

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POD07	SEMESTER	8
COURSE TITLE	Protection of natural and built environment		
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	
	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>	Elective, general background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://gpav.aegean.gr/lessons/dfpp/		

(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*

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

- understand the basic principles of environmental protection

- understand the most important global environmental problems (climate change, pollution of natural ecosystems, reduction of biodiversity, problems in the management of natural resources, etc.)
- know the most significant impact of the environmental problems analyzed and discussed in this particular course in both the natural and human-made environment
- know the impact of air pollution on the tangible cultural heritage
- participate in interdisciplinary groups planning and implementing environmental information and awareness - raising actions on the impact of the degradation of the natural and human-made environment

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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- *Respect for the natural environment*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Team work*
- *Adapting to new situations*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

The purpose of this course is to familiarize students with the most significant environmental problems at a global level. The anthropogenic threats against the environment have led to the perturbation of its balance several times, with, in many cases, important and equally grave repercussions to the quality of life of living organisms. Issues like the greenhouse effect, the stratospheric ozone reduction, the irrational management of natural resources, the reduction of natural ecosystems are some of those conflicting matters. Finally, for all the environmental issues that are presented within the frame of this course, special attention is given to the possible consequences they might have to the preservation of the tangible cultural heritage.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																									
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching – presentation and word processing software																									
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">13*3=39</td> </tr> <tr> <td>Study</td> <td style="text-align: center;">13*2=26</td> </tr> <tr> <td>Projects</td> <td style="text-align: center;">13*1=13</td> </tr> <tr> <td>Presentations</td> <td style="text-align: center;">13*1=13</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">91</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	13*3=39	Study	13*2=26	Projects	13*1=13	Presentations	13*1=13													Course total	91
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<p style="text-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>Methods of evaluation: <i>multiple choice questionnaires, short-answer questions, short essays, research projects, oral presentations.</i></p> <p>Evaluation criteria are described at the web page of the course.</p>																									

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Khoiyangbam R.S, Gupta N., (2015). Introduction to Environmental Sciences. India: The Energy and Resources Institute, TERI.
- Sandrin S., (2015). Introduction to Environmental Science. Dubuque: Kendall Hunt Publishing.
- Pavlogeorgatos G., (2008). Preservation of tangible cultural heritage (3rd ed.). Athens: V. Giurdas publications.

- *Related academic journals:*

- Environmental Science & Technology
- Science of the Total Environment
- Environmental International
- Environmental Pollution
- Journal of Environmental Sciences
- Environmental Science and Pollution Research
- Environmental Monitoring and Assessment
- Global NEST Journal