**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | SCHOOL OF HEALTH SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF BIOLOGICAL APPLICATIONS AND TECHNOLOGY |
| **LEVEL OF STUDIES** | UNDERGRADUATE |
| **COURSE CODE** | BEE815 | **SEMESTER** |  |
| **COURSE TITLE** | Concepts and Issues on Geography, Environment and Sustainability |
| **INDEPENDENT TEACHING ACTIVITIES** *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* | **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 knowledgeSkills Development |
| **PREREQUISITE COURSES:** | None |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes (in Greek) |
| **COURSE WEBSITE (URL)** | http://ecourse.uoi.gr/course/view.php?id=780 |

1. **LEARNING OUTCOMES**

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| **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*
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| After the completion of this course, students are expected to:* Understand the basic dimensions of issues and challenges such as the depletion of natural resources, energy use, different types of air, water and soil pollution, climate change, food production and distribution, biodiversity loss and ecosystems degradation etc.
* Know basic environmental and geographical concepts needed for an integrated understanding of the above-mentioned issues.
* Understand the various interconnections between the above-mentioned issues and other critical global sustainability issues such as economic development, consumption patterns, overpopulation, poverty, hunger, unemployment, migration, gender inequalities, and local and international conflicts.
* Investigate environmental and sustainability issues challenges at the national and local levels.
* Define and analyze strategies and policies that address and manage the above-mentioned issues.
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| **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…**…….* |
| Adapting to new situations Decision-making Working independently Team workWorking in an interdisciplinary environment Respect for difference and multiculturalism Respect for the natural environment Criticism and self-criticism Production of free, creative and inductive thinking |

1. **SYLLABUS**

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| This course deals with the most critical global and local issues and challenges of geography, environment and sustainability that currently concern humanity. Topics in this course include energy use, air pollution, the greenhouse effect, climate change, wastewater and solid waste management, biodiversity loss as well as the production and distribution of food. Thanks to these topics, basic concepts of environmental sciences and geography, making up the curricula of primary school education and hence, are highlighted and clarified. This course aims to help students understand causes, impacts and proposed solutions to these issues as well as to critically investigate their main social, economic and political dimensions. These issues are examined on a global, national and local scale. Recent statistics and case studies are also discussed.  |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face to face, discussion, critical analysis of documentaries. |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | PowerPoint presentations, Use of the e-course and internet to study supplementary educational material, Communication with students. |
| **TEACHING METHODS***The manner and methods of teaching are described in detail.**Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.**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* |

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| ***Activity*** | ***Semester workload*** |
| Lectures | 39 |
| Study and analysis of bibliography | 46 |
| Study and analysis of web-based educational material | 12 |
| Examination hours | 3 |
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| Course total | ***100*** |

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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**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**Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Summative or conclusive evaluation at the end of the semester using short-answer questions and/or multiple choice questions. |

1. **ATTACHED BIBLIOGRAPHY**

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| MAIN BIBLIOGRAPHY (Eudoxus system):* Γεωργόπουλος, Α., Νικολάου, Κ., Δημητρίου, Α., Γαβριλάκης, Κ., Μπλιώνης, Γ. (2014). Γη, ένας μικρός και εύθραυστος πλανήτης. Αθήνα: Gutenberg.
* Miller G. Tyler (1999). Βιώνοντας στο Περιβάλλον Ι: Αρχές περιβαλλοντικών επιστημών. Αθήνα: ΙΩΝ.
* Miller G. Tyler (1999). Βιώνοντας στο Περιβάλλον ΙΙ: Προβλήματα περιβαλλοντικών συστημάτων. Αθήνα: ΙΩΝ.

ADDITIONAL SUGGESTED RESOURCES:* Educational material from the e-course.
* The Portal of Environmental Education Educational Material: [www.env-edu.gr](http://www.env-edu.gr)
* Environmental Education Portal: [www.kpe.gr](http://www.kpe.gr)
* European Environment Agency: <http://www.eea.europa.eu/el>
* Greek Ministry of Environment and Energy: <http://www.ypeka.gr/>
* European Commission – Environment: <http://ec.europa.eu/environment/index_en.htm>
* United Nations Environment Programme (UNEP): <http://web.unep.org/>
* WWF – Environmental Guides: <http://www.wwf.gr/guides>
* International Union for Conservation of Nature (IUCN): <https://www.iucn.org/>
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