύοντας ένα σύνθετο τεχνολογικό, ιδεολογικό, κοινωνικό και αστικό τοπίο, *Τετράδια Μουσειολογίας*, 7, 74-80.
- Μυρογιάννη, Ε. 2011. Μουσειακή Εκπαίδευση στο διαδίκτυο, στο Δ. Καλεσοπούλου (επιμ.), *Παιδί και εκπαίδευση στο Μουσείο. Θεωρητικές αφηγήσεις, παιδαγωγικές πρακτικές*. Αθήνα: Εκδόσεις Πατάκη & Ελληνικό Παιδικό Μουσείο, 163-182.
- Ρούσσου, Μ. 2004. Η Παρουσία των Μουσείων στο Διαδίκτυο. *Τετράδια Μουσειολογίας*, 1, 59-60.
- Ρούσσου, Μ. 2001, Η χρήση διαδραστικών μέσων στο χώρο του μουσείου, *ΙΜΕρος*, 1, 23-31.
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- Nelson, T. and Macdonald, S. 2012. A Space for Innovation and Experimentation: University Museums as Test Beds for New Digital Technologies. In: S. S Jandl S.S. and M.S Gold (eds.) *A Handbook for Academic Museums: Beyond Exhibitions and Education*. Edinburgh: MuseumsEtc, 418- 444.

- Related academic journals:

Museum Management and Curatorship - <https://www.tandfonline.com/toc/rmmc20/current>

Archives and Museum Informatics - <http://www.archimuse.com>

Τετράδια Μουσειολογίας - <https://kaleidoscope.gr/el/36-tetradia-mouseiologias>

Curator: The Museum Journal - <https://onlinelibrary.wiley.com/journal/21516952>

Αρχαιολογία και Τέχνες - <https://www.archaiologia.gr/αρχαιο-τευχω/>

Museum International - <https://onlinelibrary.wiley.com/journal/14680033>

COURSE OUTLINE

76. GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	CULTURAL HERITAGE MANAGEMENT AND NEW TECHNOLOGIES		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	MCR/ESS610	SEMESTER	6th

COURSE TITLE		Museums: Challenges in the 21st Century	
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 (theory and workshop hours)		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
PREREQUISITE COURSES:	Museology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE102/		

77. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 course aims to provide students with critical understanding of current museum thinking and key policy debates in relation to the changing social and cultural contexts. Special emphasis is given to applying practical skills and understanding of conceptualizing and creating educational resources to effectively communicate with and engage diverse audiences (see “Syllabus” below).</p> <p>On successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - Have advanced knowledge and critical understanding of issues relevant to museums today, including topics of representation of the past, history and memory, intangible heritage, the roles of museums in economy and community cultural development, access and participation; - Be aware of the relation between changes in society and changes in the museum as a social institution; - Demonstrate active understanding of museum visitors and ways of engagement with diverse communities; - Understand the need for museums today to be active internationally as well as with local communities. - Be able to express opinions about current museum thinking and key policy debates; - Have the ability to distinguish the various roles museums play and the impact they have on peoples' lives; - Have critical awareness of the ethical issues raised by museums today; - Apply the practical knowledge acquired through the course on conceptualizing and designing

<p>educational resources and activities for museums;</p> <ul style="list-style-type: none"> - Through the essay writing and its presentation, be able to discuss critically, in written and verbal form, current issues in the philosophy of museums, museum missions, representation of the past, and the role of museums in society; - Develop the ability for independent thinking, in parallel with team, work through the combination of different teaching methods used in the course. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
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<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> - Search for, analysis and synthesis of data and information with the use of the necessary technology - Adapting to new situations - Decision-making - Working independently - Teamwork - Working in an interdisciplinary environment - Showing social, professional and ethical responsibility - Respect for difference and multiculturalism - Criticism and self-criticism - Production of free, creative and inductive thinking - Communication skills - Capacity for critical thinking 																			

78. SYLLABUS

The course focuses on contemporary reality and examines the evolution of the institution of the museum in times of social change and differentiation. Building on the knowledge, theoretical and practical, acquired in the previous courses, it aims to contribute to the understanding of the complex and amplified educational and social role that the museum of the 21st century is required to take, and examines how this affects its internal functioning and exterior relations. It gives particular emphasis to issues in the organization and design of educational activities in museums, in relation to different groups of visitors, in particular on educational programmes and resources addressed to school groups. It examines how museums are responding to contemporary needs – such as the need for an extrovert policy and promotion at an international level and, in parallel, for a strong connection to the local society – and to new perspectives – such as museums as landmarks, their contribution to urban regeneration and cultural tourism, museums and cultural heritage. It analyzes key challenges which have emerged in recent years, including the restructuring of museum collections, the relations between museums and identities, history and memory, and issues of museum ethics. Key parts of the course are: the conceptualization and design of educational resources in response to specific aims and audiences; and the writing of a paper, through which students apply the knowledge acquired during the lectures, and develop the ability to formulate, document, and present arguments in relation to the issues under discussion.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education and communication with students. Support of learning through the e-learning platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures (including theory and workshop hours)	39
	Educational visits, Individual and group class assignments, Discussions of papers	11
	Written assignment and oral presentation/ Design and production of education material	50
	Independent study	50
	Course total (25 hours = 1 ECTS)	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation Greek Written essay and oral presentation, or design and production of education (or communicative) material (100%) Co-assessment of participation in the class assignments. The evaluation procedure and criteria are presented to students in the first lecture. In parallel, they are available on the webpage of the course throughout the semester.	

79. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Νικονάνου, Ν. 2005. *Μουσειοπαιδαγωγική. Από τη θεωρία στην πράξη*. Αθήνα: Εκδόσεις Πατάκη
- Νικονάνου, Ν., Μπούνια, Α., Φιλίππουπολίτη, Α., Χουρμουζιάδη, Α., Γιαννούτσου, Ν. Ν. 2015. *Μουσειακή μάθηση και εμπειρία στον 21ο αιώνα*. [ηλεκτρ. βιβλ.] Αθήνα: Σύγχρονος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <https://repository.kallipos.gr/handle/11419/717>
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- Macdonald, S. 2010. Η ιστορία ως κοινωνικό ζήτημα: ερμηνεύοντας τη 'δύσκολη' κληρονομιά, *Τετράδια Μουσειολογίας*, 7, 14-22.
- Νάκου Ε. 2009. *Μουσεία, ιστορίες και ιστορία*, Αθήνα: νήσος.
- NEMO 2015. *Museums and Young People*. Διαθέσιμο στο: http://www.nemo.org/fileadmin/Dateien/public/topics/Audience_Development/Museums_and_Young_People_NEMO_LEMWG_study_2015.pdf
- Μούλιου, Μ., 2015. Το μουσείο ως ποιότητα, εμπειρία, αστικό σύμβολο και ήπια δύναμη. Παραδείγματα από τη

διεθνή και εγχώρια μουσειακή πρακτική. Στο: Γ. Πούλιος κ.ά *Πολιτισμική διαχείριση, τοπική κοινωνία και βιώσιμη ανάπτυξη*. [ηλεκτρονικό βιβλίο] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Κεφάλαιο 4. Διαθέσιμο στο: <http://hdl.handle.net/11419/2388>

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- Charman, H., Rose, K., Wilson G. (eds.) 2006. *The Art Gallery Handbook. A Resource For Teachers*. London: Tate Publishing.

- *Related academic journals:*

Τετράδια Μουσειολογίας - <https://kaleidoscope.gr/el/36-tetradia-mouseiologias>
Museums and Society - <https://www2.le.ac.uk/departments/museumstudies/museumsociety>
Curator: The Museum Journal - <https://onlinelibrary.wiley.com/journal/21516952>
Museum Management and Curatorship - <https://www.tandfonline.com/toc/rmmc20/current>
Museum International - <https://onlinelibrary.wiley.com/journal/14680033>
MuseumEdu - <http://museumedulab.ece.uth.gr/main/el/node/141>
Ilissia - http://www.byzantinemuseum.gr/el/publications/ILISSIA_journal/
Το Μουσείο - <http://museum-studies.uoa.gr/mstudies/index.php/actions/museum-pub-acts-mnu>
Αρχαιολογία και Τέχνες - <https://www.archaiologia.gr/αρχείο-τευχών/>
Journal of Museum Education - <https://www.tandfonline.com/toc/rjme20/current>

Christos Zafiropoulos, Assistant Professor

COURSE OUTLINE

80. GENERAL

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	C202	SEMESTER	2nd
COURSE TITLE	Greek Language and Literature I (<i>Greek I</i>)		
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
		5	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>	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

81. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course offers an overview of Greek language and literature from the Homeric epic till mid-fifth century BCE. A selection of passages from Homer and Hesiod, from lyric poetry and drama, and from early philosophical texts (esp. Heraclitus) are analyzed with special focus on the form of the language, the genres, the authors and the historical and ideological context of each period. Students should be able to read Greek poetry on a basic level, to discuss on the particular characteristics of oral and written cultures, and to trace in texts from that period certain characteristic concepts, as well as trends and key ideas of Greek thought and culture (e.g. reciprocity, shame-culture ethics, the Greek Enlightenment, the sociopolitics of the *polis* etc.).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Working independently

Working in an interdisciplinary environment

Search for, analysis and synthesis of data and information, with the use of the necessary technology

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Evaluation in Greek with open-ended questions
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83. ATTACHED BIBLIOGRAPHY

Easterling, P., Knox, B.M.W. (eds.), <i>The Cambridge History of Classical Literature, vol. I</i> (CUP 2008)
Easterling, P. (ed.), <i>The Cambridge Companion to Greek Tragedy</i> (CUP 1997)

COURSE OUTLINE

84. GENERAL

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	MCR802	SEMESTER	8th
COURSE TITLE	Modern Visualizations of Antiquity		
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</i>		WEEKLY TEACHING HOURS	CREDITS

<i>total credits</i>			
Lectures		3	4
<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>	Specialized general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

85. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 course discusses the visualization of Greek culture and literature in modern cultural and technological environments. In this regard, a variety of such narratives is studied, from filmic to graphic art adaptations of widespread classical myths and episodes from Greek history. Students should be able to discuss and contemplate on the ideological aspects of the way Greek culture is presented in cinema, animation,</p>

comic, as well as video games, web pages on Greek antiquity and so on.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working independently

Working in an interdisciplinary environment

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Criticism and self-criticism

Production of free, creative and inductive thinking

86. SYLLABUS

Lectures focus on how popular Greek myths and historical events are presented in the aforementioned means of mass communication, as well as on modern fictional narratives inspired by Greek antiquity. These include, for example, the Homeric epics, Disney studios' productions inspired by ancient myths and tales, the Spartans' portrayal in such narratives. In particular, a comparative reading of the ancient sources and their modern visualizations discusses the reception and the ideological uses of antiquity by the spectacle industry.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	50
	Study and analysis of bibliography	50
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are</i>	Evaluation in Greek with open-ended questions	

accessible to students.	
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87. ATTACHED BIBLIOGRAPHY

Σινεμυθολογία [= *Cinemythology*] (Thessaloniki 2003)

Pomeroy, A. J., *A Companion to Ancient Greece and Rome on Screen* (London 2017)

COURSE OUTLINE

88. GENERAL

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	MCR703	SEMESTER	7th
COURSE TITLE	Greek Language and Literature II (<i>Greek II</i>)		
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		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	General background		
<i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:	Yes – C202 (Greek language and Literature I)		

LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

89. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Greek II follows and supplements Greek I, focusing on Greek prose texts. During

the lectures, selected extracts from historiography, oratory and philosophy are discussed. As in *Greek I*, this module also aims to study Greek language and culture from the Classical to the early Hellenistic period and it covers linguistic, literary and cultural issues and is accompanied by an introduction to the authors, the genres and the prevailing cultural concepts and norms.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....
<p>Working independently</p> <p>Working in an interdisciplinary environment</p> <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Criticism and self-criticism</p>

90. SYLLABUS

<p>Lectures discuss a selection of texts that include historiography (Herodotus and Thucydides), oratory (Lysias and Demosthenes), philosophy (the Presocratics, Plato, Aristotle), as well as Xenophon, Theophrastus and the Hippocratics. Readings focus on the historical framework of these texts and on major issues of life in the <i>polis</i> (e.g. Periclean Athens, democracy and public discourse, Greek religion, the rise of the intellectual etc.)</p>	
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TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	50
	Study and analysis of bibliography	50
	Course total	100

ECTS	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Evaluation in Greek with open-ended questions

91. ATTACHED BIBLIOGRAPHY

Azoulay, V., *Pericles of Athens* (Princeton UP 2014)

Cartledge, P., *The Greeks: A Portrait of Self and Others* (OUP 2002)

Chamoux, Fr., *La civilization grecque* (Paris 1983)

COURSE OUTLINE

92. GENERAL

SCHOOL	School of Economics and Business Administration		
ACADEMIC UNIT	Department of Cultural Heritage Management and New Technologies		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	MCR/EFS	SEMESTER	5th
COURSE TITLE	Classical Literature and Its Modern Reception		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g.</i>	WEEKLY TEACHING		CREDITS

<i>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>		HOURS	
Lectures		3	4
<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>	Specialized general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

93. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 course discusses the reception of Greek literature and myths in theatre, prose and poetry. Students should be able to contemplate on the dialectics involved in the reception of Greek culture by other cultures from both historical and ideological perspectives.</p>
General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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...

Working in an interdisciplinary environment	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Criticism and self-criticism	
Production of free, creative and inductive thinking	
Respect for difference and multiculturalism	

94. SYLLABUS

Reception theory and its application in classical studies form the introductory part of this course. Lectures then centre upon the study of modern adaptations of selected classical texts, such as Euripides' <i>Bacchae</i> and <i>Medea</i> in theatre performances, films, and their adaptations in theatre and literature.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and eclass

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	Activity	Semester workload
	Lectures	50
	Study and analysis of bibliography	50
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation in Greek with open-ended questions	

95. ATTACHED BIBLIOGRAPHY

J. Chapoutot *Le national-socialisme et l'Antiquité* (Paris 2008)

D. J. Mastronarde *Euripides Medea* (CUP 2002)

R. Seaford *Dionysos* (Routledge 2006)

Iliana Zarra, Associate Professor

COURSE OUTLINE

96. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	Department of Culture Heritage Management & New Technologies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E/MCR609	SEMESTER	
COURSE TITLE	Introduction to Modern Greek Art 18 th -20 th century		
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		3	3
Student internship			
<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>	EC		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (French & English)
COURSE WEBSITE (URL)	

97. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course deals with the Greek artistic production from the 18th century, which marks the beginning of the Western influences in terms of artistic style and technique, until the first half of the 20th century. The aim of the course is to examine the institutions and the factors that defined the birth and development of the modern Greek art in the context of the broader historic, political and economic conditions in the given period. The following topics are discussed:

- I. The Art before the Revolution (post-byzantine and popular decorative art),
- II. The Naturalism of the Ionian Islands,
- III. The Art after the foundation of the Greek State: painting of historical subjects – portraiture – genre – landscape – still life, Sculpture
- IV. The beginning of the Greek modernism: K. Parthenis, K. Maleas, G. Bouzianis, N. Lytras

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Adapting to new situations

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

<i>Decision-making</i>	<i>responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

<i>Working independently</i> <i>Team work</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> <i>Respect for difference and multiculturalism</i> <i>Production of free, creative and inductive thinking</i>

98. SYLLABUS

Modern Greek Art: definition and time limits- the Greek under ottoman occupation and their artistic expression- from the post-byzantine to the popular and modern art:

-1st period of Modern Greek Art: I. The Art before the Revolution (post-byzantine and popular decorative art)

The Naturalism of the Ionian Islands during 18th and 19th century:

Νικόλαος Δοξαράς 1700/06-1775, Νικόλαος, Κουτούζης 1741-1813, Νικόλαος Καντουνής 1767-1834, Ιωάννης Κοραής (Αθανασίου) ο νεότερος (1781-1841), Πιτσαμάνος Γεράσιμος (Αργοστόλι 1787- Κέρκυρα 1825)

-German artists in Greece:

Peter von Hess, Carl Wilhelm von Heideck, Karl Krazeisen, Ferdinand Stademann

Subjects of the Greek Revolution: Peter von Hess

Ludwig von Schwanthaler

Portraiture of the Greek warriors: Carl Krazzeisen

-Greek artists

-Painting (Δημήτριος Ζωγράφος και υιοί, Αθανάσιος Ιατρίδης, Θεόδωρος Βρυζάκης, Διονύσιος Τσόκος, Νικόλαος Ξυδιάς-Τυπάλδος, Ιωάννης Αλταμούρας, Κωνσταντίνος Βολανάκης, Γεώργιος Ροϊλός, Νικόλαος Γύζης, Θεόφιλος Χατζημιχαήλ

Γεράσιμος Πιτσαμάνος, Διονύσιος Καλυβκάς, Κωνσταντίνος Ιατράς, Ανδρέας Κριεζής, Γεώργιος Μαργαρίτης, Φραγκίσκος Πίτζε, Λούντβιχ Τιρς, Νικόλαος Κουνελάκης, Νικόλαος Βώκος, Γεώργιος Άβλιχος, Ιάκωβος Ρίζος, Συμεών Σαββίδης, Πάυλος Μαθιόπουλος, Περικλής Πανταζής, Απόστολος Λάτσης, Νικηφόρος Λύτρας, Ιωάννης Ζαχαρίας, Κλεονίκη Ασπριώτου, Γεώργιος Ιακωβίδης Γεώργιος Ιακωβίδης)

-Sculpture (Αδελφοί Φυτάλη, Δημήτριος & Ιωάννης Κόσσοι, Ιάκωβος και Φραγκίσκος Μαλακατέ, Λεωνίδας Δρόσης, Γεώργιος Βιτάλης, Δημήτριος Φιλιππότης, Γιαννούλης Χαλεπάς, Γεώργιος Βρούτος, Γεώργιος Μπονάνος, Λάζαρος Σώχος)

99. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	20
	Bibliographic information for exemplary cases	8

<p><i>educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>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</i></p>	Study of audiovisual material links	8
	Course total Total number of hours for the Course (25 hours per 1 credit)	75
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written essay (3.700 words) in Greek (100%):</p> <p>Synthetic ability</p> <p>Ability of analyzing of the art of specific German and Greek artists</p> <p>Presentation of the contribution of the artists to the formation of modern Greek art. Students can obtain the required data from the course's text manual, exploiting material from web research and the relevant bibliography found in the Department's Library.</p>	

100. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Αθήνα – Μόναχο, Τέχνη και Πολιτισμός στη Νέα Ελλάδα (Κατάλογος Έκθεσης,

Εθνική Πινακοθήκη), Αθήνα 2000

Αδριανόπουλος Δ., Ιστορία της νεοελληνικής αισθητικής, Αθήνα 1990

Από τη μεταβυζαντινή τέχνη στη σύγχρονη, Πανελλήνιο Συνέδριο, 18^{ος}-20ός αιώνας (1997), Πρακτικά συνεδρίου, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Θεσσαλονίκης 1998

Εθνική Πινακοθήκη. 100 χρόνια. Τέσσερις αιώνες ελληνικής ζωγραφικής, Αθήνα 1999

Εκπαιδευτική Ελληνική Εγκυκλοπαίδεια, τ. 27, Παγκόσμια Τέχνη, Εκδοτική Αθηνών 1996

Επτανήσιοι καλλιτέχνες του 18^{ου} και 19^{ου} αιώνα. Από τις συλλογές Ευριπίδη Κουτλίδη και Εθνικής Πινακοθήκης, Εθνική Πινακοθήκη-Παράρτημα Κέρκυρας (Κατάλογος), Αθήνα 1993

Ζάρρα Ι., *Η θρησκευτική ζωγραφική στη Θεσσαλονίκη κατά τον 19^ο αιώνα. Ζωγράφοι-Εργαστήρια-Καλλιτεχνικές τάσεις*, Θεσσαλονίκη: ΙΜΧΑ-Αφοι Κυριακίδη 2006

_____, *Ιωάννινα, 19^{ος}-αρχές 20ού αιώνα. Ιστορία και Πολιτισμός μέσα από την Εικόνα*, Ιωάννινα: Έκδοση Περιφερειακού Ταμείου Ιωαννίνων 2018

_____, Χρήστος Μεράντζας, Στέφανος Τσιόδουλος, *Από τον μεταβυζαντινό στον νεότερο ελληνικό πολιτισμό. Παραδείγματα εικαστικής παραγωγής (16ος-20ός αιώνας)*, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα. www.kallipos.gr, Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών-Εθνικό Μετσόβιο Πολυτεχνείο 2015

_____, «The synthesis of a new iconography under the stimulus of emerging Greek liberation», *Series Byzantina* v. 10 (2012)

_____, «Αγιογραφικά έργα στη Θεσσαλονίκη από τον 19^ο έως τις αρχές του 20ού αιώνα», *Θεσσαλονίκη-Φιλιππούπολη σε παράλληλους δρόμους 18^{ος}-20ός αιώνας*, Θεσσαλονίκη 2000, 765-782

_____, «Ο αρχάγγελος «Χαριήλ»: η εικονολογία μιας πολιτικής γελοιογραφίας του 1882», *ΕΓΝΑΤΙΑ* 15, 2011, 247-256.

_____, «Η πάλη ανάμεσα σε αετό και φίδι: το εικονογραφικό μοτίβο σε δύο παραδείγματα του 18^{ου} και 19^{ου} αιώνα και οι πολιτικές του προεκτάσεις», *Θεσσαλονίκη*, Επιστημονική Επετηρίδα Κέντρου Ιστορίας του Δήμου Θεσσαλονίκης, Θεσσαλονίκη 2013, 91-106

_____, «Μεταξύ του *Μαθητή* καλλιτεχνικής παιδείας (Ι. Ζαχαρίας, 1868) και

της Αποστήθισης (Ν. Γύζης, 1883) ποια γνώση έχει την πιο μεγάλη αξία; Ερμηνευτική προσέγγιση εικονιστικών στοιχείων αναφορικά με το σύστημα εκπαίδευσης στο Νεοελληνικό Κράτος με τη χρήση της φεμινιστικής ιστορίας της τέχνης (Πρώτη προσέγγιση)», 7^ο Επιστημονικό Συνέδριο με Διεθνή Συμμετοχή: «Ποια γνώση έχει την πιο μεγάλη αξία; Ιστορικές – συγκριτικές προσεγγίσεις», Πανεπιστήμιο Πατρών Πρακτικά Συνεδρίου, στον ιστότοπο: http://eriande-elemedu.emillescreations.com/art/uploads/gynaikeia_ekpaideysi_final.pdf

Καλλιγιάς Μ., Γιαννούλης Χαλεπάς, Αθήνα 1972

-----, Νικόλαος Γύζης, ΜΙΕΤ Αθήνα 1981

Καφέτση Ά., Σχέδια Παρθένη στην Εθνική Πινακοθήκη, Αθήνα 1989

Κολοκοτρώνης Γ., Η νεκρή φύση στη Νεοελληνική Τέχνη από τον 19^ο αιώνα ως τις μέρες μας (διδ. διατριβή), Αθήνα 1988

Λεξικό Καλλιτεχνών, Ζωγράφοι-Γλύπτες-Χαράκτες, 16ος-20ός αιώνας, τ. 1-4 3Αθήνα: Μέλισσα 1997-2000

Παπανικολάου Μ., Η ελληνική τέχνη του 18^{ου} και 19^{ου} αιώνα. Ζωγραφική - Γλυπτική, Θεσσαλονίκη:Βάνιας 2005

- Related academic journals:

COURSE OUTLINE

101. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	Department of Culture Heritage Management & New Technologies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		SEMESTER	
COURSE TITLE	Topics of History of Art		
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	3	3
Student internship		
<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>	EC	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		
COURSE WEBSITE (URL)		

102. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course deals with the definition of the subject of Art History, the presentation of the materials and techniques of the artworks, the study of methods of documentation, the examination of the factors that defined the formulation and development of art, and the presentation of the key methods of analysis of the artworks, as they were formed in the 20th century.

The aim of the course is to introduce the participants to the subject of Art History, and then help them understand the aforementioned ways of approaching and interpreting art.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma 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

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

Working independently

Team work

Working in an interdisciplinary environment

Respect for difference and multiculturalism

Production of free, creative and inductive thinking

103. SYLLABUS

Theory and Methods: The main methods of analysis and interpretation of the object of artifact

morphological methods (H. Wölfflin, H. Focillon)

Iconology(A. Warburg, E. Panofsky)

Art and society (A. Huser)

Art and psychoanalytical approach (S. Freud, M. Klein, D. Winnicott, Balint M.)

Feminist art History (creation, modification and persistence of the images of women throughout history, in the frame of various social, economical, psychological and intellectual conditions) (Norma Broude and Mary D. Garrard, Linda Nochlin, Wendy Lesser,

A.S. Harris)

Analysis of cardinal terms (Modernism – Post-modernism)

104. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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, etc.</i> <i>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</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Individual analysis of exemplary cases	20
	Bibliographic information for exemplary cases	8
	Study of audiovisual material links	8
	Course total Total number of hours for the Course (25 hours per 1 credit)	75
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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,</i>	Written essay (3.700 words) in Greek (100%): Synthetic ability Ability of analyzing of specific works of art in their contexts, considering issues of patronage, gender, politics,	

<p><i>public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>religion, and ethnicity. Students can obtain the required data from the course's text manual, exploiting material from web research and the relevant bibliography found in the Department's Library.</p>
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105. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Αθανασίου Κ. – Καψαμπάλη Κ. – Κονδύλη Μ. – Παρασκευόπουλος Θ., *Τα όρια του σώματος. Διεπιστημονικές προσεγγίσεις*, Μακρυγιώτη Δ. (επιμ.), Αθήνα, εκδ. νήσος 2004

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Berger J., *Η Εικόνα και το Βλέμμα*, Κονταράτου Ζ. (μτφρ)

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Broude N. – Garrard M.D.(eds), *The expanding discourse. Feminism and Art History*, Westview Press 1992

Castelnuovo E., «Η κοινωνική ιστορία της τέχνης ένας απολογισμός», Καρκαγιάννη-Καραμπελιά Β. (μτφρ.), *Διπλή Εικόνα* 10

Chasseguet-Smirgel J., *Pour une Psychanalyse de l'art et de la créativité*, Paris, Payot 1971

Cherry D., *Beyond The Frame. Feminism and Visual Culture*, Britain 1850-1900

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_____, *Η ζωγραφική του Giorgio de Chirico. Η σύνταξη του μεταφυσικού χώρου*, Αθήνα: Οπερα 2001

_____, *Restitutions 14 κείμενα ιστορίας της τέχνης*, Αθήνα: Futura 2015

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Εισαγωγή στην Ιστορία της Τέχνης, Belting H. – Dilly H. – Kemp W. – Sauerländer W. – Wranke M. (επιμ.), Παπανικολάου Μ. (επιμ. ελληνικής έκδοσης), Γιόκα Λ. (μτφρ), Θεσσαλονίκη, Βάνιας 1995

Finch M., *Style in Art History. An Introduction to Theories of Style and Sequence*, The Scarecrow Press, Inc. Metuchen, N.J. 1974

Fascina Fr. – Harisson J. (eds), *Modern Art and Modernism, A Critical Anthology*, New York, Harper and Row 1982

Freeland C., *Μα είναι αυτό τέχνη*, Αλμπάνη Μ. (μτφρ), Γκέκα Π. (επιμ.), Μουτσόπουλος Θ. (επίμ.), Αθήνα, Πλέθρον 2005

Focillon H., Η Ζωή των Μορφών

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Gombrich E. H., *Art and Illusion*, Oxford, 1960

----- *Meditations on Hobby-horse*, London 1963

----- *Symbolic Images*, London 1978

----- *Reflections of the history of art. Views and reviews*, Woodfield R. (ed.) Oxford, Phaidon 1987

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----- «Modernist Painting», *Art and Literature*, 4, 1965

Hauser A., *Κοινωνική ιστορία της τέχνης*, Κονδύλης Τ. (μτφρ.), Αθήνα, τ. Α-Δ, Κάλβος 1969-70

Hadjinikolaou N., *Art History and Class Struggle*, London, Pluto Press 1978

Harrison Ch. – Wood P. (eds), *Art in theory, 1900-2000: An Anthology of Changing Ideas*, Cambridge, Blackwell 2003

Χατζηνικολάου Ν., *Νοήματα της εικόνας. Μελέτες ιστορίας και θεωρίας της Τέχνης*,

Ρέθυμνο, Πανεπιστημιακές Εκδόσεις Κρήτης 1994

Holub R. C., *Θεωρία της Πρόσληψης, Μια κριτική εισαγωγή*, Αθήνα, Μεταίχμιο 2001

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----- "Tradition, Innovation and Aesthetic Experience" *The Journal of Aesthetics and Art Criticism*, XLVI, 3, Spring 1988

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Les Cahiers du Musée national d' Art Moderne, «Moderne, Modernité, Modernisme », No 19-20, Juin 1987

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Μπένγιαμιν Β., *Δοκίμια για την τέχνη*, Κούρτοβικ Δ. (μτφρ) Αθήνα 1978

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Παγκόσμια Τέχνη, τ. 27, Εκπαιδευτική Ελληνική Εγκυκλοπαίδεια, Εκδοτική Αθηνών 1998

Παυλόπουλος, Δ., *Χαρακτική – Γραφικές Τέχνες: Ιστορία - Τεχνικές - Μέθοδοι*, Αθήνα, Εταιρεία Εικαστικών Τεχνών «Α. Τάσσο» 1995

Πλακωτάρης Κ., *Υλικά και τεχνικές στη ζωγραφική και τη διακοσμητική*, Αθήνα, Ώρα 1969

Ρηγοπούλου Π., *Το Σώμα. από την ικεσία στην απειλή*, Αθήνα, εκδ. Πλέθρον 2003

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Wölfflin H., *Βασικές έννοιες της Ιστορίας της Τέχνης. Το πρόβλημα της εξέλιξης του στυλ στη νεότερη τέχνη*, Παπανικολάου Μ. (προλ.), Κοκαβέσης Φ. (μτφρ), Θεσσαλονίκη, Παρατηρητής 1992(*Kunstgeschichtliche Grundbegriffe*, 1915)

Α. Χαραλαμπίδης, *Τέχνη Βλέπω, γνωρίζω, αισθάνομαι* Θεσσαλονίκη: University Press 2010

- Related academic journals:

COURSE OUTLINE

106. GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
DEPARTMENT	Department Culture Heritage Management & New Technologies		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	C504	SEMESTER OF STUDIES	5
COURSE TITLE	European Art History II		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων			
Lectures		3	3
Practical exercises			
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
COURSE TYPE	EC		
Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων			
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (French & English)		
COURSE WEBPAGE (URL)			

107. LEARNING OUTCOMES

Lernaning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του

<p>Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης</p> <ul style="list-style-type: none"> Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης <p>και Παράρτημα Β</p> <ul style="list-style-type: none"> Περίληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων 			
<p>The course deals with the art production from 19th century, which challenged the principles of harmony and symmetry of the compositions of the academic art, until the beginning of the 20th century. The aim of the course is to examine the development of art through the political, social and scientific conditions for particularly since the 19th century. Specifically, the course studies the characteristics of the artistic movements of the given period, their development over time and especially the change in the meaning and role of image.</p>			
<p>General Abilities</p> <p>Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;</p> <table border="1"> <tbody> <tr> <td> <p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p> </td><td> <p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p> </td></tr> </tbody> </table>		<p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>
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<p><i>Individual assignment</i></p> <p><i>Team assignment</i></p> <p><i>Work in an interdisciplinary environment</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p>			

108. COURSE CONTENT

I.	Modernism
II.	Characteristics of Modernism in visual arts
III.	Impressionism – Post-Impressionism
IV.	<p>Expressionism</p> <p>-Die Brücke (The Bridge)</p> <p>-Der Blaue Reiter (The Blue Rider)</p>
V.	Fauvism

VI.	Analytical and Synthetic Cubism :
	-George Braque (1882-1963), Pablo Picasso (1881-1973)
VII.	<i>Abstract art</i> (nonobjective art or nonrepresentational art)
	-Wassily Kandinsky (1866-1944)
VIII.	Piet Mondrian (1872-1944) : Neoplasticism
IX.	Kazimir Malevich (1878-1935/6): Supreamtism

109. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i>	Use of communication technologies	
TEACHING ORGANIZATION <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i>	Teaching Method	Semester Workload
	Lectures	39
	Individual analysis of exemplary cases	41
	Bibliographic information for exemplary cases	10
	Study of audiovisual material links	10
	Total number of hours for the Course (25 hours per 1 ECTS credit)	100
STUDENT ASSESSMENT <i>Περιγραφή της διαδικασίας αξιολόγησης Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</i>	1. Written final examination (100%) containing: - Analysis of Art Movements, artist or oeuvre of arts - Comparative presentation and analysis of Art Movements based on the accessible bibliography in the Library of department	

110. RECOMMENDED LITERATURE

Arnason H. H., *Ιστορία της σύγχρονης τέχνης. Ζωγραφική, Γλυπτική, Αρχιτεκτονική, Φωτογραφία*, Μ. Παπανικολάου (επιμ.), Φ. Κοκαβέσης (μτφρ.), Θεσσαλονίκη: Παρατηρητής 1995

Ζάρρα Ι., *Κοσμική ζωγραφική και θρησκευτικός συμβολισμός: η περίπτωση του καλλιτέχνη της ρωσικής πρωτοπορίας Καζιμίρ Μαλέβιτς (1878-1935)*, Θεσσαλονίκη: Βάνιας 2006

_____, *Επεισόδια καλλιτεχνικής παλινδρόμησης στην τέχνη του 20ού αιώνα: ερμηνευτική προσέγγιση*, Θεσσαλονίκη: Επίκεντρο 2011

Ζάρρα Ι., «Πρωτοπορία και παράδοση: Παρατηρήσεις σε ορισμένες συνθέσεις των ρώσων καλλιτεχνών Kazimir Malevich και Ivan Kudriashev», Πρακτικά Β' Συνεδρίου Ιστορίας της Τέχνης, *Προσεγγίσεις της καλλιτεχνικής δημιουργίας από την Αναγέννηση έως τις μέρες μας*, Αθήνα-Νεφέλη 2008, σ. 539-556.

Zarra I., «Kazimir Malevich (1878-1935) under crisis: the return from the 'non-objective world' to the figure during the period between World Wars», *Proceedings of the "Philosophy and Crisis: Responding to Challenges to Ways of Life in the Contemporary World" International Conference*, (July 28-30, 2013) University of Ioannina – Department of Philosophy & The Council for Research in Values and Philosophy (RVP) – Catholic University of America, Washington, D.C. 2016, volume I, 302-309

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Canto d' Amore. Classicism in Modern Art and Music 1914-1935, G. Boehm – U. Mosch – K. Schmidt (eds.), Basel: Kunstmuseum-Paul Sacher Foundation – London: Merrell Holberton 1996

Bowl J. E. –Misler N., *Twentieth- century Russian and East European painting*, Zwemmer: The Thyssen-Bornemisza Collection, ά.χ.

Buchloh B. H. D., "Figures of Authority, Ciphers of Regression: Notes on the Return of Representation in European Painting", *October*, v. 16, *Art World Follies*, Spring 1981

Chipp H. B., *Theories of Modern Art. A Source Book by Artists and Critics*, Los Angeles&London: University of California Press-Berkley 1971

Clark T. J., *Farewell to an Idea. Episodes from a History of Modernism*, New Haven&London: Yale University Press, 1999

Cottington D., *Cubism in the Shadow of War. The Avant-Garde and Politics in Paris 1905-*

1914, New Haven&London: Yale University Press 1998

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