

COURSE OUTLINE

BSC DEPARTMENT MANAGEMENT SCIENCE AND TECHNOLOGY



University of Patras | Department of Management Science and Technology

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Introduction to business administration (MST_101)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC	S AND BUS	INESS									
ACADEMIC UNIT	MANAGEM	ANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	JNDERGRADUATE										
COURSE CODE	MST_101	SE	MESTER	1s	t	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
				х								
COURSE TITLE	INTRODUCT	TION TO BU	SINESS AD	MINI	STRA		N					
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for sep	arate compone	ents of the	WEE	KLY								
course, e.g. lectures, laborat	ory exercises,	etc. If the	TEACH	HING					CRED	TS		
creaits are awaraed for the v	vnole of the co and the total	urse, give credits	HOU	JRS								
		lectures	3						5			
		Leotares							5			
					-							
Add rows if necessary. The organisation of teaching		3			5							
and the teaching methods use	ed are describe	d in detail										
at (d).	1											
COURSE TYPE	Specialised	general kn	owledge									
general background, special backaround, specialised												
general knowledge, skills												
development												
PREREQUISITE COURSES:	Not require	d										
	Greek (inclu	iding Englig	h hibliogra	nhv)								
	Greek (men		in bibliogra	ipiiy)								
EXAMINATIONS:												
IS THE COURSE OFFERED	Yes											
TO ERASMUS STUDENTS												
COURSE WEBSITE (URL)												

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

At the end of this course the student will:

- have been introduced to the science of Business Administration with emphasis on programming, organization, management and control functions, as well as on the roles and skills of executives,
- have been aware of the basic concepts and functions of Business Administration in today's changing business environment,
- have understood the modern trends in organizational theory, especially those who successfully use

the appropriate forms of organiz	zational planning to compete in the complex and uncertain market							
 have been informed of the pract more specialized knowledge the 	 have been informed of the practices that have been implemented by major companies as well as the more specialized knowledge they need to have and be able to manage engineers. 							
At the end of the course, the student will have	further developed the following skills:							
 ability to manage and develop in 	n the most effective way both the material and the human capital of							
an enterprise,								
 ability to analyze the informatio 	n received from the company's internal and external environment,							
resulting in better decision maki	ing,							
 ability to understand the operat 	ion of production systems,							
 ability to draw up a strategy bas 	ed on the economic and technical data that arise over a given period							
of time.								
General Competences								
Taking into consideration the general competences that the below), at which of the following does the course aim?	ne degree-holder must acquire (as these appear in the Diploma Supplement and appear							
Search for, analysis and synthesis of data and	Project planning and management							
information, with the use of the necessary technology	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							
Working independently	issues							
Team work	Criticism and self-criticism							
Working in an international environment	Production of free, creative and inductive thinking							
Working in an interdisciplinary environment	04h							
Production of new research ideas	Others							
Search for analysis and synthesis of d								
 Search for, analysis and synthesis of d 	ata and mormation, with the use of the necessary technology							

- Adapting to new situations
- Decision-making
- Project planning and management
- Production of free, creative and inductive thinking

3. SYLLABUS

- 1. What is and what does science management do
- 2. Historical Evolution of Administrative Thought: Approaches Schools of Management
- 3. The environment of financial institutions
- 4. Production Systems Design The systemic approach to management: the production system and its interdependencies with the environment, the economy and society.
- 5. Study of administrative functions: Programming
- 6. Study of administrative functions: Organization
- 7. Study of administrative functions: Management
- 8. Study of administrative functions: Decision Making and Executives
- 9. Study of administrative functions: Control
- 10. New Challenges and Modern Managerial Approaches: Modern Management Tools: Change and Innovation Management, Business processes re-engineering, Comparative assessment, Balanced scorecard, Knowledge management

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	x	
Face-to-face, Distance learning, etc.			
	Distance learning		
	Distance learning		
	(synchronous)		
	Others:		
	Slides	X	
Use of ICT in teaching, laboratory education,	E-Class Virtual (simulated)	×	
communication with students	laboratory training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are	Lectures	39	
aescribea in aetaii. Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory Practice		
tutoriais, placements, clinical practice, art workshop, interactive teaching, educational	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Projects		
The student's study hours for each learning	Study and analysis of		
directed study according to the principles of the	bibliography		
ECTS	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Independent study	86	
	Other:		
	Total number of		
	nours for the	125 hours (total student work-load)	
	work-load per ECTS	work loady	
	credit)		
STUDENT PERFORMANCE	Written work,		
EVALUATION	essay/report		
	Problem solving		
Language of evaluation, methods of	FIODIEIII SOIVIIIg		
choice questionnaires, short-answer questions,			
open-ended questions, problem solving, written	Multiple		
presentation, laboratory work, clinical	choice		
examination of patient, art interpretation, other	question		
	Final exam		
Specifically-defined evaluation criteria are aiven, and if and where they are accessible to	with Multiple		
students.	choice		
	questionnaires		
	examination		

Project			
Mid-term			
exam			
(concluding)			
Final exam	Х	(theory,short	
with		case studies)	
developing			
questions			
Public			
presentation			
Mid-term			
exam			
(formative)			
Laboratory			
work			
Written work,			1
essay/report			

- E-class notes.
- Books:
 - o Petridou E., "Management Management, An Introductory Approach", "Sofia" Publications, 2011
 - Williams, K. & Johnson, B. "Introduction to Management, A Practical Guide to Development", Critical Publications, 2005
 - Tzortzakis, K. & Tzortzaki, A., "Organization and Management", Rosili Publishing, 2002
 - o Bouradas, D., "Management", G. Benou Publishing, 2002
 - Robbins, S., Decenzo, D. & Coulter, M., "Business Administration: Principles and Applications", Critical Publications, 2012
 - Shtub, A., "Project Management", Epicenter Publishing SA, 2008
 - o Bateman, S., "Business Administration", A. Tziola & YII Publishing, 2016
 - o Xitiris, L., "Management, Principles of Business Administration", Fidimos Publishing, 2013
 - Hitt A. M., Black J. S., Porter W. L., "Management", Ion Publications, 2014

Introduction to Marketing (MST_102)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTME	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRA	JNDERGRADUATE									
COURSE CODE	MST_102	SI	EMESTER	1 st	2 nd	3rd	4 th	5 th	6 th	7 th	8 th
				х							
COURSE TITLE	Introductio	n to Marke	eting								
INDEPENDENT TEAC	HING ACTIVI	TIES									
if credits are awarded for sep	arate compone	ents of the	WEEK	LY							
course, e.g. lectures, laborat	tory exercises,	etc. If the	TEACH	NG			C	REDIT	S		
credits are awarded for the w	whole of the co	urse, give	HOUI	RS							
the weekly teaching hours	s and the total	credits									
	L	: lectures	3(L), 2(I	Lab)				5			
La	b: laboratory	exercises									
Add rows if necessary. The organisation of teaching											
and the teaching methods us	ed are describe	ed in detail									
at (d).											
COURSE TYPE	General Bac	ckground									
general background,											
aeneral knowledge, skills											
development											
PREREQUISITE	Not require	d									
COURSES:											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE OFFERED	Yes										
TO ERASMUS STUDENTS											
COURSE WEBSITE (URL)	Under cons	truction									

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

At the end of the course students will be able to:

• Understand marketing importance and its role in business development.

- Identify and evaluate environmental factors that affect the market and define the company's strategy.
- use market research on marketing problem solving.

- choose the appropriate group (target market) to which they will focus.
- determine the factors that affect consumer behavior and purchasing decisions.
- Understand and identify successful strategies for the main firm product.
- Understand pricing principles and identify an effective strategy.
- Understand and define an efficient distribution system strategy.
- Choose an effective communication and promotion strategy.
- Develop and implement an effective marketing program, evaluating its results.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Decision-making
- Adapting to new situations
- Production of free, creative and inductive thinking

3. SYLLABUS

Introduction to the concept and philosophy of marketing. Marketing Mixture

- Business Macroenvironmental and Microenvironmental Analysis.
- Marketing Information System. Marketing Informatics System.
- Marketing research. Market Research
- Distribution of Market. Choice of Market Target.
- Consumer Behavior. Process of making a Purchasing Decision.
- Product. Trademark. Excellent Product.
- Product Life Cycle. Product Strategies. Development of a new product.
- Factors that affect pricing strategy. Pricing strategies. Discounts.
- Traders. Distribution Network Strategies and Motivation.
- Communication Model. Advertising. Planning an Advertising Campaign.
- Public relations. Personal Sale. Planning a sales process.
- Direct Marketing. E-Marketing.
- Create a Marketing Plan.
- Evaluating and Controlling Marketing Results.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	x	
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory		

communication with students	training						
TEACHING METHODS	Activity		Sem	ester workload			
The manner and methods of teaching are	Lectures			39			
described in detail. Lectures seminars laboratory practice	Tutorials						
fieldwork, study and analysis of bibliography,	Laboratory practice		26				
tutorials, placements, clinical practice, art	Essay writing			13			
workshop, interactive teaching, educational visits project essay writing artistic creativity	Seminars						
etc.	Exercises						
	Project						
The student's study hours for each learning	Study and analysis of			13			
directed study according to the principles of the	bibliography						
ECTS	Placements			34			
	Independent study						
	Clinical practice						
	Art workshop						
	Total number of hours for	r the					
	course (25 nours of work-	-10aa	125 hours	(total student work-			
	per Lers creatly		1000)				
STUDENT PERFORMANCE					_		
EVALUATION	Written work,		х	(written report,			
Description of the evaluation procedure	essay/report			10% of final grade)			
Language of evaluation, methods of	Problem solving						
evaluation, summative or conclusive, multiple	Multiple						
choice questionnaires, short-answer questions,	choice						
work, essay/report, oral examination, public	questionnaires						
presentation, laboratory work, clinical	Final exam with						
examination of patient, art interpretation,	Multiple choice						
other	questionnaires				_		
Specifically-defined evaluation criteria are	Oral examination				_		
given, and if and where they are accessible to	Mid-term exam						
students.	(concluding)						
	Final exam with		Х	(60% of the final			
	developing			grade)			
	questions			U ,			
	Public presentation						
	Mid-term exam		х	(30% of the final			
	(formative)			grade)			
	Laboratory						
	work/Term Project						

- Suggested bibliography:

- William D. Perreault, Joseph P. Cannon, E. Jerome McCarthy, 2012. Βασικές Αρχές Marketing. Εκδόσεις BROKEN HILL PUBLISHERS LTD
- John Fahy, David Jobber, 2014. Αρχές Marketing. Εκδόσεις ΚΡΙΤΙΚΗ
- Καζάζης Νίκος, 2006. Αποτελεσματικό Marketing για Κερδοφόρες Πωλήσεις. Εκδόσεις ΣΤΑΜΟΥΛΗΣ

Business communication English (MST_103)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMICS AND BUSINESS										
ACADEMIC UNIT	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	UNDERGRADUATE									
COURSE CODE	MST_103		SEMESTER	1st	2 nd	3rd	4 th	5 th	6 th	7 th	8th
				_	_	-	-		-	-	-
				х							
COURSE TITLE	Business Cor	mmunication	English								
INDEPENDENT TEACHI	NG ACTIVITIE	S									
if credits are awarded for separate co	mponents of th	e course, e.g.	WEEKLY								
lectures, laboratory exercises, etc. If th	e credits are av	varded for the	TEACHING	5			CR	EDI	TS		
whole of the course, give the weekly a	teaching hours o	and the total	HOURS								
Creats	credits				4 5						
		Lectures						5			
Add rows if necessary. The organisation	of teachina an	d the teachina									
methods used are described in detail at	(d).	5									
COURSE TYPE	General bac	kground									
general background,											
special background, specialised general											
	Not required	4									
	Notrequiree	a									
LANGUAGE OF INSTRUCTION	English										
and EXAMINATIONS:	0										
IS THE COURSE OFFERED TO	Yes										
ERASMUS STUDENTS											
COURSE WEBSITE (URL)											

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 purpose of this course is to teach the basic theoretical principles of English language both in written and oral practice. At the end of this course the student will have:

- deepen its knowledge of the English language by practicing basic communication skill
- have practiced (through written and oral exercises) the principles of Business Communication

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 work	
Working in an international environment	ent

- Working in an interdisciplinary environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

Written communication and correspondence:

- Office Communication Documents (how to write an effective memo or email),
- Job Solicitation Letters (Application letters, Cover letters, CVs)
- Other Business Letters (e.g. Letters of Acceptance, Rejection, General Inquiries)
- Meetings Documentation
- Oral communication:
 - Interview Skills and Socializing Skills
 - Meetings and Discussions
 - Telephone Skills
 - Essential Skills in Presentations and Public Speaking

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY	Face to face	x	
Face-to-face, Distance learning, etc.	Distance (asynchronous)		
	Distance (synchronous)		
	Other:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	x	
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory		
communication with students	training		

TEACHING METHODS	Activity	Seme	ster workload	
The manner and methods of teaching are	Lectures		52	
described in detail. Lectures, seminars, laboratory practice	Tutorials			
fieldwork, study and analysis of bibliography,	Laboratory practice			
tutorials, placements, clinical practice, art	Essay writing		30	
workshop, interactive teaching, educational	Seminars			
etc.	Exercises		13	
	Project		-	
The student's study hours for each learning	Study and analysis of			
activity are given as well as the nours of non- directed study according to the principles of the	bibliography			
ECTS	Placements			
	Clinical practice			
	Art workshop			
	Interactive teaching			
	Educational visits			
	Artistic creativity			
	Unsupervised study		30	
	Others:			
	Total number of hours			
	for the Course (25	125 hours	(total student work-	
	hours of work-load per	load)		
	ECTS credit)			
STUDENT PERFORMANCE	Written work,	Х	(written report,	
EVALUATION	essay/report		20% of final grade)	
Description of the evaluation procedure	Problem solving			
language of qualitation methods of	Multiple			
evaluation, summative or conclusive, multiple	choice			
choice questionnaires, short-answer questions,	questionnaires			
open-ended questions, problem solving, written	Final exam with			
work, essay/report, oral examination, public	Multiple choice			
examination of patient, art interpretation,	questionnaires			
other	Oral examination			
Capifiantly defined evolvation without and	Mid-term exam			
specifically-defined evaluation criteria are aiven, and if and where they are accessible to	(concluding)			
students.	Final exam with	х	(00% of the final	
	developing		(80% of the final	
	questions		grade)	
	Public presentation			
	Mid-term exam			1
	(formative)			1
	Laboratory			1
	work/term projects			1
	Other : Attendance			1
	and participation			1

- Taylor, S. Model Business Letters, Emails and other Documents. Broken Hill Publishers Ltd, 2012 (main coursebook)
- Instructor's notes
- 3. Brieger, N. Writing. Collins English for Business, 2011

Accounting I (MST-104)

COURSE OUTLINE

1. GENERAL

SCHOOL	BUISINESS ADMINISTRATION											
ACADEMIC UNIT	MANAGEM	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	NDERGRADUATE										
COURSE CODE	MST_104	•,	SEMESTER	1 st	2 nd	3rd	4 th	5 th	6 th	7 th	8 th	
				х								
COURSE TITLE	Acounting I											
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for se	eparate compo	nents of	WEEKI	Y					_			
the course, e.g. lectures, lab	oratory exercis	ses, etc. If	TEACHING CREDITS						5			
the credits are awarded for t	the whole of th	e course,	HOUR	S								
give the weekly teaching hol	urs and the tot		2/1) 2/1	ab)								
Lah	L	avorcisos	5(L),Z(L	aD)				5				
Ldi		exercises										
Add rows if necessary. The or	rganisation of	teaching										
and the teaching methods us	sed are describ	ed in										
detail at (d).												
COURSE TYPE	Specialized	general ki	nowledge, s	kills de	velopme	ent						
general background,												
special background, specialised general												
knowledge, skills development												
PREREQUISITE	Not require	d										
COURSES:												
LANGUAGE OF	Greek or English (if required by Erasmus students)											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)												

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.

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- Guidelines for writing Learning Outcomes

The purpose of this course is to introduce the student to the basic concepts of Accounting Science. Students will be introduced to the basic principles and practices of Accounting, the sources of accounting information, the rules of Accounting and Accounting Equality. More specific the methods of accounting based on the duplicate method will be analyzed and will present in detail the financial statements that a company is required to publish based on both

Greek Accounting Standards and International Financial Reporting Standards. Also, the student will be eligible to understand the ways of book-keeping and be familiar to the General and Analytical Ledgers of the business accounts. Finally, it will be showed how to export the Profit and Loss Account.

At the end of the course the student will be eligible to:

- Prepare Financial Statements such as Balance sheet, the Income Statement, the Panel Equity and Cash Flow Statement.
- To identify the meaning and content of the Financial Statements.
- To determine when an Account is debit or credit.
- To record accounting events by duplicate method.
- To keep the General and Details Ledgers.
- To prepare the Provisional and Final Balance Sheet.
- To understand the full range of accounting procedures.

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 Project planning and management information, with the use of the necessary technology 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 Others... Working in an interdisciplinary environment Production of new research ideas

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adopting to new situations
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking
- Respect for diversity and multiculturalism

3. SYLLABUS

The course is organized on 13 weeks including the following topics:

- Basic financial and accounting units. Accounting distinctions and introductory concepts.
- Basic Accounting Statements and the Accounting Equity.
- Accounting journal, book-keeping and General and Analytical Ledgers
- Journalize of accounting events in commercial enterprises.
- Acounting entries of expenses and revenues.
- Inventories, account adjustments and accounting errors.
- Depreciation.

- Special Accounts.
- Balances.
- Determination of Profit and Loss Accounts.
- Determination of Outcome Statement.
- Accounting Cycle.
- Revision.

B. Laboratory axis: The axis is covered by the implementation of 13 laboratory courses with the use of computer. Specifically, the topics of the laboratory lesson include:

- Understanding Accounts
- Understanding exercises of the structure of the Single General Accounting Scheme (groups of accounts)
- Exercises to understand the concept of debit or credit accounts
- Understanding accounting events (purchases, product sales, cash receipts and payments, VAT registrations)
- Exercises for journalize accounting events
- Accounting exercises for book-keeping and entries of year ending
- exercises of General Ledger
- Definition of Profit and Loss Account
- Preparing students for computer accounting application that can meet all the needs of an accounting office in a work environment. Introduction to software getting to know the environment and its requirements.
- Customization of accounts depending on the purpose of the business
- Start creating accounting entries
- Printing of accounting documents (sales invoices, etc.)
- 14. Printing of accounting books General Ledger, Records defining result Printing of General Operating Account, Balance Sheet and Income Statement.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchrono Others:	x ous)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Slides E-class Virtual (simulated) laboratory training	
TEACHING METHODS The manner and methods of teaching are described in detail.	Activity	Semester workload
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Lectures	39

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	Practical demonstration Project Essay writing Study and analysis of bibliography Unsupervised study Exercises	on	60 26	
	Course total		125	
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.	Written work, essay/report Problem solving Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions/ Multiple choice questionnaires Public presentation Mid-term exam (formative) Laboratory work/term projects	X	(full grade)	

- Suggested bibliography:

- Γενική Χρηματοοικονομική Λογιστική (τ.Α'), Φίλιος Βασίλειος, Εκδόσεις Σύγχρονη Εκδοτική, 2013
- Χρηματοοικονομική Λογιστική, Horngren's (2017), Εκδόσεις BrokenHillPublishers
- ΧρηματοοικονομικήΛογιστική, Harrison Horngren Thomas (2015), ΕκδόσειςBroken Hill Publishers
- ElliottB. AndElliottJ. (2007), "Financial accounting and reporting", 11th edition, Prentice Hall, 2007.
- Warren C., ReeveJ., and Fess P. (2003), "Financial accounting", 8th edition, South Western, Thomson Learning, 2003.
- Meigs R.F., Meigs M.A., Bettner M. and Whittington R. (1996), "Accounting: The basis for business decisions, 10th edition, McGraw-Hill.

Introduction to Computers (MST_105)

COURSE OUTLINE

1, GENERAL

SCHOOL	BUISINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEM	MANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRA	JNDERGRADUATE									
COURSE CODE	MST_105	9	SEMESTER	1 st	t 2 nd	3rd	4 th	5 th	6 th	7 th	8 th
				х							
COURSE TITLE	Introductio	n to Comp	uters								
INDEPENDENT TEAC	HING ACTIVI	TIES									
if credits are awarded for se	eparate compo	nents of	WEEKL	Y.					_		
the course, e.g. lectures, lab	oratory exercis	es, etc. If	TEACHI	NG	CREDITS						
the credits are awarded for t	the whole of th	e course,	HOUR	S							
give the weekly teaching not	urs and the tot		2/1 2/1	ab)							
Lah	L	avorcisos	5(L), Z(Lo	aDJ				5			
Lau		EXELUSES									
Add rows if necessary. The or	rganisation of	teaching									
and the teaching methods us	ed are describ	ed in									
detail at (d).											
COURSE TYPE	Specialized	general kı	nowledge, s	kills de	evelopme	ent					
general background,											
special buckground, specialised general											
knowledge, skills development											
PREREQUISITE	Not require	d									
COURSES:											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE											
OFFERED TO ERASMUS											
STUDENTS											
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/BMA421/										

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

This course presents basic concepts of Informatics, the historical development of computing as well as the trends of the use of new technologies in the business environment in. Topics covered include the hardware of a typical computer, how the central processing unit executes programs, number systems and conversions among them as well as Algebra Boole and logical design simple combinational circuits. There is, also, a parallel lab that covers basic skills in operating a computer such as the creation of documents, spreadsheets and presentations. Finally, the student is introduced to the Internet and its information processing power as well as key security concepts and the applications of information technologies in the modern corporation.

At the end of this course the student should be able to:

- Understand how computers work as well as basic hardware and softwareconcepts,
- Understand how a computer stores and processes information,
- Explain how the Internet is structured and how it can be profitablyused,
- Understand the basic security issues in computers and networks.
- Understand how the modern corporation can benefit from the use of newtechnologies.

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 Project planning and management information, with the use of the necessary technology Respect for difference and multiculturalism Respect for the natural environment Adapting to new situations Decision-makina 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
- Working independently
- Knowledge of the structure of Computers as well as Competent operation of a computer along with its basic software tools

3. SYLLABUS

- Basic computer concepts,
- The parts of a typical computer,
- The operation of the Central Processing Unit in program execution,
- Numeric systems and conversions,
- Elements of Algebra Boole,
- Design of simple combinatorial logiccircuits,
- Basic concepts of the Internet,
- Security issues of computers and networks,
- The role of computers in the contemporary corporation,
- Basic competences in using a computer (writing documents, creating spreadsheets, creation of presentations-MS OFFICE).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x
, ,	Distance learning (asynchronous)	

Others: x List of FINFORMATION AND COMMUNICATIONS TECHNOLOG Use of ICI in seeking, interaction with students communication with students communication with students Slides x Site of ICI in seeking, interaction of presentations) in the Computer laboratory presentations in the Computer laboratory Differs Basic Software Packages Learning (teap processing, spreadsheets, creation of presentations) in the Computer laboratory TEACHING METHODS The manner and methods of tracing are described in deail. Activity Semester workload Lectures, seminar, busing in fixing practic, exc. Interactive control (teap practic) (toring), proceeding to the principles of the student's study hours for each learning activity or given as well as the hours of nor decred study according to the principles of ECTS Seminars Exercises 26 Freiget Software Packages (Learning (teap pract), segments), torons, protect, eaching, control (teap pract), segments Exercises 26 Freiget 26 Freiget 31 Exercises 26 13 Freiget 26 14 Student's study hours for each learning teaced study according to the principles of the student's study hours for the transformation (Conclusing) 13 Description of the evaluation procedure transformation students, students, work-load procedure stration stof the counce (astormarine short answer gratexessible s		Distance learning (synchron	ous)
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STUDENT PERFORMANCE EVALUATION Written work, essay/report Description of the evaluation procedure Written work, essay/report 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 Multiple choice questionnaires Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Final exam with developing questions X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.		Course /25 hours of	
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STUDENT PERFORMANCE EVALUATION Written work, essay/report Description of the evaluation procedure Problem solving 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 Multiple choice questionnaires Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Mid-term exam (concluding) Final exam with developing questions X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.		credit)	
STUDENT PERFORMANCE EVALUATION Written work, essay/report		el culty	
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 Multiple choice questionnaires Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Oral examination Final exam with developing questions X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	STUDENT PERFORMANCE	Writton work	1
Description of the evaluation procedure Problem solving Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended question, laboratory work, clinical examination of patient, art interpretation, other Multiple choice questionnaires Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Final exam with developing questions X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	EVALUATION	essay/report	
Language of evaluation, methods of evaluation, summative or conclusive, multiple 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 Multiple choice questionnaires Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Final exam with developing questions X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	Description of the evaluation procedure	Problem solving	
Language of evaluation, methods of evaluation, summative or conclusive, multiple interface evaluation, summative or conclusive, multiple choice choice questionnaires, short-answer questions, open-ended questions, problem solving, written questionnaires work, essay/report, oral examination, public Final exam with presentation, laboratory work, clinical Multiple choice examination of patient, art interpretation, other Oral examination Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Final exam with X Geveloping questions given, and if and where they are accessible to Final exam with students. X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	language of evolution methods of	Multiple	
choice questionaires, 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. Students. Undec questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions Valuestions Concluding Con	Language of evaluation, methods of evaluation, summative or conclusive, multiple	choice	
open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, otherFinal exam with Multiple choice questionnairesSpecifically-defined evaluation criteria are given, and if and where they are accessible to students.Mid-term exam (concluding)Final exam with (concluding)XExercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	choice questionnaires, short-answer questions,	questionnaires	
Work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Multiple choice questionnaires Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Final exam with developing questions X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	open-ended questions, problem solving, written	Final exam with	
examination of patient, art interpretation, other questionnaires oral examination Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Mid-term exam (concluding) Final exam with developing questions X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	work, essay/report, orai examination, public presentation. laboratory work. clinical	Multiple choice	
other Oral examination Image: Construction of the system of the sys	examination of patient, art interpretation,	questionnaires	
Specifically-defined evaluation criteria are given, and if and where they are accessible to students. Mid-term exam (concluding) Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	other	Oral examination	
given, and if and where they are accessible to students. (concluding) Final exam with X Exercises on topics of computer logic design, arithmetic systems and algorithmic thinking and design.	Specifically-defined evaluation criteria are	Mid-term exam	
students. Final exam with A Exercises on topics of developing questions developing algorithmetic systems and algorithmic thinking and design.	given, and if and where they are accessible to	(concluding)	
developing questions developing questions design, arithmetic systems and algorithmic thinking and design.	students.	Final exam with	X Exercises on tonics of
questions design, arithmetic systems and algorithmic thinking and design.		developing	computer logic
systems and algorithmic thinking and design.		questions	design, arithmetic
algorithmic thinking and design.			systems and
and design.			algorithmic thinking
			and design.

Public presentation
Mid-term exam
(formative)
Laboratory
work/term projects

- Suggested bibliography:

- Υλικό, Λογισμικό και Επικοινωνίες Υπολογιστών, Ιωάννης Βογιατζής, Ήρα Αντωνοπούλου, 2017, Εκδόσεις Νέων Τεχνολογιών Mov. ΕΠΕ. (Hardware, Software, and Computer Communications, H. Antonopoulou and I. Voyiagis, New Technologies Publishers, 2017)
- Εισαγωγή στην πληροφορική, Evans Alan, Martin Kendall, Poatsy Mary Anne, 1η έκδοση 2014, Εκδόσεις ΚΡΙΤΙΚΗ.
- Αρχές Λειτουργίας και Προγραμματισμού Η/Υ, Γεώργιος Γιαγλής, 1η έκδοση 2012, Εκδόσεις Οικονομικού Πανεπιστημίου Αθηνών.
- Ανακαλύπτοντας τους Υπολογιστές: Εργαλεία, Εφαρμογές, Συσκευές και οι Επιπτώσεις της Τεχνολογίας, Vermaat Misty, Sebok susan, Freund Steven, Campbell Jennifer, Frydenberg Mark, 1η έκδοση 2017, Broken Hill Publishers Ltd.

Mathematics (MST_106)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL O	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTM	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGR	NDERGRADUATE										
COURSE CODE	MST_106	SE	MESTER		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
				x								
COURSE TITLE	Mathemati	CS										
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for sep	parate compon	ents of the	WEE	KLY								
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACH	IING	ĺ				CREDIT	ſS		
credits are awarded for the	whole of the co	ourse, give	HOU	IRS								
the weekly teaching hour	s and the total	credits							-			
		Lectures	4						5			
Add yours if your own The end	· · · · · · · · · · · · · · · · · · ·	a a la incar a un al										
Add rows if necessary. The org	anisation of te e described in i	aching ana detail at (d)										
	Specialized	general kno	wledge s	kille	dov	alonm	ant					
aeneral backaround.	Specialized	general kilo	wieuge, s	KIII3	uev	ciopini	2110					
special background, specialised												
general knowledge, skills												
development		_										
PREREQUISITE COURSES:	Not required											
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE OFFERED	Yes											
TO ERASMUS STUDENTS												
COURSE WEBSITE (URL)	Under construction											

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 aim of this course is to infuse students on basic mathematical concepts of differential and integral calculus. The course focuses on the use of mathematical models in the fields of science and economics. Upon completion of the course, students will be able to:

• Manage mathematical tools efficiently to optimize univariate functions

• Solve problems in the context of differential and integral calculus

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 Project planning and management information, with the use of the necessary technology 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 Working independently issues Team work Criticism and self-criticism Working in an international environment Production of free, creative and inductive thinking 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
- Working independently

3. SYLLABUS

- Basic concepts on sets, functions, limits etc.
- Differential Calculus of Functions
- Integral Calculus of Functions
- Applications of mathematics in management and economic science

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous)	
USE OF INFORMATION AND	Slides	X
COMMUNICATIONS TECHNOLOGY	E-class	X
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory training	,
TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail	Lectures	53
Lectures, seminars, laboratory practice,	Tutorials	
fieldwork, study and analysis of bibliography,	Laboratory practice	
tutorials, placements, clinical practice, art	Essay writing	13
visits, project, essay writina, artistic creativity.	Seminars	
etc.	Exercises	
The studentic study have for each lowering	Project	
activity are given as well as the hours of non-	Study and analysis of	
directed study according to the principles of the	bibliography	
ECTS	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
	Unsupervised study	60
	Others:	
	Total number of	125 hours (total student work-load)
	nours jor the	

	Course (25 hours of work-load per ECTS credit)			
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.	credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions Public presentation Mid-term exam (formative)	x	(20% of final grade)	
	work/term projects			

- Suggested bibliography:

- Διαφορικός και Ολοκληρωτικός Λογισμός, Μετάφραση της 4ης Αμερικάνικης Έκδοσης, Spivak Michael
- Πραγματική Ανάλυση, 3η Έκδοση, Γεωργίου Δημήτριος, Ηλιάδης Σταύρος, Μεγαρίτης Αθανάσιος
- Μαθηματικά των Επιστημών Οικονομίας και Διοίκησης, Jacques Jan
- Μαθηματικά οικονομικο-διοικητικών επιστημών, Yamane Taro, Κιντής Ανδρέας
- Εφαρμοσμένα Μαθηματικά, Νικόλαος Χαλιδιάς
- Γενικά Μαθηματικά Ι, 2^η Έκδοση, Ζαγούρας Χαράλαμπος, Γεωργίου Δημήτριος

Labor relations and law (MST_201)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL O	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTM	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	INDERGRADUATE										
COURSE CODE	MST_201		SEMESTER		1 st	2 nd	3 rd	4^{th}	5 th	6 ^t	7 th	8 th
						X						
COURSE TITLE	Labor Relat	ions And La	w									
INDEPENDENT TEAC if credits are awarded for sep course, e.g. lectures, labora credits are awarded for the the weekly teaching hour	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 CREDITS HOURS								
		Lectures	4						5			
Add rows if necessary. The or and the teaching methods us at (d).												
COURSE TYPE general background, special background, specialised general knowledge, skills development	Specialized general knowledge, skills development											
PREREQUISITE	Not require	d										
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	No											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)	@ eclass.up	@ eclass.upatras.gr/cources/										

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 offers the necessary legal knowledge in order to manage a company in the field of labor relations according to the principles of management science as well as the rules of labor legislation.

At the end of the course the student will be able to:

- Distinguish the origin of legislation (national law, international law, presidential decrees and regulatory acts) and their formal power and hierarchy.
- Implement the appropriate rules of labor legislation for successful and legally correct management.
- Be aware of the operation of basic labor institutions and procedures that interfere in the labor relation and restrict and define employer's managerial power.
- Implement the special framework of collective legislation (collective agreements, arbitration decisions) for the purpose of correct staff management.
- Evaluate crises and conflicts in work place and implement methods of prevention and solution with respect to the labor legislation.
- Realize the legal position of employers' and employees' as far as their rights and obligations are concerned. Evaluate the facts and apply legal procedures for implementing the managerial and disciplinary power.
- Based on the knowledge above, evaluate the facts and legal data, compound the different opinions and manage any legal or practical problem from any responsible position.

At the end of the course the student will have developed the following skills:

- Familiarization with the labor relations, their organisation, characteristics and operation as well as development of the ability to manage these relations.
- Making decisions that are business appropriate as wellas legally correct according to te needs and goals of the company.
- Taking advantage of the modern models of management in a usefull way for emlpoyees and employers as well.

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	Project planning and management
information, with the use of the necessary technology	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	

- Decision-making
- Working in an interdisciplinary environment
- Working independetly
- Team work
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues

3. SYLLABUS

The course includes the following topics:

- Introduction to Law Basic concepts Sources and hierarchy of legal rules
- Work contract Flexible forms of employment Telework Work and internet
- Employee's obligations (Type of work Hour place, way of work)
- Abnormal development of the labor contract and resolution of labor disputes
- Employer's obligations Wages issues Linking wages to productivity
- Other obligations of the employer Welfare, equality, accidents at work etc. Corporate social responsibility in industrial relations
- Termination of the Labor Contract (fixed and indefinite)
- Trade union law Trade Organizations trade Action Trade unionists Strike Collective Autonomy collective contracts / arbitration decisions Mediation and Arbitration

DELIVERY Face to face х Face-to-face, Distance learning, etc. **Distance** learning (asynchronous) Distance learning (synchronous) Others: **USE OF INFORMATION AND** Slides COMMUNICATIONS TECHNOLOGY E-class Х Use of ICT in teaching, laboratory education, Virtual (simulated) laboratory communication with students training **TEACHING METHODS** Activity Semester workload The manner and methods of teaching are Lectures 65 described in detail. Tutorials Lectures, seminars, laboratory practice, Laboratory practice fieldwork, study and analysis of bibliography, 20 Essay writing tutorials, placements, clinical practice, art workshop, interactive teaching, educational Seminars visits, project, essay writing, artistic creativity, Exercises etc. Project 20 Study and analysis of The student's study hours for each learning activity are given as well as the hours of nonbibliography directed study according to the principles of the Placements ECTS Clinical practice Art workshop Interactive teaching **Educational visits** Artistic creativity Unsupervised study 20 Others: 125 hours (total student Total number of

4. TEACHING and LEARNING METHODS - EVALUATION

	hours for the Course (25 hours of work-load per ECTS credit)	work-load)		
STUDENT PERFORMANCE				
EVALUATION				
Description of the evaluation procedure	Written work,	Х	(written	
Language of evaluation, methods of	essay/report		report,	
evaluation, summative or conclusive, multiple			10% of	
choice questionnaires, short-answer questions,			final	
open-ended questions, problem solving, written			grade)	
work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient art interpretation	Problem solving			
other	Multiple			
	choice			
specifically-defined evaluation criteria are given and if and where they are accessible to	questionnaires			
students.	Final exam with			
	Multiple choice			
	questionnaires			
	Oral examination			
	Mid-term exam			
	(concluding)			
	Final exam with	Х	(90% of	
	developing		the final	
	questions		grade)	
	Public presentation			
	Mid-term exam			
	(formative)			
	Laboratory			
	work/term projects			

- Suggested bibliography:

- Zerdelis, Private labor relations, Edition 2019.
- Traulos Tzanetatos, Private labor law in the 4th industrial revolution, Edition 2019.
- Georgiadou, Introduction to labor law, Edition 2019.
- Agallopoulou, Introduction to labor law, Edition 2019.
- Lanaras, Labor and insurance legislation, Edition 2018.
- Vlastos, Changes in private and collective labor relations due to crises, Edition 2013.
- Leventis/Papadimitriou, Private labor law, Edition 2011.

Microeconomic Analysis (MST_202)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL O	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTM	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGR	UNDERGRADUATE										
COURSE CODE	MST_202		SEMESTER		1^{st}	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
						X						
COURSE TITLE	Microecono	omic Analys	sis									
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for s	eparate comp	onents of	WEEKLY	Y								
the course, e.g. lectures, lab	poratory exerci	ses, etc. If	TEACHIN	IG				CI	REDITS			
the credits are awarded for	the whole of t	he course,	HOURS	5								
give the weekly teaching ho	ours and the to	tal credits										
		4						5				
Add yours if yoursense. The a	un ausia articus of	tonching										
Add rows if necessary. The of	rganisation of sod are describ	teaching ad in										
detail at (d).	seu ure describ											
COURSE TYPE	Specialized	owledge, ski	ills	deve	lopmer	nt						
general background,		0	0,									
special background,												
specialised general												
PREREOUISITE	Not require	h										
COURSES:	notrequie											
LANGUAGE OF	Greek (Engl	Greek (English for Erasmus students)										
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)	@ eclass.up	oatras.gr/co	ources/									

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

Students learn "microeconomic analysis" towards decision making and develop the contemporary analytical skills to conceptualize dynamics in real-world business and policy issues. Throughout the course contemporary examples are presented to delineate key concepts. "Microeconomic analysis" course explains the basic principles and enable students to understand:

- how markets work (demand, supply, elasticities, economic efficiency, market structures)
- how firms make production decisions (technology, production and costs),
- the role of government in markets,
- Fundamental macroeconomic indicators and the role of stabilisation policies.

Having successfully completed the "microeconomic analysis" course students will acquire the ability to:

- express a fundamental understanding of the key concepts and principles in microeconomics and their application to decision making relevant to real-world business and policy issues,
- express special skills in analysing and interpreting graphical and mathematical material,
- use a range of technical and communication skills to analyse and evaluate relevant information, drawn from a range of sources, in order to demonstrate judgement, creative thinking and analytical skills in interpreting and solving microeconomic-related problems,
- work to elaborate plans and execute tasks to enhance professional knowledge and skills,
- express the ability to recognise, and respond appropriately to a range of ethical issues involved in microeconomic theory and analysis in influencing the practice of business.

General Competences

below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and	Project planning and management
information, with the use of the necessary technology	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	
Decision-making	

- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for the natural environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

"Microeconomic analysis" course is structured around the following topics:

• The foundations of economics

Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decisionmaking.

• Demand and Supply-Price equilibrium

Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

• Elasticity

Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.

• Consumer Choice

Summarize the law of diminishing marginal utility; describe the process of utility maximization.

Business Costs and Production

Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph shortrun and long-run costs of production.

• Firms in a Competitive Markets

Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.

Understanding Monopoly

Identify the monopolistic competition market structure by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.

Market Inefficiencies

Externalities and Public Goods: Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous)	x	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Slides E-class Virtual (simulated) laboratory training	X	
TEACHING METHODS	Δςτίνμτν	Somostor workload	
	Activity	Semester workiouu	
The manner and methods of teaching are described in detail	Lectures	52	
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,	Lectures Tutorials	52	
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Lectures Tutorials Laboratory practice	52	
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	Lectures Tutorials Laboratory practice Essay writing	52	
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,	Lectures Tutorials Laboratory practice Essay writing Seminars	52 52	
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.	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises	52	
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	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project	52	
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	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliography	21	
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	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacements	21	

	Art workshop Interactive teaching Educational visits Artistic creativity Unsupervised study Others: Total number of hours for the Course (25 hours of	125 hours (tota	52		
	work-load per ECTS				
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.	CreatyWritten work, essay/reportProblem solvingMultiple choice questionnairesFinal exam with Multiple choice questionnairesOral examinationMid-term exam (concluding)Final exam with developing questionsPublic presentationMid-term exam (formative)Laboratory work/term projects	X	(100% of final grade)		

- Κιόχος, Π. Α., Παπανικολάου, Γ. Δ., & Κιόχος, Α. Π. (2013). Σύγχρονη μικροοικονομική ανάλυση: θεωρίαεφαρμογές. Αθήνα: Κιόχου, Ε.
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- Acemoglu, D. Laibson, D. & List, J. A. (2015) Μικροοικονομική. Σ. Δεληπάλλα, (επιμ.) Αθήνα : Κριτική
- Begg, D., Fisher, S. & Dornbush, R. (2006) Εισαγωγή στην Οικονομική, τόμοι Α΄ και Β΄, εκδ. Κριτική.
- Baumol, W. J. (2012). Μακροοικονομική= Macroeconomics : αρχές και πολιτική: principles and policy. 11η έκδ.
 Αθήνα: Π.Χ. Πασχαλίδης, Australia: South-Western Cengage Learning
- Mankiw, N. G., Taylor, M. P., Σακκά, Α., & Λιανός, Θ. Π. (2010). Αρχές οικονομικής θεωρίας: με αναφορά στις ευρωπαϊκές οικονομίες. Αθήνα: Gutenberg.
- Mankiw,N.G. & Taylor P.M. (2017). Οικονομική (Μικροοικονομική). Α. Μανιάτης (επιμ.). Α. Μήλιος (μετ.).
 Θεσσαλονίκη: Τζιόλας
- Parkin, M., Powell, M., & Matthews K. (2013). *Αρχές οικονομικής*. Αθήνα: Κριτική.

Acounting II (MST_203)

COURSE OUTLINE – ACCOUNTING II

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTME	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	INDERGRADUATE										
COURSE CODE	MST_203	:	SEMESTER		1^{st}	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
						X						
COURSE TITLE	Acounting I	i										
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for sep	parate compon	ents of the	WEEKL	WEEKLY								
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACHIN	١G				C	REDITS)		
credits are awarded for the	whole of the co is and the total	ourse, give	HOURS	S								
		·loctures	2/1 \ 2/1 a	b)					5			
la	h·laboratory	2(L),2(L0	10)					5				
Lu	15. 105010001y											
Add rows if necessary. The organisation of teaching												
and the teaching methods used are described in detail												
at (d).	Γ											
COURSE TYPE	Specialized	general kno	owledge, ski	ills	deve	lopmei	nt					
general background,												
specialised general												
knowledge, skills development												
PREREQUISITE	Not require	d										
COURSES:												
LANGUAGE OF	Greek or En	glish (if rec	uired by Era	asr	nus s	tudents	s)					
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	YES in Engli	sh										
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)	@ eclass.upatras.gr/cources/											

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

This course aims to introduce the students to the fundamentals of understanding Cost Accounting. To this, the basic concepts, principles and applications of cost accounting are presented both theoretically and in practical terms. The lectures of the course aim to understand and separate the basic concepts of cost, expense, income, revenue and cost centers. Also, the costing practices are presented. Finally, accounting is presented as a tool of Administrative

Science.

Upon completion of the course, students should be able to:

- Know and use the concepts of cost, expense, loss and revenue.
- Analyze and break down costs by type and by cost center.
- Understand the components that make up the cost of production.
- Fill up cost statements and use accounts for accounting.
- Know how the costs are tracked in industrial enterprises for both mass and personalized production.
- Know about cost accounting techniques such as full absorbent costing, standard costing, marginal costing and activity-based costing.
- Identify the company's Break-Even Point.
- 8. Use Activity Based Management (ABC) for Activity Based Management.

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	Project planning and management
information, with the use of the necessary technology	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
- Adopting to new situations
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking
- Respect for diversity and multiculturalism

3. SYLLABUS

The course is organized on 13 weeks including the following topics:

- Basic concepts of cost accounting.
- Cost behavior.
- Production costs and elements that compose it.
- Production cost report.
- Cost Entries.
- Full Costing.

- Standard Costing.
- Marginal Costing.
- Activity-Based Costing (ABC).
- Activity-Based Management (ABM).
- Break-Even Point.
- Analytical Accounting.
- VAT accounting.

B. Laboratory axis: The axis is covered by the implementation of 13 laboratory courses with the use of computer. Specifically, the topics of the laboratory lesson include:

- Accounting in the program on PC, related to product purchases and sales (1st exercise group)
- Accounting on PC for cash receipts and payments (2nd exercise group)
- Accounting entries in the accounting program relating to expenditure, VAT entries) (3rd exercise group)
- Electronic registration of documents (invoices, etc.)
- Tracking Accounts
- Checking accounting entries
- Printing-analysis of accounts and diaries, Printing of accounting books general ledger
- VAT Accounting
- Exercise of Full Costing
- Exercise of Standard Costing
- Exercise of Marginal Costing
- ABC Costing
- Determination of Business Outcome with Analytical Accounting
| DELIVERY
Face-to-face, Distance learning, etc. | Face to face | | | x | |
|--|--|----|-------|--------------|---|
| , , | Distance learning
(asynchronous) | | | | |
| | Distance learning
(synchronous) | | | | |
| | Others: | | | | |
| USE OF INFORMATION AND | Slides | | | | |
| COMMUNICATIONS TECHNOLOGY | E-class | | | Х | |
| Use of ICT in teaching, laboratory education, | Virtual (simulated) laborator | у | | | |
| | training | | | | |
| The manner and methods of teaching are described in detail. | Activity | | Semes | ter workload | |
| Lectures, seminars, laboratory practice,
fieldwork. study and analysis of biblioaraphy. | Lectures | | | 26 | |
| tutorials, placements, clinical practice, art | Practical demonstration | | | | |
| workshop, interactive teaching, educational visits project essay writing artistic creativity | Project | | | | |
| etc. | Essay writing | | | | |
| The student's study hours for each learning | Study and analysis of | | | | |
| activity are given as well as the hours of non- | bibliography | | | | |
| directed study according to the principles of the | Unsupervised study | 73 | | | |
| ECIS | Exercises | | | 26 | _ |
| | | | | | |
| | | | | | |
| | Course total | | | 125 | |
| | Written work, | | | | |
| Description of the evaluation procedure | Problem solving | | | | |
| language of evolution methods of | Multiple | | | | |
| evaluation, summative or conclusive, multiple | choice | | | | |
| choice questionnaires, short-answer questions, | questionnaires | | | | |
| open-enaea questions, problem solving, written work, essay/report, oral examination, public | Final exam with | | | | |
| presentation, laboratory work, clinical | Multiple choice | | | | |
| examination of patient, art interpretation, other | Oral examination | | | | |
| | Mid-term exam | | | | |
| Specifically-defined evaluation criteria are
aiven, and if and where they are accessible to | (concluding) | | | | |
| students. | Final exam with | | Х | (full grade) | |
| | developing | | | (run gruue) | |
| | developing | | | | |
| | questions | | | | |
| | questions Public presentation | | | | |
| | questions
Public presentation
Mid-term exam | | | | _ |
| | questions
Public presentation
Mid-term exam
(formative)
Laboratory | | | | |
| | questions
Public presentation
Mid-term exam
(formative)
Laboratory
work/term projects | | | | _ |
| | questions
Public presentation
Mid-term exam
(formative)
Laboratory
work/term projects | | | | |
| | questions
Public presentation
Mid-term exam
(formative)
Laboratory
work/term projects | | | | |
| | questions
Public presentation
Mid-term exam
(formative)
Laboratory
work/term projects | | | | |

- Suggested bibliography:

- Θεωρία του Κόστους Πρακτικές Εφαρμογές, Πετροπούλου Γαριφαλλία, Ασβεστά Στυλιανή, Εκδόσεις Αλέξανδρος Σ. ΙΚΕ, 2010
- Κοστολόγηση, Βιομηχανικός Λογισμός (-Διοικητική) Λογιστική Κόστους, Φίλιος Βασίλειος, Εκδόσεις ΟΠΑ 2016.
- Τεχνικές και Διαχείριση Κόστους, Needles, Powers, Crosson, Εκδόσεις BrokenHill, 2016

Structured Programming (MST_204)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS AND BUSINESS										
ACADEMICUNIT	MANAGEM	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVELOFSTUDIES	UNDERGRA	UNDERGRADUATE										
COURSE CODE	MST_204	:	SEMESTER		1^{st}	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
						X						
COURSE TITLE	Structure	d Prograr	nming									
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for sep	oarate compon	ents of the	WEEKL	Y				_				
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACHIN	١G				C	REDITS	5		
credits are awarded for the	whole of the co	ourse, give	HOUR	S								
the weekly teaching hour.	s and the total	credits	2/12/14	1-)					-			
	l	L: lectures	3(L),2(La	(01					5			
La	b: laboratory											
Add yours if according. The experimentian of teaching												
and the teaching methods used are described in detail												
at (d).		cu muctum										
COURSE TYPE	Specialized	general kn	owledge, sk	ills	deve	lopme	nt					
general background,	-											
special background,												
specialised general knowledge, skills development												
PREREOUISITE	Not require	d										
COURSES:	notrequire											
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)												

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

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

- list the basic principles of structured programming and simple algorithmic techniques
- state the fundamental principles of reuse, articulation and hierarchical structuring.
- Design, implement, test, debug and document modular C language programs.
- recall the syntax characteristics of the C language
- organize C code in different files.
- explain the following basic concepts of structured programming: data types, variables, values, memory addresses, parameters, arguments, range of variables, program structure, modular programs.
- use appropriate data types and structures (basic data types, the ability to define new, simple data structures such
- as tables, associations, records, dynamic data structures using indexes such as queues, lists, etc.).
- Describe the relationship of the data types to the PC memory and recognizes their range.
- use the basic programming structures of sequence, selection, iteration, loops and recursion.
- Explain the structure and operation of C code not written by him/her.

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
 Project planning and management

Section by data andRespect for difference and multiculturalisminformation, with the use of the necessary technologyRespect for difference and multiculturalismAdapting to new situationsRespect for the natural environmentDecision-makingShowing social, professional and ethical responsibility and sensitivity to gender issuesWorking independentlyCriticism and self-criticismTeam workProduction of free, creative and inductive thinkingWorking in an international environment.....Working in an interdisciplinary environmentOthers...Production of new research ideas.....

- Search, analysis and synthesis of data and information using the necessary technologies.
- Autonomous work.
- Teamwork.
- Capability of working in an international environment.
- Promotion of free, creative and inductive thinking.
- Production of new research ideas.

3. SYLLABUS

- Introduction to C programming language.
- Matching C language attributes with python language.
- Program Structure, Variables, Basic Types of Variables, Constants, Type Conversion, Operators (Numerical, Relational, Logical).
- Input and Output.
- Program Control / repetition Loop: if-else, switch, for, while, do-while, break, continue.
- Tables: definition, initialization, processing, two-dimensional and multidimensional.
- pointers: definition and initialization, pointers and Tables, pointers and Functions, Memory Management, Dynamic Data Structures (Lists, Queues, Stacks).
- Characters / alphanumeric characters: character manipulation functions (ctype.h), string conversion functions (stdlib.h), alphanumeric functions(string.h), alphanumeric input.
- Functions: Definition, statement, arguments (value or reference pass), return value, call, tables as arguments.
- C libraries of functions (math, input / output, random numbers, etc.). Recursice functions.
- Structures / unions: definition and declaration, complex structures, structures and indicators.

• Files: text / binary, opening, reading / writing, closing.

• Network programming with C.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	х
	Distance learning (asynchronous)	
	Distance learning (synchronous)	
	Others:	
USE OF INFORMATION AND	Slides	
COMMUNICATIONS TECHNOLOGY	E-class	Х
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory	·
TEACHING METHODS	training	
The manner and methods of teaching are	Activity	Semester workload
described in detail.	Lectures	39
fieldwork, study and analysis of bibliography,	Tutorials	26
tutorials, placements, clinical practice, art	Laboratory practice	
visits, project, essay writing, artistic creativity,	Essay writing	
etc.	Seminars	
The student's study hours for each learning	Exercises	
activity are given as well as the hours of non-	Project	
directed study according to the principles of the ECTS	Study and analysis of	
	bibliography	
	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	60
	Unsupervised study	
	Others:	
	Total number of	
	nours for the Course (25 hours of	125 hours (total student work-load)
	work-load per ECTS	
	credit)	
STUDENT PERFORMANCE		
EVALUATION	Written work	
Description of the evaluation procedure	essay/report	
evaluation, summative or conclusive, multiple	Problem solving	
choice questionnaires, short-answer questions,	Multiple	
open-enaea questions, problem solving, written work, essay/report, oral examination, public	choice	
presentation, laboratory work, clinical	questionnaires	
exummution of putient, art interpretation.		

other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Multiple choice questionnaires Oral examination Mid-term exam (concluding)		
	Final exam with developing questions	x	(exercise solving, multiple choice questions, short term answers100% of the final grade)
	Public presentation		
	Mid-term exam		
	(formative)		
	Laboratory		
	work/term projects		

- Αντωνοπούλου Η. Βογιατζής Ι, «ΕΙΣΑΓΩΓΗ ΣΤΟΝ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ», Κωδικός Βιβλίου στον Εύδοξο:
 68407247, ISBN:978-618-5309-19-0, Εκδότης: ΤΣΟΤΡΑΣ ΑΝ ΑΘΑΝΑΣΙΟΣ, 2^η έκδοση, 2018
- Γ. Σ. Τσελίκης, Ν. Δ. Τσελίκας, «C: Από τη Θεωρία στην Εφαρμογή», Ιδιοέκδοση, ISBN: 978-960-93-1961-4, 2^η έκδοση, 2012.
- Deitel HarveyM., DeitelPaulJ., «C Προγραμματισμός», A. Γκιούρδα & ΣΙΑ ΟΕ, ISBN: 978-960-512-590-5, 2010J., Κωδικός Βιβλίου στον Εύδοξο: 18548910, ISBN: 978-960-418-331-9, Εκδόσεις Τζιόλα.

Discrete Mathematics (MST_205)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Eco	onomics & Busin	ess				
ACADEMIC UNIT	Department	Department of Management Science & Technology					
LEVEL OF STUDIES	l	Jndergraduate					
COURSE CODE	MST_205 SEMESTER 2 nd						
COURSE TITLE	Discrete Mat	thematics					
INDEPENDENT TEACHII if credits are awarded for separate cor lectures, laboratory exercises, etc. If the cr of the course, give the weekly teaching	WEEKLY TEACHING HOURS	CREDITS					
	4	5					
Add rows if necessary. The organisation of methods used are described in detail at (d)	teaching and th	ne teaching					
COURSE TYPE general background, special background, specialised general knowledge, skills development	Compulsory	Course, General	background				
PREREQUISITE COURSES:	Not required	I					
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek						
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Englis	sh)					
COURSE WEBSITE (URL)	Under const	ruction					

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 purpose of this course is to study processes consisting of discrete or distinct steps. In this context, the connection of discrete mathematics with computer science is the basis for courses related to algorithm development and optimization, cryptography, as well as other fields of computer science.

Upon completion of the course, students will be able to understand basic concepts of discrete mathematics, such as mathematical induction, combinatorics and graph theory, and to apply basic techniques for solving algorithmic problems

General Competences Taking into consideration the general competences that t Supplement and appear below), at which of the following	he degree-holder must acquire (as these appear in the Diploma 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, analysis and synthesis of a necessary technology Working independently 	data and information, with the use of the

3. SYLLABUS

- > Set theory
- > Cardinality
- Mathematical induction
- > Logic
- Combinatorics
- > Graph theory
- Generating functions

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face						
USE OF INFORMATION AND	 In teaching slides (* .ppt) 						
COMMUNICATIONS TECHNOLOGY	 In communication using the e-class platform 						
Use of ICT in teaching, laboratory education, communication with students							
TEACHING METHODS	Activity	Semester workload					
The manner and methods of teaching are described in detail.	Lectures	52					
Lectures, seminars, laboratory practice,	Essay writing	13					
tutorials, placements, clinical practice, art	Unsupervised study	60					
workshop, interactive teaching, educational							
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							
	Course total	125					
STUDENT PERFORMANCE							
EVALUATION Description of the evaluation procedure	Final written examina	tion (100% of the final					
	grade)						
Language of evaluation, methods of							
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,							
Specifically-defined evaluation criteria are aiven, and if and where they are accessible to							
students							

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Rosen Kenneth Η., Διακριτά μαθηματικά και εφαρμογές τους, 7η Έκδοση, ΕΚΔΟΣΕΙΣ Α. ΤΖΙΟΛΑ, Έκδοση: 7η/2014.
- Lipschutz Seymour, Lipson Marc Lars, Διακριτά Μαθηματικά, ΕΚΔΟΣΕΙΣ Α. ΤΖΙΟΛΑ, Έκδοση: 2η έκδ./2003.
- C.L. Liu. Στοιχεία Διακριτών Μαθηματικών (απόδοση στα Ελληνικά: Κ. Μπους και Δ. Γραμμένος). Πανεπιστημιακές Εκδόσεις Κρήτης, 2003.
- S.S. Epp, Διακριτά Μαθηματικά με Εφαρμογές. Εκδόσεις Κλειδάριθμος, 2000

Quantitative methods in economics and administration (I) (MST_206)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTME	NT OF MAN	AGEMENT	SCIE	INC	:Е & ТЕ	CHNOL	OGY				
LEVEL OF STUDIES	UNDERGRA	UNDERGRADUATE										
COURSE CODE	MST_206	SE	MESTER		st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
						X						
COURSE TITLE	Quantitativ	e Methods I	n Econom	nics A	nd	Admin	istratic	on (I)				
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for sep	parate compon	ents of the	WEE	KLY								
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACH	HING					CREDIT	ſS		
credits are awarded for the	whole of the co s and the total	ourse, give	нос	JRS								
	s und the total	L·lectures	4(1) 2						5			
	ab· laborator	v exercises	4(L), Z						5			
		y exercises										
Add rows if necessary. The org	anisation of te	aching and										
the teaching methods used are	e described in d	detail at (d).										
COURSE TYPE	Specialized	general kno	wledge, s	kills (dev	elopm	ent					
general background,												
aeneral knowledge. skills												
development												
PREREQUISITE COURSES:	Not require	d										
LANGUAGE OF	Greek or English if required by Erasmus students											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE OFFERED	YES (in Engl	ish)										
TO ERASMUS STUDENTS			. ,		/							
COURSE WEBSITE (URL)	http://eclas	s.teipat.gr/e	eclass/cou	irses	/76	<u>6141/</u>						

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

Statistics are widely used in almost all sciences and most areas of human activity (economy, industry, commerce, demography, meteorology, politics, medicine, etc.). The purpose of the course is a first approach in the field of descriptive statistics (collecting, classifying and presenting data, estimating descriptive measures, correlation and least squares, probability) with applications and case studies in the modern business environment.

After the completion of the theoretical part of the course the student should be able to:

- know the basic concepts and techniques of data collection, organization, summarization and presentation
- mention the three (3) most important sampling methods
- describe the statistical data in the best possible way (using simple tables and double entry tables, intersection tables, coding, classifying, etc.)
- design special imaging diagrams: pie chart, bar chart, histogram, stem & leaf diagram, scatter diagram, etc. exploring the type of data
- outline arithmetic measures to draw appropriate conclusions (central position indicators, volatility indicators)
- apply the numerical methods of descriptive statistics
- design the probabilistic framework using probability theory (Discrete & Continuous Distributions with Emphasis on Normal Distribution)
- evaluate the correlation of two random variables (correlation coefficient)
- compose the least squares analysis
- develop analyzes of real business problems and solve them rationally

After the completion of the laboratory part of the course the student should be able to:

- Know about the environment of SPSS, the options available, and the relationship and association with Excel
- perform qualitative and quantitative data entry, description, organization, data capture
- create statistics tables
- construct, present and interpret simple graphs (circular diagram, bar chart, bibliography, cumulative polygonal diagram, linear diagram, histogram). Presentation and interpretation
- calculate and interpret characteristics of position and dispersion measures
- calculate and interpret correlation tables, linear correlation indices, correlation coefficient, determination coefficient and scatter plot
- calculate and interpret probabilities of discrete random variables (binomial, Poisson). Creating data following a specific distribution
- calculate and interpret probabilities of continuous random variables
- understand normal distribution and calculate standard values

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?

Adaptation to new situations	Project planning and management
Decision making	Respect for diversity and multiculturalism
Independent work	Respect for the natural environment
Teamwork	Demonstrate social, professional and ethical responsibility and gender sensitivit
Working in an international environment	Exercising criticism and self-criticism
Working in an interdisciplinary environment	Promoting free, creative and inductive thinking
Generation of new research ideas	

- Search, analyze and synthesize data and information using the necessary technologies
- Independent Work
- Teamwork
- Decision making
- Working in an international environment
- Working in an interdisciplinary environment
- Exercising criticism and self-criticism

• Promote free, creative and inductive thinking

3. SYLLABUS

The course includes the following topics :

- Basic Sampling Methods,
- Description Organization Data Capture,
- Chart presentations,
- Numerical Descriptive Measures (Core Measures, Volatility Measures), Introduction to Probabilities (Elemental Rules, Bounded Probability, Bayes Type), Discrete Random Variables and their Probability Distributions,
- Continuous random variables,
- Normal distribution,
- Computer applications.

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	x	
	Slides E class	Y	
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory training	A	
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail	Lectures	52	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice	26	
tutorials, placements, clinical practice, art workshop interactive teaching educational	Essay writing		
visits, project, essay writing, artistic	Seminars		
creativity, etc.	Exercises		
The student's study hours for each learning	Project		
activity are given as well as the hours of non-	Study and analysis of bibliography	15	
the ECTS	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	32	
	Total number of hours for the	125 hours (total student work-	

	Course (25 hours of wo per ECTS credit)	ork-load		load)
STUDENT PERFORMANCE				
EVALUATION	Written work,			
Description of the evaluation procedure	essay/report			
Lanauage of evaluation, methods of	Problem solving			
evaluation, summative or conclusive, multiple	Multiple			
choice questionnaires, short-answer	choice			
questions, open-ended questions, problem solving written work essay/report oral	questionnaires			
examination, public presentation, laboratory	Final exam with			
work, clinical examination of patient, art	Multiple choice			
interpretation, other	questionnaires			
Specifically-defined evaluation criteria are	Oral examination			
given, and if and where they are accessible to	Mid-term exam			
students.	(concluding)			
	Final exam with		Х	(Multiple choice
	developing			questions, short
	questions			answer questions,
				solve problems
				related to
				quantitative -
				qualitative data,
				Comparative
				evaluation of theory
				elements)
	Public presentation			
	Mid-term exam			
	(formative)			
	Laboratory			
	work/term projects			

-Suggested bibliography:

- Berenson L. Mark, Levine M. David, Szabat A. Kathryn, "Basic Business Statistics Concepts and Applications", Brokenhill Publishers Ltd, 2018
- Aczel A., "Statistical Thinking in the Business world", first edition, Broken Hill Publishers LTD, 2011
- Keller G., "Statistics for Finance and Business Administration", eighth edition, EPIKENTRO Publishers, 2010

-Relevant Scientific Journals:

- International Statistical Review
- Statistical Science
- Journal of Multivariate Analysis

Quality management (MST_301)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTME	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRA	UNDERGRADUATE									
COURSE CODE	MST_301	SE	MESTER	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
						Х					
COURSE TITLE	Quality Mar										
INDEPENDENT TEAC	HING ACTIVI	TIES									
if credits are awarded for sep	parate compon	ents of the	WEE	KLY							
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACH	ling				CREDIT	rs		
credits are awarded for the	whole of the co	ourse, give	ноц	IRS							
the weekly teaching hour	s and the total		2(1) 2	(Lab)							
La	h: laboratory		З(Ц), ∠	(Lab)				Э			
	<u>b. laboratory</u>	CACICISCS									
Add rows if necessary. The org	anisation of te	aching and									
the teaching methods used ar	e described in a	detail at (d).									
COURSE TYPE	Specialized	general kno	wledge, s	kills dev	elopm	ent					
general background,											
special background, specialised											
development											
PREREQUISITE COURSES:	Not require	d									
LANGUAGE OF	Greek (including English bibliography)										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE OFFERED	Yes										
TO ERASMUS STUDENTS											
COURSE WEBSITE (URL)	Under cons	truction									

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

This course presents the basic principles and tools related to TQM. It focuses on continuous improvement of all aspects and expressions of a business, from design to production, marketing and after-sales service. It covers the concept of Quality, of Total Quality and TQM, the different approaches of specialists in TQM, quality control, the quality management standards ISO 9000, the quality culture, attitudes and behaviors, design and implementation of a TQM program, measurement of quality costs, measuring customer satisfaction, tools and

methods to improve quality.

Educational objective of this course is to acquire advanced theoretical and laboratory knowledge of methodologies for quality assurance and the development of a statistical quality control skills and certification procedures.

Upon completion of this course you will be able to:

- Know the basic concepts of TQM and its importance
- Use the tools of TQM
- Know the steps to implement the program D.O.P.
- Administered the TQM in the organization, control, cost accounting and its improvement
- Understand the application and significance of TQM in suppliers, in service and support system
- Understand Quality development method and quality certification under ISO systems

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working in an international environment
- Project planning and management
- Respect for the natural environment
- Production of free, creative and inductive thinking

3. SYLLABUS

Lectures:

- Introduction to TQM, Characteristics of TQM, Objectives and necessity of TQM
- The contribution of Deming, Juran and Crosby in the TQM.
- Plan of Implementation of TQM, Traditional control, Conscious, Pre-introduction, Introduction of TQM.
- Quality Design: customer identification, customer needs, design and choice of production process.
- Quality Organization: conditions, structure and implications.
- Economic analysis of quality: cost, high cost of low quality.
- Quality control: important reasons, conditions, process.
- Quality Improvement: significance, problems, categories, objectives, conditions.

- Suppliers Quality: Evaluation and selection, collaboration, certification methodology.
- Quality service system: Guarantee for quality, complaints and customer churn.
- Quality of support systems: design, control, improvement.
- Process Quality development: Purpose, process, benefits.
- Quality Certification ISO systems: description standards, importance and advantages.

Laboratory Exercises:

- Refresher course on concepts and processes on SPSS such as data entry, variable transformation (Recode, Compute commands), confidence intervals of large and small samples, regularity audit, process Explore, hypothesis testing (one-sided, two side).
- Introduction to quality tools. Reference to flow and control panels diagram.
- Report on the histogram and on the defects concentration diagram.
- Report on Pareto chart and on the successive values diagram.
- Report on the chart cause effect and scatter diagrams.
- Basic concepts of Statistical Process Control (SPC).
- General principles of control charts. Interpreting control charts.
- Variable diagrams. Basic statistical theory of control charts.
- Report on mean diagram and range diagram.
- Report on mean diagram and standard deviation diagram.
- Report on individual charts.
- Characteristic diagram. Report on diagram p.
- Report on Chart np.

DELIVERY	Lectures	x
Face-to-face, Distance learning, etc.	Distance (asynchronous)	
	Distance (synchronous)	
	Other:	
USE OF INFORMATION AND	In teaching (slides)	x
COMMUNICATIONS TECHNOLOGY	In communication with	x
Use of ICT in teaching, laboratory education,	students (eclass)	
communication with students	Virtual (simulated) laboratory	
	training	
	Other:	
TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail.	Lectures	39
Lectures, seminars, laboratory practice,	Tutorials	
fieldwork, study and analysis of bibliography, tutorials. placements. clinical practice. art	Laboratory Practice	26
workshop, interactive teaching, educational	Essay writing	
visits, project, essay writing, artistic creativity, etc.	Seminars	

	Projects			
The student's study hours for each learning activity are given as well as the hours of non-	Study and analysis of			
directed study according to the principles of the	bibliography			
ECTS	Placements			
	Clinical practice			_
	Art workshop			
	Interactive teaching			_
	Educational visits			_
			F 7	
			57	
	Other:			
	Course total	125 ho	ours (total student work-load)	
	(25 hours of workload per			
	ECTS)			
STUDENT PERFORMANCE	Written examination with	х	theory, short case studies	
EVALUATION	development questions			
Description of the evaluation procedure	Oral exam			
Language of evaluation, methods of	Public Presentation			
evaluation, summative or conclusive, multiple	Problem solving			
choice questionnaires, short-answer questions,	Progress with development			
work, essay/report, oral examination, public	questions (concluding)			
presentation, laboratory work, clinical	Laboratory work			
examination of patient, art interpretation,	Clinical Patient Examination			
other	Progress exam with			
Specifically-defined evaluation criteria are	development questions			
given, and if and where they are accessible to	(formative)			
students.	Artistic Interpretation			
	Written examination with			
	multiple choice queries			
	Written report / report /			
	WORK			_
	Progress exam with			

- E-class notes.
- Books:
 - o Laloumi, D. & Katsoni, B. "Total Quality Management", Stamoulis Publications SA, 2010
 - o Tsiotras, G., "Total Quality Management", Broken Hill Publishing, 2016
 - o Binioiris, S., "Total Quality Management T.Q.M", Broken Hill Publications, 2009
 - \circ ~ Kefi, B., "Total Quality Management", Critics Publishing SA, 2014
 - o Liararmopoulos, L., "Total Quality Management", Lichnos Publications Graphic Arts, 2007

Operations research (linear programming) (MST_302)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS & BUSINESS											
ACADEMIC UNIT	DEPARTMEN	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	UNDERGRADUATE										
COURSE CODE	MST_302		SEMESTER		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
							X					
COURSE TITLE	Operations R	esearch (L	inear Progra	m	ming)							
INDEPENDENT TEA	CHING ACTIV	ITIES										
if credits are awarded for	separate compo	onents of	WEEK	(L	Y							
the course, e.g. lectures, la	boratory exercis	es, etc. If	TEACH		IG				CREDI	TS		
the credits are awarded for	r the whole of th ours and the tot	e course, al credits	HOUI	RS)							
give the weekly teaching h	L.	lectures	3(L) 2(La	h)		Ę					
Lah	n: laboratory e	xercises	5(1), 2(LC	.0)				5			
COURSE TYPE	SCIENTIFIC A	REA, TECH	NIQUES DEV	ΈL	.OPMI	ENT						
PREREQUISITES:	NONE – LINE	AR SYSTEN	AS SOLVING	A١	ND BA	SIC OP	TIMIZA	TION	METHC	DS (IN	CLUDII	١G
	LAGRANGE M	1ULTIPLIEF	RS) STRONGL	Y	RECO	MMEN	DED			-		
TEACHING & LABS	GREEK AND/0	GREEK AND/OR ENGLISH (ENGLISH TERMS ALWAYS DELIVERED)										
LANGUAGE:												
COURSE AVAILABLE TO	YES IN ENGLIS	YES IN ENGLISH										
ERASMUS												
COURSE URL	https://eclass	s.upatras.	gr/modules/a	au	th/op	encou	rses.ph	p?fc=1	44			

2. LEARNING OUTCOMES

Learning outcomes

Operational Research is an essential tool of modern management for solving problems and decision making across the entire range of businesses and organizations activities (production, marketing, service delivery, financial management, etc.). The course provides insights into the fundamental and important areas of Operational Research and Management Science by studying their methods and their implementation in a range of business situations. Upon successful completion of the course students are expected to have: KNOWLEDGE so that they can:

• Identify and select potential points, areas, and / or modes of business operations that can be improved

• Identify and construct the appropriate theoretical models of Linear Programming, that lead to optimal decision making.

- Identify the Linear and Integer Programming applications, as well as a number of specific cases.
- Understand and develop various solution proposals through sensitivity analysis
- Produce alternative solutions
- Document the solution,
- Develop appropriate background for the study and application of non-linear programming techniques SKILLS that lead to:
- Compose / formulate mathematical models that describe / illustrate business functions to be improved
- Generalize / customize mathematical models

• Implement solutions , by applying the methods and algorithms taught,

• Use appropriate mathematical software and develop applications via the use of specific software tools to solve problems

• Explain the proposed solutions

CAPACITIES so that they can:

- Analyze evaluate the solution and check whether it is applicable
- Propose changes to initial conditions / assumptions for further improvement
- Explain the reasons why a solution is not feasible or cannot be implemented
- Differentiate the model in cases where this is mandatory or recommended
- ultimately take the optimal decision that will lead to the achievement of the predetermined goals.

Upon completion of the laboratory part of the course the student is expected to be able to:

• Solve Linear programming problems by formulating appropriate theoretical models and using programs such as LINDO, Solver

• Solve through programming language and appropriate commands of the software used, the specific problems of OR (transportation, assignment, knapsack, trimloss, maxflow etc.)

- apply the basic software procedures for sensitivity analysis
- compile appropriate report with the capabilities of the software used or by sending results to other s/w for further analysis
- Resolve real-life problems with O.R applications.

GENERAL ABILITIES

As classified in Diploma Supplement

- Search, analyze and synthesize data and information using the necessary technologies
- Independent Work & Teamwork
- Work in an interdisciplinary environment
- Decision making
- Exercising critical viewing and self-criticism
- Promote free, creative and inductive thinking

3. SYLLABUS

- Course Presentation Introduction: The Origin, Nature Role & Impact of OR Modern Trends and Applications, Training & Career in Operations Research Overview of Analytical Optimization Methods
- Linear Programming: Concept of objective / non objective Variables, Parameters and Constraints, Linear Functions, Expressing constarints with Linear Functions, objective functions, Mathematical Modeling
- Graphical Linear Problem Solving: Point as a Solution, Constraint Graphic representation, Feasible area of Solution Iso'quant' lines, Optimal Solution, Sensitivity Analysis (graphical)
- SIMPLEX Linear Problem Solving: Concept Using slack Variables, SIMPLEX Initial Table, Simplex Algorithm, Current Solution, Optimal Solution test, Analysis Solution Implementation
- The dual problem Sensitivity analysis Shadow values Opportunity costs
- Integer Programming Branch and Bound Methods, 0 1 programming
- Specific Cases of Linear Problems: Transportation, Assignment, Transhipment, Traveling salesman Problem, etc.

The laboratory part of the course aims at assimilating theory and solving specific case studies mainly from the field

of industry, business and organizations as well as familiarization with the respective software.

DELIVERY Face to face х Face-to-face, Distance learning, etc. Distance learning (asynchronous) **Distance** learning (synchronous) Others: **USE OF INFORMATION AND** Slides х **COMMUNICATIONS TECHNOLOGY** E-class х Use of ICT in teaching, laboratory education, Virtual (simulated) laboratory communication with students training **TEACHING METHODS** WorkLoad (h) per Semester Activity The manner and methods of teaching are Lectures 39 described in detail. Tutorials Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, Laboratory practice 26 tutorials, placements, clinical practice, art Essay writing workshop, interactive teaching, educational Seminars visits, project, essay writing, artistic creativity, etc. Exercises Project The student's study hours for each learning Study and analysis of activity are given as well as the hours of non-20 directed study according to the principles of bibliography the ECTS Placements **Clinical practice** Art workshop Interactive teaching **Educational visits** Artistic creativity Unsupervised study 40 Others: Total number of hours for the Course (25 hours of 125 hours (total student work-load) work-load per ECTS credit) Written work, STUDENT PERFORMANCE essay/report **EVALUATION** Problem solving Description of the evaluation procedure Multiple choice Language of evaluation, methods of evaluation, summative or conclusive, multiple questionnaires choice questionnaires, short-answer questions, Final exam with open-ended questions, problem solving, Multiple choice written work, essay/report, oral examination, questionnaires public presentation, laboratory work, clinical examination of patient, art interpretation, Oral examination other Mid-term exam (concluding) Specifically-defined evaluation criteria are given, and if and where they are accessible to Final exam with (Multiple х Choice students. developing questions,Comparati questions ve Evaluation of Theory

Public presentation		Comprehension, Model formulation, Graphical solution, Problem Solving 100% of the final grade)
Mid-term exam (formative) Laboratory		
work/term projects Evaluation Criteria:		
 Solution Requir Documentation Consistency - 20 Overall clarity - Evaluation Transparency Exam papers are availab 	ements Fullfillmer - 30% 20% 20% le to students for t	nt - 30% reviewing mistakes and

5. READING LISTS

-Suggested bibliography :

- Beyond mutiple bibliography available on loan books at the Library, students are eligible for obtaing free of charge books via EUDOXUS system. Books on list currently offered are:
- Coletsos, J., Stoyannis, D. "Introduction to Operations Researc", 3ⁿ ed (2017) Symeon Publishers
- Taylor, B.W, III Introduction to Management Science (2017) Broken Hill Publishers Itd
- Taha, Hamdy " Operational Research"
- Anderson David R., Sweeney Dennis J., Williams Thomas A., Martin Kipp "Managerial Science" -Journals:
- European Journal of Operational Research, Elsevier
- Operational Research: An International Journal, Springer
- Annals of Operations Research, Springer

-Scientific / Professional Organizations:

- IFORS (International Federation of Operational Research Societies)
- EURO (The Association of European Operational Research Societies)
- INFORMS (Institute for Operations Research & Management Science)

Human Resources Management -MST_303

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTME	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	JNDERGRADUATE										
COURSE CODE	MST_303	SE	MESTER		st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
							Х					
COURSE TITLE	Human Res	ources Man	agement									
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for sep	parate compon	ents of the	WEE	KLY								
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACH	HING				(CREDIT	ſS		
creaits are awaraea for the the weekly teaching hour	whole of the co s and the total	ourse, give credits	ноо	JKS								
		Lectures	3						5			
Add rows if necessary. The org	anisation of te	aching and										
the teaching methods used are	e described in d	detail at (d).										
COURSE TYPE	Specialized	general kno	wledge, s	kills (dev	elopm	ent					
general background,												
aeneral knowledge, skills												
development												
PREREQUISITE COURSES:	Not require	d										
LANGUAGE OF	Greek	Greek										
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE OFFERED	Yes	Yes										
TO ERASMUS STUDENTS												
COURSE WEBSITE (URL)	Under cons	truction										

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

At the end of the course students will be able to:

- Understand the importance and role of the human factor in the existence, operation, and efficiency of modern enterprise
- Contribute to Human Resources executives to achieve the strategic objectives of the company
- Apply modern know-how on employee planning, selection, training, rewarding and evaluation

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 Project planning and management Respect for difference and multiculturalism information, with the use of the necessary technology Adapting to new situations Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender Decision-making Working independently issues 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...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Decision-making
- Production of free, creative and inductive thinking

3. SYLLABUS

- Introduction and Planning, Organization / Basic Elements of Organizational Theory
- Human Resource Management
- Job Analysis and Description
- Human Resources Planning
- Attracting & Developing Human Resources
- Selecting Human Resources
- Human Resources Training
- Sustenance and Evaluation of Human Resources
- Policy Remuneration Systems and Staff Involvement.
- Communication, Crisis Management & Negotiation
- Leadership development, leadership roles, leadership behavior
- Control Check, Procedures and Control Systems.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous) Others:	
USE OF INFORMATION AND	Slides	
COMMUNICATIONS TECHNOLOGY	E-class	X
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory training	
TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are	Lectures	39
described in detail. Lectures seminars laboratory practice	Tutorials	
fieldwork, study and analysis of bibliography,	Laboratory practice	
tutorials, placements, clinical practice, art	Essay writing	26

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	Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice Art workshop Interactive teaching Educational visits Artistic creativity Unsupervised study Others: Total number of		60
	hours for the Course (25 hours of work-load per ECTS credit)	125 hours (to	otal student work-load)
STUDENT PERFORMANCE		•	
EVALUATION Description of the evaluation procedure	Written work, essay/report	х	(written report, 10% of final grade)
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, assault const. and avappingtion public	Problem solving Multiple choice questionnaires		
presentation, laboratory work, clinical examination of patient, art interpretation, other	Final exam with Multiple choice questionnaires		
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Mid-term exam (concluding)		
	Final exam with developing questions	X	(90% of the final grade)
	Public presentation		
	Mid-term exam		
	(formative)		
	Laboratory work/term projects		

- Suggested bibliography:

- Gomez-Mejia L., Balkin D, Cardy R., 2014. Διοίκηση Ανθρώπινων Πόρων. Εκδόσεις BROKEN HILL PUBLISHERS LTD
- ΠΑΠΑΛΕΞΑΝΔΡΗ Ν, ΜΠΟΥΡΑΝΤΑΣ Δ, 2003. ΔΙΟΙΚΗΣΗ ΑΝΘΡΩΠΙΝΩΝ ΠΟΡΩΝ. Εκδόσεις ΓΕΩΡΓΙΑ ΣΩΤ.
 ΜΠΕΝΟΥ
- ΑΝΝΑ ΜΑΡΙΑ ΜΟΥΖΑ ΛΑΖΑΡΙΔΗ, 2006. ΔΙΟΙΚΗΣΗ ΑΝΘΡΩΠΙΝΩΝ ΠΟΡΩΝ. Εκδόσεις ΚΡΙΤΙΚΗ

Macroeconomic Analysis (MST_304)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTME	EPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	NDERGRADUATE										
COURSE CODE	MST_304		SEMESTER	1	st 2nd	I 3 rd	4^{th}	5 th	6 th	7 th	8 th	1
						Х						
COURSE TITLE	Macroecon	omic Analy	ysis									
INDEPENDENT TEAC	HING ACTIVIT	IES										
if credits are awarded for se	eparate compo	nents of	WEEKL	Y								
the course, e.g. lectures, lab	oratory exercis	es, etc. If	TEACHIN	IG			C	REDITS	5			
the credits are awarded for t	he whole of th	e course,	HOURS	5								
give the weekly teaching hol	urs and the toto	al creats	1									
		Lectures	4					5				
Add rows if necessary. The or	aanisation of t	eachina										
and the teaching methods us	ed are describe	d in										
detail at (d).												
COURSE TYPE	Specialized	general kr	nowledge, sk	cills de	evelopm	ient						
general background,												
special background, specialised												
development												
PREREQUISITE	Microecond	mic Analy	sis									
COURSES:												
LANGUAGE OF	Greek (Engl	ish for Era	smus studer	nts)								
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE OFFERED	Yes											
TO ERASMUS STUDENTS												
COURSE WEBSITE (URL)	@ eclass.up	atras.gr/c	ources/									

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

Students learn "macroeconomic analysis" towards decision making in macroeconomic environment and gradually develop the contemporary analytical skills to conceptualize dynamics in real-world business and policy issues in the long run. Throughout the course contemporary examples are presented to delineate key concepts concerning the macroeconomic environment.

Having successfully completed the "macroeconomic analysis" course students will acquire the ability to:

- Demonstrate the ability to interpret the core macroeconomic principles and concepts.
- Define the limits of the government's role in the market system.
- Define national income accounts and explain the impact of omitting environmental and other social welfare issues from their calculation.
- Demonstrate knowledge of the nature of economic fluctuations.
- Interpret the measurements and identify the causes of different types of unemployment and inflation.
- Demonstrate understanding of the stabilization function of macroeconomic policy.
- Describe the theory and nature of money and the banking process.
- Identify controversial political, social and ethical issues in macro theory and policy.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for the natural environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

"Macroeconomic analysis" course is structured around the following topics:

What macroeconomics tries to explain: Distinction between macroeconomics and microeconomics. Goals and methodological instruments of macroeconomics.

Measurement of economic performance: Gross domestic product (GDP) and national income concepts (expenditure approach, problems with calculating GDP, GDP as a measure of economic well-being, changing nominal GDP (NGDP) to real GDP (RGDP), other national accounts: net national product (NNP), national income (NI), personal income (PI), and disposable income (DI), approaches to measure GNP - The final goods approach and income approach, intermediate goods and value added approach.

Macroeconomic theory and policy: The role of the consumption function, marginal propensities to consume and

save, why the consumption function shifts and how it affects aggregate demand, the role of the investment function, graphing the aggregate expenditure function, consumption and savings – consumption, income and saving, consumption function, determinants of consumption, determinants of investment, investment demand curve and interest rate.

Aggregate demand and supply, national income and price determination: Aggregate demand curve (reasons for its shape), nonprice-level determinants of aggregate demand, aggregate supply curve.

IS-LM Model: Money market and keynesian demand for money function, IS and LM functions, fiscal and monetary policies and their effectiveness, aggregate demand function.

Unemployment and business cycles: Total spending and how it affects the business cycle, types of unemployment, full employment, employed, unemployed, labour force, Okun's law. Economic costs of high unemployment. Types of unemployment, frictional unemployment and job search, structural unemployment and cyclical unemployment, voluntary versus involuntary unemployment.

Inflation: The meaning and measurement of inflation, consequences of inflation: shrinking incomes, consequences in wealth, effect on interest rates, demand-pull and cost-push inflation. CPI and GNP deflator. Index-number problems in measuring the cost of living. Types of inflation – moderate inflation, galloping inflation and hyperinflation.

DELIVERY Face-to-face, Distance learning, etc. USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others: Slides E-class Virtual (simulated) laboratory training	X X X X Y	
The manner and methods of teaching are	Activity	Semester workload	
described in detail.	Tutorials	52	
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography			
tutorials, placements, clinical practice, art	Easoratory practice		
workshop, interactive teaching, educational	Seminars		
visits, project, essay writing, artistic creativity, etc.	Exercises		
The student's study hours for each learning	Project		
activity are given as well as the hours of non-	Study and analysis of	21	
ECTS	bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	52	
	Otners:		
	i otal number of	125 nours (total student work-load)	
	nours for the Course (25 hours of		
	course (25 nours of		

	work-load per ECTS credit)			
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.	CreatlyWritten work, essay/reportProblem solvingMultiple choice questionnairesFinalFinalexam with Multiple choice questionnairesOralOral examination Mid-term exam (concluding)			
	Final exam with developing questions Public presentation Mid-term exam (formative) Laboratory work/term projects	X	(final grade)	_

- Diulio A. Eugene (2018) Μακροοικονομική Θεωρία, Αθήνα ΕΣΠΙ ΕΚΔΟΤΙΚΗ Ε.Π.Ε
- Dornbusch, R. και S. Fischer (1993). Μακροοικονομική. Εκδόσεις Κριτική: Αθήνα.
- Baumol, W. J. (c2012). Μακροοικονομική-Macroeconomics: αρχές και πολιτική: principles and policy. 11η έκδ. Αθήνα: Π.Χ. Πασχαλίδης, Australia: South-Western Cengage Learning
- Krugman, P. Wells, R. (2009) Μακροοικονομική, Επίκεντρο, Θεσσαλονίκη
- Mankiw, G.N. (2002). Μακροοικονομική Θεωρία. Εκδόσεις Gutenberg: Αθήνα.
- Mankiw N. G., Taylor P., Mark, Α., Μανιάτης, Σ., Ζήκος (επ) (2018) Οικονομική (Μακροοικονομική), 4η Έκδοση, Αθήνα ΕΚΔΟΣΕΙΣ Α. ΤΖΙΟΛΑ & ΥΙΟΙ Α.Ε
- Mishkin, F.S. (2015). Μακροοικονομική: πολιτική και πρακτική. Απέργης, Ν., Κύρτσου, Α., & Οικονομίδης, Γ. (επιμ.). Κοταρίδης Κ. (μετ.). Αθήνα: Utopia.
- Stiglitz, J. E. Walsh, C. E. (2009) Αρχές της Μακροοικονομικής, Παπαζήσης, Αθήνα
- Williamson S., D., Γ., Σιουρούνης Ε., Διοικητόπουλος (επ) (2018) Μακροοικονομική, 6η Έκδοση, Αθήνα ΕΚΔΟΣΕΙΣ Α. ΤΖΙΟΛΑ & ΥΙΟΙ Α.Ε

Algorithms and data structures (MST_305)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS & BUSINESS											
ACADEMIC UNIT	SCHOOL OF ECONOMICS & BUSINESS											
LEVEL OF STUDIES	UNDERGRADUATE											
COURSE CODE	MST_305		SEMESTER		1^{st}	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
							Х					
COURSE TITLE	ALGORITHN	ALGORITHMS AND DATA STRU										
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							
Lah: laboratory exercises		3(L), 2(L	ab)		5							
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	Specialized general knowledge, skills development											
PREREQUISITE	Programming, Mathematics											
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)	Under construction											

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 students that attend the class are convinced for the need of fast as it applies to execution time but also productive with respect to their memory needs algorithms and data structures. Emphasis is placed on basic

algorithms and data structures in a constructive and bottom up manner in order for the students to create for themselves a toolbox of tools in order to approach and eventually solve more complex real world problems. The students can use the basic principles and thinking processes in programming and design exercises and are taught to use abstraction in their approach to realistic problems.

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	Project planning and management				
information, with the use of the necessary technology	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					

Searching, analysis and synthesis of information and data instances with the reusability of existing programs and algorithms. Ability to take decisions, work independently in a constructive and design oriented manner and at the end also present their work.

3. SYLLABUS

Fundamental concepts. Analysis of algorithms. Data structures. Sorting: Import, Sorting tables, Advanced sorting methods, Sequence sorting. Dynamic information structures: Recursive data types, Indexes, Linear lists, Tree structures, Balanced trees, Optimal search trees. Graph, Optimal Paths and Search and Process Optimization Problems that are modeled as graphs.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	х	
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice	20	
tutorials, placements, clinical practice, art	Essay writing		1
WORKSHOD IMPEDIATIVP POLITING POLITING			
visits, project, essay writing, artistic creativity.	Seminars		
visits, project, essay writing, artistic creativity, etc.	Seminars Exercises		
visits, project, essay writing, artistic creativity, etc.	Seminars Exercises Project	25	
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	Seminars Exercises Project Study and analysis of bibliography	25 16	
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	SeminarsExercisesProjectStudy and analysis of bibliographyPlacements	25 16	
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	SeminarsExercisesProjectStudy and analysis of bibliographyPlacementsInteractive teaching	25 16	
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	SeminarsExercisesProjectStudy and analysis of bibliographyPlacementsInteractive teaching Educational visits	25 16	
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	SeminarsExercisesProjectStudy and analysis of bibliographyPlacementsInteractive teachingEducational visitsArtistic creativity	25 16	

	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hours (total student work-load)
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	Final written examination, a d closed-book examination. The theory and to solve exercises f	uration of 2 to 3 hours is considered. It's a e student is invited to answer questions of rom the material taught.
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.		

- Ελένη Γαλιώτου, Χρήστος Κοίλιας, Γιώργος Μπαρδής, «Δομές Δεδομένων & Οργανώσεις Αρχείων» 3η Έκδοση, εκδόσεις Νέων Τεχνολογιών 2018.
- Robert Sedgewick, «Αλγόριθμοι σε C, Μέρη 1-4: Θεμελιώδεις Έννοιες, Δομές Δεδομένων, Ταξινόμηση, Αναζήτηση», 3η Έκδοση, εκδόσεις Κλειδάριθμος 2006.
- Cormen T.H., Leiserson C.E., Rivest R.L., Stein C. «Εισαγωγή στους Αλγόριθμους (Ενιαίος Τόμος)» 1^η έκδοση 2012, Πανεπιστημιακές εκδόσεις Κρήτης.

Quantitative methods in economics and administration (II) (MST_306)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRADUATE										
COURSE CODE	MST_306	06 SEMESTER 1 st			2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
						Х					
COURSE TITLE	SE TITLE Quantitative Methods			n Economics And Administration (Ii)							
INDEPENDENT TEAC	HING ACTIVI	TIES									
if credits are awarded for sep	oarate compon	ents of the	WEE	KLY							
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACH	IING			(CREDIT	ſS		
credits are awarded for the	whole of the co	ourse, give	HOU	IRS							
the weekly teaching hour.	s and the total	credits	2(1) 2	(11-)				-			
La	h. laboratori	L: lectures	3(L), Z	(Lab)		5					
	D. Tabol atol y	exercises									
Add rows if necessary. The org	anisation of te	achina and									
the teaching methods used an	e described in a	detail at (d).									
COURSE TYPE	Specialized	Specialized general knowledge, skills development									
general background,											
special background, specialised											
general knowledge, skills development											
PREREOUISITE COURSES:	Not required										
LANGUAGE OF	Greek or English if required by Erasmus students										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE OFFERED	YES (in English)										
TO ERASMUS STUDENTS											
COURSE WEBSITE (URL)	http://eclass.teipat.gr/eclass/courses/728153/										

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

After the completion of the theoretical part of the course the student should be able to:

- know the basic concepts of Estimation, Point Estimation, Space Estimation as well as Confidence Buildings (for Medium, Medium Difference, Percentage etc)
- know the basic principles of Case Control, Zero Alternative Case, Control Errors, Significance Level as well as Unilateral - Bilateral Controls (Case Controls for the mean, for dispersion, for the mean difference, for the percentage rate).
- know the basics of simple regression, the concept of dependent independent variable, the Scatter Chart and

the Linear Correlation Coefficient

- perform statistical tests of mean values and percentages for one and two samples by sorting and interpreting the results (performed mainly using SPSS statistical package)
- compose statistical tests by interpreting the results (performed mainly using SPSS statistical package) judging the significance of the trends being deleted and assessing assessing the level of significance or risk of each scenario or choice.
- collaborate with fellow students to create and present a comprehensive and scientifically documented case study that includes developing an appropriate questionnaire for primary research, sound sampling methodology, statistical analysis and data processing, indexing, indexing for comparison and evaluation of results, formulation of evaluation judgments, conclusions and finally composition - definition of proposals

After the completion of the laboratory part of the course the student should be able to:

- solve problems by applying relational tables, SPSS probability calculations, and binomial, geometric, Poisson and regular distribution
- solve problems by applying large and small sample confidence intervals, Regularity Check and Explore procedure
- apply the basic procedure followed in SPSS for one-sided (one-sided) and one-sample t-tests
- apply the Connection of Confidence Interventions to Business Examples
- implement a hypothesis test (one-sided-two-sided) for the mean values of populations through independent samples (Independent t-test)
- implement a hypothesis test (one-sided-two-sided) for the mean values of populations through dependent samples (Paired t-test)
- apply the X2 test as a homogeneity test, as an independence test and as a good fit test
- implements correlation testing, analysis of two-variable correlations, and hypothesis testing for the parameters of a population
- apply simple linear regression analysis and interpret coefficients and indices
- perform a residual study of simple linear regression models, diagrams
- resolve problems with regression applications in business models

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, analyze and synthesize data and information using the necessary technologies Adaptation to new situations Decision making Independent work Teamwork Working in an international environment Working in an interdisciplinary environment Generation of new research ideas

Project planning and management Respect for diversity and multiculturalism Respect for the natural environment Demonstrate social, professional and ethical responsibility and gender sensitivity Exercising criticism and self-criticism Promoting free, creative and inductive thinking

- Search, analyze and synthesize data and information, using the necessary technologies
- Independent Work & Teamwork
- Work in an interdisciplinary environment
- Decision making

- Exercising criticism and self-criticism
- Promote free, creative and inductive thinking

3. SYLLABUS

The course includes the following topics:

- Reminder of basic concepts (Sample-Population Definitions, Random Variable Definition, Basic Distributions and Probability Calculations)
- Probabilities, sampling distributions and introduction to estimation
- Summary / practice exercises
- Introduction to case control and estimation of population parameters
- Summary / practice exercises
- Dispersion analysis, linear regression, x-square control
- Summary / Laboratory practice exercises
- Statistical quality control

DELIVERY Face-to-face, Distance learning, etc.	Face to face	х	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	Х	
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice	26	
tutorials, placements, clinical practice, art workshop, interactive teaching, educational	Essay writing		

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	Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice Art workshop Interactive teaching Educational visits Artistic creativity Unsupervised study Total number of hours for the Course (25 hour of work-load per ECTS credit)	rs 125 hour	20 20 40 s (total student work- load)
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	Written work,		
Language of 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.	essay/reportProblem solvingMultiplechoicequestionnairesFinal exam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestions	X	Multiple choice questions, Short answer questions, Solve problems related to quantitative - qualitative data, Comparative evaluation of theory elements.
	(formative) Laboratory work/term projects		

-Suggested bibliography:
- Berenson L. Mark, Levine M. David, Szabat A. Kathryn, "Basic Business Statistics Concepts and Applications", Brokenhill Publishers Ltd, 2018
- Aczel A., "Statistical Thinking in the Business world", first edition, Broken Hill Publishers LTD, 2011
- Keller G., "Statistics for Finance and Business Administration", eighth edition, EPIKENTRO Publishers, 2010

-Relevant Scientific Journals:

- International Statistical Review
- Statistical Science
- Journal of Multivariate Analysis

Game theory (MST_401)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS									
ТМНМА	DEPARTMEN	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY									
STUDY LEVEL	UNDERGRAD	JNDERGRADUATE									
COURSE CODE	MST_401	SEMESTER 1 st			2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
							X				
COURSE TITLE	Game Theory										
TEACHING A	CTIVITIES		HOURs/	WEEK				FCTS	·		
			noonsy	VVLLN				LUIS			
	I	L: lectures	3(L), 1(Lab)				5			
La	b: laboratory	exercises									
			الالم مادي								
COURSE TYPE	specialised g	general know	wiedge, skii	is devei	lopmei	nt					
PREREQUISITES:	Not required	t									
TEACHING & LABS	Greek And/0	Or English (E	English Tern	ns Alwa	ys Deli	vered)					
LANGUAGE:											
COURSE AVAILABLE TO	Yes In Englis	h									
ERASMUS											
COURSE URL	http://eclass	s.teipat.gr/e	class/cours	es/766	218/						

2. LEARNING OUTCOMES

Learning outcomes

The purpose of this course is to analyze techniques for strategic decision making in a competitive environment. Unlike decision theory, where the main issue for the decision maker was to deal with and manage uncertainty in the form of random events affecting the outcome of his decisions, game theory highlights the interplay of decisions of different parties in a competition or cooperation.

The techniques and methodologies presented are intended to introduce the student to the basic concepts of game theory and to highlight their application in strategic decision analysis and planning. Game theory has been greatly developed both in terms of the development of corresponding mathematical methods and models and applications, to the extent that it is an autonomous scientific or, more precisely, interdisciplinary field, and the course material includes the basic concepts that directly related to the philosophy of business research as a decision support toolkit.

The main objectives of the course are summarized as follows:

- Highlight the range of applications of business games with emphasis on strategic interaction situations that define the codes of conduct and behavior of modern businesses.
- Understand the criteria for strategic decision-making in business sectors characterized by imperfect competition and intense interdependence.
- Highlight the mechanisms of balancing the business sectors in conditions of rivalry, asymmetry in capabilities and information, lack of confidence and failure of long-term partnerships.
- Enable students to critically analyze cases of strategic moves and business decisions from modern reality.
- Understand overall the importance of effective strategic decision-making for businesses that are not only often interdependent, but also dependent on third-party decisions, in conditions of uncertainty, competition, and time pressure.

After completing the theoretical part of the course the student is expected to be able to:

- understand the role and importance of game theory in strategic decision making in a competitive environment.
- distinguishes between the basic categories and the corresponding types of models used in game theory.
- develop game theory models that describe real-world decision making by identifying the key elements of a game: players, strategies, win.
- apply the basic solution techniques to a game and interpret the resulting solution in operational terms.
- knows the categories of business games and understands the scope of business games with emphasis on strategic interaction situations that define the codes of conduct and behavior of modern businesses
- is familiar with the normal and extended form of game representation
- Identifies dominant and weakly dominant business game strategies
- calculates Nash net and mixed strategic balances
- calculates the Nash Perfect Balance for subgroups
- Identifies balance strategies in finite and infinitely repetitive games
- Identifies balance strategies in games with incomplete information
- Identifies balance strategies in alliance games
- Understands strategic decision-making criteria in business sectors characterized by unfinished competition and strong interdependence
- highlights the mechanisms of balancing the business sectors in conditions of rivalry, asymmetry in capabilities and information, lack of confidence and failure of long-term partnerships
- Critically analyze cases of strategic moves and business decisions from modern reality
- Understand overall the importance of effective strategic decision-making for businesses that are not only often interdependent, but also dependent on third-party decisions, in conditions of uncertainty, competition, and time pressure.
- Upon completion of the laboratory part of the course the student is expected to be able to:
- Knows how the GAMBIT program works and all the individual options
- Solves with the help of the GAMBIT program all kinds of business games that are taught in theory, in both normal and extended form of game representation, with two or more players.

GENERAL ABILITIES

As classified in Diploma Supplement

- Search, analyze and synthesize data and information using the necessary technologies
- Independent Work & Teamwork
- Work in an interdisciplinary environment
- Decision making
- Exercising critical viewing and self-criticism
- Promote free, creative and inductive thinking

3. COURSE PLAN

- Introduction to Game Theory
- Zero sum games: mixed strategies, special case solving strategies: (2x2 games, symmetric games, 2xn or mx2 games, dominance), linear programming mixed strategies
- Strictly and weakly dominant and dominant strategies
- Utility or Utility Theory
- Total sum games: security levels and Nash non-cooperative equilibrium in clean and mixed strategies
- Dynamic games, applications and solutions

4. INSTRUCTION - LEARNING METHODS - EVALUATION

TEACHING METHODS	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
ITC USE AND LABS	Slides	Х	
	E-class	Х	
	Virtual (simulated)		
	laboratory training		

COURSE ORGANIZATION	Activity	WorkLoad	WorkLoad (h) per Semester				
	√ 39		39				
	10		10				
	<u>13</u>		13				
		20					
	<u>30</u>		30				
	43		43				
	<mark>39</mark>		39				
	Total number of						
	hours for the	125 h anna (ta	al student work load)				
	work-load per FCTS	125 nours (101	ai siudeni work-ioda)				
	credit)						
GRADING SYSTEM	Written work,						
	essay/report						
	Multiple						
	choice						
	questionnaires						
	Final exam with						
	Multiple choice						
	Oral examination						
	Mid-term exam						
	(concluding)						
	Final exam with	Х	(Multiple Choice				
	developing		questions,				
	questions		Evaluation of				
			Theory				
			Comprehension				
			, <mark>100% of the final</mark>				
	Public presentation		grauej				
	Mid-term evam						
	(formative)						
	Laboratory						
	work/term projects						

5. READING LISTS

-Suggested bibliography :

Gibbons Robert, 1996. Introduction to Game Theory. National Bureau of Economic Research, 1996
Osborne Martin 2009An Introduction to Game Theory Oxford University Press,

-Relevant Scientific Journals:

• European Journal of Operational Research

Entrepreneurship (MST_402)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL O	SCHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTME	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRA	JNDERGRADUATE									
COURSE CODE	MST_402	SE	MESTER	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
							Х				
COURSE TITLE	Entreprene	urship									
INDEPENDENT TEAC	HING ACTIVI	TIES									
if credits are awarded for sep	parate compon	ents of the	WEE	KLY							
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACH	IING				CREDIT	ΓS		
credits are awarded for the	whole of the co	ourse, give	HOU	IRS							
	s and the total	Lilocturos	2(1) 2	(Lab)				5			
La	h·lahoratory	L. IECLUI ES	3(1), 2	(Lab)				5			
	<i>b. labolatol</i> y	CACI CISCS									
Add rows if necessary. The org	anisation of te	aching and									
the teaching methods used ar	e described in a	detail at (d).									
COURSE TYPE	specialised	general kno	wledge, sł	kills dev	elopme	ent					
general background,											
special background, specialised											
development											
PREREQUISITE COURSES:	Not require	d									
LANGUAGE OF	Greek (including English bibliography)										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE OFFERED	Yes										
TO ERASMUS STUDENTS											
COURSE WEBSITE (URL)	Under cons	truction									

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 aims at understanding the concept of entrepreneurship, acquiring knowledge and skills related to the entire business process, from identifying the opportunity and evaluating it to mobilizing resources, creating the company and managing its development. The aim of the course is to familiarize students with the contemporary social and economic realities of business and to develop corresponding skills of creativity, communication and leadership. The course also refers to the concept of social entrepreneurship and the development of social

enterprises. More specifically, the lesson includes three parts that refer to:

- The concept and importance of entrepreneurship as well as the environment in which it develops.
- Business process: Business concept capture, business opportunity assessment, business model development, business plan creation, resource finding and agreement formulation, sustainable development model selection, and exploration of exit strategies.
- Sources of funding in all phases.
- More specifically, the course attempts to develop and cultivate basic professional and social skills of students, such as
- ability to recognize and evaluate business and innovative "opportunities
- search, analysis and synthesis of data and information
- understanding of economic and technological developments and their implications,
- developing entrepreneurial mindset and attitude,
- exaggeration of the critical spirit,
- team building and management, teamwork
- professional flexibility
- work in an interdisciplinary 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?

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

- 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
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

Lectures:

- Introduction to the concept of Entrepreneurship
- Business environment
- Innovation and creativity process Methods and tools to improve innovation and creativity Innovation in Greece
- Business idea and business model
- Business Plan (I): Growth
- Business Plan (II): Evaluation
- Software lab for creating business plan financial statements
- Establishment of the business
- Developing the business
- Output strategies
- Finding Resources Financing at all stages of the business process
- International Entrepreneurship
- Social Entrepreneurship

Laboratory Exercises:

Students are familiarized with methods and tools of creative thinking and analysis, consultation, synthesis of ideas and projects organized in groups - with an emphasis on interdisciplinarity which undertake to compose and present a business idea. For example, it focuses on issues related to:

- what is entrepreneurship and business,
- obligations of the undertaking,
- analysis of social needs and trends,
- exploring business opportunities,
- developing entrepreneurial ideas,
- methods of creative thinking,
- market research and competitors
- budget and costing
- risk management

DELIVERY	Face to face	x
Face-to-face, Distance learning, etc.	Distance learning	

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	(asynchronous) Distance learning (synchronous) Other: Slides Eclass Virtual (simulated) laborato training Other:	х х гу
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	ActivityLecturesTutorialsLaboratory PracticeEssay writingSeminarsProjectsStudy and analysis ofbibliographyPlacementsClinical practiceArt workshopInteractive teachingEducational visitsArtistic creativityUnsupervised studyOther:Course total(25 hours of workload perECTS)	Semester workload 39 26 14
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.	Written work, essay/reportProblem solvingMultiple choice questionnairesFinal exam with Multiple choice questionnairesOral examinationMid-term exam (concluding)Final exam with developing questionsPublic presentationMid-term exam (formative)Laboratory work/term projects	X (theory, short case studies, 70% of the final grade) X (project presentation, 30% of the final grade)

- E-class notes.
- Books:
 - O Mourdokoutas, P., "Entrepreneurship: Institutions and Policies", Kleidarithmos Publications Ltd, 2004
 - Deakins, D. & Freel, M., "Entrepreneurship", Critical Publications, 2007 Fayolle, A., "Entrepreneurship", Proposbos, 2019
 - Hisrich, P., Peters, M. and Shepherd, D., "Entrepreneurship", Da Vinci Ltd., 2018
 Kuratko F. Donald, "Entrepreneurship From theory to practice", Broken Hill Publishers Ltd, 2018
 - Sarris, K. and Trichopoulou, A. "Entrepreneurship and Social Economy", 2010 Publishing House
 - Gogas, P. and Prangidis I., "Entrepreneurship Guide", Sofia, 2014
 Storey, D., Greene F., Hassid I., Fafaliou E., "Entrepreneurship for Small and Medium *Enterprises*", Critical Publications, 2011

Financial Management (MST_403)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTME	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	JNDERGRADUATE										
COURSE CODE	MST_403		SEMESTER		l st	2^{nd}	3 rd	4^{th}	5 th	6 th	7 th	8 th
								х				
COURSE TITLE	Financial M	lanagement	t									
INDEPENDENT TEAC	HING ACTIV	TIES										
if credits are awarded for sep	oarate compor	ents of the	VVEEKL	r I C				~				
course, e.g. lectures, labora	tory exercises,	etc. If the	TEACHIN	IG				C	REDITS)		
creaits are awaraed for the	whole of the co s and the tota	ourse, give	HOURS									
		l · lectures	1						5			
	I	L. lectures	-						J			
Add rows if necessary. The or	rganisation of	teaching										
and the teaching methods us	ed are describ	ed in										
detail at (d).												
COURSE TYPE	specialised	general kno	owledge, ski	lls de	evel	opmer	nt					
general background,												
special background, specialised general												
knowledge, skills development												
PREREQUISITE	Not require	d										
COURSES:												
LANGUAGE OF	Greek (Eng	lish for Eras	mus studen	ts)								
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)	@ eclass.up	oatras.gr/co	ources/									

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 main objective of the "Financial Management" course is to shape a basic introductory tool focusing on corporate investment decisions. "Financial Management" graduates should be able to apply the concept of the time value of money, the theory of capital structure along with capital budgeting techniques, to assess a firm's leverage and the cost of capital. Having successfully completed the course students will acquire basic knowledge of:

- The difference between systematic and unsystematic risk and techniques for assessing and considering risk.
- The principles of discounting cash flows and the basic methods of investments' evaluation under the conditions of certainty of cash flows (criteria of Net Present Value/NPV, Internal Rate of Return/IRR, cash payback method/CPM, Average rate of return/ARR, Profitability index/PIN e.tc.) applied by financial managers of contemporary corporations of the private or public sector.
- The characteristics of shares and bonds issued by a public or private limited company.
- Main valuation methods of shares and bonds and computation of the investors' returns.
- The operation of security markets and the roles played by businesses and individual investors. Graduates should be able to apply valuation models to estimate the price of financial assets, measure risk and describe the risk-return tradeoff as expressed by the Capital Asset Pricing Model.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

Decision-making

- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for the natural environment
- Criticism and self-criticism

• Production of free, creative and inductive thinking

3. SYLLABUS

"Financial Management" course is structured around the following topics:

- Financial Tools, supply and demand for financial securities
- Time value of money (present and future value)
- Capital budgeting problems
- Risk, return and cost of capital
- Financial ratios calculation and their significance using data from a firm's financial statements
- Optimal capital structure
- Valuation of securities
- Long-term investment decisions
- Short-term financing decisions

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	x	
USE OF INFORMATION AND	Slides	x	
COMMUNICATIONS TECHNOLOGY	E-class	x	
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory		
	training		
	Activity	Semester workload	
described in detail.	Lectures	52	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice		
workshop, interactive teaching, educational	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Exercises		
The student's study hours for each learning activity are given as well as the hours of non-	Project		
directed study according to the principles of the	Study and analysis of	21	
ECTS	bibliography Artiwerlichen		
	Art workshop		
		52	
	Othors:	52	
	Others:		
	Total number of	125 hours (total student work-load)	

	hours for the Course (25 hours of work-load per ECTS credit)			
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.	Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions Public presentation Mid-term exam (formative) Laboratory work/term projects	X	(full grade)	

- Αλεξάκης, Π., & Πετράκης, Π. Ε. (1990). Το ελληνικό χρηματοπιστωτικό σύστημα κάτω από τις εσωτερικές τις κοινοτικές και τις άλλες διεθνείς εξελίξεις: χρηματοδοτικά μέσα και αναλύσεις περιπτώσεων. Αθήνα: Παπαζήσης.
- Αρσένος, Π. Ι., & Καλδής, Π. Ε. (2008). *Εφαρμοσμένη χρηματοοικονομική επιχειρήσεων*. Αθήνα: Πατάκης.
- Αρτίκης, Γ. Π. (2002). Χρηματοοικονομική διοίκηση: αποφάσεις χρηματοδοτήσεων. Αθήνα: Interbooks.
- Βασιλείου, Δ., & Ηρειώτης, Ν. (2008). Χρηματοοικονομική διοίκηση: θεωρία & πρακτική (1η έκδ.). Αθήνα: Rosili.
- Θάνος, Γ. Α. (2012). Χρηματοδοτική των επιχειρήσεων. Αθήνα: [χ.ό.] Groppelli, Α.Α. & Nikbakht, Ε. (2012) Χρηματοικονομική. Αθήνα: Κλειδάριθμος
- Καραθανάσης, Γ. Α. (2002). Χρηματοοικονομική διοίκηση και χρηματιστηριακές αγορές. (3η έκδ.). Αθήνα: Μπένος Γ.
- Κιόχος, Π. Α. & Πανάγος, Β. (2015). Χρηματοοικονομική διοίκηση. Αθήνα : Κιόχου, Ε.
- Ξανθάκης, Μ., Αλεξάκης, Π. & Ρεπούσης, Σ. Δ. (2006). Χρηματοοικονομική διοίκηση και διεθνής τραπεζική. Αθήνα: Σάκκουλας.
- Τζωάννου, Ι. Γ. (2004). Χρηματοδοτική διοίκηση (Νέα βελτιωμένη & επηυξημένη έκδ.). Αθήνα: Το Οικονομικό.
- Φράγκος, Χ. (2016). Μέθοδοι αξιολόγησης επενδύσεων & χρηματοοικονομικής διοίκησης, Αθήνα : Φράγκος
- Brealy, R. A., Myers, S. C. & Allen, F. (2016). Αρχές χρηματοοικονομικής των επιχειρήσεων. (2η ελλ. έκδ.) Ν. Ρούσος (μετ.). Αθήνα: Utopia
- Damodaram, Ε. Α. (2014). Εφαρμοσμένη χρηματοοικονομική για επιχειρήσεις. Ε. Τσιριτάκης, (επιμ.). Nicosia, Cyprus: Broken HILL Αθήνα: Εκδόσεις Π.Χ. Πασχαλίδης
- Veale, S. R. (2000). Stocks, Bonds, Options and Futures. Prentice Hall Press New York Institute of Finance

Object oriented programming - MST_404 COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF	ECONOMIC	S & BUSIN	ESS								
ACADEMIC UNIT	DEPARTME	EPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	INDERGRADUATE										
COURSE CODE	MST_404	SE	SEMESTER 1 st			3 rd	4 th	5 th	6 th	7 th	8 th	
							Х					
COURSE TITLE	Object Orie	nted Progra	mming									
INDEPENDENT TEAC		TIES	WEEK	ĽΥ								
				ING DC				CREDIT	S			
	<u> </u>	[.:]ectures	3(L) 2(Lah)				5				
La	b: laboratory	v exercises	5(1), 2(Laby		5						
COURSE TYPE	General Bad	ckground										
PREREQUISITE COURSES:	Structured	Programmin	g									
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE OFFERED	Yes											
TO ERASMUS STUDENTS												
COURSE WEBSITE (URL)	Under cons	truction										

2. LEARNING OUTCOMES

Learning outcomes

The course aims to introduce students to the programming paradigm. This includes understanding the basic concepts of Object-Oriented Programming, and practice with an object-oriented programming language, such as Java.

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

- Have a good understanding of the basic concepts of Object-Oriented Programming, such as classes, objects, encapsulation, and inheritance.
- Have a good understanding of more advanced concepts of Object-Oriented Programming, such as polymorphism, delayed engagement, abstract and generalized classes, event-triggered programming.
- Design simple object-oriented programs for simple problems and implement them in Java language.
- Design complex object oriented programs with multiple classes and objects for complex problems and implement them in Java language.
- Use libraries in their programs and use existing code to create new programs.
- Understand the concepts of Abstract Data Types, Generic Classes and Basic Data Structures, and use them in practice.
- Program the Java language with ease.
- Easily adapt their knowledge of Java programming language to any other object-oriented programming language.

General Competences

- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary techniques
- Combined analysis of methods for problem solving
- Development of algorithmic thinking
- Ability to deduct in problem modeling
- Adapt to new situations
- Autonomous Work
- Teamwork

3. SYLLABUS

Introduction to Programming Models: Review the evolution of programming models and the appearance of Object-Oriented Programming. Introduction to programming with Java: Java virtual machine, program compilation, basic syntax Java programs, program flow control, tables. Classes and Objects: Introduction to the concepts of the class and the object. Define classes and objects in Java. Fields, methods and manufacturers. Encapsulate and hide data. References: References to objects, stack and memory of a program. Passing parameters and using objects as method parameters. Manufacturers-copiers, deep and shallow copies. Report this. Composition and Aggregation: Create complex programs with composition and class accumulation. Use objects as heading fields, method parameters, and return method values. Inheritance: Class heredity, polymorphism, delayed engagement, abstract classes, interfaces, generalized classes. Data structures: Collections and their use: Lists, Summaries, Dictionaries. Exceptions: Error handling in program through exceptions. Archives. Writing in and reading from text files. Specialized Topics: Graphical Interfaces (GUIs). Event-triggered programmingIntroduction to programming models: Review the evolution of programming models and the appearance of Object-Oriented Programming. Introduction to programming with Java: Java virtual machine, program compilation, basic syntax Java programs, program flow control, tables. Classes and Objects: Introduction to the concepts of the class and the object. Define classes and objects in Java. Fields, methods and manufacturers. Encapsulate and hide data. References: References to objects, stack and memory of a program. Passing parameters and using objects as method parameters. Manufacturerscopiers, deep and shallow copies. Report this. Composition and Aggregation: Create complex programs with composition and class accumulation. Use objects as heading fields, method parameters, and return method values. Inheritance: Class heredity, polymorphism, delayed engagement, abstract classes, interfaces, generalized classes. Data structures: Collections and their use: Lists, Summaries, Dictionaries. Exceptions: Error handling in program through exceptions. Archives. Writing in and reading from text files. Specialized Topics: Graphical Interfaces (GUIs). Event-triggered programming.

DELIVERY	Face to face Distance learning	x	
	(asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	Х	
	Virtual (simulated) laboratory		
	training		
	Others:	Specialized Objective	
		Programming Software.	

TEACHING METHODS	Activity	Semester workload	
	Lectures	39	
	Tutorials		
	Laboratory practice	26	
	Essay writing		
	Seminars		
	Exercises		
	Group Work	20	
	Study and analysis of		
	bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity	40	
	Otherse	40	
	Total number of hours		
	for the Course (25 hours	175 hours (total student work	
	of work-load per ECTS	125 nours (total student work- lond)	
	credit)	iouuj	
STUDENT PERFORMANCE	Assessment language: Greek		
EVALUATION			
	 Final written examination 	n with knowledge and developmen	t
	questions and control of ol	bject-oriented programming programs	i.
	The final exam is grade	d based on the completeness and	Ч
		a based on the completeness and	L L
		s, as well as the understanding of the	2
	course material.		
	 Workshop exercises in wh 	nich students will need to create and	b
	test Java programs. Stud	lents are graded by their ability to	0
	successfully complete the	e programs within the time of the	e
	workshop.		1
	 Home work. Tasks requ 	ire larger and more sophisticated	d
	programs and be complet	ed over a longer period of time. They	у
	are rated based on their co	prrectness and completeness.	

- Java With Uml: Objective Design And Programming, Else Lervik, Vegard B. Havdal.
- Development Of Java Programs: Removals, Specifications And Objectives Design, Barbara Liskov, John Guttag

Information System Engineering (MST_405)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS AND BUSINESS										
ACADEMICUNIT	MANAGEM	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVELOFSTUDIES	UNDERGRA	JNDERGRADUATE										
COURSE CODE	MST_405	9	SEMESTER		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
								х				
COURSE TITLE	Informatior	n System Er	ngineering									
INDEPENDENT TEAC	HING ACTIVI	TIES										
if credits are awarded for s	eparate comp	onents of	WEEKL	Y								
the course, e.g. lectures, lab	oratory exerci	ses, etc. If	TEACHIN	١G				C	REDITS	5		
the credits are awarded for	the whole of the	he course,	HOURS	5								
give the weekly teaching no	urs and the to	locturo	2(1) 2(1)	ah'	<u> </u>							
Lah	L Inhoratory	evercises	З(Ц), ∠(Ц	aD	,				5			
Lau	. 1abol atol y											
Add rows if necessary. The o	rganisation of	teaching										
and the teaching methods us	sed are describ	ed in										
detail at (d).												
COURSE TYPE	General bac	ckground										
general background,												
special background, snecialised general												
knowledge, skills development												
PREREQUISITE	Not require	d										
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	No											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)	Under cons	truction										

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

Upon completion of this course, students will be able to:

- explain basic concepts of Information Systems Engineering
- list the objectives of Information Systems Engineering
- describe the concept of the life cycle of Information Systems
- analyze the life cycle phases of Information Systems and their deliverables
- explain the necessity of life cycle phases of Information
- analyze the life cycle models (traditional and modern) of Information Systems
- choose the appropriate model for the development of an Information System
- use tools and techniques to develop an Information System
- utilize effectively the most well-known graphical modeling diagrams (data flow diagram, status transition charts, etc.) to analyze the requirements of an Information System
- use the Visual Paradigm (modeling) Environment
- construct the most important diagrams according to UML modelling language such as class, use case, activity, sequence, collaboration etc.

General Competences

General competences	
Taking into consideration the general competences that t	he 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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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
 Search for, analysis and synthesis of e 	data and information, with the use of the necessary technology

- Working in an international environment
- Project planningandmanagement
- Production of free, creative and inductive thinking

3. SYLLABUS

The purpose of this course is to identify and understand problems in the management of information and processes of an organization and their methodological transformation in order to be solved by information systems. The course focuses on identifying, modeling and documenting requirements from various users and organizations that are affected and influence the development of information systems. It also examines the transformation of requirements into system specifications, the design of the system, as well as the development and integration plan for the organization that will use it. The course focuses on the role of human factor in the development of information systems. The practical part of the course deals with the analysis and design of information systems using the UML modeling language.

At the end of the course, students will be able to understand the process of developing information systems and have the basic theoretical and practical knowledge required to handle it effectively. The content of the course includes the following basic chapters:

- Introduction to Information Systems in Organizations
- Analysis of Information Systems

- Design of Information Systems
- Design approaches in modeling of Information Systems
- Information systems life cycle
- Basic and modern methodologies for the development of Information Systems
- Techniques and Tools of Information Systems Engineering
- The Information System in the Organization (implementation and evaluation)
- During the course, students become acquainted with the UML modeling language, with the basic diagrams that use and implement exercises.

DELIVERY	Face to face	X	
ruce-to fuce, Distance rearning, etc.	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	X	
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory		
communication with students	training		
TEACHING METHODS			
The manner and methods of teaching are	Activity	Semester workload	
aescribea in aetali. Lectures, seminars, laboratory practice.	Lectures	39	
fieldwork, study and analysis of bibliography,	Tutorials		
tutorials, placements, clinical practice, art	Laboratory practice	13	
workshop, interactive teaching, educational	Essay writing		
etc.	Seminars		
	Exercises		
The student's study hours for each learning	Project		
directed study according to the principles of the	Study and analysis of	23	
ECTS	bibliography		
	Placements		
	Art workshop		
	Interactive teaching		
		50	
	Othors:	50	
	Total number of hours	125 hours (total student work-	
	for the Course (25 hours	load)	
	of work-load per FCTS		
	credit)		
	/		
	written work,		
EVALUATION Description of the evaluation procedure	essay/report		
beschption 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.	Problem solvingMultiplechoicequestionnairesFinal exam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestionsPublic presentationMid-term exam(formative)Laboratorywork/term projects	x x given to students that	(80% of the final grade) (20% of the final grade) t attend and participate i	n

(Books in Greek)

- Ανάπτυξη Πληροφοριακών Συστημάτων (Μεθοδολογίες, Τεχνικές και Εργαλεία) (2017), Έκδ. 3η, DavidAvison, GuyFitzgerald, ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 68378511, ISBN: 978-960-578-028-9, Εκδόσεις Νέων Τεχνολογιών.
- Πληροφοριακά Συστήματα, Σύγχρονη Ανάλυση & Σχεδίαση, (2016, 6η εκδ.), Hoffer J., George J., Valacich J., Κωδικός Βιβλίου στον Εύδοξο: 18548910, ISBN: 978-960-418-331-9, Εκδόσεις Τζιόλα.
- Ανάπτυξη προηγμένων πληροφοριακών συστημάτων : Μεθοδολογίες και εργαλεία (2006).DavidAvison, GuyFitzgerald. Επιμέλεια Νικ. Σπ. Βώρος, Γρ. Ν. Μπεληγιάννης, Γ. Αθ. Τσιρογιάννης.ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 1177. ISBN 960-8105-96-Χ Εκδόσεις Νέων Τεχνολογιών.
- Βασικές Αρχές Τεχνολογίας Λογισμικού (2009), Έκδ. 8η. IanSommerville. ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 13625, ISBN: 978-960-461-220-8, Εκδ. Κλειδάριθμος.
- Αντικειμενοστραφής Ανάπτυξη Λογισμικού με τη UML (2006), Βασίλης Γερογιάννης, Γιώργος
 Κακαρόντζας, Αχιλλέας Καμέας, Γιάννης Σταμέλος, Πάνος Φιτσιλής, ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 13597, ISBN: 960-209-913-5, Εκδ. Κλειδάριθμος.

Data Bases (MST_406)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTME	PEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRA	NDERGRADUATE									
COURSE CODE	MST 406	9	SEMESTER	1 st	t 2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
	_						х				
COURSE TITLE	Data Bases										
INDEPENDENT TEAC	HING ACTIVI	TIES									
if credits are awarded for s	eparate comp	onents of	WEEKL	Y							
the course, e.g. lectures, lab	oratory exerci	ses, etc. If	TEACHIN	IG			C	REDITS	;		
the credits are awarded for	the whole of t	he course,	HOURS	5							
give the weekly teaching ho	ours and the to	tal credits									
	L	: lectures	3(L), 2(L	ab)				5			
Lab	: laboratory										
Add rows if necessary. The o	rganisation of	teaching									
and the teaching methods us	sed are describ	ed in									
detail at (d).											
COURSE TYPE	specialised	general kn	owledge, ski	ills dev	velopme	nt					
general background,											
special background, specialised general											
knowledge, skills											
development											
PREREQUISITE	No required	l: Students	need to have	/e bas	ic knowle	edge of	using	office a	automa	ation	
COURSES:	software.										
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE											
OFFERED TO ERASMUS											
STUDENTS											
COURSE WEBSITE (URL)	Under cons	truction									

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

After completing the course the student is expected to be able to:

- mentions the basic concepts and concepts regarding the architecture of a DBMS
- records the requirements and specifications of a DBMS
- model a DBMS as a systematic analysis and planning methodology using the Entities Relationship model
- builds the Relational Model of a Database from the Entity- Relationship model
- Analyze the types of integrity rules in a Relational Database
- considers a correct database at the level of Logic Design based in Diagram Entity Relationship
- presents the basic acts of Relational Algebra
- implement relational algebra operations to generate queries
- recognizes the role of key parts of a DBMS, such as the system directory and the data dictionary
- knows the physical way of organizing database files on various storage media and especially on the hard disk
- discerns the advantages of using indexes in a DBMS
- Analyzes how transactions are managed in the programs and the stored access procedures of a Database
- builds simple and complex queries using the SQL language to retrieve data and information from a Database
- designs and implements the appropriate security techniques in a Database
- lists the current trends and the main characteristics of contemporary forms of Databases

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	Project planning and management
information, with the use of the necessary technology	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, analyze and synthesize data and information, using the necessary technologies
- Decision making
- Autonomous work
- Teamwork
- 3. SYLLABUS

• Basic concepts and DBMS architecture

- Physical level of databases
- Database Design
- Conceptual Design and Entity Relationship Model
- Enhanced Entity Relationship and Object Oriented Model
- Save Records and Primary File Organizations
- Relational Databases and Relational Algebra
- Logical Design and Representation in the Relational Model
- SQL language
- Editing and Optimizing Queries
- Transaction Processing Concepts
- DB Recovery Techniques and Safety
- Examples of DBMS

					_
DELIVERY Face-to-face, Distance learning, etc.	Face to face			x	
	Distance learning (asynchronous)				
	Distance learning (synchronous)				
	Othors				-
	Slides			v	-
COMMUNICATIONS TECHNOLOGY	E-class			X	-
Use of ICT in teaching, laboratory education,	Virtual (simulated) labo	ratory			-
communication with students	training	2			
TEACHING METHODS	Activity		Sem	ester workload	
The manner and methods of teaching are described in detail	Lectures			39	
Lectures, seminars, laboratory practice,	Tutorials				
fieldwork, study and analysis of bibliography,	Laboratory practice			20	
tutorials, placements, clinical practice, art workshop interactive teaching educational	Essay writing				
visits, project, essay writing, artistic creativity,	Seminars				
etc.	Exercises				_
The student's study hours for each learning	Project			25	
activity are given as well as the hours of non-	Study and analysis of			16	
directed study according to the principles of the	bibliography				-
ECTS					-
	Art workshop				-
					-
	Educational visits				-
	Artistic creativity				-
	Unsupervised study			25	
	Others:				
	Total number of hours	;			
	for the Course (25 hou	rs	125 hour	s (total student work-	
	of work-load per ECTS			load)	
	credit)				
STUDENT PERFORMANCE	Written work,		×	(written report,	
EVALUATION Description of the evaluation procedure	essay/report		v	10% of final grade)	_
	Group work Multiple		×		-
Language of evaluation, methods of	choice				
choice questionnaires, short-answer questions,	questionnaires				
open-ended questions, problem solving, written	Final exam with				1
work, essay/report, oral examination, public	Multiple choice				
examination of patient, art interpretation,	questionnaires				
other	Oral examination				
Specifically-defined evaluation criteria are	Mid-term exam				
given, and if and where they are accessible to	(concluding)	ļ			4
students.	Final exam with		Х	(50% of the final	
	developing			grade)	
	questions				-
	(formative)				
			×	(20% of the final	-
	work/term projects		<u>^</u>	grade)	
	storing to the projecto	1		<u> </u>	_

- Ιωάννης Μανωλόπουλος, Απόστολος Ν. Παπαδόπουλος, «Συστήματα Βάσεων Δεδομένων», 1η Έκδοση, εκδόσεις Νέων Τεχνολογιών 2006.
- Βασίλειος Ταμπακάς, «Εισαγωγή στις Βάσεις Δεδομένων», Εκδόσεις GOTSIS, 2015, Αθήνα.
- R.Elmasri, S.B.Navathe: Fundamentals of Database Systems, 4 edition, Ελληνική έκδοση, 1. Θεμελιώδεις Αρχές Συστημάτων Βάσεων Δεδομένων, Τόμος Α, 4η έκδοση, Δίαυλος 2005 Αθήνα

Operations management (MST_501_1)

COURSE OUTLINE

1. GENERAL											
SCHOOL	ECONOMIC SCIE	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION									
ACADEMIC UNIT	MANAGEMENT	MANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRADUA	UNDERGRADUATE									
COURSE CODE	MST_501_1	SEN	IESTER	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
								х			
COURSE TITLE	Operations Man	agement									
INDEPENDENT TE	ACHING ACTIVITI	ES									
if credits are awarded for	separate componen	ts of the	WEE	KLY							
course, e.g. lectures, lab	oratory exercises, et	c. If the	TEAC	HING			(CREDIT	rs		
credits are awarded for the	whole of the course	e, give the	HOU	JRS							
weekly teaching hou	irs and the total crea	lits									
_	L	: lectures	3(L), 1	.(De),				5			
De	Demonstrated e	xcercises	1(L	ab)							
~	Lab: laboratory	exercises									
Add to the second s		· · · · · · · · · · · · · · · · · · ·									
Add rows If necessary. The c	organisation of teaci are described in det	ning ana nil at (d)									
	Specialized gene	ral knowled	امم دلانال		nment						
aeneral backaround	Specialized gene		ige, skins	s uevelo	pinent						
special background,											
specialised general											
knowledge, skills											
development											
PREREQUISITE	Introduction to E	Business Ad	ministra	tion, Int	roduct	ion to l	Vlarket	ing, Qi	uantita	tive Me	ethods
COURSES:	in Economics and	d Managem	nent (I) a	nd (II), C	Quality	Manag	gement	, Oper	ational	Resear	rch
		<i>/·c</i> ·									
LANGUAGE OF	Greek or English	(if required	d by Eras	mus stu	dents)						
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	YES in English										
OFFERED TO ERASMUS											
STUDENTS					/						
COURSE WEBSITE	http://eclass.tei	pat.gr/eclas	ss/course	es/76613	38/						
(URL)											
2. LEARNING OUTC	OMES										

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 main educational objective of the course is to present modern approaches to issues related to the commitment of significant resources that affect, in the long run, the efficiency and effectiveness of products and services production.

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

know the organizational structure and the essential elements - subsystems - functions of a product and service • delivery system

- Describe what is the operations management, the main features and the role of product and service managers
- Describe the strategic role of the production function and analyze its performance objectives as well as the internal and external benefits resulting from the achievement of each objective
- Distinguish the differences between the different strategies of production operation
- Define the ways in which the production strategy can be formulated
- Analyze the objectives of the design activity and the ways in which the processes are designed in detail
- Explain why designing products and services is important
- Analyze and distinguish the phases of product and service design, as well as ways of managing interactive design
- looks at ways of arranging the supply network and identifying the location of production
- Analyze how the nature of demand affects programming and control and what planning and control involves
- Examine and manage demand fluctuations, as well as planning and controlling the level of capacity
- Know the main elements of the lean production and evaluate ways to use the JIT technique in programming and control
- Analyze, model and solve problems using the spreadsheets (and The Management Scientist, LINDO) about facility location selection and capacity allocation, aggregate planning, transhipment, ingredients mix (production) and workforce allocation.

General Competences

Taking into consideration the general competences that the	he 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	Project planning and management
information, with the use of the necessary technology	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 c	lata and information, with the use of the necessary technology
 Adapting to new situations 	
Decision-making	
Working independently	
Team work	
• Working in an international environm	ient

- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Production of free, creative and inductive thinking

3. SYLLABUS

The course is structured in the following thematic units:

- Introduction to Operations Management
- Operations Strategy and Competitiveness
- Product Design and Process Selection
- Supply Chain Management
- Total Quality Management
- Just-in-Time and Lean Systems
- Capacity Planning and Facility Location
- Aggregate Planning
- Project Management
- Mathematical modeling of problems and solving them using MS Excel Solver and OpenOffice Calc-Solver on location selection and capacity allocation, aggregate planning, uploading, ingredients mix (production) and

DELIVERY Face-to-face. Distance learnina. etc.	Face to face			X	
	Distance learning (asynchronous)				
	Distance learning (synchronous)				
	Others:				
USE OF INFORMATION AND	Slides			Х	
COMMUNICATIONS TECHNOLOGY	E-class			Х	
Use of ICT in teaching, laboratory education,	Virtual (simulated) labor	ratory			
communication with students	training				
TEACHING METHODS	Activity		Seme	ester workload	
described in detail.	Lectures			39	
Lectures, seminars, laboratory practice,	Tutorials				
fieldwork, study and analysis of bibliography,	Laboratory practice			26	
workshop, interactive teaching, educational	Essay writing			20	
visits, project, essay writing, artistic creativity,	Seminars				_
etc.	Exercises				4
The student's study hours for each learning	Project				-
activity are given as well as the hours of non-	Study and analysis of				
directed study according to the principles of the					-
ECIS	Educational visits				-
					-
	Unsupervised study			10	-
	Others:			40	
	Total number of hours				-
	for the Course (25 hou	rs	125 hour.	s (total student work-	
	of work-load per ECTS			load)	
	credit)				
STUDENT PERFORMANCE	Written work,				
EVALUATION	essay/report				
Description of the evaluation procedure	Multiple				
Language of evaluation, methods of	choice				
evaluation, summative or conclusive, multiple	questionnaires				_
choice questionnaires, short-answer questions,	Final exam with				
work, essay/report, oral examination, public	Multiple choice				
presentation, laboratory work, clinical	Oral examination				-
examination of patient, art interpretation, other	Mid-term exam				_
	(concluding)				
Specifically-defined evaluation criteria are	Final exam with		Х	(80% of the final	-
students.	developing			grade)	
	questions				
	Final exam with		Х	(20% of the final)	
	problem solving			grade)	
	Public presentation				
	Mid-term exam				
	(formative)				

work/term projects

- Reid D. & Sanders N., 2015. Operations Management: An Integrated Approach, 6th Edition. Wiley.
- Jacobs R. & Chase R., 2017. Operations and Supply Chain Management 15th Edition. McGraw-Hill Education.
- Russell R., Taylor, B., 2017. Operations and Supply Chain Management, 9th Edition. Wiley

Business decision making (MST_501_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS AND BUSINESS											
ACADEMIC UNIT	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY											
LEVEL OF STUDIES	UNDERGRADUATE											
COURSE CODE	MST_501_2	SEI	MESTER 1 ST		1 st	2 nd	3rd	4th	5th x	6 th	7 th	8th
COURSE TITLE	Business Decision Making											
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		G	CREDITS							
L: lectures		3(L), 2(L	at	o)				5				
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).												
COURSE TYPEspecialised general krgeneral background, specialised general knowledge, skills developmentspecialised general kr			nowledge	, S	kills	develop	ment					
PREREQUISITE COURSES:	Not required											
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek											
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes											
COURSE WEBSITE (URL)	Under construction											

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

After the completion of the theoretical part of the course the student should be able to:

- addresses decision making as a systematic documentation methodology
- identifies the appropriate technical options as appropriate, depending on the nature of the problem and the constraints that govern (data, information technology, etc)
- understand the types, levels and common decision-making structures and develop the rational approach to decision making
- constructing influence diagrams and resolves them with the method of decisions trees
- knowing the utility theory and the meaning of creativity
- assessment of the abilities offered by information systems as tools for selecting optimal decision
- systematically explores the implications of alternative decisions and strategies
- to implement the above in a wide range of business functions such as: financial management, Production Scheduling and inventory management, Marketing Management, Transport Planning and Distribution, human recourse management etc.

After the completion of the laboratory part of the course the student should be able to:

- know the DPL program (Decision Program Language), influence diagrams and decision analysis model
- resolves problems relating influence diagrams with Discrete and Continuous Uncertain facts and decision analysis model
- resolves problems on sensitivity analysis of diagrams and charts in DPL (Value Tornado & Base Case Tornado)
- resolves problems with advanced charting effects on sensitivity analysis and the Rainbow Chart DPL
- solves problems about constructing decision trees in DPL and the expected value of complete information in DPL
- solves problems regarding the construction model in the DPL with importing data from Microsoft Excel
- resolves problems on tables strategy in DPL solves problems on multiple variables by maximizing EMV.
- resolves problems with tables strategy in DPL
- solves problems on multiple variables in the objective function of a model in DPL
- solves problems about utility functions in a model of DPL resolves problems on decision trees in Tree Plan and decision analysis model

 resolves problems on the sensitivity analysis decision trees in Tree Plan 						
 solves problems regarding t 	 solves problems regarding the effect on Plan Tree diagrams 					
General Competences						
Taking into consideration the general competences that th	he 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	Project planning and management					
information, with the use of the necessary technology	Respect for difference and multiculturalism					
Adapting to new situations	Respect for the natural environment Showing cosial, professional and othical responsibility and consitivity to conder 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						
Decision-making						
 working in an interdisciplinary enviro 	mment					

- Working independetly
- Team work
- Production of free, creative and inductive thinking

3. SYLLABUS

The course includes the following topics:

- Rational approach to decision making
- Problem definition and structure
- Common decision structures
- Resolving decision problems by maximizing the Expected Monetary Value
- Setting goals and creating value trees
- Identifying alternatives and creativity
- Prediction and subjective perception

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous)	x	
	Others:		i i
USE OF INFORMATION AND	Slides	Х	

COMMUNICATIONS TECHNOLOGY	E-class		Х			
Use of ICT in teaching, laboratory education,	Virtual (simulated) labor	atory				
communication with students	training					
			Companya 11 1			
TEACHING METHODS	Activity		Semester workload			
described in detail.	Lectures		39			
Lectures, seminars, laboratory practice,	Tutorials		26			
fieldwork, study and analysis of bibliography,	Laboratory practice		26			
tutorials, placements, clinical practice, art	Essay writing					
visits, project, essay writing, artistic creativity.	Seminars					
etc.	Exercises					
	Project					
The student's study hours for each learning	Study and analysis of		20			
directed study according to the principles of the	bibliography				_	
FCTS	Placements					
2010	Clinical practice					
	Art workshop					
	Interactive teaching					
	Educational visits					
	Artistic creativity					
	Unsupervised study			40		
	Total number of	12.	5 hours (tote	ul student work-load)		
	hours for the					
	Course (25 hours of					
	work-load per ECTS					
	credit)					
STUDENT PERFORMANCE	Written work,					
EVALUATION	essay/report					
Description of the evaluation procedure	Problem solving					
Language of evaluation, methods of	Multiple					
evaluation, summative or conclusive, multiple	choice					
choice questionnaires, short-answer questions,	questionnaires					
open-ended questions, problem solving, written work essay/report oral examination public	Final exam with					
presentation, laboratory work, clinical	Multiple choice					
examination of patient, art interpretation,	questionnaires					
other	Oral examination					
Specifically-defined evaluation criteria are	Mid-term exam					
given, and if and where they are accessible to	(concluding)					
students.	Final exam with		х	(Multiple choice		
	developing			· · · ·		
	questions			questions, Short		
				answer questions,		
				Solve problems		
				Solve problems		
				related to		
				quantitative -		
				gualitative data.		
				Comparative		
				evaluation of theory		
				elements, 60% of		
				final grade)		
					4	
	Public presentation					

Mid-term exam (formative)		
Laboratory work/term projects	×	(optional, 40% of the final grade)

- Suggested bibliography:

- Golub a., 2007., "Decision Analysis: An Integrated Approach" ed. Gotsis, Greece
- Goodwin P., Wright G. 2015, "Decision Analysis: Rational management", Broken Hill Editions, Cyprus

Operational Policy and Strategy (MST_501_3)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMICS AND BUSINESS										
ACADEMIC UNIT	MANAGEMEN	E AND T	ECHNOL	.OGY							
LEVEL OF STUDIES	UNDERGRAD	UATE									
COURSE CODE	MST_501_3	SEM	ESTER	1 st	2nd	3rd	4 th	5th	6 th	7 th	8 th
								х			
COURSE TITLE	Operational P	olicy and	Strategy	trategy							
INDEPENDENT TEA	ACHING ACTIVI	TIES									
if credits are awarded for	r separate compo	onents of	WEE	WEEKLY							
the course, e.g. lectures,	laboratory exerc	cises, etc.	TEAC	TEACHING				CREDITS			
course aive the weekly teaching hours and the		HO	URS								
total	credits										
	Lectures			3				5			
		_									
Add rows if necessary. The organisation of											
teaching and the teaching described in detail at (d)	g metnoas usea (are									
COURSE TYPE	specialised general knowledge, skills development										
general background,	8		-,								
special background,											
specialisea general knowledae, skills											
development											
PREREQUISITE	Not required										
COURSES:											
	Creat / L		- 1- :1- !*								
	Greek (including English bibliography)										
IS THE COURSE	Yes										
OFFERED TO	105										
ERASMUS											
STUDENTS											
COURSE WEBSITE	Under constr	ruction									
(URL)											

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

This course draws examples from large and small Greek and international businesses to introduce students to the theory and practice of strategic thinking. At the same time it familiarizes them with the relevant tools for

understanding the internal and external environment of an enterprise, and the developing a competitive advantage.

The objectives of the course are:

- understanding the terms strategic and strategic management,
- familiarity with the application of models and tools for the analysis of the internal and external strategic environment of enterprises, with the aim of creating a competitive advantage,
- the cultivation of students' strategic thinking by presenting and analyzing examples of business placement and strategy from a large number of Greek and international companies,
- the presentation and discussion of the benefits of the various development and consolidation strategies, and
- the analysis of implementation and evaluation issues of strategic organizations in the private and non-profit sector.

At the end of this course, the student will be able to:

- understand the key visions of strategy,
- identify factors and resources that lead to competitive business activity,
- analyze strategically the external and internal environment of an organization,
- recognize and analyze the advantages of strategies to achieve a competitive advantage.
- Student will have developed the following skills:
- Formulation and theoretical analysis of general strategic problems,
- Analyze the nature of competition within the industry and identify factors that determine the degree of attractiveness,
- Assessing the competitive advantage of an organization,
- Theoretical interpretation of general business strategies.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	
Production of new research ideas	Others

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Production of new research ideas

3. SYLLABUS

The course examines a set of concepts, frameworks, methods and tools, from the strategy formation of a business to its realization. It also aims at acquiring application skills of concepts and tools. It refers to both

theories that have developed in the field and business practices with examples from the Greek and international spheres. The aim is to understand the strategic issues in the complex processes that take place in the business environment. Specifically:

- Introduction to the strategy. Conceptual approaches, and documentation of necessity, modern concepts of strategy.
- Strategic goals, strategic levels, corporate strategies, competitiveness strategies.
- Analysis of the wider-macro of the external environment.
- Analysis of the competitive environment of the company, structural analysis of competition, analysis of strategic groups determination of competitive position.
- Strategic analysis of the indoor environment resource and competence analysis, "value chain".
- Corporate mission-vision, formulation of effective strategic intent.
- Porter's general business strategies.
- Strategies to achieve a competitive advantage.
- Implementation and evaluation of strategy.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides	x	
COMMUNICATIONS TECHNOLOGY	E-class	x	
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated)		
	laboratory training		
TEACHING METHODS	Activity	Comostor workland	
The manner and methods of teaching are	Activity		
described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of biblioaraphy.	Tutoriolo	59	
tutorials, placements, clinical practice, art	Laboratory Practice		
workshop, interactive teaching, educational visits, project, essay writing, artistic creativity,	Essay writing		
etc.	Seminars		
The student's study hours for each learning	Projects	40	
activity are given as well as the hours of non-	Study and analysis of		
directed study according to the principles of the	bibliography		
ECTS	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Independent study	46	
	Course total (25 hours of workload per ECTS)		125
---	--	--------	---
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.	ECTS) Written examination with development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative) Artistic Interpretation Written examination with	x x	theory, short case studies (70%) Project Presentation (30%)
	multiple choice queries Written report / report / work Progress exam with multiple choice queries		

- E-class notes.
- Books and relevant articles:
 - Papadakis, V. (2016). Business Strategy: Hellenic and International Experience, Volume I: Theory, Athensy, Mpenou Publications (7th Edition).
 - Thompson., *A*, Strickland III., A.J. & Gamble, J.E. (2010). Business Strategy Planning & Implementation: Competitive Advantage Search. Athens, Utopia Publications.
 - Porter, M (1996). What is Strategy? Harvard Business Review. 74(3), November-December, 61-78.
 - Porter, Michael E. (1987): "From competitive advantage to corporate strategy." Harvard Business Review, 65(3):43-59.
 - Bowman, E., & Helfat C. (2001). Does Corporate Strategy Matter?. Strategic Management Journal, 22, 1-23.
 - Wu, Q., He, Q., Duan, Y., & N. O'Regan (2012). Implementing Dynamic Capabilities for Corporate Strategic Change Toward Sustainability. Strategic Change, 21, 231-247.
 - Tsoukas, H. and E. Vladimirou (2001).'What is organisational knowledge?', Journal of Management Studies 38(7), pp.974–93.

International relations and institutions (MST_501_4)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	CONOMIC	S AND BUSI	NES	S							
ACADEMIC UNIT	DEPARTMEN	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	JNDERGRADUATE										
COURSE CODE	MST_501_4	S	EMESTER		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
									х			
COURSE TITLE	International	Relations	And Institut	ion	S							
INDEPENDENT TEA if credits are awarded for se course, e.g. lectures, labor credits are awarded for the the weekly teaching hou	CHING ACTIVI eparate compone atory exercises, e whole of the co urs and the total	WEEKL TEACHIN HOUR	Y NG S		CREDITS				5			
	L	4		_				5				
					_							
Add rows if necessary. The	organisation of t	eachina			_							
and the teaching methods i	ised are describe	ed in										
detail at (d).												
COURSE TYPE	specialised g	eneral kn	owledge, sl	cills	dev	velopm	ent					
general background,												
special backgrouna, specialised general												
knowledge, skills												
development												
PREREQUISITE	Not required											
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS STUDENTS												
COURSE WEBSITE	Under const	ruction								_		
(URL)												

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 provides the necessary background of legal knowledge for the purpose of understanding the position and operation of a company outside the internal market, at international level and mainly in the European Union of which Greece is a member.

At the end of the course students are able to understand:

- The legal meaning of the State and the International Organizations and their types, the way in which they are constituted and their consequences.
- The historical evolution and formation of the states on the European continent, their evolution over time, the pursuit of economic advantages and the relationships between them due to geographical, historical and other conditions that have occured through their historical route.
- Their position on the world market. The historical and timeless ways of developing their cooperation, and in particular their cooperation through the EU institutions.
- The way in which the EU governing bodies are set up, the relationships between them and the consequences of their work for citizens and businesses operating within the EU.
- The analysis of the legal framework within which citizens and businesses move within the EU..
- Underastand that the EU's ultimate goal is, first of all, the economic integration of its Member States and their future transformation into a possible state entity of international law.
- Can describe the real and legal context of the relations of states at international level and in particular within the EU.
- Can recognize the way that the EU as well as its Member States institutions operate.

At the end of the course, the student will have developed the following skills:

- Familiarity with the way EU and its governing bodies work.
- Understand how a business operates in an international environment, in particular within the EU.
 - The ability to search the EU legal framework for the way businesses operate.

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	Project planning and management
information, with the use of the necessary technology	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	
 Decision-making 	

- Working in an interdisciplinary environment
- Working independetly
- Team work
- Production of free, creative and inductive thinking

3. SYLLABUS

The course includes the following topics:

- Public International Law. International Conventions Types of them and their Relation to Private International Law.
 - International organizations. Establishment and different types of international organizations.
 - The historical background of the creation of the EU EEC ECSC EAEC. The evolution of the EEC, ECSC, EAEC over time
 - The creation of the EU Its evolution until today through international treaties, the 3 pillars of the EU and the EU Funds

- The EU institutions and sub-bodies
- EMU and EU economic freedoms and policies.
- The rights of European citizens.

DELIVERY Face-to-face, Distance learning, etc.	Face to face		х
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		Х
COMMUNICATIONS TECHNOLOGY	E-class		Х
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory		
communication with students	training		
TEACHING METHODS	Activity	Sen	nester workload
The manner and methods of teaching are described in detail	Lectures		52
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice		
tutorials, placements, clinical practice, art	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Exercises		
The student's study hours for each learning	Project		
activity are given as well as the hours of non-	Study and analysis of		23
directed study according to the principles of the	Blacomonts		
ECTS			
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study		50
	Total number of hours		
	for the Course (25 hours	125 hour	rs (total student work-
	of work-load per ECTS		load)
	credit)		
STUDENT PERFORMANCE	Written work,		
EVALUATION	essay/report		
Description of the evaluation procedure	Problem solving		
Language of evaluation, methods of	Multiple		
evaluation, summative or conclusive, multiple	choice		
choice questionnaires, short-answer questions,	questionnaires		
work, essay/report, oral examination, public	Final exam with		
presentation, laboratory work, clinical	Multiple choice		
examination of patient, art interpretation,	Questionnaires		
ounci	Mid-term evam		
Specifically-defined evaluation criteria are	(concluding)		
given, and if and where they are accessible to students	Final exam with	x	(Full grage)
Statents.	developing		
	questions		
	Public presentation		

Mid-term exam (formative)		
Laboratory		
work/term projects		

- Suggested bibliography:

- Vrellis S (2008) Private International Law, Law Library, Athens
- Gortsos Chr. (2011) Introduction in the international monetary law, Law Library, Athens
- Maravegias Nap (2016) European Union, Editions Kritiki SA, Athens
- Moussi N. (2018) European Union, A. Papazisis, Athens
- Pliakas Asterios (2018) EU Law, Law Library, Athens
- Stefanou K. (2015) EU Legal System, Law Library, Athens
- Christianos B (2012) EU Treaty and TFEU Article Interpretation, Law Library, Athens

Introduction to Tourism and the Tourism Economy (MST_501_5)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMICS	AND BUSINESS	•								
ACADEMIC UNIT	MANAGEMEI	MANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRAD	UATE									
COURSE CODE	MST_501_5		SEMESTER	1 st	2 nd	3rd	4 th	5 th x	6 th	7 th	8 th X
COURSE TITLE	Introduction	Introduction To Tourism And The Tourism Economy									
INDEPENDENT TEACH if credits are awarded for separate co lectures, laboratory exercises, etc. If t whole of the course, give the weekly credits	INDEPENDENT TEACHING ACTIVITIES dits are awarded for separate components of the course, e.g. res, laboratory exercises, etc. If the credits are awarded for the le of the course, give the weekly teaching hours and the total credits			WEEKLY TEACHING CREDITS HOURS			rs				
		Lectures	3					5			
Add rows if necessary. The organisation	n of teaching and t (d)	d the teaching									
COURSE TYPE general background, special background, specialised general knowledge, skills development	Field of scien	ce									
PREREQUISITE COURSES:	No prerequisite course										
LANGUAGE OF INSTRUCTION	Greek										
and EXAMINATIONS:											
IS THE COURSE OFFERED TO											
ERASMUS STUDENTS											
COURSE WEBSITE (URL)											

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 aims at a better understanding of the tourism market and at gaining knowledge about the economic and social impact of tourism on a destination and about the importance of tourism for the Greek economy. By the end of this course, students will be able to:

- Determine and analyze key tourism data about supply and demand at the destination level (e.g. a country, an island or a city),
- assess the competitive position of a tourist destination
- understand the performance and further outlook concerning the development of a tourist destination (at the

local c	or national	level).
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General Competences Taking into consideration the general competences that below), at which of the following does the course aim?	the degree-holder must acquire (as these appear in the Diploma Supplement and appear
Search for, analysis and synthesis of data and	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

Other: At the end of the course the student will have further developed the following skills/competences: understanding of the economic and social impact of tourism, ability of analyzing key tourism data, knowledge of the international tourism market.

3. SYLLABUS

- Key concepts of tourism
- Typology of tourism
- Development of tourism in Greece and internationally
- Tourism-related economic sectors The tourism market
- Tourism as an economic phenomenon The Tourism Satellite Accounts
- Governmental involvement in tourism Planning and executing tourism-related policies
- Role of tour operators in a country's tourism development
- Multinational companies and tourism
- Technology and tourism
- Social and environmental impact of tourism The discourse about sustainable tourism

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	X	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Slides E-class Virtual (simulated) laboratory training Others:	x x	
TEACHING METHODS The manner and methods of teaching are described in detail.	Activity Lectures	Semester workload 39	

Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory Practice		-
workshop, interactive teaching, educational	Essay writing		-
visits, project, essay writing, artistic creativity,	Seminars		-
etc.	Seriinars Evereises		-
The student's study hours for each learning	Exercises		_
activity are given as well as the hours of non-	Projects		_
directed study according to the principles of the	Study and analysis of		
	Dibliography		-
			-
			_
	Art workshop		_
	Interactive teaching		_
	Educational visits		
	Artistic creativity		
	Independent study	86	
	Other:		
	Total number of	125 hours (total student	
	hours for the	work-load)	
	Course (25 hours of		
	work-load per ECTS		
	credit)		
STUDENT PERFORMANCE	Written examination with		
EVALUATION	development questions		_
EVALUATION Description of the evaluation procedure	development questions Oral exam		_
EVALUATION Description of the evaluation procedure Language of evaluation, methods of	development questions Oral exam Public Presentation		_
EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple	development questions Oral exam Public Presentation Problem solving		-
EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended auestions, problem solving, written	development questions Oral exam Public Presentation Problem solving Progress with development		-
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	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding)		-
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	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work		-
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	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination		
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	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions		
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 accossible to	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative)		
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.	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative) Artistic Interpretation		
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.	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative) Artistic Interpretation Written examination with		
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.	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative) Artistic Interpretation Written examination with multiple choice queries	X	
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.	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative) Artistic Interpretation Written examination with multiple choice queries Written report / report /	X	
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.	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative) Artistic Interpretation Written examination with multiple choice queries Written report / report / work	X	
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.	development questions Oral exam Public Presentation Problem solving Progress with development questions (concluding) Laboratory work Clinical Patient Examination Progress exam with development questions (formative) Artistic Interpretation Written examination with multiple choice queries Written report / report / work Progress exam with multiple	x	

- Tsartas, Paris (2010). Greek Tourism Development. Athens: Kritiki Publications
- Lagos Dimitris (2005). Tourism Economics. Athens: Publications Review
 Giannopoulos, K. and Diakomichalis, M. (2012). Satellite Tourism Account. Athens: Ed. Papazzi
 Coccosis, Haris, Paris Tsartas and Freedom Grimba (2011). Special and Alternative forms of Tourism. Athens:
 Publications Review
 Zacharatos, Gerasimos (2003). Package Tour: Production and distribution of tourist travel. Athens: Ed.
 Propombos
- Cooper, Chris and Hall, C. Michael (2008). Contemporary Tourism: An international approach. Oxford:

Butterworth-Heinemann

- Horner, Susan and Swarbrooke, John (2004). International Cases in Tourism Management. Oxford: Elsevier Butterworth- Heinemann
- Tribe, John (2011). The Economics of Recreation, Leisure and Tourism. 4th edition. Oxford: Butterworth-Heinemann
- Goeldner, Charles and Ritchie, J.R. Brent (2009). Tourism: Principles, Practices, Philosophies. 11th edition. Hoboken, NJ :John Wiley & Sons
- Vanhove, Norbert (2011). The Economics of Tourism Destinations 2nd edition. London: Elsevier

Acounting Statements Analysis (MST_501_6)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	CONOMIC	S & BUSINE	SS							
ACADEMIC UNIT	MANAGEME	MANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRAD	JNDERGRADUATE									
COURSE CODE	MST_501_6	S	EMESTER	1 st	t 2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
								Х			
COURSE TITLE	Acounting Sta	atements A	Analysis								
INDEPENDENT TEA	CHING ACTIVI	TIES									
if credits are awarded for se	eparate compone	ents of the	WEEKI	Y							
course, e.g. lectures, labor	atory exercises,	TEACHING CREDITS					5				
credits are awarded for the	e whole of the co	urse, give	HOUR	S							
the weekly teaching hou	irs and the total	credits	2/11 2/1	- 1-)				-			
	abulabaratari:		3(L), 2(L	ao)				5			
LL	ab. laboratory										
Add rows if necessary. The	organisation of t	eaching									
and the teaching methods u	used are describe	ed in									
detail at (d).											
COURSE TYPE	specialised g	eneral kn	owledge, s	kills de	evelopm	lent					
general background,											
special background,											
knowledge, skills											
development											
PREREQUISITE	Not required										
COURSES:	_										
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO											
ERASMUS STUDENTS											
COURSE WEBSITE	Under constr	ruction									
(URL)											

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 purpose of this course is to develop the ability of students to use the information provided by published

accounting statements for decision making. The course will focus on the ability to use the accounting information needed for business management to produce the accounting numbers that appear in the statements. In addition, the critical ability will be developed for the student to make the necessary convergences and choices. Critical development is developed through the study and analysis of 'case studies' of different companies. Upon completion of the course, students should be able to:

- Analyze a business and assess its financial risk.
- Calculate the liquidity and profitability of the business.
- Prepare the Cash Flow Statements.
- Calculate the financial value of a business

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	Project planning and management				
information, with the use of the necessary technology	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
- Adopting to new situations
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking
- Respect for diversity and multiculturalism

3. SYLLABUS

The course is organized on 13 weeks including the following topics:

- Introduction to the concepts of Accounting / Financial Statements Analysis.
- Accounting Statements based on Greek Standards and IAS / IFRS.
- Accounting Analysis Assets Recognition and Valuation, Assets Reforms
- Accounting Analysis Recognition and Valuation of Obligations
- Accounting Analysis Recognition of Income and Expenses, Recognition of Equity
- Efficiency Analysis The Classic Analysis.
- Efficiency Analysis The Alternative Analysis.
- Credit Risk Analysis Liquidity.
- Credit Risk Analysis Cash Flows Analysis Direct Method.
- Credit Risk Analysis Cash Flows Analysis IndirectMethod.

• Credit Risk Analysis - Capital Structure Analysis and Common Size Statements.

- Bankruptcy Forecasting Templates.
- Profits.
- **B. LABORATORY AXIS**

The workshop of this course will analyze business exercises and case studies for each of the above 13 thematic units. Cost behavior.

		Т			
DELIVERY Face-to-face, Distance learning, etc.	Face to face			х	
	Distance learning (asynchronous)				
	Distance learning (synchronous)				
	Others:				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Face to face			x	
Use of ICT in teaching, laboratory education, communication with students	Distance learning (asynchronous)				
	Distance learning (synchronous)				
	Others:				
TEACHING METHODS The manner and methods of teaching are described in detail.	Activity			Semester workload	
Lectures, seminars, laboratory practice,	<mark>Lectures</mark>			<mark>39</mark>	
tutorials, placements, clinical practice, art	Practical demonstration				
workshop, interactive teaching, educational	Project 🔨				
etc.	Essay writing				
The student's study hours for each learning	Study and analysis of				
activity are given as well as the hours of non-	bibliography			_	
directed study according to the principles of the	Unsupervised study			60	_
					_
					_
	Course total			405	_
				125	
	Written examination with	х			
Description of the evaluation procedure	Oral exam				
	Public Presentation				
Language of evaluation, methods of evaluation, summative or conclusive. multiple	Problem solving	1			
choice questionnaires, short-answer questions,	Progress with development				
open-ended questions, problem solving, written work essay/report oral examination, public	questions (concluding)				
presentation, laboratory work, clinical	Laboratory work				
examination of patient, art interpretation, other	Clinical Patient Examination				
	Progress exam with				
Specifically-defined evaluation criteria are	(formative)				
students.	Artistic Interpretation				
	Written examination with)	(
	multiple choice queries				
	Written report / report /				
	work				
	choice queries				
	choice quelles	I			

- Suggestedbibliography:

- Ανάλυση Χρηματοοικονομικών Καταστάσεων, Wild Subramanyan Εκδόσεις BrokenHillPublishers, 2016
- Ανάλυση και Διερεύνηση Χρηματοοικονομικών Καταστάσεων, Παπαδέας Συκιανάκης, Εκδόσεις Δανάη Παπαδέα, 2017.
- Ανάλυση και Αποτίμηση Επιχειρήσεων, Γκίκας Παπαδάκη Σιουγλέ, Εκδόσεις Γεωρ. Μπένου, 2010.

Optimization Methods in Management Science (MST_501_7)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF I	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTMEN	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	NDERGRADUATE										
COURSE CODE	MST_501_7	SEI	MESTER		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
									Х			
COURSE TITLE	Optimization	Methods Ir	n Manage	me	ent So	cience						
INDEPENDENT TEA	CHING ACTIVIT	TIES										
if credits are awarded for se	eparate compone	ents of the	WEE	KL	Y							
course, e.g. lectures, labor	atory exercises, e	etc. If the	TEACH		IG				CREDIT	S		
credits are awarded for the	e whole of the co urs and the total	urse, give credits	ноо	IRS)							
		Lectures	4						5			
Add rows if necessary. The organisation of teaching and												
the teaching methods used o	are described in detail at											
(d).	Γ											
COURSE TYPE	specialised g	eneral kno	wledge, s	ski	lls de	evelopi	ment					
general background, special background												
specialised general												
knowledge, skills development												
PREREQUISITE	Not required											
COURSES:												
LANGUAGE OF	Greek	Greek										
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO ERASMUS												
STUDENTS	TT 1 .											
COURSE WEBSITE (URL)	Under const	ruction										

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 purpose of this course is to introduce students to the optimization theory as well as to discuss concepts

relevant to this subject in order to better understand the fields of application. In this context a wide range of

optimization algorithms are analyzed and connected to a multitude of activities found in modern organizations.

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

- Apply the appropriate analysis techniques depending on the cases under consideration
- Design algorithms used in the optimization field

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 Project planning and management information, with the use of the necessary technology 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 Working independently 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...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Decision-making

3. SYLLABUS

- Optimization
- Heuristic Algorithms
- Local Search Algorithms
- Variable neighborhood search

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous)	x	
USE OF INFORMATION AND	Slides	x	<u> </u>
COMMUNICATIONS TECHNOLOGY	E-class	X	
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory		
communication with students	training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail	Lectures	52	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice		

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	Essay writing Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice Art workshop Interactive teaching Educational visits Artistic creativity		13 13
	Unsupervised study Others: Total number of hours for the Course (25 hours of work-	125 hou	47 rs (total student work- load)
	load per ECTS credit)		
STUDENT PERFORMANCE			
EVALUATION Description of the evaluation procedure	Written work, essay/report	Х	(written report, 10% of final grade)
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.	Problem solvingMultiplechoicequestionnairesFinalexam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestions	X	(90% of the final grade)
	questionsPublic presentationMid-term exam (formative)Laboratory work/term projects		

- Suggested bibliography:

- Μαρινάκης Ι., Μαρινάκη Μ., Ματσατσίνης Ν., Ζοπουνίδης, Μεθευρετικοί και Εξελικτικοί Αλγόριθμοι σε Προβλήματα Διοικητικής Επίστημης, Εκδόσεις Κλειδάριθμος, 2011.
- Wil Michiels, Jan Korst, Emile Aarts, Theoretical Aspects of Local Search, HEAL-Link Springer ebooks, 2007
- Thomas Stutzle, Mauro Birattari, Holger H. Hoos, Engineering Stochastic Local Search Algorithms. Designing, Implementing and Analyzing Effective Heuristics, HEAL-Link Springer ebooks, 2009

ΔΙΚΑΙΟ ΔΗΜΟΣΙΑΣ ΔΙΟΙΚΗΣΗΣ & ΨΗΦΙΑΚΗΣ ΔΙΑΚΥΒΕΡΝΗΣΗΣ (MST_501_8)

Business Intelligence and Big Data Analysis (MST_502_1)

COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF	SCHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRA	UNDERGRADUATE									
COURSE CODE	MST_502_1	SEI	MESTER	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
								х			
COURSE TITLE	Business Inte	lligence and	d Big Data	a Analys	sis						
INDEPENDENT TEA if credits are awarded for s course, e.g. lectures, labor credits are awarded for the the weekly teaching hou	CHING ACTIVIT eparate compon atory exercises, o e whole of the co urs and the total	WEE TEACI HOU	KLY HING JRS				CREDIT	S			
T] h. laharataru	3(L), 2	(Lab)		5						
L	ab: labol atol y	exercises									
COURSE TYPE	Special Backg	round	1								
PREREQUISITE COURSES:	Databases										
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO ERASMUS STUDENTS											
COURSE WEBSITE (URL)	Under constr	uction									

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 will present key technologies for the collection, storage and processing of large data and the role of these technologies in the economic science. Particular emphasis will be placed on the processing of such data in order to show that they contribute to decision-making processes. The course also focuses on case studies. Upon successful completion of the course the student will be able to:

- has understood the concept of large data,
- Has understood the basic concepts of Business Intelligence,
- is aware of their importance in modern business activities and empirical research,
- is familiar with the basic technologies of collecting and manipulating large data,
- use data management algorithms to draw conclusions useful to business management,

• devises "problems" involving Big Data in a structured, semi-structured or unstructured form,

• Draw and shape relevant data from various sources,

• choose technologies to use and tools / methods (statistics, etc.) for efficient data processing and analysis,

• Applying data analysis and mechanical learning techniques to effectively detect trends, hidden or repetitive patterns, predicting predictions, and, more generally, discovery of valuable knowledge,

• integrates relevant systems and technologies into traditional or real-time information systems,

• work with its fellow students to create and present a large data management application.

Students will also gain practical experience in modern data management tools and techniques, including NoSQL (like MongoDB), Hadoop / MapReduce, and Apache Spark.

General Competences

- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary techniques
- Combined analysis of methods for problem solving
- Use of tools for big data analysis
- Adapt to new situations
- Autonomous Work
- Teamwork

3. SYLLABUS

Basic concepts. Applications. Cases of use. Definitions. 6Vs -Volume, Variety, Velocity, Veracity, Validity, and Volatility. Advanced Modeling Techniques Related to Big Data. Problem solving. Requirements for large-scale data management platforms. Opportunities and research challenges. The Large Data Analysis Process. Challenges related to large-scale data. Advanced and modern data management issues: transaction processing, master memory databases, column-oriented systems. Large scale data management systems: MapReduce, Hadoop and tools, NoSQL systems.

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	x	-
	Slides		-
COMMUNICATIONS TECHNOLOGY	E-class	X	_
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory	X (Specialized tools for managing	
communication with stadents	training	big data)	
TEACHING METHODS	Activity	Semester workload	
TEACHING METHODS	Activity Lectures	Semester workload 39	
TEACHING METHODS	ActivityLecturesTutorials	Semester workload 39	
TEACHING METHODS	ActivityLecturesTutorialsLaboratory practice	Semester workload 39 26	
TEACHING METHODS	ActivityLecturesTutorialsLaboratory practiceEssay writing	Semester workload 39 26	
TEACHING METHODS	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminars	Semester workload 39 26	
TEACHING METHODS	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercises	Semester workload 39 26	
TEACHING METHODS	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProject	Semester workload 39 26 20	
TEACHING METHODS	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis of	Semester workload 39 26 20	
TEACHING METHODS	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliography	Semester workload 39 26 20	

	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
	Unsupervised study	40
	Others:	
	Total number of	
	hours for the	
	Course (25 hours of	125 hours (total student work-load)
	work-load per ECTS	
	credit)	
STUDENT PERFORMANCE	Written work,	X
EVALUATION	essay/report	
	Problem solving	
	Multiple choice	
	questionnaires	
	Final exam with	
	Multiple choice	
	questionnaires	
	Oral examination	
	Mid-term exam	
	(concluding)	
	Final exam with	X
	developing questions	
	Public presentation	
	Mid-term exam	
	(formative)	
	Home work	Х

- Özsu, M. T., Valduriez P. (2011): Principles of Distributed Database Systems, Third Edition. Springer, ISBN 978-1-4419-8833-1, pp. I-XIX, 1-845.
- Jagadish, H. V., Gehrke, J., Labrinidis, A., Papakonstantinou, Y., Patel, J. M., Ramakrishnan, R., Shahabi, C. (2014): Big Data and Its Technical Challenges. Communications of the ACM, Vol. 57 No. 7, pages 86-94.
- Marz, N., Warren, J. (2015): Big Data: Principles and best practices of scalable realtime systems. Manning publications. ISBN: 9781617290343.
- White, T. (2012): Hadoop: The Definitive Guide, 3rd Edition. O'Reilly Media, ISBN-10: 1449311520.
- Karau, H., Konwinski, A., Wendell, P., Zaharia, M. (2015): Learning Spark: Lightning-fast big data analysis. O'Reilly Media. ISBN-10: 1449358624.
- Golab, L., Özsu, M.T. (2010): Data Stream Management. Morgan & Claypool Publishers, Synthesis Lectures on Data Management.
- Kleppmann, M., (2017): Designing data-intensive applications. O'Reilly Media. ISBN-10: 1449373321.

Operating Systems (MST_502_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS & B	SCHOOL OF ECONOMICS & BUSINESS						
ACADEMIC UNIT	DEPARTMENT OF MANAGEMENT SCIENCE AND TECHNOLOGY							
LEVEL OF STUDIES	UNDERGRADUATE	UNDERGRADUATE						
COURSE CODE	MST_502_2	MST_502_2 SEMESTER E'						
COURSE TITLE	Operating Systems							
INDEPENDENT TEACH	NG ACTIVITIES							
if credits are awarded for separate co	mponents of the course, e.g.	WEEKLY	CREDITS					
lectures, laboratory exercises, etc. If the	ne credits are awarded for the	TEACHING HOURS						
whole of the course, give the weekly lead		2(1) 2(1ab)	5					
	Lab: Jaboratory exercises	5(L), 2(Lab)	J					
Add rows if necessary. The organisation of	n of teaching and the teaching							
methods used are described in detail at (a	d).							
COURSE TYPE	Direction INFORMATION SYS	TEMS						
general background,	Specialised general knowledg	ge, skills development						
special background, specialised general								
	Not required							
FREREQUISITE COURSES.	Not required							
LANGUAGE OF INSTRUCTION and	Greek or English (if required by Erasmus students)							
EXAMINATIONS:								
IS THE COURSE OFFERED TO	Yes							
ERASMUS STUDENTS								
COURSE WEBSITE (URL)	Under construction	Under construction						

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

This course introduces students to the fundamental principles of Operating Systems (OS). After completing the course (Theoretical and Laboratory parts) the student is expected to be able to know:

• the basic concepts and principles for designing OS,

• the categories, mode of operation, capabilities and services provided by OS.

Students through laboratory exercises and practice gain experience in the use of different types of OS.

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

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	

At the end of this course, students will further develop the following skills:

- Ability to demonstrate knowledge and understanding of basic concepts and principles related to Operating Systems (OS).
- Ability to use this knowledge and understanding as a basis for expanding into more complex objects accosiated to OS, as well as to approach with some other different non-familiar problems.
- Ability to investigate and study the evolution of OS.
- Ability to interact with others users, on interdisciplinary issues about OS.

Generally, upon completion this course, students will be able to develop the following general competencies (from the list above):

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

- Theoretical Approach to Operating Systems (OS), What is Operating System, The main objectives of OS, Tasks that performed by OS, The OS role in executing a program. The OS main categories, The services that OS provides to the user, The OS architectural structure. Memory, Processes, Prolonged deprivation or starvation, Memory management, Processor routing.
- Operating Systems, presentation (MS-Windows, MAC, UNIX, Linux), Unix or Linux simulation at PC, Using Unix and Linux Operating Systems, Basic directories in Linux and Unix, Unix Text editors, Using commands in Unix and Linux enviroments, Managing files,

The Bash shell (Bourne again shell), Unix and Linux file system, Users rights in Unix and Linux, Processes, Shell script,

The network usage (user communication, email, ftp applications)

- The Virtual Machines usage. Virtualization, Virtual Machines VM, Emulators, Desktop and Server Virtual Machine Operating Models, Virtual Server Clustering, Virtual Infrastructure Virtual Machine, Virtual Machine Applications, Software Suite VMware Workstation, Microsoft Virtual PC, Parallels Workstation.
- How to learn MS-DOS OS (syntax method and commands, Bach files Creation and examples).

DELIVERY	Face to face			×	
Face-to-face, Distance learning, etc.				Α	
	Distance learning				
	Distance learning				
	(synchronous)				
	Others:				
	Slides			x	
Use of ICT in teaching, laboratory education,	E-class			X	
communication with students	Virtual (simulated) laboration	atory			
	training		Com	a a tan una dula a d	
The manner and methods of teaching are	Lectures		Sen	29	
described in detail.	Tutorials				
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Laboratory practice			26	
tutorials, placements, clinical practice, art	Essay writing				
workshop, interactive teaching, educational visits, project, essay writing, artistic creativity,	Seminars				
etc.	Exercises				_
The student's study hours for each learning	Project Study and analysis of			<u> </u>	_
activity are given as well as the hours of non-	bibliography			60	
directed study according to the principles of the FCTS	Placements				
	Art workshop				
	Interactive teaching				
	Educational visits				
	Artistic creativity				
	Unsupervised study				_
	for the Course (25 hours	c	125 hour	rs (total student work_	
	of work-load per ECTS	5	125 11041	load)	
	credit)			,	
STUDENT PERFORMANCE	Written work,				
EVALUATION	essay/report				_
Description of the evaluation procedure	Problem solving				_
Language of evaluation, methods of	choice				
choice questionnaires, short-answer questions,	questionnaires				
open-ended questions, problem solving, written	Final exam with				
work, essay/report, orai examination, public presentation, laboratory work, clinical	Multiple choice				
examination of patient, art interpretation,	questionnaires				_
other	Oral examination				_
Specifically-defined evaluation criteria are	(concluding)				
given, and if and where they are accessible to students.	Final exam with		х	(100% of the final	
	developing			grade)	
	questions				
	Public presentation				
	Mid-term exam				
	(formative)				_
	Laboratory				
	workyterin projects				

- Suggested bibliography:

- Operating Systems, Garmpis Aristogianns, Version: 1/2010, ARAKYNTHOS, ISBN: 978-960-89768-9-4 [EUDOXOS Code: 3123]
- Operating Systems, Stallings William, Version: 8/2017, TZIOLAS, ISBN 978-960-418-715-7 [EUDOXOS Code: 68374433]

Software Engineeringin Practice (MST_502_3)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS AND BUSINESS										
ACADEMIC UNIT	MANAGEME	ANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	NDERGRADUATE										
COURSE CODE	MST_502_3	SE	MESTER		1 st	2nd	3rd	4th	5th	6 th	7 th	8th
									Х			
COURSE TITLE	Software Eng	ineering	in Practice	5								
INDEPENDENT TEA	CHING ACTIVI	TIES										
if credits are awarded fo	or separate comp	onents	WEEK	LY	(
of the course, e.g. lecture etc. If the credits are av	es, laboratory ex warded for the wi	ercises,	TEACH	IN	G			C	REDITS	5		
the course, give the wee	ekly teaching hou	irs and	HOUF	RS								
the tota	l credits											
	L: le	ectures	3(L), 2(l	La	b)				5			
Lab	: laboratory exercises											
Add rows if necessary Th	he examination of											
teaching and the teachin	ing methods used are											
described in detail at (d).												
COURSE TYPE	Specialised ge	eneral kr	nowledge									
general background,												
specialised general												
knowledge, skills												
development								t			MACT	405
PREREQUISITE	No prerequisi	tes: Stud	dents are s	str	ongiy	recomm	nenaea	to nave	attena	ea cours	se IVIS I_	405:
COURSES:	Information S	ystem E	ngineering] [orior i	o this.						
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	No											
OFFERED TO												
ERASMUS												
	Lindor constr	uction										
(IIPI)	onder constr	uction										
(UKL)												

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

Upon completion of this course, students will be able to:

- explain basic concepts of Software Engineering
- list the objectives of Software Engineering
- understand in-depth, modern object-oriented software development methodologies (eg ICONIX), as well as the phases and activities they involve
- apply modern object-oriented methodologies for software design and development
- implement the software analysis and design activities by using UML
- design use cases using the corresponding diagrams
- design the domain model using the corresponding diagrams
- model the rest of the system using sequence, robustness diagrams
- transform the system model into code (software)
- describe the different approaches and explain the different strategies used for the validation and verification of the software

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	Project planning and management
information, with the use of the necessary technology	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

- Decision-making
- Working in an international environment
- Working in an interdisciplinary environment
- Project planningandmanagement
- Production of free, creative and inductive thinking

3. SYLLABUS

Most software engineering courses traditionally deal with the analysis and design of new software systems without emphasizing in activities that follows the software development phase where most software engineers spend most

of their time.

The aim of this course is to provide students with the necessary skills to study, understand, develop, evaluate, verify, validate and maintain software using modern methodologies. Also within the context of this course, concepts such versioning, performance measurement and management, evaluation, inspection and code validation and verification. Having attended this course, students will be able to implement software development projects with emphasis not only on the initial phases of development (analysis, design) but also on subsequent phases such as writing the code, checking (validating, verifying), the delivery (training, documentation) of the system and its maintenance. In the practical part of the course, examples of software analysis and design are implemented using the well-known ICONIX methodology and code writing.

The content of the course includes the following basic chapters:

- The Importance of Software Technology Software Life Cycle
- Modeling of software development processes
- Design and project management
- Requirements engineering
- The design of the software
- Code writing
- Checking the software
- Software implementation and maintenance

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous)	x	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Slides E-class Virtual (simulated) laboratory training	X X X	
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail.	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art	Laboratory practice	13	
workshop, interactive teaching, educational	Essay writing		
visits, project, essay writing, artistic creativity, etc.	Seminars		
	Exercises		
The student's study hours for each learning	Project		
directed study according to the principles of the ECTS	Study and analysis of bibliography	23	
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		

	Unsupervised study		50	
	Total number of hours			
	for the Course (25 hour	rs 125 h	ours (total student work-	
	of work-load per ECTS		load)	
	credit)			
STUDENT PERFORMANCE	Written work,			
EVALUATION	essay/report			
Description of the evaluation procedure	Problem solving			
Language of evaluation methods of	Multiple			
evaluation, summative or conclusive,	choice			
multiple choice questionnaires, short-answer	questionnaires			
questions, open-ended questions, problem	Final exam with			
solving, written work, essay/report, oral examination, public presentation, laboratory	Multiple choice			
work, clinical examination of patient, art	questionnaires			
interpretation, other	Oral examination			
Specifically-defined evaluation criteria are	Mid-term exam			
aiven, and if and where they are accessible to	(concluding)			
students.	Final exam with	Х	(100% of the final)	
	developing		grade)	
	questions			
	Public presentation			
	Mid-term exam			
	(formative)			
	Laboratory			
	work/term projects			
	Other: An extra 1 point is the lectures.	given to students t	that attend and participate i	in

(Books in Greek)

- Τεχνολογία λογισμικού Θεωρία και πράξη, (2011), 2η έκδοση.Shari Lawrence Pfleeger. ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 13009253, ISBN: 978-960-461-477-6, Εκδόσεις Κλειδάριθμος.
- Βασικές Αρχές Τεχνολογίας Λογισμικού (2009), Έκδ. 8η. IanSommerville. ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 13625, ISBN: 978-960-461-220-8, Εκδ. Κλειδάριθμος.
- Αντικειμενοστραφής Ανάπτυξη Λογισμικού με τη UML (2006), Βασίλης Γερογιάννης, Γιώργος
 Κακαρόντζας, Αχιλλέας Καμέας, Γιάννης Σταμέλος, Πάνος Φιτσιλής, ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 13597, ISBN: 960-209-913-5, Εκδ. Κλειδάριθμος.
- Unified Modelling Language (Βασικές Αρχές Αντικειμενοστρεφούς Σχεδίασης Συστημάτων και Εφαρμογών) (2009). Νικόλαος Σπ. Βώρος, 'Αγγελος Σπ. Βώρος, ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 1119, ISBN: 978-960-6759-31-4, ΕΚΔΟΣΕΙΣ ΝΕΩΝ ΤΕΧΝΟΛΟΓΙΩΝ.

Management Information Systems (MST_502_4)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Economics & Business										
ACADEMIC UNIT	Department o	Department of Management Science & Technology									
LEVEL OF STUDIES	Undergraduat	Undergraduate									
COURSE CODE	MST_502_4	SEN	IESTER	1 st	2nd	3rd	4th	5th	6 th	7 th	8th
								х			
COURSE TITLE	Management	Informa	tion Syste	ems							
INDEPENDENT TEA	CHING ACTIVIT	IES									
if credits are awarded fo	or separate comp	onents	WE	EKLY							
of the course, e.g. lectur	es, laboratory exe	ercises,	TEA	CHING				CRED	ITS		
etc. If the credits are av	varded for the wh	iole of	нс	URS							
the course, give the wee	ekiy teaching nou I credits	rs ana									
		ectures	3(1).	2(Lab)				5			
Lal	b: laboratory ex	ercises	0(-//	=(===)							
Add rows if necessary. The organisation of											
teaching and the teaching methods used are											
described in detail at (d).											
	General back	General background									
special background,											
specialised general											
knowledge, skills											
	Not required	Althoug	h it is rou	commer	dad th	at stude	nts have	o at loa	ct a hac	ic know	امطعم
COURSES	of Databases	and Offic	n, it is iei	ation					51 0 003		leuge
COORSES.	or Databases and Onice Automation.										
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes (in English)										
OFFERED TO											
ERASMUS											
STUDENTS											
COURSE WEBSITE	Under constru	uction									
(URL)											

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							
This course presents the various models of Ma It presents the analysis and design methodolog and customer management. At the end of this course the student should be • Fundamentals	anagement Information Systems from the viewpoint of the developer. gies for MIS, within the context of resource, information, employee e able to formulate for MIS:						
Architecture							
Design and analysis methodologies							
• Differentmodels	Differentmodels						
Also, student should be able to:							
apply the SSADM and RUPmethodologies							
use the UMLmethodology							
• use the Microsoft Visio commercialsoftwa	use the Microsoft Visio commercialsoftware						
General Competences Taking into consideration the general competences that the 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	he degree-holder must acquire (as these appear in the Diploma Supplement and appear 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, analysis and synthesis of data 	and information, with the use of the appropriate technology						
Decision-making							
• Project planning and management							

3. SYLLABUS

- Fundamentals of MIS (benefits, cost, ethics, evolution, technological infrastructure)
- Data FlowDiagrams
- Entity Life HistoryDiagrams
- The SSADM methodology
- Other design and analysis methodologies (STRADIS, RUP, etc.)
- Related methodologies (PRINCE II, Gap Analysis, etc.)
- MIS types (Decision Support Systems, ERP, CRM, SCM)
- UML

			1			
DELIVERY Face-to-face, Distance learning, etc.	Face to face			x		
	Distance learning (asynchronous)					
	Distance learning					
	Others:					
	F-class			X		
Use of ICT in teaching, laboratory education,	Virtual (simulated) labor	atory		x		
communication with students	training	utory	×			
TEACHING METHODS	Activity		Seme	ester workload		
The manner and methods of teaching are described in detail	Lectures			39		
Lectures, seminars, laboratory practice,	Tutorials					
fieldwork, study and analysis of bibliography,	Laboratory practice			26		
tutoriais, placements, clinical practice, art workshop, interactive teachina, educational	Essay writing					
visits, project, essay writing, artistic creativity,	Seminars					
etc.	Exercises					
The student's study hours for each learning	Project					
activity are given as well as the hours of non-	Study and analysis of					
directed study according to the principles of the	Placements					
	Clinical practice					
	Art workshop					
	Interactive teaching					
	Educational visits					
	Artistic creativity					
	Unsupervised study			60		
	Others:					
	Total number of hours					
	for the Course (25 hou	rs	125 hour	s (total student work-		
	of work-load per ECTS			load)		
	credit)					
STUDENT PERFORMANCE						
EVALUATION Description of the evaluation procedure	Written work,					
	essay/report					
Language of evaluation, methods of	Problem solving					
evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions.	Multiple					
open-ended questions, problem solving, written	questionnaires					
work, essay/report, oral examination, public	Final exam with					
examination of patient, art interpretation,	Multiple choice					
other	questionnaires					
Specifically-defined evaluation criteria are	Oral examination					
given, and if and where they are accessible to	Mid-term exam					
students.	(concluding)					
	Final exam with		Х	(100% of the final)		
	developing			grade)		
	questions					
	Public presentation					

Mid-term exam (formative)		
Laboratory		
work/term projects		

- Suggested bibliography:

- Διοίκηση Επιχειρήσεων και Πληροφοριακά Συστήματα, Δουκίδης Γεώργιος, Εκδόσεις Σιδέρη, 2009.
- D. Avison, G. Fitzgerald, (Επιμέλεια: Ν.Σ. Βώρος, Γ.Ν. Μπεληγιάννης, Γ.Α. Τσιρογιάννης), «Ανάπτυξη Προηγμένων Πληροφοριακών Συστημάτων: Μεθοδολογίες & Εργαλεία», Εκδόσεις Νέων Τεχνολογιών, 2006.
- Γ. Οικονόμου & Ν. Γεωργόπουλος, «Πληροφοριακά συστήματα για τη διοίκηση επιχειρήσεων», 2004
- Ν. Ματσατσίνης, «Συστήματα Υποστήριξης Αποφάσεων», Εκδόσεις Νέων Τεχνολογιών, 2010.

Internet Technologies (MST_502_5)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS & BUSINESS											
ACADEMIC UNIT	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY											
LEVEL OF STUDIES	UNDERGRAD	UNDERGRADUATE										
COURSE CODE	MST_502_5	SEN	IESTER		1 st	2nd	3rd	4 th	5th	6 th	7 th	8th
									х			
COURSE TITLE	Internet Tech	nologies										
INDEPENDENT TEA	CHING ACTIVI	TIES										
if credits are awarded fo	or separate comp	onents	WE	ΕΚΙ	LY							
of the course, e.g. lectur	es, laboratory ex	ercises,	TEA	сни	NG				CREDI	тѕ		
etc. If the credits are av	varded for the wi	hole of	нс	DUR	RS							
the tota	l credits	irs unu										
	L: le	ectures,	3(L),	2(L	ab)				5			
La	b: laboratory ex	kercises		•								
Add rows if necessary. The organisation of												
teaching and the teaching methods used are												
	Specialized g	noral kn	owlodgo	cki	ille do	volonm	ont					
aeneral backaround.	Specialized ge	specialized general knowledge, skills development										
special background,												
specialised general												
knowledge, skills												
PREREOUISITE	Not required											
COURSES:	Not required.											
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes (in English)											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under constru	Under construction										
(URL)												

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 aim of this course is to introduce students to the basic technologies related to the Internet. The learning outcomes of the course include: • understanding of the basic principle of the operation of the Internet • understanding of the syntax and semantics of HTML and CSS • a basic understanding of JavaScript and its mainstatements **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 Project planning and management information, with the use of the necessary technology 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 Working independently issues Team work Criticism and self-criticism Working in an international environment Production of free, creative and inductive thinking Working in an interdisciplinary environment Others... Production of new research ideas Search, analysis and synthesis of data and information, with the use of the appropriate technology ٠

- Adapting to new situations
- Production of free, creative and inductive thinking
- Web sites development

3. SYLLABUS

- introduction to the architecture and operation of theInternet
- Main elements of HTML
- introduction toCSS
- introduction toJavaScript

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	x
USE OF INFORMATION AND	Slides	x
COMMUNICATIONS TECHNOLOGY	E-class	x
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory training	х
TEACHING METHODS	Activity	Semester workload
---	---	--------------------------------
The manner and methods of teaching are	Lectures	39
Lectures, seminars, laboratory practice,	Tutorials	
fieldwork, study and analysis of bibliography,	Laboratory practice	13
tutorials, placements, clinical practice, art	Essay writing	
visits, project, essay writina, artistic creativity,	Seminars	
etc.	Exercises	
	Project	
The student's study hours for each learning activity are given as well as the hours of non-	Study and analysis of	
directed study according to the principles of the	bibliography	
ECTS	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
	Unsupervised study	73
	Others:	
	Total number of hours	
	for the Course (25 hours	125 hours (total student work-
	joi the course (25 hours	125 nours (total statent work-
	of work-load per ECTS	load)
	of work-load per ECTS credit)	load)
STUDENT PERFORMANCE	of work-load per ECTS credit)	load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report	load)
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	of work-load per ECTS credit) Written work, essay/report Problem solving	load)
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice	Ioad)
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires	Ioad)
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, page anded questions, prothem schuler written	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple	Ioad)
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	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice	Ioad)
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	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires	x
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,	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination	x
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	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding)	x
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	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing	x X
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	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions	x X
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.	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions Public presentation	X X
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.	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions Public presentation Mid-term exam (formative)	X X

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Α. Καράκος, "Προγραμματισμός Στατικών και Δυναμικών Ιστοσελίδων", Εκδόσεις Α. Τζιόλα & Υιοί Α.Ε., 2016.
- J Meloni, "Μάθετε HTML 5, CSS και JavaScript Όλα σε Ένα", Εκδόσεις Γκιούρδας & ΣΙΑ, 2015.
- C. Rafe, J. Kyrnin, L. Lemay, "Πλήρες Εγχειρίδιο HTML 5, CSS και JavaScript", Εκδόσεις Γκιούρδας & ΣΙΑ,2016.

Electronic government (MST_502_6)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	MANAGEMEI	NT SCIENC	E AND T	ECHNO	LOGY							
LEVEL OF STUDIES	UNDERGRAD	UATE										
COURSE CODE	MST_502_6	SEM	ESTER	1 st	2nd	3rd	4th	5th	6 th	7 th	8th	
								х				
COURSE TITLE	Electronic Go	vernment										
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		WEE TEAC HO	EKLY HING URS				CREDIT	S				
Lectures				3		5						
COURSE TYPE	specialised g	eneral kn	owledge	e, skills	s development							
PREREQUISITE COURSES:	Not required											
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:	37											
IS THE COURSE	res											
STUDENTS												
COURSE WEBSITE	Under const	ruction										
(URL)												

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 aims to provide a supervisory picture of the term 'eGovernment'. The objectives of the course are summarized as follows:

- Understanding essential eGovernment components.
- Functional quote of internal and external information systems of e-government.
- Recognize key transition challenges to eGovernment.
- Critique of existing eGovernment sites and setting up improvement margins.
- Understanding horizontal eGovernment issues.
- Case studies from Greek and international reality.

- Upon completion of the theoretical lectures, students will be able to:
- To acquire the necessary conceptual and theoretical background of the application of information and communication technologies for the automation of public administration.
- To be able to assess the current level of public administration function and to identify scope for improvement.
- Be aware of recent developments and trends in the implementation of IT and communications technologies to improve public administration.
- Be able to evaluate existing eGovernment initiatives.
- • Be able to develop e-government technology solutions.

General Competences

- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary techniques
- Combined analysis of methods for problem solving
- Adapt to new situations
- Autonomous Work
- Teamwork

3. SYLLABUS

- Introduction to eGovernment
- eGovernment Challenges and Introduction to eGovernment
- Internal Information Systems of Public Administration
- Outsourced Information Systems for Public Administration
- Public Domain Certification Framework
- Electronic Democracy and Electronic Supplies
- System Interoperability and eGovernment
- Business Process Reengineering and eGovernment
- Digital Authentication Framework and eGovernment
- Innovative forms of eGovernment
- E-Governance Case Studies

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	Х	
Use of ICT in teaching, laboratory education,	Virtual (simulated)		
communication with students	laboratory training		
TEACHING METHODS	Activity	Semester workload	
	Lectures	29	
	Tutorials		
	Laboratory practice	26	
	Essay writing		
	Seminars		

	Exercises		
	Project	30	
	Study and analysis of		
	bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	40	
	Others:		
	Total number of		
	hours for the		
	Course (25 hours of	125 hours (total student work-load)	
	work-load per ECTS		
	credit)		
STUDENT PERFORMANCE	Written work,		
EVALUATION	essay/report		
	Problem solving		
	Multiple choice		
	questionnaires		
	Final exam with		
	Multiple choice		
	questionnaires		
	Oral examination		
	Mid-term exam		
	(concluding)		
	Final exam with	Х	
	developing questions		
	Public presentation		
	Mid-term exam		
	(formative)		
	Laboratory work/term	x	
	Eaboratory worky term	-	

5. ATTACHED BIBLIOGRAPHY

• Pomportsis A. (2006) Introduction to eGovernment, TZIOLAS Publications

Services and Transactions on The Web (MST_502_7)

COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTMEN	T OF MAN	AGEME	NT SCIE	ICE & TI	ECHNOL	.OGY				
LEVEL OF STUDIES	UNDERGRAD	UATE									
COURSE CODE	MST_502_7	IST_502_7 SEME		5th							
					2 nd	3rd	4 th	5th	6 th	7 th	8th
								X			
COURSE TITLE	Services and	Transactic	ons on T	he Web							
INDEPENDENT TE	ACHING ACTIV	TIES									
if credits are awarded for separate components of				EKLY							
the course, e.g. lectures, laboratory exercises, etc.		TEA	CHING				CREDIT	S			
If the credits are awarded for the whole of the course, aive the weekly teaching hours and the			HC	OURS							
total	credits										
		Lectures		3	5						
COURSE TYPE	Special Backg	round									
general background,											
specialised general											
knowledge, skills											
	Not required										
COURSES:	riorrequired										
000110201											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO											
ERASMUS											
STUDENTS											
	Under consti	ruction									
(URL)											

2. LEARNING OUTCOMES

Learning outcomes

The course aims to teach theory and practical themes that govern the design of automated trading mechanisms on modern digital platforms (auction sites, product service and product sales, online advertising). In particular, modern algorithmic techniques that facilitate the digital realization of electronic markets are taught.

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

- be aware of the economic and algorithmic background that governs the functioning of e-markets.
- designing e-commerce platforms, choosing the appropriate financial mechanisms and their algorithmic implementation techniques.
- evaluate the performance of financial mechanisms and implementation algorithms in relation to the requirements of a given e-market and its peculiarities.
- design, implement and evaluate automatic pricing mechanisms.

General Competences

- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary techniques
- Combined analysis of methods for problem solving
- Adapt to new situations
- Autonomous Work
- Teamwork

3. SYLLABUS

- Introduction to Game Theory for Online Transactions
- Strategic Gaming and Nash Balance for Online Transactions
- Efficiency Balance for Electronic Transactions
- Oligopoly Models: Cournot and Bertrand oligopolies.
- Auctions: First and Second Price, Variations of Multiple Units.
- Algorithmic Mechanism Design.
- Subsidized Search Auctions.
- Combined Auctions.
- Principles / Pricing Methods.
- Forecasting Techniques.
- Direct Auctions.

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Face to face Distance learning (asynchronous) Distance learning (synchronous) Slides E-class Vietual (simulated) laboratory	X	
	training		
TEACHING METHODS	Activity	Semester workload	
	Lectures	39	
	Tutorials		
	Laboratory practice	26	
	Essay writing		
	Seminars		
	Exercises		
	Project	30	
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	30	

	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hours (total student work-load)
STUDENT PERFORMANCE	Written work,	X
EVALUATION	essay/report	
	Problem solving	
	Multiple choice	
	questionnaires	
	Final exam with	
	Multiple choice	
	questionnaires	
	Oral examination	
	Mid-term exam	
	(concluding)	
	Final exam with	X
	developing questions	
	Public presentation	
	Mid-term exam	
	(formative)	
	Laboratory work/term	Х
	projects	

5, ATTACHED BIBLIOGRAPHY

- N. Nisan, T. Roughgarden, E. Tardos, V. Vazirani. Algorithmic Game Theory. Cambridge University Press, 2006.
- T. Roughgarden. Twenty Lectures on Algorithmic Game Theory. Cambridge University Press, 2016.

Business Analytics and Personilisation Technologies (MST_502_8)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	CONOMIC	S & BUS	CHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTMEN	OF MAN	AGEME	NT SCIEM	ICE & TI	ECHNO	LOGY						
LEVEL OF STUDIES	UNDERGRAD	UATE											
COURSE CODE	MST_502_8	SEM	ESTER	1 st	2 nd	3rd	4 th	5th	6 th	7 th	8th		
								х					
COURSE TITLE	Business Analytics and Personilis			lisation 7	echnol	ogies							
INDEPENDENT TEA	ACHING ACTIVI	TIES											
if credits are awarded fo	r separate comp	onents of	WEEKLY										
the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the		TEAC	CHING				CREDIT	S					
If the creats are awarded for the whole of the course, give the weekly teaching hours and the		но	URS										
total e	credits												
	L: lectures			(L),				5					
Lab: laboratory exercises		2(I	Lab)										
													
COURSE TYPE	Special Backg	round											
general background, special backaround.													
specialised general													
knowledge, skills													
PRFRFOUISITE	Information S	vstems D	ata Stri	ictures a	nd Algo	rithms							
COURSES:		,) 2											
LANGUAGE OF	Greek or Engl	ish if requ	ired for	Erasmu	s studer	nts							
INSTRUCTION and													
EXAMINATIONS:													
IS THE COURSE	Yes												
OFFERED TO													
ERASMUS													
	Linder Courts												
	Under Constr	uction											
(URL)													

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

At the end of the lesson the student will be able to:

- identify and describe the basic concepts of information technology personalization
- describe ways of recording and modeling user navigation behavior
- describe algorithms and techniques of user personalization and representation
- report metrics for evaluating the efficiency and accuracy of forecasting and recommendation algorithms
- describe and apply ways to determine optimal stock and safety-stock levels
- use knowledge of Vendor-Managed Inventory Demand Forecasting and Inventory Management

Techniques

- describe and apply basket data analytics techniques
- report dynamic pricing and market segmentation techniques

General Competences

- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary techniques
- Combined analysis of methods for problem solving
- Adapt to new situations
- Autonomous Work
- Teamwork

3. SYLLABUS

Analyzing and exploiting the enormous amount of data (information, products, services, product evaluations, etc.) gathered when users interact with e-commerce applications either in the standard web environment or in specific applications and platforms can be a powerful tool for more efficient purposes. managing business relationships with their customers through personalization services. The course aims to introduce students to the techniques of behavioral data processing from heterogeneous sources and to familiarize them with predictive behavior and information personalization algorithms. In addition, the course focuses on data analysis with the aim of more efficient supply chain management and optimal response to consumer needs. Following the introduction of the basic theoretical background and the functionality provided by supply chain management systems, techniques and case studies focusing on data extraction and business impact on the practical application of this knowledge are presented. The course is structured in the following themes:

- Basic concepts of information technology personalization and behavioral models
- Navigation behavior modeling and modeling
- Personalization algorithms and user representation
- Design and implementation of predictive algorithms and recommendation calculation systems
- Evaluation of the accuracy of forecasting and proposal generation algorithms
- Supply chain collaboration and data exchange
- Determination of optimal stock and safety-stock levels
- Demand forecast
- Vendor-Managed Inventory Inventory Management
- Collaborative Planning, Forecasting and Replenishment (CPFR)
- Basket analytics
- Dynamic pricing
- Market segmentation

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	x	
race-to-jace, Distance learning, etc.	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides	Х	
COMMUNICATIONS TECHNOLOGY	E-class	Х	
Use of ICT in teaching, laboratory education, communication with student	Virtual (simulated) laboratory training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail.	Lectures	39	

Lectures, seminars, laboratory practice,	Tutorials	
tutorials, placements, clinical practice, art	Laboratory practice	26
workshop, interactive teaching, educational	Essay writing	
visits, project, essay writing, artistic creativity,	Seminars	
etc.	Exercises	
The student's study hours for each learning	Project	25
activity are given as well as the hours of non-	Study and analysis of	15
directed study according to the principles of the FCTS	bibliography	
	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
	Unsupervised study	20
	Others:	
	Total number of hours	
	for the Course (25 hours	125 hours (total student work-
	of work-load per FCTS	load)
	of work-load per ECTS credit)	load)
STUDENT PERFORMANCE	of work-load per ECTS credit)	load)
STUDENT PERFORMANCE	of work-load per ECTS credit) Written work, essay/report	load) x
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving	load) x
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice	Load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires	load) x
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple	load) x
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice	load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination	<i>load)</i>
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination	Load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding)	Load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions	Load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions	Load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions Public presentation	Load)
STUDENT PERFORMANCE EVALUATION	of work-load per ECTS credit) Written work, essay/report Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions Public presentation Mid-term exam (formative)	Load)

5, ATTACHED BIBLIOGRAPHY

- Miller, T. W. (2015). Marketing data science: modeling techniques in predictive analytics with R and Python. FT Press.
- Unemyr, M., & Wass, M. (2018). Data-Driven Marketing with Artificial Intelligence: Harness the Power of Predictive Marketing and Machine Learning. Independently published.
- Robert Jacobs, Richard B Chase (2017). "Operations and Supply Chain Management" 15th edition, McGraw-Hill Education.

Stochastic Modeling and Simulation (MST_601_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ТМНМА	MANAGEMEN	NT SCIENC	E & TECH	NC	DLOG	,						
STUDY LEVEL	UNDERGRAD	UATE										
COURSE CODE	MST_601_2	SEN	SEMESTER		1 st	2nd	3rd	4 th	5th	6 th	7 th	8th
										х		
COURSE TITLE	Stochastic Mo											
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			HOURs	HOURs/WEEK ECTS								
L: lectures Lab: laboratory exercises			3(L), 2	2(L	.ab)	5						
						-						
COURSE TYPE general background, special background, specialised general knowledge, skills development PREREQUISITES:	specialised ge Not required	eneral kno	wledge, s	skill	ls dev	elopme	ent					
TEACHING & LABS	Greek and/or	English (e	english ter	rm	s alwa	ys deliv	vered)					
	Yes											
TO ERASMUS												
COURSE URL	http://eclass/	courses/7	66144/									

2. LEARNING OUTCOMES

Learning outcomes

The purpose of the course is to outline the applications of mathematical models to decision making. The emphasis is primarily on model building and its applications with the help of specialized software packages, so that students can discern how these models are used in management and in general in commerce and industry today. The main themes of the course are: Queuing Theory, Simulation, Markov Chains, Inventory Planning and Control

After completing the theoretical part of the course, the student is expected to be able to:

- \bullet use the basic concepts of Queuing Theory as well as M / M / 1, M / M / s, M / G / 1 systems, with a limited waiting area, with a finite population
- use the relevant typology to select alternatives to optimize the operation of the queue system
- know the basic concepts of simulation and how Monte Carlo simulation works
- be familiar with the basic concepts of the Markov process
- select the best alternatives that can be analyzed as a Markov process
- calculate the optimum order quantity, optimum production batch, optimum order quantity with quantitative discounts

Upon completion of the laboratory part of the course the student is expected to be able to:

- simulate real systems using the EXTEND program
- perform an economic analysis of the models
- perform statistical analysis of results, sensitivity analysis and consideration of alternative scenarios
- Interpret response and graph reports to select the best alternative

GENERAL ABILITIES

As classified in Diploma Supplement

- Search, analyze and synthesize data and information using the necessary technologies
- Independent Work & Teamwork
- Work in an interdisciplinary environment
- Decision making
- Exercising critical viewing and self-criticism
- Promote free, creative and inductive thinking

3, SYLLABUS

Queuing Theory (1-4)

- Introduction to queuing theory
- \bullet The basic queue model M / M / 1
- Advanced queuing Systems
- Economic analysis
- Simulation (5-6)
- Simulation (Aims and Design of Simulation Applications)
- Random Numbers, Probabilistic Simulation or Monte Carlo Simulation Markov Chains (7-10)
- Markov process analysis
- Matrix algebra application, equilibrium states
- Chains with absorbent states
- Markov process and the choice of the best alternative
- Inventory Planning and Control (11-13)
- Cost and maintenance of inventories
- Economic order quantity, the basic EOQ model
- Stochastic Inventory Models

Laboratory part

- Analysis of simulation processes, flow charts
- Extend handling, discrete and continuous simulation with Extend examples
- Extend components
- Build a basic template in Extend, Settings, Time, Run simulation
- Model Economic Analysis, Statistical Analysis of Results Number of Repeats,
- Sensitivity analysis, consideration of alternative scenarios, Response Reports and graphs
- Modelling and simulation of complex systems

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning	x	
	(asynchronous) Distance learning (synchronous)		
USE OF INFORMATION AND	Slides E close		
Use of ICT in teaching, laboratory education,	E-class Virtual (simulated) laboratory	X]

	training							
TEACHING METHODS	Activity	Sen	ester workload					
The manner and methods of teaching are described in detail	Lectures		39					
Lectures, seminars, laboratory practice,	Tutorials							
fieldwork, study and analysis of bibliography,	Laboratory practice		26					
tutorials, placements, clinical practice, art	Essay writing							
visits, project, essay writing, artistic creativity,	Seminars							
etc.	Exercises							
The student's study hours for each learning	Project							
activity are given as well as the hours of non-	Study and analysis of		20					
directed study according to the principles of	bibliography							
the ECIS	Placements							
	Clinical practice							
	Art workshop							
	Interactive teaching							
	Educational visits							
	Artistic creativity							
	Unsupervised study		40					
	Others:							
	Total number of hours							
	for the Course (25 hours	125 hou	rs (total student work-					
	of work-load per ECTS		load)					
	credit)		-					
	Written work,							
STUDENT PERFORMANCE	essay/report			_				
EVALUATION	Problem solving			_				
Description of the evaluation procedure	Multiple							
Language of evaluation, methods of	choice							
evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions	questionnaires			_				
open-ended questions, problem solving,	Final exam with							
written work, essay/report, oral examination,	Multiple choice							
public presentation, laboratory work, clinical examination of patient art interpretation	questionnaires			-				
other				-				
Construction defined analystics within an	(concluding)							
aiven, and if and where they are accessible to	(concluding)	v	(Multiple Choice	-				
students.	developing	^	questions					
	questions		Comparative					
	questions		Evaluation of					
			Theory					
			Comprehension.					
			100% of the final					
			grade)					
	Public presentation			1				
	Mid-term exam			1				
	(formative)							
	Laboratory			1				
	work/term projects							

5, ATTACHED BIBLIOGRAPHY

-Suggested bibliography :

- Anderson D. Sweeney D. Williams T. Camm J. Cochran J. (2015). Quantitative Methods for Business, (13th Edition). Cengage Learning
- Hillier F. Lieberman G. (2015). Introduction to Operations Research (10th Edition). McGraw-Hill Education

Relevant Scientific Journals:

• European Journal of Operational Research

Marketing – Brand Management -MST_601_3

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTMEN	F OF MAN	GEMENT	SC	IENC	E & TE(CHNOL	OGY				
LEVEL OF STUDIES	UNDERGRAD	UATE										
COURSE CODE	MST_601_3	SE	MESTER		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
										Х		
COURSE TITLE	Marketing – I											
INDEPENDENT TEAC	INDEPENDENT TEACHING ACTIVITIES											
if credits are awarded for se	parate compone	nts of the	WEE	KL	.Y							
course, e.g. lectures, labord	itory exercises, e	tc. If the	TEACH	HII	NG				CREDI	TS		
credits are awarded for the	whole of the cou	irse, give	HOL	JR	S							
тпе weekiy teaching nou	rs ana the total c	realts	2/1) 2	(1.	- k- \				-			
1	3(L), Z	.(Li	auj				Э					
L	ab. laboratory	exercises										
Add rows if necessary. The o	ragnisation of te	achina				_						
and the teaching methods us	ed are described	in detail										
at (d).												
COURSE TYPE	Specialized ge	eneral kno	wledge, sk	ills	s deve	elopme	ent					
general background,												
special background,												
specialisea general knowledae, skills development												
PREREQUISITE	Not required											
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO ERASMUS												
STUDENTS												
COURSE WEBSITE (URL)	Under constr	uction										

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

At the end of the course students will be able to:

- Understand the importance and the role of brand management in business development.
- Understand the interdependence between business strategy and brand strategy.
- Understand the connection of the brand with innovation as a lever for the company's dynamic growth.
- Link the value of the brand to the customer or to the cash flow.

• develop growth and management methods for the brand product as a means of diversifying the business and eliminating competition.

• choose a brand strategy based on low-cost competition and competitive advantage.

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
 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					
Working independently	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					
 Coonclude for a polympic and a methodal 						

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Decision-making
- Adapting to new situations
- Production of free, creative and inductive thinking

3. SYLLABUS

- Introduction of brand value and analysis.
 - Strategic consequences of brand building.
 - Brand and business models. Brand Diversity.
 - Private Brand Management.
 - Creating the Identity of Brand and position strategy.
 - Introducing the brand in the market.
 - Developing the brand.
 - Long-term brand viability.
 - Brand and products. Brand identity.
 - Groth through brand extension.
 - Structure of Brand Portfolio.
 - Portfolio with many Brands.
 - Manage the change in Brand Name and Owner Change.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	X	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Slides E-class Virtual (simulated) laboratory	X	
communication with students	Virtual (simulated) laboratory		

	training					
TEACHING METHODS	Activity	Semes	ter workload			
The manner and methods of teaching are	Lectures		39			
described in detail. Lectures seminars laboratory practice	Tutorials					
fieldwork, study and analysis of bibliography,	Laboratory practice	26				
tutorials, placements, clinical practice, art	Essay writing	13				
workshop, interactive teaching, educational	Seminars					
etc.	Exercises					
	Project					
The student's study hours for each learning activity are given as well as the hours of non-	Study and analysis of		13			
directed study according to the principles of the	Dibilography					
ECTS						
	Art workshop					
	Interactive teaching					
	Educational visits					
	Artistic creativity					
			3/			
	Others:		54			
	Total number of	125 hours (total student work-load)				
	hours for the					
	Course (25 hours of					
	work-load per ECTS					
	credit)					
EVALUATION Description of the evaluation procedure	Written work,	Х	(written report, 10%			
	essay/report		of final grade)			
Language of evaluation, methods of	Problem solving					
evaluation, summative or conclusive, multiple	Multiple					
open-ended questions, problem solving, written	choice					
work, essay/report, oral examination, public	questionnaires					
presentation, laboratory work, clinical	Final exam with					
other						
	Oral examination					
Specifically-defined evaluation criteria are	Mid-term exam					
students.	(concluding)					
	Final exam with	Х				
	developing		(90% of the final			
	questions		grade)			
	Public presentation					
	Mid-term exam					
	(formative)					
	Laboratory					
	work/term projects					
	, , , , , , , , , , , , , , , , , , , ,					

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Mariotti John L., 2006. Έξυπνες Ιδέες - Μάρκα και επιλογή ονομασίας. Εκδόσεις Χ. Γκιούρδα & ΣΙΑ ΕΕ

Sales Organisation and Management (MST_601_5)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	CHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTMEN	Γ OF MAI	NAGEMEI	NT SCIEM	ICE & TI	ECHNOL	OGY				
LEVEL OF STUDIES	UNDERGRAD	UATE									
COURSE CODE	MST_601_5	SEN	/IESTER	1 st	2 nd	3rd	4th	5th	6 th	7 th	8th
									х		
COURSE TITLE	Sales Organis	ation and	d Manage	ement							
INDEPENDENT TEA	TIES onents	14/5									
of the course, e.g. lectures, laboratory exercises,			TEA	CHING				CREDI	TS		
etc. If the credits are av	нс	URS				-	-				
the tota	l credits										
	L	ectures		4				5			
		<u>,</u>									
Add rows if necessary. Th	t are										
described in detail at (d).	g methous used (are .									
COURSE TYPE	specialised ge	eneral kn	owledge,	skills de	velopm	nent					
general background,											
specialised general											
knowledge, skills											
	Not required										
COURSES:	Notrequired										
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
FRASMUS											
STUDENTS											
COURSE WEBSITE	Under constr	uction									
(URL)											

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

At the end of the course students will be able to:

- Understand the role of sales within the marketing strategy.
- Understand the sales process.
- Understand the process of making a purchase decision
- Understand the importance of sales forecasting.
- Understand the sales organization and sales model.
- Analyze the concepts of planning designing, implementing, implementing and evaluating sales control.
- Use appropriate methodologies and sales tools based on the theoretical background they have gain.
- Develop sales management abilities as a tool to increase business competitiveness.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Decision-making
- Production of free, creative and inductive thinking

3. SYLLABUS

- The importance of planning the sales process
- Purchase decision process
- Forms Types of Sales
- Sales forecast
- •Define sales targets
- Design Sale area
- Determine the size of seller power
- Organize the Sale force
- Recruitment, selection, and hiring of sellers
- Sellers training
- Involve and pay sellers
- Motivation and seller evaluation
- Analysis of Cost sales and their results
- Sales evaluation of information systems

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face			Х			
	Distance learning						
	(asynchronous)						
	Distance learning						
	(synchronous)						
USE OF INFORMATION AND	Slides						
COMMUNICATIONS TECHNOLOGY	E-class		x				
Use of ICT in teaching, laboratory education,	Virtual (simulated) labo	ratory					
communication with students	training						
TEACHING METHODS	Activity		Semester workload				
the manner and methods of teaching are described in detail.	Lectures			52			
Lectures, seminars, laboratory practice,	Tutorials						
fieldwork, study and analysis of bibliography,				12			
workshop, interactive teaching, educational	Seminars			13			
visits, project, essay writing, artistic creativity,	Exercises						
etc.	Project						
The student's study hours for each learning	Study and analysis of		13				
activity are given as well as the hours of non-	bibliography						
ECTS	Placements						
	Clinical practice						
	Art workshop						
	Interactive teaching						
	Artistic croativity						
	Unsupervised study		47				
	Others:						
	Total number of hours	5					
	for the Course (25 hou	ırs	125 hou	rs (total student work-			
	of work-load per ECTS			load)			
	credit)				4		
STUDENT PERFORMANCE	Written work,		Х	(written report, 10%			
EVALUATION	essay/report			of final grade)			
Description of the evaluation procedure	Problem solving						
Language of evaluation, methods of	Multiple						
evaluation, summative or conclusive, multiple	choice						
open-ended questions, problem solving, written	Final exam with						
work, essay/report, oral examination, public	Multiple choice						
presentation, laboratory work, clinical examination of patient art interpretation	questionnaires						
other	Oral examination						
Creation the defined eveloption eviteria and	Mid-term exam						
given, and if and where they are accessible to	(concluding)						
students.	Final exam with		Х	(90% of the final			
	developing			grade)	1		
1	developing	questions					
	questions						
	questions Public presentation						
	questions Public presentation Mid-term exam						
	questions Public presentation Mid-term exam (formative)						
	questions Public presentation Mid-term exam (formative) Laboratory						

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- JOBBER D., LANCASTER G., 2005. ΟΡΓΑΝΩΣΗ ΚΑΙ ΔΙΟΙΚΗΣΗ ΠΩΛΗΣΕΩΝ. 6^η Έκδοση. Εκδόσεις ΚΛΕΙΔΑΡΙΘΜΟΣ ΕΠΕ.
- Αυλωνίτης Γ., Σταθακόπουλος Β., 2008. Αποτελεσματική οργάνωση και διοίκηση πωλήσεων. 2^η Έκδοση. Εκδόσεις ΣΤΑΜΟΥΛΗ ΑΕ.

Digital Marketing (MST_602_1)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS									
ACADEMIC UNIT	DEPARTMEN	T OF MA	NAGEME	NT SCIE	NCE & T	ECHNO	OGY				
LEVEL OF STUDIES	UNDERGRAD	UATE									
COURSE CODE	MST_602_1	SEN	IESTER	1 st	2nd	3rd	4th	5th	6 th	7 th	8th
									х		
COURSE TITLE	Digital Marke	ting									
INDEPENDENT TEA	TIES										
if credits are awarded fo	ponents	WE	EEKLY								
of the course, e.g. lectur	es, laboratory ex	ercises,	TEA	CHING				CREDI	TS		
etc. If the credits are av	varded for the w	hole of	нс	DURS							
the tota	l credits	urs unu									
	L	ectures		3				5			
COURSE TYPE	Special Backg	round									
general background,											
special backgrouna, specialised aeneral											
knowledge, skills											
development											
PREREQUISITE	Not required										
COURSES:											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO											
ERASMUS											
STUDENTS											
COURSE WEBSITE	Under constr	uction									
(URL)											

2, LEARNING OUTCOMES

Learning outcomes

The main objective of the course is to acquire the appropriate skills to design, create and implement digital marketing programs through appropriate software in the context of their use of e-commerce systems (B2B, B2C, 'Not-for-Profit' marketing and PR).

Individual goals are to recognize the differences between traditional and digital marketing and to understand the roles of consumers and competitors in the online internet market.

By successfully attending the course the students will be able to:

- Analyze digital marketing strategies based on online value propositions and market / product development.
- use digital media to create an online presence through B2B and B2C e-commerce software,
- create a strong digital presence and recognize the importance of properly planning, developing and maintaining a PR through digital media,
- create a consumer personality, define the purposes of marketing, and conduct a status analysis as part of the digital marketing planning,

- calculate the performance of digital marketing efforts using performance parity indices.
- Identify strategies for websites that deliver value, value, effective content and consumer confidence, recognize the value of interactive marketing communications, search engine marketing, and interactive public relations for a business.

Students will also gain practical experience in modern digital marketing tools and techniques such as Google Adwords, Google Analytics, Facebook plug-in and Twitter add-ins. They will also gain experience in e-store creation tools and learn to link them to digital marketing tools.

General Competences

- Search, analyze and synthesize data and information, using the necessary technologies
- Teamwork
- Using digital marketing software
- Use e-shop software

3, SYLLABUS

Basic types of digital marketing (Web marketing, Email marketing, Mobile Marketing, Video Marketing, Social Media Marketing, Content Marketing). Linking e-marketing and e-commerce systems. Electronic consumer, Virtual communities, Online marketing research, Special technology strategic e-marketing issues. Efficient use of digital tools on popular platforms (Google, Facebook, Twitter, Micro-blogs, Instagram, YouTube). Digital public relations campaign support tools.

Case studies related to search engine optimization, Web Analytics, data visualization. Linking digital marketing software with ecommerce software.

Creating an integrated enterprise-to-consumer e-shop platform with embedded digital marketing tools. Design and implementation of a targeted digital marketing campaign.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND			
COMMUNICATIONS TECHNOLOGY	Slides	X	
Use of ICT in teaching, laboratory education,	E-class	Х	
communication with statents	Virtual (simulated) laboratory	Specialized Digital Marketing	
	training	Software.	
		Specialized e-shop software	
		Specialized e shop soleware.	
		Support Learning Process via the	
		Support Learning Process via the e-class e-class platform	
TEACHING METHODS	Activity	Support Learning Process via the e-class e-class platform Semester workload	
TEACHING METHODS The manner and methods of teaching are described in detail	Activity Lectures	Support Learning Process via the e-class e-class platform Semester workload 39	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,	Activity Lectures Tutorials	Support Learning Process via the e-class e-class platform Semester workload 39	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Activity Lectures Tutorials Laboratory practice	Support Learning Process via the e-class e-class platform Semester workload 39 26	
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	Activity Lectures Tutorials Laboratory practice Essay writing	Support Learning Process via the e-class e-class platform Semester workload 39 26	
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,	Activity Lectures Tutorials Laboratory practice Essay writing Seminars	Support Learning Process via the e-class e-class platform Semester workload 39 26	
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.	Activity Lectures Tutorials Laboratory practice Essay writing Seminars Exercises	Support Learning Process via the e-class e-class platform Semester workload 39 26	
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	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProject	Support Learning Process via the e-class e-class platform Semester workload 39 26 30	
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-	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis of	Support Learning Process via the e-class e-class platform Semester workload 39 26 30	
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	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliography	Support Learning Process via the e-class e-class platform Semester workload 39 26 30 30	

4, TEACHING and LEARNING METHODS - EVALUATION

STUDENT PERFORMANCE	Placements Clinical practice Art workshop Interactive teaching Educational visits Artistic creativity Unsupervised study Others: Total number of hours for the Course (25 hours) of work-load per ECTS credit)	30 125 hours (total student work- load) 40%
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	questionnairesFinalexam with MultiplechoicequestionnairesOral examinationMid-term exam (concluding)Final exam with developing	60%
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	questions Public presentation Mid-term exam (formative) Laboratory work/term projects	

5, ATTACHED BIBLIOGRAPHY

- Vlachopoulou Maro, Dimitriadis Sergios, e-business and marketing. Innovative models in digital environment, Publisher: Rosili.
- G. Siomkos & I. Tsami, "Strategic E-Marketing", Stamoulis Publications.
- David King, Deborrah C. Turban, Efraim Turban, Jae Lee, Ting-Peng Liang. Principles Developments Strategy with Focus on Social Networks from the perspective of the Manager. M. Giourdas Publications.

eLearning and Didactics of Informatics (MST_602_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS AND BUSINESS													
ACADEMIC UNIT	MANAGEMEN	NT SCIEN	ICE AND T	E	CHNOI	OGY								
LEVEL OF STUDIES	UNDERGRAD	UATE												
COURSE CODE	MST_602_2	SE	MESTER		1 st	2 nd	3rd	4 th	5 th	6 th	7 th	8th		
										х				
COURSE TITLE	eLearning and	d Didacti	ics of Infor	'n	natics	cs								
INDEPENDENT TEA	CHING ACTIVI	TIES												
if credits are awarded fo	onents	WEEK	Ľ	Y										
of the course, e.g. lecture	es, laboratory ex	ercises,	TEACH	IN	IG			C	REDITS	5				
the course give the wee	araea jor the wi okly teaching hou	iole of irs and	HOUF	RS	5									
the total	l credits	ns unu												
	L: le	ectures	3(L),2(L	a	b)				5					
Lab	ercises													
Add rows if necessary. Th	e organisation o	f												
described in detail at (d)	g methoas usea	are												
COURSE TYPE	Specialised ge	eneral kr	nowledge											
general background,	opecialised ge		io mease											
special background,														
specialised general														
development														
PREREQUISITE	No prerequisi	tes: Stud	dents are s	sti	rongly	recomm	nended	to have	attend	ed cours	se MST	405:		
COURSES:	Information S	System E	ngineering	7	prior t	o this.					_	-		
LANGUAGE OF	Greek													
INSTRUCTION and														
EXAMINATIONS:														
IS THE COURSE	No													
OFFERED TO														
ERASMUS														
STUDENTS														
COURSE WEBSITE	Under constr	uction												
(URL)														

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

Upon completion of this course, students will be able to:

- describe the concept of e-learning
- dscribe the concept of educational technology
- describe the concept of distance learning and other alternative forms of education
- describe the basic operations, the advantages and disadvantages of the most important learning management systems (LMS)
- list key learning theories and educational strategies
- use learning theories and educational strategies in designing and organizing an e-course
- recognize the different types of educational material / software
- understand the pedagogical principles applied in the design of educational software
- select and implement the appropriate lifecycle model of educational software
- apply ABCD and SMART techniques for writing learning outcomes
- separate the different categories and types of educational material / software
- choose appropriate tools for developing educational material / software
- create axes, criteria and metrics for evaluating educational software
- develop knowledge and skills nesessary in teaching of Information Technology and Information and Communication Technologies in Primary and Secondary level education
- acquire skills to design, develop and evaluate appropriate teaching interventions (learning scenarios) aimed at learning basic concepts of IT (programming, general purpose software, internet)

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	Project planning and management							
information, with the use of the necessary technology	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
- Decision-making
- Working in an international environment
- Working in an interdisciplinary environment
- Project planning and management
- Production of free, creative and inductive thinking

3. SYLLABUS

The aim of this course is to provide students, knowledge in the modern trends in e-Learning as well as in computer science teaching. This lesson includes topics such as: The concept of e-learning and educational technology. Distance learning and alternative forms of education. Learning Management Systems (Moodle, Open-eClass, LAMS). Learning theories and educational strategies. Designing and organizing e-learning (methodologies and models, goals and educational objectives, learning outcomes, learning objects, learning activities, evaluation (axes, criteria, metrics)). Educational material / software (categories, types, life cycle model of educational software, applications and tools for development of educational material / software, evaluation). New trends in e-learning (serious games, gamification, MOOC).

At the same time this lesson deals with ways of teaching Informatics in primary and secondary education. Issues such as Theories on Knowledge and Learning, Teaching Approaches, Teaching Techniques, Modern Teaching Approaches, etc. are presented as well.

In the practical part of the course, learning management systems and tools for the implementation of an e-learning course are presented, while the students carry out exemplary teaching (project) of selected IT subjects for Primary and Secondary Education.

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous)	x	
USE OF INFORMATION AND	Slides	x	
COMMUNICATIONS TECHNOLOGY	E-class Virtual (simulated) laboratory	X	
communication with students	training		
TEACHING METHODS	Activity	Semester workload	
	-		
The manner and methods of teaching are described in detail	Lectures	39	
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,	Lectures Tutorials	39	
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Lectures Tutorials Laboratory practice	39 13	
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	Lectures Tutorials Laboratory practice Essay writing	39 13	
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	Lectures Tutorials Laboratory practice Essay writing Seminars	39 13	
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.	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises	39 13	
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.	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises Project	39 13 30	
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-	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises Project Study and analysis of	39 13 30 13	
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	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises Project Study and analysis of bibliography Placements	39 13 30 13	
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	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises Project Study and analysis of bibliography Placements	39 13 30 13	
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	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises Project Study and analysis of bibliography Placements Interactive teaching Educational wisits	39 13 30 13	
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	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises Project Study and analysis of bibliography Placements Interactive teaching Educational visits Articlia constitution	39 13 30 13	

4. TEACHING and LEARNING METHODS - EVALUATION

	Unsupervised study		30					
	Total number of hours		105 h	(4-4-1)-4-1-4-1-4-1-4-1-4-1-4-1-4-1-4-1-4				
	for the Course (25 hour	S	125 Hours (Lotal Student WORK-					
	credit)		1000)					
STUDENT PERFORMANCE	oreany							
EVALUATION	Written work.							
Description of the evaluation procedure	essay/report							
language of evolution methods of	Problem solving							
Language of evaluation, methods of evaluation, summative or conclusive.	Multiple							
multiple choice questionnaires, short-answer	choice							
questions, open-ended questions, problem	questionnaires							
solving, written work, essay/report, orai examination public presentation, laboratory	Final exam with							
work, clinical examination of patient, art	Multiple choice							
interpretation, other	questionnaires							
Specifically defined evaluation criteria are	Oral examination							
given, and if and where they are accessible to	Mid-term exam							
students.	(concluding)							
	Final exam with	Х		(100% of the final				
	developing			grade)				
	questions							
	Public presentation							
	Mid-term exam							
	(formative)							
	Laboratory							
	work/term projects							
	Other: Extra 3 pointsare gi project Other: An extra 1 point is g the lectures	iven to stud given to stu	ents that p dents that	articipate in the option attend and participate	al in			

5. ATTACHED BIBLIOGRAPHY

(Books in Greek)

- Online Εξ Αποστάσεως Εκπαίδευση Από τη Θεωρία στην Πράξη, (2015), Σοφός (Λοΐζος) Αλιβίζος, Κώστας Απόστολος, Παράσχου Βασίλειος, Εκδόσεις ΣΕΑΒ, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα (www. kallipos.gr).
- Θεωρίες Μάθησης, μια εκπαιδευτική θεώρηση, (2010), Schunk H. Dale, Κωδικός Βιβλίου στον Εύδοξο: 24332, ISBN: 978-960-455-769-1, Μεταίχμιο Εκδοτική Α.Ε..
- Ηλεκτρονική Μάθηση: Θεωρητικές προσεγγίσεις και εκπαιδευτικοί σχεδιασμοί (2017), ΤζιμογιάννηςΑθανάσιος. ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 68379927, ISBN: 978-960-586-196-4, Εκδόσεις Κριτική.
- Εισαγωγή στη Διδακτική της Πληροφορικής (2005), Κόμης Βασίλης. ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 13678, ISBN: 960-209-838-4. Εκδόσεις Κλειδάριθμος.
- Θεωρίες Μάθησης & Εκπαιδευτικό Λογισμικό, (2015), Σταύρος Ν. Δημητριάδης, Εκδόσεις ΣΕΑΒ, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα (www. kallipos .gr).
- Το εκπαιδευτικό λογισμικό και η αξιολόγησή του, (2003), Παναγιωτακόπουλος Χ., Πιερρακέας Χ., Πιντέλας Π., ΚΩΔΙΚΟΣ ΕΥΔΟΞΟΥ: 24301, ISBN 978-960-375-579-1, Εκδόσεις Μεταίχμιο.
- Σχεδιασμός Εκπαιδευτικού Λογισμικού, (2005), Παναγιωτακόπουλος Χ., Πιερρακέας Χ., Πιντέλας Π., ISBN 978-960-375-579-1, Εκδόσεις Ελληνικό Ανοικτό Πανεπιστήμιο.

Advanced Databases (MST_602_3)

COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF E	CHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	MANAGEMEI	NT SCIENC	E AND TE	CHI	NOLC	DGY						
LEVEL OF STUDIES	UNDERGRAD	INDERGRADUATE										
COURSE CODE	MST_602_3	SEN	VIESTER		1 st	2nd	3rd	4th	5th	6h	7 th	8th
										x		
COURSE TITLE	Advanced Da	tabases										
INDEPENDENT TE	ACHING ACTIV	ITIES										
if credits are awarded j	for separate con	nponents	WEEK	LY								
of the course, e.g. lectur	res, laboratory e	xercises,	TEACH	ING	i			С	REDITS			
the course, give the we	waraea jor the v eklv teachina ho	whole of ours and	HOUI	RS								
the total	al credits	and and										
		Lectures	3						5			
COURSE TYPE	Special Backg	round										
general background, special background												
specialised general												
knowledge, skills												
PREREOUISITE	Not required											
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
	Under constr	uction										
(URL)												

2, LEARNING OUTCOMES

Learning	outcomes
----------	----------

The main objective of the course is to introduce in-depth concepts as well as to design Cloud Data Warehousing applications.

The objectives of the course are to learn techniques related to (a) the processing of complex questions (issues of processing aggregate questions, ranking questions etc.) and (b) data management in non-traditional formats & environments emphasis on spatiotemporal data, time series, multidimensional data, or data privacy management) By successfully attending the course the students will be able to:

- know the basic concepts of Data Stores and star shape,
- Organize data with the appropriate representation structures, both logically and physically, so that they can be retrieved easily and quickly,
- use ROLAP / MOLAP data query algorithms, depending on their form set up queries for more efficient execution,
- Set up a relational database design for the purpose of data reliability and performance in answering questions,
- can implement an integrated project in which they will need to apply their acquired design and

algorithmic knowledge to manage complex datasets,

• can build Cloud Data Warehousing applications.

General Competences

- Search, analyze, and synthesize data and information, using the necessary ones
- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary technologies
- Adapt to new situations
- Analysis of requirements for problem solving
- Development of algorithmic thinking
- Ability to deduct in problem modeling
- Autonomous work
- Teamwork

3, SYLLABUS

Introduction to multidimensional data. Reduce dimension to multimedia data. Top-K questions & horizons questions. Spatial databases. Historical data. Basic Data Warehouse Concepts. Basic principles of design. Data source identification, compression, distribution and sorting. ETL techniques. Designing efficient ROLAP and MOLAP queries. Edit aggregate queries. Time series & Forecast. Design and Operation of Non-computational Data Warehouses.

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Slides E-class	X	
	training	Specialized Non-computerized Data Warehouse Software	
TEACHING METHODS	Activity	Semester workload	
	Lectures	39	
	Tutorials		
	Laboratory practice	26	
	Essay writing		
	Seminars		
	Exercises		
	Project	30	
	Study and analysis of bibliography		
	Placements		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	20	
	Total number of hours	125 hours (total student work-	
	for the Course (25 hours	load)	

	of work-load per ECTS credit)	
STUDENT PERFORMANCE	Written work, essay/report	40%
EVALUATION	Problem solving	
	Multiple choice	
	questionnaires	
	Final exam with Multiple	
	choice	
	questionnaires	
	Oral examination	
	Mid-term exam (concluding)	
	Final exam with developing	60%
	questions	
	Public presentation	
	Mid-term exam (formative)	
	Laboratory work/term projects	

5, ATTACHED BIBLIOGRAPHY

• Nanopoulos, Alexander. Introduction to Data Mining and Warehouses / Alexandros Nanopoulos, Ioannis Manolopoulos. - 1st edition - Athens: New Technologies Publishing, 2010.

Business Software (MST_602_4)

COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF ECONOMICS & BUSINESS											
ACADEMIC UNIT	DEPARTMEN	T OF MAN	AGEMENT S	CIENCE	& TECH	NOLOG	Y					
LEVEL OF	UNDERGRAD	UNDERGRADUATE										
STUDIES												
COURSE CODE	MST_602_4	S	SEMESTER 1st 2nd 3rd 4th 5th 6th 7th								8th	
									х			
COURSE TITLE	Business Soft	ware										
INDEPENDENT T	EACHING ACTI	VITIES										
if credits are a	warded for sepa	rate										
components of th	ie course, e.g. leo	ctures,										
laboratory exercis	es, etc. If the cre	dits are	WEEKLY	TEACH	ING HO	URS			CREDIT	S		
weekly teaching ho	ours and the tota	l credits										
	L:	lectures		3(L), 2(Lab)				5			
La	b: laboratory e	exercises										
(COURSE TYPE	Special B	ackground									
gene	eral background,											
general knowledge, sk	ills development											
PREREQUISI	TE COURSES:	Not requi	ired									
LANGUAGE OF I	NSTRUCTION	Greek										
and EXA	MINATIONS:											
IS THE COURSE	OFFERED TO	Yes										
ERASMU	JS STUDENTS											
COURSE W	EBSITE (URL)	https://	eclass.upatr	as.gr/c	ourses,	/BMA5	75					

2, LEARNING OUTCOMES

Learning outcomes

The Business Intelligence discipline uses the most up-to-date IT techniques by transforming them into business assets and aiming to assist decision makers in the decision support process. The purpose of this course is to present some of the most up-to-date such techniques for analyzing and exploiting business operating data in general. At the end of this lesson the student will know the theoretical foundation of:

- On-Line Analytical Processing (OLAP), which enables the user to view the operating data of the company as a whole, regardless of where it is recorded, at different analytical levels than the most detailed as the most central, from different angles.
- Balanced Scorecard, which converts a company's strategy and goals into a specific set of interactive indicators, that is, measurable financials and non-financials.
- Business Process Modeling, which aims to represent business processes through strictly standardized representation techniques.
- Activity Based Costing, which is a method of costing products / services based on the calculation of the cost of the business processes performed to produce those products / services.

General Competences

- Search, analyze and synthesize data, techniques and information, using the necessary techniques
- Combined analysis of methods for problem solving

3, SYLLABUS

- "On-line" Data Analysis (OLAP) & Data Warehouse
 - Introductory Concepts On Line Analytical Processing (OLAP)
 - OLAP functions
 - Case study
- Balanced Scorecard
 - o Import
 - Indicators-Groups
 - Implementation guidelines
 - Case study
- Business Process Modeling
 - o Import
 - o IDEF0 methodology
 - IDEF3 methodology
 - o BPMN methodology
 - o Case study
 - Activity based Costing

.

- o Import
- o Basic Methodology
- $\circ \quad \ \ \text{Link to other techniques}$
- Case study

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	×	
		^	
	Distance learning		
	(asynchronous)		
	Distance learning		
	(synchronous)		
	Others:		
USE OF INFORMATION AND			
COMMUNICATIONS TECHNOLOGY	Slides		
	E-class	Х	
	Virtual (simulated) laboratory		
	training		
TEACHING METHODS	Activity	Semester workload	
	Lectures	39	
	Lectures Tutorials	39	
	Lectures Tutorials Laboratory practice	26	
	Lectures Tutorials Laboratory practice Essay writing	26	
	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars	26	
	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises	26	
	Lectures Tutorials Laboratory practice <i>Essay writing</i> Seminars Exercises Project	26 	
	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis of	26 	
	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliography	26 	
	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacements	26 	
	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacementsClinical practice	26 	
	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacementsClinical practiceArt workshop	26 	
	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacementsClinical practiceArt workshopInteractive teaching	26 	
	LecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacementsClinical practiceArt workshopInteractive teachingEducational visits	26 	

	Unsupervised study Others: Total number of hours for the Course (25 hours of work-load per ECTS credit)	20 125 hours (total student work- load)	
STUDENT PERFORMANCE	Written work, essay/report		
EVALUATION	Problem solving		
	Multiple choice		
	questionnaires		
	Final exam with Multiple		
	choice		
	questionnaires		
	Oral examination		
	Mid-term exam (concluding)		
	Final exam with developing	100%	
	questions		
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work/term projects		

5, ATTACHED BIBLIOGRAPHY

- "Business Intelligence Issues Theoretical Foundations and Applications", Voutsinas Vassilios, Kostaraki P. Evridiki Publications, 2003, Athens.
- "BASIC PRINCIPLES OF DATABASE SYSTEMS", VOLUME A ', CHAPTER 29, FIFTH EDITION REVISED, R. ELMASRI & S.B. NAVATHE (TRANSLATION by M. CHATZOPOULOS), BILL EDITIONS, 2007
- "The Balanced Scorecard: Translating Strategy into Action", R.S. Kaplan and D.P. Norton, HBS Press, Boston, 1996.
- "The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling", R. Kimball, M. Ross, 2013.

Algorithmic Marketing (MST_602_5)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTMEN	T OF MA	ANAGEM	ΕN	IT SC	IENCE AI	ND TEC	HNOLO	GY			
LEVEL OF STUDIES	UNDERGRAD	UATE										
COURSE CODE	MST_602_5	SE	MESTER		1st	2nd	3rd	4th	5th	6th	7th	₈ th
										x	-	
COURSE TITLE	Algorithmic N	larketin	g									
INDEPENDENT TEA	CHING ACTIVIT	TIES										
if credits are awarded fo	or separate comp	onents	WEEK	٢L	(
of the course, e.g. lecture	es, laboratory ex	ercises,	TEACH	IIN	G			C		;		
etc. If the credits are aw	varaea jor the wi okly teaching hou	101e of urs and	HOU	RS								
the tota	l credits	is unu										
	L: le	ectures	3(L), 2(La	b)				5			
Lab	: laboratory ex	ercises	• • •									
Add rows if necessary. Th	ne organisation o	f										
teaching and the teachin	g methods used	are										
described in detail at (d).												
	specialised ge	eneral kr	iowledge,	, Sŀ	cills d	evelopm	ent					
special background,												
specialised general												
knowledge, skills												
development			During	Lin	11!							
PREREQUISITE	Electronic Ma	rketing,	Business	m	tenige	ence ana	BIG Dat	a Anaiy	ISIS			
COURSES.												
LANGUAGE OF	Greek or Engl	ish (if re	quired by	E۱ ر	rasmu	us studen	nts)					
INSTRUCTION and		-					-					
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under constru	uction										
(URL)												

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

At the end of the course the student will:

• Have understood the basic concepts and principles of algorithmic marketing
- be able to describe examples of applications of the particular technology from the modern e-business environment
- Understand the mathematical prediction models used in algorithmic marketing
- be able to describe and describe the business objectives and the main algorithmic techniques used to target and promote products and advertisements.
- Understand how campaign management techniques, targeting and LTV models work, and reports metrics of responsiveness and efficiency.
- Be able to describe and describe the business objectives and the main algorithmic techniques used in the calculation of recommendations and related quality metrics
- Understand how neighborhood-based, regression, latent factors, filtering techniques and associated hybrid techniques work.
- Be able to describe the business objectives and the main algorithmic techniques used in product search (matching and ranking, semantic analysis, learning-to-rank)
- Be able to describe business objectives and the main algorithmic techniques used in pricing (demand forecasting techniques, price optimization, differentiation and dynamic pricing).

At the end of the course the student will have developed the following skills:

- Developing arguments for the advantages and limitations of this technology
- Selection of appropriate performance and quality metrics according to the business objective of each algorithmic marketing technique
- Implementation of data science and machine learning algorithms in R for algorithmic marketing purposes through specific case studies with available datasets.

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	Project planning and management
information, with the use of the necessary technology	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
- Decision-making
- Working in an international environment
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking
- 3. SYLLABUS

Modern e-marketing is a technological field that is rapidly evolving with the contribution of techniques and algorithms from the field of machine learning and data science. The aim of the course is to familiarize students with the necessary theoretical background of modern automated techniques of electronic advertising on a business and especially a technological level. It covers major marketing applications, such as targeted offers and promotions, product search and bidding, recommendations and pricing, using engineering and data science techniques to understand customer behavior, personalize product offerings, improve service delivery incentives and customer retention. The course is structured in the following topics:

Basic concepts and principles of algorithmic marketing with representative case studies

- Mathematical prediction models used in algorithmic marketing
- Product and ad promotion techniques (business goals, campaign targeting and campaign management algorithms, placement and LTV models, response metrics, and efficiency).
- Computation of recommendations (proposed products), business objectives, recommendation quality metrics, content-based filtering techniques and neighborhood-based regression, latent factors, hybrid techniques.
- Algorithmic marketing applications in product search (matching and ranking techniques, semantic analysis, learning-to-rank) and pricing (demand forecasting techniques, price optimization, differentiation and dynamic pricing).

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	X	
	Slides E class	X	
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory training	Α	
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are	Lectures	39	
described in detail	20000.00	55	
described in detail. Lectures, seminars, laboratory practice,	Tutorials		
described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Tutorials Laboratory practice		
described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop interactive teaching educational	Tutorials Laboratory practice Essay writing	16	
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,	Tutorials Laboratory practice Essay writing Seminars	16	
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.	Tutorials Laboratory practice Essay writing Seminars Exercises	16 13	
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	Tutorials Laboratory practice Essay writing Seminars Exercises Project	16 13 30	
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	Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography	16 13 30 20	
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	Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Placements	16 13 30 20	
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	Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice	16 13 30 20	
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	Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice Art workshop	16 13 30 20	
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	Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice Art workshop Interactive teaching	16 13 30 20	

4. TEACHING and LEARNING METHODS - EVALUATION

	Artistic creativity		
	Unsupervised study		7
	Others:		
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hou load)	ers (total student work-
STUDENT PERFORMANCE			
EVALUATION Description of the evaluation procedure	Written work, essay/report	Х	(written report, 10% of final grade)
Lanauage of evaluation. methods of	Problem solving		
evaluation, summative or conclusive, multiple	Multiple		
choice questionnaires, short-answer questions,	choice		
open-ended questions, problem solving, written work, essav/report, oral examination, public	questionnaires		
presentation, laboratory work, clinical	Final exam with		
examination of patient, art interpretation,	Multiple choice		
other	questionnaires		
Specifically-defined evaluation criteria are	Oral examination		
given, and if and where they are accessible to	Mid-term exam		
students.	(concluding)		
	Final exam with	Х	(60 % of the final
	developing		grade)
	questions		
	Public presentation		
	Mid-term exam		
	(formative)		
	Laboratory	x	(30% of the final
	work/term projects		grade)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Katsov, I. (2017). Introduction to Algorithmic Marketing: Artificial Intelligence for Marketing Operations. Ilia Katcov.
- Kosorin, D. (2016). Introduction to Programmatic Advertising. Dominik Kosorin.
- Kosorin, D. (2018). Data in Digital Advertising: Understand the Data Landscape and Design a Winning Strategy. Dominik Kosorin.
- Miller, T. W. (2015). Marketing data science: modeling techniques in predictive analytics with R and Python. FT Press.
- Unemyr, M., & Wass, M. (2018). Data-Driven Marketing with Artificial Intelligence: Harness the Power of Predictive Marketing and Machine Learning. Independently published.

Data Management (MST_602_6)

COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF E	CONOMIC	DOL OF ECONOMICS & BUSINESS								
ACADEMIC UNIT	MANAGEMEN	ANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF	UNDERGRAD	DUATE									
STUDIES											
COURSE CODE	MST_602_6	S	EMESTER	1 st	2 nd	3rd	4 th	5th	6 th	7 th	8th
									х		
COURSE TITLE	Data Manage	ment									
INDEPENDENT T	EACHING ACTI	VITIES									
if credits are av	warded for sepa	rate	WEEK	LY							
components of th	e course, e.g. lec	ctures,	TEACHI	NG	CREDITS						
awarded for the wh	ole of the course	aive the	HOUR	RS							
weekly teaching ho	urs and the tota	l credits									
	L:	lectures	3(L), 2(Lab) 5								
La	b: laboratory e	exercises					-				
Gong	COURSE TYPE	Special B	ackground								
special backgro	ound, specialised										
general knowledge, sk	ills development										
PREREQUISI	TE COURSES:	Not requ	ired								
		Crook									
LANGUAGE OF II	MINATIONS	Greek									
	OFFERED TO	Ves									
ERASMI	JS STUDENTS	105									
COURSE W	EBSITE (URL)	Under co	nstruction								

2, LEARNING OUTCOMES

Learning outcomes

The course introduces students to the basic concepts of the semantic and social fabric. It familiarises them with basic knowledge representation techniques and related methodologies. The aim of the course is to familiarize students with the standard technologies and languages of modeling / representation of data / metadata used on the web and web services. In particular, students are taught the basic technologies and then through the development of properly designed laboratory exercises they are expected to gain practical experience in XML, XSL, OWL and XMLSchema

Upon successful completion of the course the students:

- have understood the basic characteristics of the two regions, namely the semantic and social fabric,
- Be aware of the basic tools, algorithms and methodologies that enable them to be managed in the context of today's computing online systems,
- Be able to design ontologies for business problems,
- Have basic knowledge of RDF, RDF (S), XML and OWL standards,
- will be able to ask questions through inference mechanisms.

General Competences

- Search, analyze, and synthesize data and information, using the necessary ones
- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary technologies

- Adapt to new situations
- Analysis of requirements for problem solving
- Development of algorithmic thinking
- Ability to deduct in problem modeling
- Autonomous work
- Teamwork

3, SYLLABUS

- Historical data.
- Information models and structures for efficient data management of the Web.
- Organization of information on the Web: semantics, ontologies and semantics languages (RDF, OWL).
- Open Interconnected Data.
- Introduction to sign language and semantic web
- Introduction to XML, Basic XML Document Structure
- Create valid XML documents / XML document modeling using DTD
- Displaying XML documents using CSS
- XML namespaces
- View XML documents using data binding
- View Document Documents Using Document Templates (DOM)
- Transform and display XML documents using XSLT / XSL
- Modeling XML documents with XML Schema
- XML applications
- The OWL language

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	x	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Slides E-class Virtual (simulated) laboratory training	x Ontology design software	
TEACHING METHODS	Activity	Somester workload	
	ACTIVITY	Semester Workloud	
The manner and methods of teaching are described in detail.	Lectures	39	
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,	Lectures Tutorials	39	
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	Lectures Tutorials Laboratory practice	39 26	
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	Lectures Tutorials Laboratory practice Essay writing	39 26	
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,	Lectures Tutorials Laboratory practice Essay writing Seminars	26	
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.	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises	26	
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	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project	26 30 30	
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-	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of	26 30 30	
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	Activity Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography	26 39 26 30 30	
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	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice	26 39 26 30 30	
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	Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Placements Clinical practice	Semester workloud 39 26 30	

	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	30	
	Others:		
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hours (total student work- load)	
STUDENT PERFORMANCE			
EVALUATION	Written work, essay/report	40%	
Description of the evaluation procedure	Problem solving		
Language of evaluation methods of	Multiple choice		
evaluation, summative or conclusive, multiple	questionnaires		
choice questionnaires, short-answer questions,	Final exam with Multiple		
open-ended questions, problem solving, written work essay/report oral examination	choice		
public presentation, laboratory work, clinical	questionnaires		
examination of patient, art interpretation,	Oral examination		
other	Mid-term exam (concluding)		
Specifically-defined evaluation criteria are	Final exam with developing	60%	
given, and if and where they are accessible to	questions		
students.	Public presentation		
	Mid-term exam (formative)		
	Laboratory work/term projects		

5, ATTACHED BIBLIOGRAPHY

- Antonios Grigoris, Harmelen Frank. Van. Introduction to the Semantic Web. Klidarithmos Publications.
- Steven Holzner, XML Guide, 1st Edition, Ed. M. Giourdas.
- Michael J. Young, XML Step-Step, Klidarithmos Publications.

Software Quality, Validation and Verification (MST_602_7)

COURSE OUTLINE

SCHOOL	SCHOOL OF E	CONOMIC	S & BUS	SI	NESS							
ACADEMIC UNIT	MANAGEMEN	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRADUATE											
COURSE CODE	MST_602_7	SEM	ESTER		1 st	2nd	3rd	4th	5th	6 th	7 th	8th
										х		
COURSE TITLE	Software Qua	ality, Valid	ation an	١d	l Verific	ation						
INDEPENDENT TE	ACHING ACTIV	TIES										
if credits are awarded fo	r separate comp	onents of	WE	EI	KLY							
the course, e.g. lectures,	laboratory exer	cises, etc.	TEAC	CH	IING				CREDIT	S		
If the creats are awar	ueu jor the whoi teachina hours	e oj the and the	но	U	JRS							
total	credits	unu ene										
		Lectures		3					5			
COURSE TYPE	Special Backg	round										
general background,												
special backgrouna, specialised aeneral												
knowledge, skills												
development												
PREREQUISITE	Not required											
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under consti	ruction										
(URL)												

2, LEARNING OUTCOMES

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

- Identify software verification and validation (R & D) activities and understand their place in the software life cycle.
- To distinguish static nonstandard R & D techniques from dynamic non-standard R & D Techniques
- Describe static R & D techniques (static analysis, browsing, overview, etc.) and know their goals, their application points and the advantages of each.
- Describe and explain the three control phases: unit testing, assembly test, validation test.
- Explain and implement the most important control case design techniques for software functional control (opaque box control), such as: equalization classes, limit value analysis, cause and effect graph.
- Explain and implement the most important control case design techniques for building software control (transparent box control), such as: controlling base paths, controlling repeat structures.
- Explain and implement effectively the most important control case design techniques to control the interfaces between the segments constituting a software system.
- Know what software quality is and how it is ensured.
- Recognize the differences in the software quality assurance process with respect to other products.
- Be aware of widespread software quality assurance models and effectively implement ISO9126.
- Know what internal and external software quality metrics are, what is the process of measuring them, and to what extent they are related to each other.
- Know and be able to effectively implement Halstead metrics and interpret the significance of the results.

General Competences

- Search, analyze, and synthesize data and information, using the necessary ones
- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary technologies
- Adapt to new situations
- Analysis of requirements for problem solving
- Development of algorithmic thinking
- Use software quality standards
- Autonomous work
- Teamwork

3, SYLLABUS

Factors that affect software quality. ISO 9126 standard and ISO25000 family of standards. Quality assurance through software auditing and reliability. Quantification of software quality. General Software Testing, Software Validation and Validation Review in Software Life Cycle, Standard Verification Methods as opposed to control techniques, Importance of Systemic Control Methods, Program Analysis Techniques, Software Control Techniques, Control Data Generation. Ensuring data and information quality. Applications in business software.

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	E-class Virtual (simulated) laboratory training	X	
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice	26	
tutorials, placements, clinical practice, art workshop interactive teaching educational	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Exercises		
The student's study hours for each learning	Project	30	
activity are given as well as the hours of non- directed study according to the principles of	Study and analysis of bibliography		
the ECTS	Placements		
	Interactive teaching		
	Educational visits		
	Unsupervised study	30	
	Others:		
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hours (total student work- load)	
		1	

STUDENT PERFORMANCE	Written work, essay/report	40%
EVALUATION	Problem solving	
Description of the evaluation procedure	Multiple choice	
Language of evaluation, methods of	questionnaires	
evaluation, summative or conclusive, multiple	Final exam with Multiple	
choice questionnaires, short-answer questions,	choice	
written work, essay/report, oral examination,	questionnaires	
public presentation, laboratory work, clinical	Oral examination	
examination of patient, art interpretation,	Mid-term exam (concluding)	
other	Final exam with developing	60%
Specifically-defined evaluation criteria are	questions	
given, and if and where they are accessible to	Public presentation	
stutents.	Mid-term exam (formative)	
	Laboratory work/term projects	

5, ATTACHED BIBLIOGRAPHY

- Xenos, Michalis. Software Quality / Michael Xenos. Patras: Gotsis Publications
- Diomedes Spinellis. Code quality. The prospect of open source software. Klidarithmos Publications.
- Pressman Roger S. Software Technology: A Practical Approach. Tziola Publications.

Digital Content Management & Human-Computer Inetraction (MST_602_8)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF ECONOMICS & BUSINESS											
ACADEMIC UNIT	DEPARTMENT OF MANAGEMENT SCIENCE AND TECHNOLOGY											
LEVEL OF STUDIES	UNDERGRADUATE											
COURSE CODE	MST_602_8	SE	MESTER		1 st	2nd	3rd	4th	5th	6 th	7 th	8th
										х		
COURSE TITLE	Digital Conter	nt Mana	gement &	ŀ	luman	-Compu	ter Inet	raction				
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		WEEK TEACHI HOUF	IL' IN RS	Y IG S			C	CREDITS				
Lab	L: le L: leboratory ex	ectures ercises	3(L), 2(I	La	ıb)				5			
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	Specialized ge	eneral kr	nowledge,	S	kills de	evelopm	ent					
PREREQUISITE COURSES:	Not required											
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek or Engl	ish (if re	quired by	E	rasmu	s studer	nts)					
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	Yes										
COURSE WEBSITE (URL)	Under constr	uction										

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

At the end of the course the student will:

- have comprehended the basic concepts and the theoretical background of Human-Computer Interaction
- be able to list usability guidelines, describe modern interaction techniques and their basic principles of operation
- understand the requirements for user-friendly interaction design and positive user experience
- be able to describe intelligent interface development techniques that are tailored to user attributes (adaptive interfaces).
- Be able to apply analytical and experimental usability evaluation techniques and will be familiar with the basic statistical analysis methods used in experimental usability evaluation.
- Understand the capabilities of data analysis and be able to interprete them for improving the effectiveness of a web site (google analytics, a / b testing, SEO, etc.).

At the end of the course the student will have developed the following skills:

- The ability to design usable interfaces and prototypes
- Selection of appropriate techniques for evaluating interactive systems and deciding on effective redesigning
- Application of statistical analysis
- Identify web site features that affect search engine indexing
- Interpretation of analytics data to identify usability problems and improve the user experience.

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 Project planning and management information, with the use of the necessary technology Respect for difference and multiculturalism Respect for the natural environment Adapting to new situations 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
- Decision-making
- 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

3. SYLLABUS

The volume of available digital content, the variety of devices, applications, and interaction modes for its

management pose a series of challenges for efficient access to it through the appropriate design of interaction. The aim of the course is to familiarize students with the basic concepts and principles of the human-computer interaction domain and to provide them with the knowledge and skills necessary for the design of usable interfaces and the evaluation of existing applications with an emphasis on the field of modern e-commerce. The course studies where content customization techniques, usage analytics, techniques for search engine optimization (SEO), and product recommendation algorithms in the modern web entrepreneurship environment. The course is structured in the following subjects:

- Human-Computer Interaction concepts and interactive systems design.
- Cognitive models, perception and representation, attention and memory, representation and organization of knowledge. Mental Models, Interaction Models.
- Interaction styles and devices (tactile interfaces, gestures, eye-tracking)
- Methods and principles for designing usable interactive systems. Technology and usability patterns. Interactive systems prototyping tools and methods, Usability evaluation techniques. Special-purpose design guidelines.
- Methodology of usability evaluation experiments, statistical analysis of experiment data and presentation of results
- Search engine optimization techniques
- Website data analysis (Google Analytics)
- Recommender systems and improvement of e-commerce applications efficiency

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	X	
	Distance learning		
	(asynchronous)		
	Distance learning		
	(synchronous)		
	Others:		
USE OF INFORMATION AND	Slides	x	
COMMUNICATIONS TECHNOLOGY	E-class	X	
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory		
communication with students	training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice	26	
tutorials, placements, clinical practice, art	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Exercises		
The student's study hours for each learning	Project	25	

directed study according to the principles of the ECTS	bibliography Placements Clinical practice Art workshop Interactive teaching Educational visits Artistic creativity Unsupervised study Others:			20	-
	Total number of hours for the Course (25 hours		25 hours oad)	(total student work-	
	of work-load per ECTS credit)				
STUDENT PERFORMANCE	Written work,	Х		(project, 15% of	
EVALUATION	essay/report			final grade)	
Description of the evaluation procedure	Problem solving				
Language of evaluation, methods of evaluation, summative or conclusive, multiple	Multiple choice				
choice questionnaires, short-answer questions,	questionnaires				_
work, essay/report, oral examination, public	Final exam with				
presentation, laboratory work, clinical	Multiple choice				
examination of patient, art interpretation, other	Questionnaires				-
ourer	Mid-term exam				-
Specifically-defined evaluation criteria are	(concluding)				
given, and if and where they are accessible to students.	Final exam with	Х		(85 % of the final	
	developing			grade)	
	questions				
	Public presentation				
	Mid-term exam				
	(formative)				
	Laboratory				
	work/term projects				

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Jonathan Lazar, Jinjuan Heidi Feng, Harry Hochheiser (2017). "Research Methods in Human-Computer Interaction" 2nd Edition, Morgan Kaufmann.
- Helen Sharp, Jennifer Preece, et al. (2019). "Interaction Design: Beyond Human-Computer Interaction" 5 edition, Wiley.
- Κουτσαμπάσης, Π., 2015. Αξιολόγηση διαδραστικών συστημάτων με επίκεντρο τον χρήστη. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: http://hdl.handle.net/11419/2765
- Mike Grigsby (2018). "Marketing Analytics: A Practical Guide to Improving Consumer Insights Using Data Techniques" 2nd Edition, Kogan Page.

The bibliography will be updated and extended with current online sources regarding CMSs, SEO techniques and web analytics management platforms.

Managing Customers Relationships in e-CRM (MST_701_1)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Ecor	nomics	& Busine	SS							
ACADEMIC UNIT	Department of	[:] Manag	ement So	cience &	Techno	ology					
LEVEL OF STUDIES	Undergraduate										
COURSE CODE	MST_701_1	SEN	SEMESTER		2 nd	3rd	4th	5th	6 th	7 th	8th
										х	
COURSE TITLE	Managing Cust	omers	Relations	hips in e	-CRM						
INDEPENDENT TEA	CHING ACTIVITI										
if credits are awarded for separate components			WE	EKLY							
of the course, e.g. lectur	es, laboratory exe	rcises,	TEA	CHING				CRED	TS		
etc. If the credits are av	varded for the who	ole of	НС	URS							
the course, give the wee	ekly teaching hour. Lorodite	s and	_								
		ctures	3(1)	2(Lab)				5			
Lab: Jaboratory exercises		אָר,	2(Lab)				5				
Add rows if necessary. The organisation of											
teaching and the teaching methods used are		е									
described in detail at (d).											
COURSE TYPE	specialised ger	neral kn	owledge,	skills de	velopn	nent					
general background,											
specialised general											
knowledge, skills											
development											
PREREQUISITE	Introduction to	o Marke	ting								
COURSES:											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
UFFERED TO											
EKASIMUS											
	Lindor construe	ction									
	onder constru	cuon									
(URL)											

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

At the end of the course students will be able to:

• understand the concepts and the content of e-marketing and the importance of more effective monitoring of the customer of the company through e-CRM as a lever of the development company.

• understand the trends and the prospects of electronic markets by associating with important indicators of electronic activities.

- know their business models on the internet.
- analyze the factors of digital environment which affect the strategy of the company.
- identify the factors and the individual statistics relating to electronic marketing.
- analyze the behavior of electronic consumer and define the role of co-creator value.
- implement a Web survey.

• determine the factors and the methodology development of a new product and the development of commercial names in an online environment.

- analyze the value of communication in the digital environment.
- study pricing ways on the internet.
- develop effective electronic marketing strategies.

• analyze the relations of the company with the customer, emphasize on the consumer orientation, the satisfaction and maintaining satisfied clients.

- analyze the role of the strategy of e-CRM in the context of broader business strategy.
- identify the factors and the steps in the creation and a strong system of customer service.

• create the consumer profile of their customers by means of data extracting for them, as means of growing the

business through new activities.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Decision-making
- Adapting to new situations
- Production of free, creative and inductive thinking

3. SYLLABUS

- Digital environment and marketing.
- Consumer behavior in the digital age.
- Market research and information management.
- Strategic planning of digital business actions.
- Innovative business models and marketing.
- Value creation products, services, content.
- Revenue and online pricing.
- Multi-channel distribution and sales.
- Communication presentation in the digital environment.
- Sales of products and services on the internet.
- Measurement of e-business and marketing efficiency.

- Management of Customer Relationship CRM.
- CRM and technologies. Management of Customer's lifecycle.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face. Distance learnina. etc.	Face to face			x	
	Distance learning (asynchronous)				
	Distance learning (synchronous)				
	Others:				
USE OF INFORMATION AND	Slides				
COMMUNICATIONS TECHNOLOGY	E-class			Х	
Use of ICT in teaching, laboratory education,	Virtual (simulated) labor	ratory			
communication with students	training				
TEACHING METHODS	Activity		Sen	nester workload	
The manner and methods of teaching are described in detail	Lectures			39	
Lectures, seminars, laboratory practice,	Tutorials				
fieldwork, study and analysis of bibliography,	Laboratory practice			26	
tutorials, placements, clinical practice, art	Essay writing			13	
worksnop, interactive teaching, eaucational visits, project, essay writing, artistic creativity	Seminars				
etc.	Exercises				
	Project				
The student's study hours for each learning activity are given as well as the hours of non-	Study and analysis of		13		
directed study according to the principles of the	bibliography				
ECTS	Placements				
	Clinical practice				
	Art workshop				
	Interactive teaching				
	Educational visits				
	Artistic creativity				
	Unsupervised study		34		
	Others:		125 hours	a (total student work	
	for the Course (25 hours	rc	125 nours	s (ioiai siaaeni work-	
	of work-load per FCTS	15	iouuj		
	credit)				
STUDENT PERFORMANCE					
EVALUATION	Written work		v	(written report 10%	
Description of the evaluation procedure	essav/renort		л	of final grade)	
language of evolution methods of	Problem solving				
evaluation, summative or conclusive, multiple	Multiple				
choice questionnaires, short-answer questions,	choice				
open-ended questions, problem solving, written	questionnaires				
work, essay/report, orai examination, public presentation, laboratory work clinical	Final exam with				
examination of patient, art interpretation,	Multiple choice				
other	questionnaires				
Specifically-defined evaluation criteria are	Oral examination				
given, and if and where they are accessible to	Mid-term exam				
students.	(concluding)				
	Final exam with		Х	(90% of the final	

developing	grade)	
Public presentation		-
Mid-term exam (formative)		
Laboratory work/term projects		

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Σιώμκος Γιώργος, Τσιάμης Ιωάννης, 2004. Στρατηγικό Ηλεκτρονικό Μάρκετινγκ. Εκδόσεις ΣΤΑΜΟΥΛΗΣ
- Αρσένης Σπύρος, 2011. Σχεδιασμός πετυχημένων ιστοσελίδων. Μάρκετινγκ και πωλήσεις προϊόντων και υπηρεσιών μέσω διαδικτύου. Εκδόσεις ΚΛΕΙΔΑΡΙΘΜΟΣ
- Dave Chaffey, 2008. Ηλεκτρονικό Επιχειρείν και Ηλεκτρονικό Εμπόριο. Εκδόσεις ΚΛΕΙΔΑΡΙΘΜΟΣ
- Κοσμάτος Δημήτρης, 2004. CRM: Διαχείριση πελατειακών σχέσεων. Εκδόσεις ΚΛΕΙΔΑΡΙΘΜΟΣ

Quantitative Methods for Business Decision Making (MST_701_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	CIENCES 8	BUSINES	SS ADI	ЛINI	ISTRA	TION					
ТМНМА	MANAGEMENT SCIENCE & TECHNOLOG											
STUDY LEVEL	UNDERGRAD	UATE										
COURSE CODE	MST_701_2	SEN	IESTER	1 ^{S'}	:	2 nd	3rd	4 th	5th	6 th	7 th	8th
											x	
COURSE TITLE	Quantitative	Methods	For Busin	ess De	cisic	on Ma	king					
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			HOURs	HOURs/WEEK ECTS								
L: lectures Lab: laboratory exercises			3(L), 2	3(L), 2(Lab) 5								
COURSE TYPE general background, special background, specialised general knowledge, skills development	specialised general knowledge, skills development											
PREREQUISITES:	Not required											
TEACHING & LABS	Greek And/O	r English (English Te	erms A	Iwa	iys Del	livered)					
LANGUAGE:												
COURSE AVAILABLE	Yes											
TO ERASMUS												
COURSE URL	https://eclass	nttps://eclass.pat. <mark>teiwest.gr</mark> /eclass/courses/766172/										

2. LEARNING OUTCOMES

Learning outcomes

The aim is to make students understand the mathematical and technical concepts of management science by approaching practical problems in business and organizations. The course focuses on the intuitive deepening of the methods and their physical interpretation as well as on their rigorous mathematical foundation. The main reasons that make "Quantitative Methods for Business Decision Making" a particularly useful in business environment are:

• Has a huge range of applications. The scope of the course is impressive: it covers decisions in almost every business function, at all hierarchical levels, across all disciplines. For example, applications from production, marketing, sales, distribution, financial management, human resources management, organizational planning, etc. can be cited.

• Allows risk and uncertainty management. Today's business environment is characterized by uncertainty stemming from the frequent changes in the internationalized environment, the rapid evolution of technology and more. Thus, the course examines advanced methodologies by which the main business functions can be designed and implemented efficiently and effectively.

After completing the theoretical part of the course, the student is expected to be able to:

Model and solve complex linear and integer programming problems

• Uses binary variables (0.1) to construct logical scenarios

- Analyzes multi-criteria decision-making problems
- Applies the appropriate solution methodology to a multi-criteria problem
- Determines the efficiency and the objectives of improving the production units
- Combines different methodologies to create decision support systems
- Upon completion of the laboratory part of the course the student is expected to be able to:
- uses Excel in Linear Programming, Integral Programming, Multicriteria Analysis, Objective Programming, DEA
- Uses the Expert Choice program to build a new model-synthesis, final ranking and sensitivity analysis, response

reports and graphs, and accurate result analysis

• Model and solve complex problems related to marketing and sales, production planning, networks and transport, financial uncertainty and human resources planning.

GENERAL ABILITIES

As classified in Diploma Supplement

Search, analyze and synthesize data and information using the necessary technologies

- Independent Work & Teamwork
- Work in an interdisciplinary environment
- Decision making
- Exercising critical viewing and self-criticism
- Promote free, creative and inductive thinking

3. SYLLABUS

- Integral programming
- Problems with 'logical variables'
- Problems with fixed costs and /or discounts
- Complex problems
- Multiple criteria decision making
- Multi-criteria linear programming
- The method of goal programming
- Multicriteria analysis
- Data envelopment analyses
- Analytic hierarchy process
- Introduction to Decision Support Systems
- Business analytics
- Applications

4. TEACHING and LEARNING METHODS - EVALUATION

	Distance learning (asynchronous) Distance learning		
USE OF INFORMATION AND	(synchronous) Slides	Y	
COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	E-class Virtual (simulated) laboratory training	X	
TEACHING METHODS The manner and methods of teaching are described in detail.	Activity	WorkLoad (h) per Semester	
Lectures, seminars, laboratory practice, fieldwork study and analysis of hibliography	Lectures	39	

tutorials, placements, clinical practice, art	Tutorials				1
workshop, interactive teaching, educational				26	
visits, project, essay writing, artistic creativity, etc.	Eaboratory practice			20	
	Seminars				
The student's study hours for each learning	Exercises				
directed study according to the principles of	Project				
the ECTS	Study and analysis of				
	bibliography			20	
	Placements				
	Clinical practice				
	Art workshop				
	Interactive teaching				
	Educational visits				
	Artistic creativity				
	Unsupervised study			40	
	Others:				
	Total number of hours				
	for the Course (25 hours	c	125 hours	(total student work-	
	of work-load per FCTS	,	load)		
	credit)				
					4
STUDENT PERFORMANCE	Written work.				
EVALUATION	essav/report				
Description of the evaluation procedure	Problem solving				
Language of evaluation methods of	Multiple				
evaluation, summative or conclusive, multiple	choice				
choice questionnaires, short-answer questions,	questionnaires				
written work, essay/report, oral examination,	Final exam with				
public presentation, laboratory work, clinical	Multiple choice				
examination of patient, art interpretation,	questionnaires				
other	Oral examination				
Specifically-defined evaluation criteria are	Mid-term exam				
given, and if and where they are accessible to	(concluding)				
	Final exam with		Х	(Multiple Choice	
	developing			questions,	
	questions			Comparative	
				Evaluation of	
				Ineory	
				Comprehension, 1	
				grado)	
	Public presentation			grauej	
	Mid torm current				
	Ivila-term exam				
					-
	LdDUIdLUIY				
	work/term projects				

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography :

- Anderson D. Sweeney D. Williams T. Camm J. Cochran J. (2015). Quantitative Methods for Business, (13th Edition). Cengage Learning
- Hillier F. Lieberman G. (2015). Introduction to Operations Research (10th Edition). McGraw-Hill Education

Elements of Commercial Law (MST_701_3)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	CONOMICS & B	USINESS	
ACADEMIC UNIT	DEPARTMEN	T OF MANAGEN	IENT SCIENCE & TECH	INOLOGY
LEVEL OF STUDIES	UNDERGRAD	UATE		
COURSE CODE	MST_701_3		SEMESTER	
COURSE TITLE	Elements of 0	Commercial Law		
INDEPENDENT TEACHI if credits are awarded for separate co lectures, laboratory exercises, etc. If th whole of the course, give the weekly teac	WEEKLY TEACHING HOURS	CREDITS		
Lectures			4	5
Add rows if necessary. The organisation of methods used are described in detail at (c	f teaching and ti I).	he teaching		
COURSE TYPE general background, special background, specialised general knowledge, skills development	COURSE TYPE general background, special background, specialised general knowledge, skille development			
PREREQUISITE COURSES:	Not required			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No			
COURSE WEBSITE (URL)	Under constr	uction		

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 offers the necessary legal knowledge about the possible types of companies' organization (companies' legislation) and the possible types of act in the field of commercial transactions (general commercial law, commercial acts).

At the end of the course the student will be able to:

- Distinguish the origin of legislation (national law, international law, presidential decrees and regulatory acts) and their formal power and hierarchy.
- Implement the appropriate rules of commercial legislation for successful and legally correct management.

- Be aware of the operation of basic institutions and procedures that interfere in the commercial activity and restrict and define decision making.
- Apply the special framework of securities' legislation while undertaking a commercial activity or any other related activity.
- Be aware of the bankruptcy proceedings and their results for the persons involved as well as the modern types of companies' reorganization.
- Evaluate crises and conflicts in companies' place and implement methods of prevention and solution with respect to the commercial legislation.
- Understand the problems in the field of competition and the legal means of protection against unfair competition acts.
- Realize the legal position of traders, businessmen, partners, shareholders and other persons involved in trade as far as their rights and obligations are concerned. Evaluate the facts and apply legal procedures for implementing the managerial and disciplinary power.
- Based on the knowledge above, evaluate the facts and legal data, compound the different opinions and manage any legal or practical problem from any responsible position inside the company.

At the end of the course the student will have developed the following skills:

- Familiarization with the commercial relations, their organisation, characteristics and operation as well as development of the ability to manage these relations.
- Making decisions that are business appropriate as wellas legally correct according to te needs and goals of the company.
- Taking advantage of the modern types of trade in a way that is useful for the company as well as the persons involved in the trade.

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 Project planning and management information, with the use of the necessary technology Respect for difference and multiculturalism Respect for the natural environment Adapting to new situations 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 **Decision-making** Working in an interdisciplinary environment Working independetly Team work

3. SYLLABUS

• The course includes the following topics:

Production of free, creative and inductive thinking

• Commercial Transactions - Consequences of acts' commerciality - Systems of identification of commercial

acts - New forms of contracts in modern economy

- Trader Incompatibilities Limitations Prohibitions Commercial books
- Commercial Name Trademark Law
- Companies Types of companies
- Securities Currency Check
- Bankruptcy Law Bankruptcy Conditions Bankruptcy Insolvency Proceedings Termination Rehabilitation
 of the Poor

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face					
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	ICT is used for communicating with students and for sharing educational material, mainly through the eclass platform (announcements, lecture slides and additional educational resources, posting and receiving projects and assignments, students groups, for a, email, exercises, glossary, multimedia resources), as well as via typical email.					
TEACHING METHODS	Activity	Semester workload				
The manner and methods of teaching are	Lectures	52				
described in detail. Lectures, seminars, laboratory practice,	Essay writing	20				
fieldwork, study and analysis of bibliography,	Study and analysis of	33				
workshop, interactive teaching, educational	bibliography					
visits, project, essay writing, artistic creativity, etc	Unsupervised study	20				
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 ECIS						
	Course total	125				
STUDENT PERFORMANCE	Written examination	on (90% of the final grade	e)			
EVALUATION						
Description of the evaluation procedure	• Essay (written rep	ort with oral examination	, 10% of			
Language of evaluation, methods of evaluation summative or conclusive multiple	final grade)					
choice questionnaires, short-answer questions,						
open-ended questions, problem solving, written work essav/report oral examination.						
public presentation, laboratory work, clinical						
examination of patient, art interpretation, other						
Specifically defined avaluation criteria are						
given, and if and where they are accessible to						
students.						

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Argiros, G., Commercial Law, Publication 2019.

Avgitidis, D., The New Law of Corporate Transformations, Publication 2019

Perrakis, E., SA new legislation, Publication 2019.

Panagiotou, p., Commercial Law, Publication 2019.

Spiliopoulos, O., Basic concepts of commercial law, DIONIKOS Publications, 2016

Rokas, I., Commercial Law, Legal Library, 5th Edition, 2015.

Psychomanis, Sp., Law of Commercial Companies, Sakkoula Publications, 2013.

Topics in Operations Research and Decision Systems (MST_701_4)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS										
ACADEMIC UNIT	DEPARTMEN	DEPARTMENT OF MANAGEMENT SCIENC			NCE & TECHNOLOGY							
LEVEL OF STUDIES	UNDERGRAD	JATE										
COURSE CODE	MST_701_4	SEM	SEMESTER		1 st	2 nd	3rd	4 th	5th	6 th	7 th	8th
											х	
COURSE TITLE	Topics in Ope	rations Re	search	an	d Deci	sion Sys	stems					
INDEPENDENT TEA	ACHING ACTIVI	TIES										
if credits are awarded for separate components of		WE	EK	LY								
the course, e.g. lectures,	laboratory exerc	cises, etc.	TEAC	CHI	ING				CREDIT	s		
If the credits are award	led for the whole	e of the	но	UR	RS				-	-		
course, give the weekly	reaching nours (credits	ana the										
	LI CUILS	Lectures		4					5			
Add rows if necessary. Th	e organisation o	f		•								
teaching and the teaching methods used are												
described in detail at (d).												
COURSE TYPE	Specialized ge	eneral kno	wledge,	, sk	kills de	evelopm	ient					
general background,												
special background, specialised general												
knowledge, skills												
development												
PREREQUISITE	Not required											
COURSES:												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes (in Englis	า)										
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under constr	uction										
(URL)												

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 focuses on the application of modern computational techniques to decision-making issues/in search of the optimal solution.

Upon completion of the course students will be able to understand basic techniques of computational intelligence

and solve real problems related to decision-ma	aking in organizations by using appropriate algorithms
General Competences Taking into consideration the general competences that th	he 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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Decision-making

3. SYLLABUS

- Genetic Algorithms
- Evolutionary computation
- Scatter search
- Memetic Algorithms
- Ant colony optimization
- Applications to Financial Classification Problems

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning		
	(asynchronous)		
	Distance learning		
	(synchronous)		
	Others:		
			1
USE OF INFORMATION AND	Slides	х	
COMMUNICATIONS TECHNOLOGY	E-class	Х	
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory		
communication with students	training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail	Lectures	52	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice		
testaviale algebra ante aligiant avantica aut			

workshop interactive teaching educational	Cominana		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Exercises		
	Project		
The student's study hours for each learning	Study and analysis of		13
directed study according to the principles of the	bibliography		
ECTS	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study		47
	Others:		
	Total number of hours		
	for the Course (25 hour	s 12	25 hours (total student work-
	of work-load per ECTS	- 10	ad)
	credit)		
STUDENT PERFORMANCE			
EVALUATION	M/ritton work	v	(written report 10%)
Description of the evaluation procedure	Written work,	Х	(written report, 10%
	essay/report		of fillar grade)
Language of evaluation, methods of	Problem solving		
evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions	Multiple		
open-ended questions, problem solving, written	choice		
work, essay/report, oral examination, public	questionnaires		
presentation, laboratory work, clinical	Final exam with		
examination of patient, art interpretation,	Multiple choice		
other	questionnaires		
Specifically-defined evaluation criteria are	Oral examination		
given, and if and where they are accessible to	Mid-term exam		
students.	(concluding)		
	Final exam with	Х	(90% of the final
	developing		grade)
	questions		
	Public presentation		
	Mid-term exam		
	(formative)		
	Laboratory		
	work/torm projects		

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Μαρινάκης Ι., Μαρινάκη Μ., Ματσατσίνης Ν., Ζοπουνίδης, Μεθευρετικοί και Εξελικτικοί Αλγόριθμοι σε Προβλήματα Διοικητικής Επίστημης, Εκδόσεις Κλειδάριθμος, 2011.
- Wil Michiels, Jan Korst, Emile Aarts, Theoretical Aspects of Local Search, HEAL-Link Springer ebooks, 2007
- Thomas Stutzle, Mauro Birattari, Holger H. Hoos, Engineering Stochastic Local Search Algorithms. Designing, Implementing and Analyzing Effective Heuristics, HEAL-Link Springer ebooks, 2009

Forecasting Techniques (MST_701_5)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS											
ACADEMIC UNIT	DEPARTMEN	DEPARTMENT OF MANAGEMENT SCIENCE & TECHNOLOGY											
LEVEL OF STUDIES	UNDERGRAD	JNDERGRADUATE											
COURSE CODE	MST_701_5	SEN	/IESTER		1 st	2	nd	3rd	4 th	5th	6 th	7 th	8th
												х	
COURSE TITLE	Forecasting T	echnique	25										
INDEPENDENT TEA	CHING ACTIVI	FIES											
if credits are awarded fo	or separate comp	onents	WE	Ε	KLY								
of the course, e.g. lectur	es, laboratory ex	ercises,	TEAC	CH	HING					CRED	TS		
etc. If the credits are av	varded for the wi	hole of	но	ι	JRS								
the course, give the wee	ekiy teaching hou Lorodito	irs and	_										
	1.10	octures	3(1)	2	(Lah)					5			
La	h: laboratory ex	ercises	J(L),	2	.(Lab)					5			
Add rows if necessary. Th	e organisation o	f											
teaching and the teaching	g methods used o	are											
described in detail at (d).													
COURSE TYPE	Specialized ge	eneral kn	owledge,	S	skills de	evel	lopm	ent					
general background,													
special buckground, specialised general													
knowledge, skills													
development													
PREREQUISITE	Not required												
COURSES:													
LANGUAGE OF	Greek												
INSTRUCTION and													
EXAMINATIONS:													
IS THE COURSE	Yes (in Englis	า)											
OFFERED TO													
ERASMUS													
STUDENTS													
COURSE WEBSITE	Under constr	uction											
(URL)													

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 main aim of this course is to obtain the appropriate knowledge on how to design and implementation of surveys and to familiarize students with forecasting methods and, more specifically, the method Box-Jenkins. This methodology is of particular interest for economic science, one hand on the predictive accuracy and low cost, secondly, for purely theoretical reasons. This methodology outperforms other statistical methods because they are free from unrealistic assumptions such as those that characterize the econometric models. The teaching of this methodology requires advanced knowledge of Statistics and some knowledge of econometrics in order to make the necessary conceptual connections.

After the end of the course the students will be able to:

- handle real data.
- apply different time series model and use them for forecasting.
- apply Box-Jenkins methodology
- solve various business problems.
- Be familiar with a statistical way of thinking that will enable them to understand more specialized concepts

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search, analysis and synthesis of data and information, with the use of the appropriate technology
- Working independently
- Production of new research ideas
- Production of free, creative and inductive thinking

3. SYLLABUS

- Concepts: Definition-Components of time series. Examples of Time Series.
- Methods for Time Series Analysis. Statistics Forecasting.
- Descriptive Approach Time Series. Technical Time Series. Smoothing Methods.
- Methods of Time Series Analysis. Moving Average Methods. Indicators seasonality.
- Mathematical Approach Time Series. Stationarity, autocovariance. Exercises
- Autocorrelation, Partial Autocorrelation, White Noise.

- Models & Stationary time series. Autoregressive Models
- Moving Average Models
- Mixed Models. Applications
- Non-Stationary Time Series Models. Seasonal Time Series Models.
- Identification, Estimation of Models.
- Diagnostics Time Series Models

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x
	Distance learning	
	(asynchronous)	
	Distance learning	
	(synchronous)	
USE OF INFORMATION AND	Slides	x
COMMUNICATIONS TECHNOLOGY	E-class	X
Use of ICT in teaching, laboratory education,	Virtual (simulated) laboratory	SPSS
communication with students	training	
TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail.	Lectures	39
Lectures, seminars, laboratory practice,	Tutorials	
fieldwork, study and analysis of bibliography,	Laboratory practice	26
workshop, interactive teaching, educational	Essay writing	
visits, project, essay writing, artistic creativity,	Seminars	
etc.	Exercises	
The student's study hours for each learning	Project	
activity are given as well as the hours of non- directed study according to the principles of the	bibliography	13
ECTS	Placements	
	Interactive teaching	
	Educational visits	
	Unsupervised study	47
	Others:	
	Total number of hours	125 hours (total student work-
	for the Course (25 hours	load)
	credit)	
STUDENT PERFORMANCE		
EVALUATION		
Description of the evaluation procedure	Written work.	
language of evaluation methods of	essay/report	
evaluation, summative or conclusive, multiple	Problem solving	
choice questionnaires, short-answer questions,	Multiple	
open-ended questions, problem solving, written work, essay/report, oral examination, public	choice	
presentation, laboratory work, clinical	questionnaires	
examination of patient, art interpretation,		

other	Final exam with			
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Multiple choice			
	questionnaires			
	Oral examination			
	Mid-term exam			
	(concluding)			
	Final exam with	Х	(90% of the final	
	developing		grade)	
	questions			
	Public presentation			
	Mid-term exam	х	(10% of final grade)	
	(formative)			
	Laboratory			
	work/term projects			

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Σίμος Θ., 2009. Τεχνικές οικονομετρίας και ανάλυσης χρονολογικών σειρών. Εκδόσεις Σ. ΠΑΤΑΚΗΣ
- ΒΕΝΕΤΗΣ Ι., 2013. ΕΙΣΑΓΩΓΗ ΣΤΗΝ ΟΙΚΟΝΟΜΕΤΡΙΑ. Εκδόσεις ΓΚΟΤΣΗΣ ΚΩΝ/ΝΟΣ & ΣΙΑ Ε.Ε.
- Χρήστου Γ., 2007. Εισαγωγή στην οικονομετρία. Εκδόσεις Γ. ΔΑΡΔΑΝΟΣ Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.

Managerial Economics (MST_701_6)

COURSE OUTLINE

1. GENERAL	
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SCHOOL	ECONOMIC SCIE	NCES & B	USINES	S ADMII	NISTRAT	ION					
ACADEMIC UNIT	MANAGEMENT	SCIENCE A	ND TE	CHNOLO	GY						
LEVEL OF STUDIES	UNDERGRADUA	UNDERGRADUATE									
COURSE CODE	MST_701_6	SEME	SEMESTER		2nd	3rd	4th	5th	6th	7h	8th
					_					Х	
COURSE TITLE	Managerial Ecor	nomics		-							
INDEPENDENT T	EACHING ACTIVIT	IES									
if credits are awarded f	for separate compo	nents of	WE	EKLY							
the course, e.g. lectures	, laboratory exercis	es, etc. If	TEA	CHING				CREDIT	S		
the credits are awarded	for the whole of th	e course,	HC	URS							
give the weekly teaching	g hours and the tote	al credits									
		Lectures		4				5			
Add rows if necessary. Th	he organisation of t	eaching									
and the teaching method	ds used are describe	ed in									
detail at (d).											
COURSE TYPE	Specialized gene	eral knowl	edge, s	kills dev	elopmer	nt					
general background,											
special background,											
knowledge, skills											
development											
PREREQUISITE	Introduction to	Business A	dminis	tration,	Microec	onomic	Analysi	s, Quan	titative	Metho	ds in
COURSES:	Economics and I	Managem	ent (I) d	and (II),	Quality I	Manage	ement, (Operatio	onal Res	earch	
LANGUAGE OF	Greek or English	(if require	ed by E	rasmus	students	5)					
INSTRUCTION and	0	· ·									
EXAMINATIONS:											
IS THE COURSE	Yes in English										
OFFERED TO											
FRASMUS											
STUDENTS											
COURSE WEBSITE	https://eclass.p	at <mark>teiwest</mark>	gr/ecla	ss/cour	ses/766	187/					
	111193.// CClu33.p		י <mark>סי</mark> / ככונ	557 0001	, , , , , , , , , , , , , , , , , , , ,	1077					

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 main educational objective of the course is to enable students to apply and combine economic theory and methodology into decision-making practice as well as to use the techniques of economic analysis, administrative science and decision science to solve problems encountered by economic units and, in particular, businesses.

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

Understand how to use decision-making tools in analyzing the impact of various alternative activities

• Use optimization techniques to make business decisions

- Interpret the consumer behavior, estimate demand functions and demand forecasts
- Understand the behavior of the producer by utilizing the production functions
- Explore alternative ways to improve the productivity and efficiency of a production unit
- Know cost theory, evaluate cost functions, and use break-even analysis
- Understand how price is determined in the various forms of the market
- Know and apply the basic principles of risk analysis in business decisions
- Know and apply the basic decision-making principles with uncertainty regarding investments planning

General Competences	
Taking into consideration the general competences that the	e 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	Project planning and management
information, with the use of the necessary technology	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	ata 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

3. SYLLABUS

The course is structured in the following thematic units:

- Methodological approach to the phenomena of the particular sector of economics, the basic pursuit of the consumer and, its interpretation by the enterprise.
- Understanding the core of the production process by determining the ways and the methods wealth is produced and how to maximize the business results. Additional factors taken into account beyond the traditional microeconomic model.
- Production of new wealth, cost and maximization of profit: production process approach, determination and analysis of cost factors, profit of the enterprise and its deeper content.
- Markets' structure and the competitive environment, methods and techniques that companies use to overcome barriers, forecasts for their investment strategy, the institutional and regulatory framework within which they operate.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous)	x	
	Others:		
USE OF INFORMATION AND			
COMMUNICATIONS TECHNOLOGY	Slides	x	
Use of ICT in teaching, laboratory education,	E-class	Х	
communication with students	Virtual (simulated) laboratory		
	training		

TEACHING METHODS	Activity	9	Semester workload	
The manner and methods of teaching are	Lectures		52	1
Lectures, seminars, laboratory practice,	Tutorials			1
fieldwork, study and analysis of bibliography,	Laboratory practice			
tutorials, placements, clinical practice, art	Essay writing		23	
workshop, interactive teaching, educational visits, project, essay writing, artistic creativity.	Seminars			
etc.	Exercises			
	Project			
The student's study hours for each learning	Study and analysis of			
directed study according to the principles of the	bibliography			
ECTS	Placements			
	Clinical practice			
	Art workshop			
	Interactive teaching			
	Educational visits			
	Artistic creativity			
	Unsupervised study		50	
	Others:			
	Total number of hours	125.1	anna (tatal atu dant mank	
	for the Course (25 hours	125 h Logd)	iours (total student work-	
	of work-load per ECTS	1044)		
	credit)			
STUDENT PERFORMANCE				
EVALUATION				_
Description of the evaluation procedure	Written work,			
Language of evaluation. methods of	essay/report			
evaluation, summative or conclusive, multiple	Multiple			
choice questionnaires, short-answer questions,	choice			
open-ended questions, problem solving, written work essay/report oral examination public	questionnaires			_
presentation, laboratory work, clinical	Final exam with			
examination of patient, art interpretation,	Multiple choice			
other	questionnaires			_
Specifically-defined evaluation criteria are	Oral examination			_
given, and if and where they are accessible to	Mid-term exam			
students.	(concluding)		(400/ 0.1 0 1	_
	Final exam with	Х	(40% of the final	
	developing		grade)	
	questions	V	(600/ af 41 - fin - 1	-
	rinai exam with	Х	(00%) of the final	
	problem solving		grade)	_
	Public presentation			4
	Mid-term exam			
	(formative)			4
	Laboratory			
	work/term projects			

5. RECOMMENDED BIBLIOGRAPHY

• Baye M. & Prince J., 2016. Managerial Economics & Business Strategy, 9th Edition. Mcgraw-hill Series Economics

• Salvatore D, 2014. Managerial Economics in a Global Economy, 8th Edition. Oxford University Press

• Mankiw G., Taylor M., Ashwin A., 2016. Business Economics, 2nd Edition. Cengage Learning; UK

Mobile and Pervasive Electronic Commerce (MST_702_1)

COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF E	CONOMIC	S & BUS	SINESS							
ACADEMIC UNIT	MANAGEME	MANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRADUATE										
COURSE CODE	MST_702_1	SEM	ESTER	1 st	2nd	3rd	4 th	5th	6 th	7th	8th
										x	
COURSE TITLE	Mobile and P	ervasive E	lectroni	c Comm	erce						
INDEPENDENT TE	ACHING ACTIV	TIES									
if credits are awarded fo	r separate comp	onents of	WE	EKLY							
the course, e.g. lectures,	laboratory exer	cises, etc.	TEAC	HING				CREDIT	ſS		
course. aive the weekly	teachina hours	and the	НО	URS							
total	credits										
	L:	lectures	3(L),	2(Lab)				5			
La	b: laboratory e	exercises									
	1										
COURSE TYPE	Special Backg	round									
general background, special background											
specialised general											
knowledge, skills											
	Not required										
COURSES	Notrequired										
COORSES.											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO											
ERASMUS											
STUDENTS											
COURSE WEBSITE	Under constr	uction									
(URL)											

2, LEARNING OUTCOMES

Learning outcomes

The main objective of the course is to acquire the appropriate skills for the design, creation and implementation of mobile and diffused e-Commerce applications.

By successfully attending the course the students will be able to:

- are aware of the basic principles of mobile e-commerce,
- know the infrastructure needed to develop and operate mobile e-commerce applications,
- use specialized software to develop mobile apps on Android and iOS,
- Designing secure and reliable e-commerce applications for mobile devices,
- understand the lifetime of a mobile app,
- builds efficient, user-friendly user interfaces e-shop,
- adds popular network features, social features, and location features to mobile ecommerce applications,
- internationalize, test and publish a mobile e-commerce application,

• Understands the basic principles of diffuse e-commerce.

General Competences

- Search, analyze and synthesize data and information, using the necessary technologies
- Teamwork
- Use ecommerce application app creation software

3, SYLLABUS

Basic principles of mobile e-commerce. Design principles for mobile applications. Process flow in mobile applications. Basic principles of Android and iOS operating systems. The ecosystem of mobile e-commerce: consumers, providers, networks. Components of Mobile Ecommerce: Mobile Commerce websites, Mobile Wallets, Mobile Payments, Mobile Coupons and Mobile Vouchers. Applications of mobile e-commerce in the retail, transport and banking sectors. Apps that depend on the user's location. User-Device Interface.

Basic principles of Internet of Things. Diffuse calculation. Smart cities. Basic concepts of diffuse e-commerce. Virtual / Enhanced Reality and E-Commerce.

Create an integrated mobile e-commerce application on an Android or iOS platform.

4, TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc	Face to face Distance learning (asynchronous) Distance learning (synchronous)	x	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Slides E-class Virtual (simulated) laboratory training	X	
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	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacementsClinical practiceArt workshopInteractive teachingEducational visitsArtistic creativityUnsupervised studyTotal number of hoursfor the Course (25 hoursof work-load per ECTS	Semester workload 39 26 26 30 30 30 125 hours (total student work-load)	
STUDENT PERFORMANCE			
--	-------------------------------	-----	
EVALUATION	Written work, essay/report	40%	
Description of the evaluation procedure	Problem solving		
Language of evaluation, methods of	Multiple choice		
evaluation, summative or conclusive, multiple	questionnaires		
choice questionnaires, short-answer questions,	Final exam with Multiple		
written work, essay/report, oral examination,	choice		
public presentation, laboratory work, clinical	questionnaires		
examination of patient, art interpretation,	Oral examination		
other	Mid-term exam (concluding)		
Specifically-defined evaluation criteria are	Final exam with developing	60%	
given, and if and where they are accessible to	questions		
students.	Public presentation		
	Mid-term exam (formative)		
	Laboratory work/term projects		

5, ATTACHED BIBLIOGRAPHY

- Gary P. Schneider, Electronic Commerce, M. Giourdas Publishing.
- Gavalas Damianos. Mobile Technologies: Mobile Web Mobile Apps on the Android Platform Spatial Reality Athens: New Technologies Publishing.

Enterprise Resource Planning Systems (MST_702_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEMEN	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	JNDERGRADUATE										
COURSE CODE	MST_702_2	SE	MESTER		1 st	2nd	3rd	4 th	5th	6 th	7 th	8th
											х	
COURSE TITLE	Enterprise Re	source P	Planning Sy	ys	stems							
INDEPENDENT TEA	CHING ACTIVIT	TIES										
if credits are awarded fo	or separate comp	onents	WEEK	Ľ	Y							
of the course, e.g. lectur	es, laboratory ex	ercises,	TEACH	IN	IG			c	REDITS			
etc. If the credits are av	varded for the wl	nole of	HOUF	RS	5							
the course, give the wee	ekiy teaching nou Loredits	irs ana										
	1.14	ectures	3(1) 2(1	а	h)				5			
Lah	L. lectures		5(1),2(1	-u	~/				5			
Add rows if necessary. Th	ne organisation o	f										
teaching and the teachin	g methods used	are										
described in detail at (d).												
COURSE TYPE	Scientific area	a, skills d	levelopme	en	t							
general background,												
specialised aeneral												
knowledge, skills												
development												
PREREQUISITE	Information S	ystems	Technolog	y,	Data	bases						
COURSES:												
LANGUAGE OF	Greek or Engl	ish (if re	quired by	E	rasmu	is studen	its)					
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under constru	uction										
(URL)												

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

At the end of the course the student will:

- know the technologies on which ERP systems are based on,
- identify and record the business processes,
- implement the business processes reengineering in a business or organization,
- plan to implement an ERP project in a business or organization,
- choose the appropriate ERP system tailored to the needs of the business or organization,
- know precisely all functional sectors of an ERP system,
- know the process of planning the operational resources;
- adapt the production process to the dependent demand for final products,
- Customize the general business processes of an ERP system.

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	Project planning and management
information, with the use of the necessary technology	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
- Production of free, creative and inductive thinking

3. SYLLABUS

The sovereignty of business resource management systems in the marketplace, aiming to exploit business information for the efficient operation of businesses, makes it necessary for students to be trained in them. The course aims at understanding the concepts on which this technology is based, while at the same time to familiarize the student with a business environment simulation.

Specifically, the course "Enterprise Resource Management Systems" includes: description of Integration Information Systems for the management of business resources / information within a unified system of relations between enterprises, employees, customers, suppliers and partners, e-business, Resources (application areas, development methodologies, evaluation, case studies), Integration of Enterprise Applications (architectures, types, evaluation), Customer Relationship Systems (architectures, types, evaluation), Supply Chain Management Systems (architectures, types, evaluation, RFID, Logistics), Learning specialized software for these systems and practical use of the implementation scenarios.

Use of INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students Slides x Teaching described in detail. Slides x Teaching and methods of teaching are described in detail. Slides x Lectures 39 Tutorials Laboratory practice Iboratory practice Escipe in ans Laboratory practice 5 Seminars Exercises 30 Study and analysis of biblingraphy Seminars Froject 30 Study and analysis of biblingraphy Study and analysis of biblingraphy Study and analysis of biblingraphy Placements Interactive teaching Interactive teaching Interactive teaching Correction of the evolucion preduce, tors Yorking, instructive methods of evolucion, summative or conceive. Interactive teaching Placements Interactive teaching Interactive teaching Interactive teaching Correc	DELIVERY Face-to-face. Distance learning. etc.	Face to face		х		
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choice questionality, 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 Multiple choice questions of patient, art interpretation, other Final exam with Specifically-defined evaluation criteria are Multiple choice	evaluation, summative or conclusive, multiple	Problem solving				
work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are Specifically-defined evaluation criteria are	open-ended questions, problem solving, written	Multiple			-	
presentation, laboratory work, clinical examination of patient, art interpretation, questionnaires other Final exam with Specifically-defined evaluation criteria	work, essay/report, oral examination, public	choice				
examination of patient, art interpretation, other Specifically-defined evaluation criteria are Multiple choice	presentation, laboratory work, clinical	questionnaires				
Specifically-defined evaluation criteria are Multiple choice	examination of patient, art interpretation, other	Final exam with			1	
	Specifically-defined evaluation criteria are	Multiple choice				

given, and if and where they are accessible to	questionnaires			
students.	Oral examination			
	Mid-term exam			
	(concluding)			
	Final exam with	Х	(60% of the final	
	developing		grade)	
	questions			
	Public presentation			
	Mid-term exam			
	(formative)			
	Laboratory	x	(30% of the final	
	work/term projects		grade)	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- G. Ioannou, "Integrated Enterprise Resourse Planning Apllication to Microsoft Business Solutions Navision", Ath. Stamoulis editions, ISBN: 960 351 634 1, 2006.
- G. A. Pollalis, A. P. Vozikis, «InformationandEnterpriseResource Planning Systems: Strategies & Applications», Utopia editions, 2009.
- ChainasKostas, «BasicIssuesofEnterpriseResource Planning Systems (E.R.P.)», Giourdas ed., ISBN: 9603874590, 2006.
- Joseph Brady, Ellen Monk, Bret Wagner, (2001), Concepts in Enterprise Resource Planning, Course Technology ISBN: 0619015934.
- Thomas F. Wallace, Michael H. Kremzar, ERP: Making It Happen: The Implementers' Guide to Success with Enterprise Resource PlanningWiley; (July 27, 2001) ISBN: 0471392014.
- DimitrisFolinas, VassilikiManthou, MaroVlachopoulou, Integrated Information Management & ERP Systems, Annikoula Ed., Thessaloniki 2007.

Development of Web and Cloud Based Applications (MST_702_3)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEMEN	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	UNDERGRADUATE										
COURSE CODE	MST_702_3	SE	MESTER		1 st	2nd	3rd	4th	5th	6 th	7 th	8th
											х	
COURSE TITLE	Development	Development of Web			Based	Applicat	ions					
INDEPENDENT TEA	CHING ACTIVIT	TIES										
if credits are awarded fo	or separate comp	onents	WEEK		Y							
of the course, e.g. lectur	es, laboratory ex	ercises,	TEACH	IN	IG			C				
etc. If the credits are av	varded for the wl	hole of	HOU	RS	5							
the course, give the wee	ekly teaching hou Lorodite	irs and										
	1 • 14	ectures	3(1) 2(1	а	h)				5			
Lab	: laboratory ex	5(1),2(1	-u	~,				5				
Add rows if necessary. Th	ne organisation o	f										
teaching and the teachin	g methods used	are										
described in detail at (d).												
COURSE TYPE	specialised ge	eneral kr	nowledge,	sl	kills de	development						
general background,												
special background,												
knowledge, skills												
development												
PREREQUISITE	Information S	ystems	Technolog	y,	Datal	bases, Sc	oftware	Engine	ering in	Practic	e, Objec	t
COURSES:	Oriented Prog	grammin	ig, Algoriti	hr	ns and	d Data St	tructure	s, Struc	tured P	rogram	ming	
LANGUAGE OF	Greek or Engl	ish (if re	quired by	Е	rasmu	s studen	nts)					
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under construction											
(URL)												

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

Upon completion of the course, students will have to acquire theoretical and practical knowledge, understanding and application and analysis capabilities regarding:

- Architectures for the development of client-server and key infrastructure components for web servers.
- Fundamental concepts for the development of web-based systems (state, session, application, request, response).
- Server Side programming using 3rd Generation Languages (PHP).
- CMS systems (eg WordPress, Joomla, Drupal).
- Web application development using CMS systems. Management and Optimization of Applications.
- Frameworks for developing Ajax-based web systems (eg jQuery, Mootools). Rich Internet Applications.
- Development of Internet web systems using .NET (use C #, VB).
- Development of web-based systems using Python and JavaScript.
- .NET Framework Class Library related to the development of web applications & systems.
- Metadata and their management in the development of web-based systems.
- Scalability & Efficiency.
- Web Services technology.

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

information, with the use of the necessary technology	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
- Production of free, creative and inductive thinking

3. SYLLABUS

Objective of the course is to understand and learn all the necessary technologies, programming languages and methods for the development of web-based systems and applications with emphasis on web applications and cloud

computing technologies.

The main goal is to design and deploy systems & dynamic applications of the web, where a significant part of them is running server-side.

Students will acquire the necessary knowledge to develop advanced Web applications through either content management systems (eg Joomla) or the direct use of programming languages such as PHP, ASP .NET.

The goal is also to understand the methods for developing Web 2.0+ systems and applications as well as advanced architectures for the development of Internet based systems and applications (APIs).

Finally, a series of development technologies (Django, Node.js, React, Angular) in different languages (Python, JavaScript) and production technologies (continuous integration, cloud computing technologies, production integration technologies) will be mentioned.

DELIVERY Face-to-face, Distance learning, etc. USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others: Slides E-class Virtual (simulated) laboratory training	x 	
TEACHING METHODS			
IEACHING METHODS The manner and methods of teaching are	Activity	Semester workload	
described in detail.	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography, tutorials placements clinical practice art	Laboratory practice		
workshop, interactive teaching, educational	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc. The student's study hours for each learning	Exercises		
activity are given as well as the hours of non-	Project	30	
directed study according to the principles of the ECTS	Study and analysis of bibliography	36	
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	20	
	Others:		
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hours (total student work- load)	

STUDENT PERFORMANCE	Written work,	Х	(written report with	
EVALUATION	essay/report		oral examination,	
Description of the evaluation procedure			10% of final grade)	
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, or and questions, problem solving written	Multiple choice questionnaires			
work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other	Final exam with Multiple choice questionnaires			
Specifically-defined evaluation criteria are	Oral examination			
given, and if and where they are accessible to students.	Mid-term exam (concluding)			
	Final exam with developing questions	×	(40% of the final grade)	
	Final exam with problem solving	×	(60% of the final grade)	
	Public presentation			
	Mid-term exam (formative)			
	Laboratory work/term projects			

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Fundamentals of Web Development, Randy Connolly & Ricardo Hoar (translation Milios Agamnenon) 1st ed. ISBN: 978-960-512-6902
- Internet & World Wide Web How to Program, 4th Edition, Harvey M. DeitelPaul J. Deitel (translation Samaras Ioannis) ISBN: 978-960-512-612-4
- SAMS TEACH YOURSELF PHP, MYSQL AND APACHE ALL IN ONE, MELONI C. JULIE (translation Metaxas Michael), 5η κδοση, ISBN: 978-960-512-6551
- TEACH YOURSELF AJAX, JAVASCRIPT AND PHP ALL IN ONE, BALLARD PHIL & MONCUR MICHAEL, ISBN: 978-960-512-562-2

Virtual Enterprises and New Technologies (MST_702_4)

COURSE OUTLINE

1, GENERAL

SCHOOL	ECONOMIC S	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION											
ACADEMIC UNIT	MANAGEMEN	CE AND T	ΓE(CHNOL	.0G	iΥ							
LEVEL OF STUDIES	UNDERGRAD	JATE											
COURSE CODE	MST_702_4	SEN	IESTER		1 st	2	nd	3rd	4 th	5th	6 th	7 th	8th
												х	
COURSE TITLE	Virtual Enterp	d New Te	cł	hnologi	ies								
INDEPENDENT TEA if credits are awarded for of the course, e.g. lectury etc. If the credits are av the course, give the wee the tota	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		WE TEA(HC	EE CH DL	KLY HING JRS					CRED	TS		
	L		3	;					5				
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special Backg	Special Background											
PREREQUISITE COURSES:	Not required												
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek												
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes												
COURSE WEBSITE (URL)	Under construction												

2, LEARNING OUTCOMES

Learning outcomes

The course aims to introduce students to the basic concepts of e-commerce through e-business support systems, both from a technological perspective and from business management. In this context, the structure of the course covers the following subjects:

- E-commerce and E-Commerce
- Basic e-business concepts.
- Online retailing.
- B2B e-business.
- Value-added e-commerce services (eg eGov, eHealth)
- Electronic transactions infrastructure (eg Payments, security, privacy protection, etc.).
- New trends in e-commerce and e-commerce (wireless and mobile applications, diffused CPs).
- Business dimension of e-business.

Upon completion of the theoretical and laboratory lectures, students will be able to:

- To acquire the necessary conceptual and theoretical background of e-business, e-commerce and e-commerce,
- Get the skills to help implement e-commerce solutions, and deal effectively with the various practical issues.
- Understand the technological issues related to the development of e-business applications.
- Understand the critical factors and benefits associated with the effective management of UN initiatives. and evaluate an e-business strategy or business model.
- Be informed about recent developments and trends around e-business.
- Be able to evaluate the business extensions of e-business applications management.

General Competences

- Search, analyze and synthesize data and information, using the necessary technologies
- Teamwork

3, SYLLABUS

Introduction to Digital Economy and e-Business.

- Basic Definitions.
- Electronic Commerce vs. EBusiness.
- Models and Applications of B2B (B2B) e-Business.
- B2C-based e-business models and applications.
- Develop an online store.
- Digital marketing.
- Other Value Applications in Digital Economy (Enterprise Portals, eGovernment, Customer Relationship Management CRM).
- Electronic Payment Systems (e-Payment).
- Technologies and Network Infrastructures (Intranets / Extranets, VPNs).
- Security and Protection in e-Business.
- Legislative Framework and Ethics in e-Business.
- Strategic Management of e-Business.
- • New forms of e-business (Mobile and Wireless Business).

DELIVERY Face-to-face, Distance learning, etc.	Face to face	х	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND			
COMMUNICATIONS TECHNOLOGY	Slides		
Use of ICT in teaching, laboratory education,	E-class	Х	
communication with students	Virtual (simulated) laboratory training		
TEACHING METHODS	Activity	Semester workload	
The manner and methods of teaching are described in detail	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice	26	
tutorials, placements, clinical practice, art workshop, interactive teaching, educational	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
otc			

	Evereinen	
The student's study hours for each learning	Exercises	
activity are given as well as the hours of non-	Project	30
directed study according to the principles of	Study and analysis of	
the ECTS	bibliography	
	Placements	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
	Unsupervised study	30
	Others:	
	Total number of hours	125 hours (total student work-
	for the Course (25 hours	load)
	of work-load per ECTS	louuj
	credit)	
EVALUATION	Homework	
Description of the evaluation procedure	Problem solving	
Language of evaluation methods of	Multiple choice	
evaluation, summative or conclusive, multiple	questionnaires	
choice questionnaires, short-answer questions,	Final exam with Multiple	
open-ended questions, problem solving, written work essay/report oral examination	choice	
public presentation, laboratory work, clinical	questionnaires	
examination of patient, art interpretation,	Oral examination	
other	Mid-term exam (concluding)	
Specifically-defined evaluation criteria are	Final exam with developing	60%
given, and if and where they are accessible to	questions	
students.	Public presentation	
	Mid-term exam (formative)	
	Laboratory work/workshop	x
		4 x

5, ATTACHED BIBLIOGRAPHY

- "E-Commerce", G.P. Schneider, A. Giouda Publications, ISBN 9789605126759, 2015
- "E-Commerce", Turban E., King D., Lee J., Liang, T.P., Turban, D., Publishing A. Giourda, 2010

Data Mining and Machine Learning (MST_702_5)

COURSE OUTLINE

1, GENERAL

SCHOOL	ECONOMIC S	CONOMIC SCIENCES & BUSINESS ADMINISTRATION									
ACADEMIC UNIT	MANAGEMEN	/IANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRAD	NDERGRADUATE									
COURSE CODE	MST_702_5	SEN	IESTER	1 st	2nd	3rd	4th	5th	6 th	7th	8th
										х	
COURSE TITLE	TLE Data Mining and Machine Learning										
INDEPENDENT TEA	CHING ACTIVI	TIES									
if credits are awarded fo	or separate com	oonents	WE	EKLY							
of the course, e.g. lecture	es, laboratory ex varded for the w	ercises,	TEA	CHING				CRED	ITS		
the course, give the wee	klv teachina hou	rueu for the whole of ly teaching hours and									
the tota	l credits										
	L: l	ectures	3(L),	2(Lab)				5			
Lab	: laboratory ex	ercises									
COURSE TYPE	Special Backg	round									
general background, special backaround											
specialised general											
knowledge, skills											
	Not required										
COURSES	rotrequired										
COORSES.											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO											
ERASMUS											
STUDENTS	TT 1 .										
COURSE WEBSITE	Under constr	uction									
(URL)											

2, LEARNING OUTCOMES

Learning outcomes
Upon completion of this course, students will be able to:
Understand the basic principles of data mining
 modeling data mining problems in an appropriate mathematical way.
 Compare the efficiency and suitability of different algorithmic techniques to solve a problem.
 have understood the problems of mechanical learning.

- have understood the concepts of learning and generalization
- evaluate the performance of a learning system.
- solve learning problems with supervision and unattended.
- use knowledge mining algorithms through Weka's specialized software.

General Competences

- Search, analyze and synthesize data and information, using the necessary technologies
- Teamwork

3. SYLLABUS

Introduction to data mining, data preparation, data bases, languages and systems of data mining. Description of concepts, characterization and comparison. Extracting correlation rules from large databases. Categorization and prediction. Grouping. Complex data extraction, e.g. text, images, internet. Extracting large sets of data using parallel and distributed environments. How to learn a learning program, learning, learning, classification, interpolation, clustering, correlation rules, combination of multiple models, model / learning evaluation, deep learning and neural networks, mining as an application of engineering learning algorithms, mining work overview, qualitative control in knowledge mining, mining. The Weka software.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	Slides		
COMMUNICATIONS TECHNOLOGY	E-class	Х	
Use of ICT in teaching, laboratory education, communication with students	Virtual (simulated) laboratory		
communication with stadents	training		ļ
TEACHING METHODS	Activity	Semester workload	
	Lectures	39	
	Tutorials		
	Laboratory practice	26	
	Essay writing		
	Seminars		
	Exercises		
	Project	30	
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	30	
	Others:		
	Total number of hours	125 hours (total student	
	for the Course (25 hours	work-load)	
	of work-load per ECTS	work-totuty	
	credit)		

STUDENT PERFORMANCE	Homework	Х	
EVALUATION	Problem solving		
	Multiple choice		
	questionnaires		
	Final exam with Multiple		
	choice		
	questionnaires		
	Oral examination		
	Mid-term exam (concluding)		
	Final exam with developing	60%	
	questions		
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work/workshop	x	

5. ATTACHED BIBLIOGRAPHY

- Margaret Dunham, Data Mining: Introductory and Advanced Knowledge Mining Themes, 2004.
- M. Halkidis, M. Vazirgiannis, Knowledge Mining from Databases and the World Wide Web, 2005.

Information Systems Auditing (MST_702_6)

COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS & BUSINESS												
ACADEMIC UNIT	MANAGEME	MANAGEMENT SCIENCE AND TECHNOLOGY												
LEVEL OF STUDIES	GRADUATE	JRADUATE												
COURSE CODE	MST_702_6	SEN	VESTER		1st	2nd	3rd	4th	5th	6 th	7th	₈ th		
					_		Ŭ			, v	X			
COURSE TITLE	Information S	Auditing												
INDEPENDENT TEA	CHING ACTIV	ITIES												
if credits are awarded fo	or separate com	ponents	WE	EEI	KLY									
of the course, e.g. lectur	es, laboratory ex	TEA	С٢	IING				CRED	ITS					
etc. If the credits are av	varded for the w	hole of	нс	วบ	IRS									
the tota	l credits	urs unu												
	L		3					5						
COURSE TYPE	Special Backg	round												
general background,		-												
special backgrouna, specialised general														
knowledge, skills														
development														
PREREQUISITE	Not required													
COURSES:														
	Greek													
	Vec													
IS THE COURSE	Yes													
UFFERED TU														
STUDENTS														
	Under const	ruction												
(URL)														

2, LEARNING OUTCOMES

Learning outcomes

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

- have a good knowledge of the operation of the Information System control,
- Perform audits in Information Systems,
- use quality standards to certify information security in IP,
- use techniques to organize and optimize Processes / Systems of Information Technology,
- Evaluate risks related to governance and Management of Information Systems.

General Competences

- Search, analyze and synthesize data and information, using the necessary technologies
- Teamwork

3, SYLLABUS

Business processes and standards. Quality systems. Certification of business quality assurance. Comparative assessment. Modern Quality Audit, Quality Standards, ISO 9001/2008 and HACCP, Quality Management System, Responsibilities of Management, Resource Management, Product Implementation, Measurement, Analysis and Improvement, Gap Completion Activity, Matching Activity, quality standards. Greek quality standards - ELOT. Different types of PI control. The importance, objectives and benefits of PS control. Sectoral Frameworks (Industry Frameworks) for operational risk management and their relation to CP control. The operation of CP control in an organization. CP control design (plan and scope, legal and regulatory issues). Required skills (hard and soft IT Audit skills). Technical Issues and Control Mechanisms. Objectives and means of control. Methodologies and control frameworks.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	х	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND			_
COMMUNICATIONS TECHNOLOGY	Slides		-
Use of ICT in teaching, laboratory education, communication with students	E-class	Х	
communication with statemes	Virtual (simulated) laboratory		
TEACHINC METHODS	training		
TEACHING METHODS The manner and methods of teaching are	Activity	Semester workload	
described in detail.	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art	Laboratory practice	26	
workshop, interactive teaching, educational	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Exercises		
The student's study hours for each learning	Project	30	
activity are given as well as the hours of non- directed study according to the principles of	Study and analysis of bibliography		
LITE ECTS	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	30	
	Others:		
	Total number of hours	125 hours (total student work-	
	for the Course (25 hours	load)	
	of work-load per ECTS		
	credit)		

EVALUATION Problem solving Multiple choice
Multiple choice questionnaires Final exam with Multiple choice
questionnaires Final exam with Multiple choice
Final exam with Multiple choice
choice
questionnaires
Oral examination
Mid-term exam (concluding)
Final exam with developing 60%
questions
Public presentation
Mid-term exam (formative)
Laboratory work/workshop x

5. ATTACHED BIBLIOGRAPHY

Katsikas, S., Gritzalis, D., & Gratzalis, S. (2004). Security of Information Systems. Athens: New Technologies Publishing.

Electronic Marketing, Electronic Business Planning and Security Systems (MST_702_7)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	CONOMIC SCIENCES & BUSINESS ADMINISTRATION										
DEPARTMENT	MANAGEMEN	VANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF COURSE	UNDERGRAD	JNDERGRADUATE										
COURSE CODE	MST_702_7	SEME	STER OF		1 st	2nd	3rd	4 th	5th	6 th	7 th	8th
		:	STUDIES								х	
COURSE TITLE	Electronic Ma	onic Marketing, Electronic Business Planning and Security Systems										
INDEPENDENT TEA	ACHING ACTIVI	TIES										
if credits are awarded f	or separate com	ponents	TEACHI	TEACHING								
of the course, e.g. lectur	es, laboratory ex	HOUF	RS				ECT	S CRED	ITS			
the course, give the we	eklv teachina ho	urs and	PER WEEK		К							
the tota	l credits											
	L	ectures	3						5			
Add rows if necessary. T	The organisation											
teaching and the teachi	ng methods used N	i are										
COURSE TYPE	Field of Science											
general background,												
special background,												
knowledge, skills												
development												
PREREQUISITE	Not required											
COURSES:												
TEACHING AND	Greek											
ASSESSMENT		STOCK										
LANGUAGE:												
THE COURSE IS	No											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBPAGE	https://eclass	upatras	.gr/course	s/	BMA5	505/						
(URL)	(URL)											

2. LEARNING OUTCOMES

Leraning 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 involves two major sections.

In the first section we examine the electronic marketing strategy, the e-buyer characteristics, the optimization and the evaluation of e-marketing performance. Specifically, we integrate the business marketing strategies with the e-

business applications' potentials. In this scope, we focus on such marketing concepts and tools, as database marketing, customer segmentation and targeting, the customized product bundle, the on-line direct marketing, the e-payment systems, the customer retention and recalling through the WWW, the mobile phone and other Internet platforms and tools. The objectives are the optimization of business visibility, buyers' accessibility and e-business strategy performance.

The second section discusses principles and basic techniques of information systems and electronic transactions security.

By the end of this course the student should be able to understand:

- The electronic marketing concepts, such as interactivity, personalization-customization and information density.
- The e-business evaluation models, such as value proposition, revenue model, market opportunity.
- The e-business strategy models, such as business-to-consumer, business-to-business, customer-tocustomer, customer-to-business, auctions, reverse auctions, Customer Relationship Management (CRM) Systems, Search Engine Optimization (SEO), etc.
- The optimization of the Web page design, focusing at differentiated marketing communication targets.
- The e-payment systems.
- The optimization of e-business performance.
- The evaluation tools of e-business strategies.
- Understanding of security issues of information systems and electronic transactions.

General Abilities

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	Project planning and management
information, with the use of the necessary technology	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	

At the end of the course the student will be able to:

- Develop a marketing plan in various electronic contexts
- Develop and manage a business webpage and presence
- Develop and manage various social network and on-line communities
- Use various e-business performance optimization and evaluation tools and models
- Understanding of security issues of information systems and electronic transactions.

3. COURSE CONTENT

- E-commerce, basic concepts and tools
- Major e-business models
- Internet and WWW characteristics and potentials
- Organizing the E-business presence
- Management of social networks and electronic communities
- Criteria and tools of the e-business performance optimization
- Evaluation of e-business strategy
- Introduction to cryptography and protection of personal data.
- Basic principles of information and communication systems security.

TEACHING METHOD Face-to-face. Distance learnina. etc	Face to face		X					
	Distance learning (asynchronous)							
	Distance learning (synchronous)							
	Others [.]							
USE OF INFORMATION AND	others.							
COMMUNICATION TECHNOLOGIES	Slides		x					
Use of ICT in teaching, laboratory education,	E-class		x					
communication with students	Virtual (simulated) laborato	ry						
	training							
	Δραστηριότητα		Φόρτος Εργασίας Εξαμήνου					
the manner and methods of teaching are described in detail.	Lectures		39					
Lectures, seminars, laboratory practice,								
fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art	Eaboratory practice							
workshop, interactive teaching, educational	Seminars							
visits, project, essay writing, artistic creativity, etc.	Exercises							
	Project		26					
The student's study hours for each learning activity are given as well as the hours of non-	Study and analysis of							
directed study according to the principles of	bibliography							
the ECTS	Placements							
	Interactive teaching							
	Educational visits							
			60					
	Others:		00					
	Total number of hours							
	for the Course (25 hours	125	125 hours (total student work-load)					
	of work-load per ECTS							
	credit)							
STUDENT ASSESSEMENT			1					
Description of the evaluation procedure	Workshops Decklose cabeirs							
Language of evaluation, methods of	Problem solving							
choice questionnaires, short-answer questions,	choice							
open-ended questions, problem solving,	questionnaires							
public presentation, laboratory work, clinical	Final exam with							
examination of patient, art interpretation,	Multiple choice							
other	questionnaires							
Specifically-defined evaluation criteria are	Oral examination							
given, and if and where they are accessible to students.	Mid-term exam							
	(concluding) Final exam with	v						
	developing	^	(60% of the final grade)					
	questions							
	Public presentation							
	Mid-term exam							
	(formative)							
	Laboratory work/term projects	X	(40% of the final grade)					

4. TEACHING AND LEARNING METHODS - ASSESSMENT

5. RECOMMENDED LITERATURE

- eMarketing in the Internet, G. Siomkos and I. Tsiamis, 1st edition, 2015, LIVANIS Publications (in Greek).
- eCommerce and Marketing, Vlachopoulou M and Dimitriadis S., 1st edition, 2013, ROSILI Publications.
- Digital enterprises and eCommerce: Strategy, Implementation and Application, Dave Chaffey, 1st edition, 2016. KLEIDARITHOS Publications (in Greek, also in English).
- General Marketing Principles and eCommerce, C. Skiadas and M. Markaki, 1st edition, 2001, Papasotiriou Publications (in Greek).
- Notes of lecturers and slides in Greek.

Business Networks (MST_702_8)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEMEN	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	JNDERGRADUATE										
COURSE CODE	MST_702_8	SE	MESTER		1 st	2nd	3rd	4 th	5th	6 th	7 th	8th
											х	
COURSE TITLE	Business Netv	works										
INDEPENDENT TEA	CHING ACTIVI	TIES										
if credits are awarded fo	or separate comp	onents	WEEK	WEEKLY								
of the course, e.g. lectur	es, laboratory ex	ercises,	TEACHING CREDITS									
etc. If the credits are an	varded for the wi	iole of	HOUF	٢S	;							
the tota	l credits	iis unu										
	L: le	ectures	3(L),2(L	a	b)				5			
Lab	: laboratory ex	ercises										
Add rows if necessary. Th	ne organisation o	f										
teaching and the teachin	g methods used	are										
aescribea în aetali at (a).	Scientific area	م دانالد م			+							
aeneral backaround	Scientific area	Scientific area, skills development										
special background,												
specialised general												
knowledge, skills development												
PREREOUISITE	Introduction	o Comp	uter Scien	се	. Infor	mation	Systems	Techno	oloav			
COURSES:					,,.		.,					
LANGUAGE OF	Greek or English (if required by Erasmus students)											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under constru	uction										
(URL)												

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

Upon completion of the course, students will have to acquire theoretical and practical knowledge, understanding and application and analysis

capabilities regarding:

- the basic principles of network design, communication protocols and architectures of computer networks, as well as modern trends
- Analysis and design of computer networks
- principles of structured cabling
- the usefulness of the OSI / ISO standard to monitor the operation of the various protocols
- Network technologies such as Ethernet networks
- maintenance and management of computer networks
- basic practices in computer network technology, mainly from the point of view of the user of networked information systems within a business
- Explaining the concepts of IP Address, Subnet Mask, MAC Address, and Port
- Classification of networks based on connection type, geographic scale and operation model
- Network IP, Broadcast IP, IP range,
- Assessing whether a business network is suited to the needs of an enterprise in terms of the number of computing devices and / or subnetworks
- developing a network taking into account the needs of the company in a number of subnetworks and / or a number of computing devices per subnet

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 andProject planning and management

	reject planning and management
information, with the use of the necessary technology	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
- Production of free, creative and inductive thinking

3. SYLLABUS

Computer networks are one of the most important areas of research in Computer Science and Technology. They are (through the Internet) one of the most important levers of the modern world economy, with a very large penetration of the population of the developed countries.

The rapid development of technology in modern times is mainly due to the development of computer networks and the convergence of Information and Communication Technologies and has the effect of making changes in important areas of life, education, work, society in general. Although technological progress is extremely fast in relation to computer networks (satellite communications, wireless networks, the Internet), the basic principles of the networks remain topical and training is needed for every executive of a modern enterprise involved in processes network design, deployment and management, as well as network application development.

The main purpose of the course is to learn the basic principles of network design, communication protocols and computer network architectures, as well as modern trends.

In this context, acquiring basic knowledge about computer communication networks is an important resource for graduates of the department.

DELIVERY			
Face-to-face, Distance learning, etc.	Face to face	x	4
	Distance learning		
	(asynchronous)		
	Distance learning		
	Distance learning		
	(synchronous)		-
	Others:		
USE OF INFORMATION AND			_
COMMUNICATIONS TECHNOLOGY	Slides	x	
Use of ICT in teaching, laboratory education,	E-class	X	
communication with students	Virtual (simulated) laboratory		
	training		
	Activity	Semester workload	
The manner and methods of teaching are described in detail	Lectures	39	
Lectures, seminars, laboratory practice,	Tutorials		
fieldwork, study and analysis of bibliography,	Laboratory practice		
tutorials, placements, clinical practice, art	Essay writing		
visits, project, essay writing, artistic creativity,	Seminars		
etc.	Exercises		
The student's study hours for each learning	Project	30	
directed study according to the principles of the FCTS	Study and analysis of bibliography	36	
2015	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	20	
	Others:		
	Total number of hours	125 hours (total student work	1
	for the Course (25 hours	125 nours (lotal student Work- load)	
	of work-load per ECTS		
	credit)		

STUDENT PERFORMANCE			
EVALUATION Description of the evaluation procedure	Workshops	Х	(written report, 10% of final grade)
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.	Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding)		
	Final exam with developing questions	Х	(60% of the final grade)
	Mid-term exam (formative)		
	Laboratory work/term projects	Х	(30% of the final grade)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- DouglasE. Comer, «Networksand ComputerNetworks and Internet apllications», 4th ed., Kleidarithmos pubs, 2007
- WalrandJean, MiltiadisAnagnostou, «Communivcation Networks», 1stedition, Papasotiriou pubs., 1997
- AndrewS. Tanenbaum, DavidJ. Wetherall, «Computer Networks», 5th edition, Kleidarithmos, 2011

Research Methodology (MST_801_1)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION											
ТМНМА	MANAGEMEI	MANAGEMENT SCIENCE & TECHNOLOGY										
STUDY LEVEL	UNDERGRADUATE											
COURSE CODE	MST_801_1	SEN	AESTER		1st	2nd	٦rd	₄th	₅th	6th	7th	8th
					-	-	Ŭ		J			x
COURSE TITLE	Research Me	thodolog	у					<u>.</u>	-			
TEACHING	ACTIVITIES											
if credits are awarded fo	or separate com	ponents										
of the course, e.g. lectur	es, laboratory ex	kercises,	нои	Rs	/WEEk	c			ECT	s		
etc. If the credits are av	varded for the w	hole of			,	-				-		
the course, give the wee the tota	ekiy teaching ho l credits	urs and										
	L:	lectures	4(L)	, 1	L(Lab)				5			
Lab: laboratory exercises												
Add rows if necessary. The second sec	he organisation	of										
teaching and the teaching	ig methods used	are										
described in detail at (d)												
	specialised ge	eneral kn	owledge	, s	KIIIS de	velopn	nent					
special background,												
specialised general												
knowledge, skills												
	Notroquired											
PREREQUISITES:	Not required											
	Crook And /O	r Englich	(English)	Тс			alivorad	1)				
	Greek And/O	renglish	(English	re	erms Al	ways L	envered)				
	Vee In English											
	res in English	Yes In English										
TO ERASMUS												
COURSE URL	https://eclass	nttps://eclass.pat.teiwest.gr/eclass/courses/766171/										

2. LEARNING OUTCOMES

Learning outcomes

The course content aims to equip students with the knowledge necessary to complete a research project from conception of the research subject to the final report.

Upon successful completion of the course the student should:

- Understands the purpose and objectives of educational research.
- It raises clear research questions and hypotheses.
- Recognize and select the main research strategies to achieve a coherent research design.
- Recognize the different types of data and understand the impact of the data type on the choice of analytical methods.
- Understands the methodology and method of data collection.
- Produce and use questionnaires.
- Ensures validity and reliability.
- Understands ethical issues at every stage of the research and knows the approaches that will help him / her to address them.
- Writes and presents a research proposal.

GENERAL ABILITIES

As classified in Diploma Supplement

- Search, analyze and synthesize data and information using the necessary technologies
- Independent Work & Teamwork
- Work in an interdisciplinary environment
- Decision making
- Exercising critical viewing and self-criticism
- Promote free, creative and inductive thinking

3. SYLLABUS

- Introduction to educational research
- Recognition of the research problem
- Review of bibliography
- Data and variables
- Complex measures in quantitative research: Indicators, scales and dimensions
- Sampling
- Data collection construction of questionnaires
- Use of secondary data
- Collection of primary data by observation
- Analysis of qualitative data
- Quantitative data analysis
- Summary
- 13. Presentations of term projects

4. Teaching and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
USE OF INFORMATION AND	-		
COMMUNICATIONS TECHNOLOGY	Slides	x	
Use of ICT in teaching, laboratory education,	E-class	Х	
communication with stadents	Virtual (simulated) laboratory		
	training		
TEACHING METHODS The manner and methods of teaching are described in detail.	Activity	WorkLoad (h) per Semester	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,	Activity Lectures	WorkLoad (h) per Semester 53	
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	Activity Lectures Tutorials	WorkLoad (h) per Semester 53	
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	Activity Lectures Tutorials Laboratory practice	WorkLoad (h) per Semester 53 26	
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,	Activity Lectures Tutorials Laboratory practice Essay writing	WorkLoad (h) per Semester 53 26	
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.	Activity Lectures Tutorials Laboratory practice Essay writing Seminars	WorkLoad (h) per Semester 53 26	
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 Lectures Tutorials Laboratory practice Essay writing Seminars Exercises	WorkLoad (h) per Semester 53 26	
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-	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProject	WorkLoad (h) per Semester 53 26	
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	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliography	WorkLoad (h) per Semester 53 26 26 20	
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	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyBlacements	WorkLoad (h) per Semester 53 26 26 20	
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	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis ofbibliographyPlacementsClinical practice	WorkLoad (h) per Semester 53 26 20	

	Art workshop Interactive teaching Educational visits Artistic creativity Unsupervised study Others:		26
	for the Course (25 hours of work-load per ECTS credit)	rs 125 hours load)	s (total student work-
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.	An overall mark of at least Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions	t 50% obtained by:	(Multiple choice questions, comparative evaluation of theory comprehension,60% of the final grade)
	Mid-term exam (formative)	x	
	work/term projects	Λ	(40% of the final grade)

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography :

- Creswell JW (2014). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Pearson Education.
- Gay LR, Mills G, Airasian P (2017). Educational Research: Competencies for Analysis and Applications. Pearson Education.
- Cohen L, Manion L, Morrison K. (2013). Research Methods in Education. Routledge.
- Babbie E (2011). Introduction to Social Research. Wadsworth Cengage learning
- Gall M, Borg W, Gall J (1996). Educational research: an introduction. Longman.

Supply Chain Management (MST_801_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRADUATE										
COURSE CODE	MST_801_2	SEN	IESTER	1 st	2nd	3rd	4 th	5th	6 th	7 th	8 th
											х
COURSE TITLE	Supply Chain N	/lanagem	ent								
INDEPENDENT TE	ACHING ACTIVIT	IES									
if credits are awarded fo	r separate compoi	nents of	WEE	KLY							
the course, e.g. lectures, l	aboratory exercise	es, etc. If	TEAC	HING				CREDIT	S		
the credits are awarded for	or the whole of the	e course,	HOU	JRS							
give the weekly teaching	hours and the toto	al credits	a (1) a					_			
	L:	ectures	3(L), 1	.(De),				5			
De: D	emonstrated ex	cercises	T(L	ad)							
L	ab: laboratory e	xercises									
Add rows if possessory. Th	a arganization of t										
and the teaching method	e organisation of t s used are describ	euching ed in									
detail at (d).		cum									
COURSE TYPE	Specialized ger	neral kno	wledge,	skills de	velopme	nt					
general background,			0,		•						
special background,											
specialised general											
development											
PREREQUISITE	Introduction to	Business	Adminis	stration,	Introdu	ction to	Marke	ting, Qι	iantitati	ive Meti	hods in
COURSES:	Economics and	l Manage	ment (I)	and (II),	Quality	Manag	ement,	Operat	ional Re	search,	
	Operations Ma	inagemei	nt								
LANGUAGE OF	Greek or Englis	sh (if requ	ired by I	Frasmus	student	:s)					
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	YES in English										
OFFERED TO											
ERASMUS STUDENTS											
COURSE WEBSITE	http://eclass. <mark>t</mark>	<mark>eipat.gr</mark> /e	eclass/co	urses/7	66126/						
(URL)	http://eclass. <mark>t</mark>	eipat.gr/e	eclass/co	urses/7	56125/						

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 main educational objective of the course is the student to understand the need for an enterprise to operate within an integrated supply chain, in order to satisfy the needs of final customers in the modern globalized environment in the most efficient and effective way.

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

recognize the need for a business to operate in an integrated supply chain

•	be familiar with the basic concepts of Supply Chain Management, structural elements and flows of a supply						
	chain						
•	understand that it is the final customer's behavior that after all stimulates the supply chain						
•	analyze how supply chain management strategies are linked to value creation						
•	explore the ways in which cost information can generate more value						
•	identify supply chain activities that do not create value to the customer						
•	explain the ways that supply chain compete through the management of tolerance time						
•	be aware of the flow planning and implementation processes in a centralized enterprise and among						
	partners in a supply chain						
•	analyze the options for tackling bad coordination in the retail supply chain						
•	be aware of the different types of relationships between companies in the chain supply management, as						
	well as the potential benefits and difficulties of supply chain relationships						
•	explore ways in which broader relationships can be established between trading partners in the supply						
	chain						
•	analyze, model and solve problems with the use of spreadsheets (and The Management Scientist, LINDO)						
	about the design of a supply chain and the cycle inventory management within a supply chain						
Ge	eral Competences						
Tak	into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear what which of the following does the course sim?						
Seal	ch for, analysis and synthesis of data and Project planning and management						
info	mation, with the use of the necessary technology Respect for difference and multiculturalism						
Dec	ion-making Showing social, professional and ethical responsibility and sensitivity to gender issues						
Wo	ring independently Criticism and self-criticism						
Tea. Woi	n work Production of free, creative and inductive thinking xina in an international environment						
Woi	xing in an interdisciplinary environment Others						
Woi Proc	king in an interdisciplinary environment Others uction of new research ideas						
Woi Proc	king in an interdisciplinary environment Others uction of new research ideas Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to now situations						
Wol Proc	king in an interdisciplinary environment Others uction of new research ideas Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Desision making						
Woi Proc •	King in an interdisciplinary environment Others uction 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 Wto bit is in here the the						
Wol Proc • •	king in an interdisciplinary environment Others uction 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						
Wol Proc • •	king in an interdisciplinary environment Others uction 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						
Wol Prod • • •	king in an interdisciplinary environment Others uction 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 Working in an international environment						
Wol Prod • • •	king in an interdisciplinary environment Others auction 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 Working in an international environment Working in an interdisciplinary environment						
Wol Prod • • • •	king in an interdisciplinary environment Others auction 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 Working in an international environment Working in an international environment Production of new research ideas						
Wol Proc • • • • •	king in an interdisciplinary environment Others auction 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management						
Woi Proc • • • • • • • • • • • • • •	king in an interdisciplinary environment Others auction 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking						
Wool Proof • • • • • • • • • • • • • • • • • •	king in an interdisciplinary environment Others uction 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking						
Wool Proc • • • • • • • • • • • • • • • • • • •	sing in an interdisciplinary environment Others uction 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking SYLLABUS course is structured in the following thematic units:						
Wool Proc • • • • • • • • • • • • • • • • • • •	ding in an interdisciplinary environment Others uction 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking SYLLABUS course is structured in the following thematic units: Introduction to Supply Chain Management - Materials and information flow						
Wool Proc • • • • • • • • • • • • • • • • • • •	ding in an interdisciplinary environment Others uction 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 Working in an international environment Working in an international environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking SYLLABUS course is structured in the following thematic units: Introduction to Supply Chain Management - Materials and information flow Supply Chain Management and Competitive Strategy						
Wool Proc • • • • • • • • • • • • • • • • • • •	ding in an interdisciplinary environment Others uction 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 Working in an international environment Working in an international environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking SYLLABUS course is structured in the following thematic units: Introduction to Supply Chain Management - Materials and information flow Supply chain management and competitive Strategy Supply chain management and customer value - Customer service and customer retention- Defining						
Woo Proc • • • • • • • • • • • • • • • • • • •	ding in an interdisciplinary environment Others uction 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking StlLABUS course is structured in the following thematic units: Introduction to Supply Chain Management - Materials and information flow Supply chain management and competitive Strategy Supply chain management and customer value - Customer service and customer retention- Defining						
Wool Proce • • • • • • • • • • • • • • • • • • •	ding in an interdisciplinary environment Others uction 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 Working in an international environment Working in an international environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking StlLABUS course is structured in the following thematic units: Introduction to Supply Chain Management and Competitive Strategy Supply chain management and customer value - Customer service and customer retention- Defining customer service objectives Distribution channels as value-added systems						
Wool Proce • • • • • • • • • • • • • • • • • • •	ding in an interdisciplinary environment Others uction 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking Sourse is structured in the following thematic units: Introduction to Supply Chain Management - Materials and information flow Supply chain management and Competitive Strategy Supply chain management and customer value - Customer service and customer retention- Defining Supply chain management and customer value - Customer service and customer retention- Defining Supply chain management and customer value - Customer service and customer retention- Defining Customer service objectives Distribution channels as value-added systems Measuring the cost and performance of supply chains - Customer profitability analysis - Direct product						
Wool Proc • • • • • • • • • • • • • • • • • • •	ding in an interdisciplinary environment Others Lattion 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking SYLLABUS course is structured in the following thematic units: Introduction to Supply Chain Management - Materials and information flow Supply chain management and competitive Strategy Supply chain management and customer value - Customer service and customer retention- Defining customer service objectives Distribution channels as value-added systems Measuring the cost and performance of supply chains - Customer profitability analysis - Direct product profitability - Cost drivers and activity-based costing						
Wool Proce • • • • • • • • • • • • • • • • • • •	and in an interdisciplinary environment Others aution 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 Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking SYLLABUS course is structured in the following thematic units: Introduction to Supply Chain Management - Materials and information flow Supply Chain Management and Competitive Strategy Supply Chain Management and Customer value - Customer service and customer retention- Defining customer service objectives Distribution channels as value-added systems Measuring the cost and performance of supply chains - Customer profitability analysis - Direct product profitability - Cost drivers and activity-based costing Matching supply and demand - Forecast for capacity, execute against demand - Demand management and						

- creating the responsive supply chain– Product 'push' versus demand 'pull'- The foundations of agility A routemap to responsiveness
- Strategic Time Management Satisfaction Time-Based Competition
- The synchronous supply chain The extended enterprise and the virtual supply chain

- Complexity and the supply chain, Sources and Cost of complexity, Mastering complexity
- Managing risk in the supply chain
- Supply chain network design: purpose, basic concepts, required data, expected results, modeling and problem solving in PC
- Cycle inventory management: purpose, key concepts, Economic Order Quantity EOQ, Cycle inventory management costs, Economic Order Quantity for multiple products, Economic Order Quantity determination in a 2-tier supply chain, modeling and problem solving in PC

DELIVERY	Face to face			х	
	Distance learning				
	(asynchronous)				
	Distance learning				
	(synchronous)				
	Othors				
LISE OF INFORMATION AND	Others.				
COMMUNICATIONS TECHNOLOGY	Slides			х	
Use of ICT in teaching, laboratory education,	E-class			Х	
communication with students	Virtual (simulated) labor	atory			
	training		-		-
TEACHING METHODS The manner and methods of teaching are	Activity		Seme	ester workload	_
described in detail.	Lectures			39	_
Lectures, seminars, laboratory practice, fieldwork study and analysis of hibliography				10	
tutorials, placements, clinical practice, art	Eaboratory practice			20	_
workshop, interactive teaching, educational	Seminars			20	
etc.	Exercises				
	Project				
The student's study hours for each learning activity are given as well as the hours of non-	Study and analysis of		13		
directed study according to the principles of the	bibliography		15		
ECTS	Placements				
	Art workshop				
	Interactive teaching				-
	Educational visits				
	Artistic creativity				
	Unsupervised study			40	
	Others:				_
	Total number of hours		125 hours	(total student work-	
	for the Course (25 hour	rs	load)		
	of work-load per ECTS				
STUDENT PERFORMANCE	creaty				
EVALUATION	Workshops				
Description of the evaluation procedure	Final exam with		Х	(20% of the final	
Language of evaluation, methods of	problem solving			grade)	
evaluation, summative or conclusive, multiple	Multiple				
crioice questionnaires, short-answer questions, open-ended questions, problem solving, written	choice				
work, essay/report, oral examination, public	questionnaires				_
presentation, laboratory work, clinical examination of patient, art interpretation	Final exam with				
other	questionnaires				
	questionnunes			1	1

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Oral examination			-
	Mid-term exam			
	(concluding)			-
	Final exam with	Х	(80% of the final	
	developing		grade)	
	questions		gruue)	
	Public presentation			
	Mid-term exam			
	(formative)			
	Laboratory			
	work/term projects			

5. RECOMMENDED BIBLIOGRAPHY

- Christopher, M., 2016. Logistics και Supply Chain Management. 5th Edition. Pearson.
- Harrison A. & van Hoek R, 2014. Logistics Management and Strategy 5th edition: Competing through the Supply Chain 5th Edition. Pearson.
- Chopra S. & Meindl P., 2012. Supply Chain Management 5th Edition. Pearson.
- Bowersox D., Closs D., Cooper M. & Bowersox J., 2012. Supply Chain Logistics Management 4th Edition. McGraw-Hill Education.

English V – Advanced Academic Business English (MST_801_3)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMICS AND BUSINESS									
ACADEMIC UNIT	MANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRADUATE									
COURSE CODE	MST_801_3		SEMESTER	1 st	2 nd 3	3rd 4	th 5th	۲ 6 th	7 th	8 th
							_			
										X
COURSE TITLE	English V – A	dvanced Acade	mic Business E	nglisl	h					
INDEPENDENT TEACH	ING ACTIVITIES	5								
if credits are awarded for separate co	omponents of the	e course, e.g.	WEEKLY							
lectures, laboratory exercises, etc. If t	he credits are aw	varded for the	TEACHING	j			CRED	DITS		
whole of the course, give the weekly credits	teaching nours o	ana the total	HOURS							
		Lectures	4				5			
		Leotares	•							
Add rows if necessary. The organisation	n of teaching and	d the teaching								
methods used are described in detail a	t (d).									
COURSE TYPE	specialised ge	eneral knowled	lge, skills devel	opme	ent					
general background,										
special background, specialised general knowledge_skills development										
PREREOUISITE COURSES:	No prereguis	ite course: It is	recommended	l that	stude	nts w	ho ar	e inte	rest	ed in
	the course ha	ive a B1 / B2 le	vel of language	e prof	ficienc	y for s	succes	sful		
	completion o	f the course.	0 0	•						
LANGUAGE OF INSTRUCTION	English									
and EXAMINATIONS:	-									
IS THE COURSE OFFERED TO	Yes									
ERASMUS STUDENTS										
COURSE WEBSITE (URL)	https://eclass	s.upatras.gr/co	urses/BMA483	/						

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 purpose of this course is to introduce students to the subject of Business Culture and in particular to the study of terminology in the disciplines of administrative science and information technology while covering the key features of intercultural communication. It explores basic cultural dimensions and examines selected case studies. Emphasis is also placed on non-verbal communication while enriching vocabulary in Business terminology.

At the end of this course the student will have:

- deepen its knowledge of the English language by practicing the four basic skills.
- taught the importance of business communication
- deepen the concept of culture and intercultural communication by learning its basic concepts
- acquired knowledge of the most important theoretical representatives of intercultural
- communication and have studied their key positions.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	
Production of new research ideas	Others

- Adapting to new situations
- Decision-making
- 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

Other: At the end of this course the student will have developed the following general competencies: The ability to demonstrate knowledge and understanding of the concepts, theories and applications studied in the course related to the theory of Intercultural Business Communication. The skills required for its continued academic and professional development in the teaching of English as a Foreign Language and of English for General Academic and Business Purposes. The ability to converse on issues related to operational or interdisciplinary issues.

3. SYLLABUS

- The Importance of Culture
- Cultural Dimensions (Survey of Research; Hall, Hofstede, Mole, Trompenaars)
- Types and stereotypes
- Profiling national cultures
- Profiling corporate cultures
- Profiling group cultures
- Culture and Communication

DELIVERY Face-to-face, Distance learning, etc.	Face to face	Х	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		L

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students Silides ISIDENT PERFORMANCE EVALUATION Silides TEACHING METHODS Virtual (simulated) laboratory training The manner and methods of teaching are described in detail. Activity Lectures, seminars, laboratory practice, workshop, interactive teaching, educationat workshop, interactive teaching, educationat etc. Semester workl Lectures 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 ECT3 Study and analysis of bibliography 20 Placements Clinical practice Art workshop Interactive teaching Educational visits 125 hours (total student load) Total number of hours for the Course (25 hours of work-load per ECTS credit) 125 hours (total student load)	oad
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	syllabus
which is distributed students at the best	tothe
Language of evaluation, methods of	- Intring
evaluation, summative or conclusive, multiple announced in the semicater and announced in the e	-class of
open-ended questions, problem solving, written the course.	0.000 0.
work, essay/report, oral examination, public presentation laboratory work clinical Oral exam	
examination of patient, art interpretation, Public Presentation x 10%	
other Problem solving	
Specifically-defined evaluation criteria are Progress with development	
given, and if and where they are accessible to questions (concluding)	
students. Laboratory work	
Clinical Patient Examination	
Progress exam with	
development questions	
Artistic Interpretation	
Written examination with	
multiple choice queries	
Written report / report /	
work	
Progress exam with	
multiple choice queries	
Other: Attendance and participation: 10%	
- Utley, D., Intercultural Resource Pack Intercultural communication resources for language teachers. Cambridge University Press, 2011
- Pilbeam, A., Working Across Cultures, Market Leader. Pearson Longman, 2010
- Gibson, R., Intercultural Business Communication. Oxford University Press, 2002
- Chaney, L. & Martin, J., Intercultural Business Communication. Pearson International Edition, 2013
- Dignen, B., Working Across Cultures, Cambridge University press, 2010

Project Management (MST_801_4)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMICS	ECONOMICS AND BUSINESS											
ACADEMIC UNIT	MANAGEMEN	NT SCIEN	ICE AND T	EC	CHNO	LOGY							
LEVEL OF STUDIES	UNDERGRAD	UATE											
COURSE CODE	MST_801_4	SE	MESTER		1st	2nd	3rd	4th	5th	6 th	7th	8th	
					_						-	x	
COURSE TITLE	Project Mana	gement											
INDEPENDENT TEACHING ACTIVITIES													
if credits are awarded fo	credits are awarded for separate components			WEEKLY									
of the course, e.g. lecture	es, laboratory ex	TEACHING CREDITS											
etc. If the credits are aw	are awarded for the whole of			25	-								
the course, give the wee	ekly teaching hou Lang dite												
the total		cturoc	2			5							
	Le	cluies	5			J							
Add rows if necessary Th	he organisation o	of											
teaching and the teaching methods used are													
described in detail at (d).		u. c											
COURSE TYPE	Field of scien	се											
general background,													
special background,													
specialised general													
development													
PREREOUISITE	Not required												
COURSES:													
LANGUAGE OF	Greek												
INSTRUCTION and													
EXAMINATIONS:													
IS THE COURSE	Yes												
OFFERED TO													
ERASMUS													
STUDENTS													
COURSE WEBSITE	Under constr	uction											
(URL)													

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									
Upon successful completion of this course, students will be able to:									
 perceive project management as a distinct area of management science and to understand the impact that it can have on firms and organizations of all kinds and sizes 									
 fully understand all aspects of a project, beginning with the formulation of a project-centric strategy going through to the successful completion of a project 									
 be able to use a set of tools and techniques applied by project managers during the various stages of a project develop realistic plans when designing a project 									
 take advantage of the potential provided by software tools in designing, implementing and monitoring a project 									
 assess the risks and uncertainties of the created and implemented 	 assess the risks and uncertainties of the current business environment within which most projects are designed and implemented 								
General Competences Taking into consideration the general competences that the below), at which of the following does the course aim?	he degree-holder must acquire (as these appear in the Diploma Supplement and appear								
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Search for, analysis and synthesis of data and information, with the use of the necessary technology								
Adapting to new situations	Adapting to new situations								
Decision-making	Decision-making Manufaction in demonstration								
Team work	Vorking independently Team work								
Working in an international environment	Working in an international environment								
Working in an interdisciplinary environment	Working in an interdisciplinary environment								
Production of new research ideas	Production of new research ideas								
 Design and project management 									
Decision making									
Autonomous work									
Critical thinking and self-critique									

3. SYLLABUS

Project management has been an important sub-field of operational research. However, it is no longer just about the management of the sequence of events and actions required for the timely completion of a project. That is, modern project management does not only relate to time-optimization and Gannt diagrams. The current goals of project management also include systematic input from the project owner-client, the creation of a disciplined prioritization of the whole process, concurrent work on all aspects of project, as well as a series of other topics in order to create a realistic and holistic approach. In this sense, project management is a kind of a "meeting point" for decision-making, operational research, statistics, information technology, accounting, economics and total quality management. Given that many firms now operate using a project-based, that is, a great part of their operations that create added value are based on projects, it is very important to elaborate on current project management topics and approaches.

Attending this course, students will be asked to use a realistic and holistic approach to project management, and to acquaint themselves with current relevant techniques and tools. Students will need to develop skills to systematically control issues that arise during the project definition and design stages, as well as issues related to organizing, staffing, time and economics planning, as well as skills to assess a project's outcome.

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning	x	
	(synchronous) Others:		
USE OF INFORMATION AND	1		
COMMUNICATIONS TECHNOLOGY	Slides		
Use of ICT in teaching, laboratory education,	E-class	Х	

communication with statents	Virtual (simulated) laboratory training		
TEACHING METHODS	Activity	Semester workload	4
The manner and methods of teaching are	Lectures	39	
described in detail.	Tutorials		
Lectures, seminars, laboratory practice, fieldwork study and analysis of hibliography	Laboratory practice		
tutorials, placements, clinical practice, art	Essay writing		
workshop, interactive teaching, educational	Seminars		
visits, project, essay writing, artistic creativity,	Exercises		
etc.	Project		
The student's study hours for each learning	Study and analysis of		
activity are given as well as the hours of non-	bibliography		
directed study according to the principles of the	Final Exams		
ECIS	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study	86	
	Others:		
	Total number of hours		
	for the Course (25 hours	125 hours (total student work-	
	of work-load per ECTS	load)	
	• , •••••••••••••••••••••••••••••••••••		
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STUDENT PERFORMANCE	credit)		
STUDENT PERFORMANCE EVALUATION	credit)]
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	Workshops]
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STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation summative or conclusive multiple	credit) Workshops Problem solving Multiple choice		
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions,	credit) Workshops Problem solving Multiple choice questionnaires		
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	credit) Workshops Problem solving Multiple choice questionnaires Final exam with		
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 procentation	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice		
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.	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires		
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	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination		
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	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam		
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 aiven, and if and where they are accessible to	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding)		
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.	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with		
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.	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing	X (75% of the final	
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.	credit) Workshops Problem solving Multiple choice questionnaires Final exam with Multiple choice questionnaires Oral examination Mid-term exam (concluding) Final exam with developing questions	X (75% of the final grade)	
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.	credit)WorkshopsProblem solvingMultiplechoicequestionnairesFinal exam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestionsPublic presentation	X (75% of the final grade)	
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.	credit)WorkshopsProblem solvingMultiplechoicequestionnairesFinal exam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestionsPublic presentationMid-term exam	X (75% of the final grade)	
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.	credit)WorkshopsProblem solvingMultiplechoicequestionnairesFinal exam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestionsPublic presentationMid-term exam(formative)	X (75% of the final grade)	
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.	credit)WorkshopsProblem solvingMultiplechoicequestionnairesFinal exam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestionsPublic presentationMid-term exam(formative)Laboratory	X (75% of the final grade)	
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.	credit)WorkshopsProblem solvingMultiplechoicequestionnairesFinal exam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestionsPublic presentationMid-term exam(formative)Laboratorywork/term projects	X (75% of the final grade) X (25% of the final	

Suggested reading:

Larson, Ε. και Gray, C (2018) Project Management: the managerial process, 7th ed., McGraw-Hill, ISBN 978-125-966-094 Maylor, H. (2003) Project Management, 3rd ed., Pearson, ISBN: 960-209-853-8

Shtub, A, Bard, J and Globerson, S (2005) Project Management, Processes, Methodologies and Economics, 2nd ed., Pearson, ISBN 978-013-041-331-4

Kerzner, H. (2017) Project Management: a systems approach to planning, scheduling and controlling, 12th ed., Wiley, ISBN 978-1-119-16535-4

Organizational Behavior (MST_801_5)

COURSE OUTLINE

1. GENERAL												
SCHOOL	ECONOMIC SO	CIENCES	& BUSINE	SS	ADM	INISTRA	TION					
ACADEMIC UNIT	MANAGEMEN	IT SCIEN	NCE AND TE	CH	INOL	OGY						
LEVEL OF STUDIES	UNDERGRADI	JATE										
COURSE CODE	MST_801_5	SE	MESTER		1st	2nd	3rd	4th	5th	6 th	7th	₈ th
												x
COURSE TITLE	Organizationa	Organizational Behavi										
INDEPENDENT TEA	CHING ACTIVIT	IES										
if credits are awarded fo	or separate comp	onents	WEEKL	Y								
of the course, e.g. lecture	es, laboratory exe	ercises,	TEACHI	NG				c	REDITS			
etc. If the credits are aw	varded for the wh	ole of	HOUR	S								
the course, give the wee	erry teaching nou I credits	rs ana										
	Le	3						5				
									-			
Add rows if necessary. Th												
teaching and the teachin	ng methods used	are										
described in detail at (d).												
COURSE TYPE	Field of sciend	e										
general background, special background												
specialised general												
knowledge, skills												
development												
PREREQUISITE	Not required											
COURSES:												
	Caroli Facili	. I										
	Greek – Englis	sn wner	i required									
IS THE COURSE	res											
EKASIVIUS												
	Under constru	uction										
(UKL)												

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

Upon successful completion of this course, students should be able to:

- critically use existing organizational behavior theoretical approaches and relevant management practices
- conceptualise the firm as a social, historic and psychological entity and as an organism, understanding the complexities of organizational life
- analyze the nature of human behavior within firms

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	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							
 Adaptation to new contingencies Decision-making Autonomous work Teamwork Consideration for diversity and multicu Critical thinking and self-critique 	Ilturalism							

3. SYLLABUS

The goal of this course is to present students with the notion of the firm as an organization (thought of as a living organism), that has its own behavioral patterns. As a scientific area, organizational behavior mainly deals with issues related to human resources, at the individual, group and organizational levels.

To this end, we elaborate on issues related to (a) diversity, personality and values, (b) perception, determinism and learning, emotions, perceptions and satisfaction form work, (c) topics related to motivation and to performance, (d) the nature of groups, teamwork and team efficiency and performance, (e) decision making and creativity, (f) conflict, negotiation and communication, (g) effective and efficient communication, (h) power and intra-firm politics, (i) leadership, leaders' characteristics and behavioral patterns, (j) organizational culture and the relationship with innovativeness.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
, , ,	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
	Slides		
Use of ICT in teaching, laboratory education,	E-class	X	
communication with students	Virtual (simulated) laboratory training		
	Antistes		
TEACHING METHODS	Activity	Semester workload	
TEACHING METHODS The manner and methods of teaching are	Lectures	39	
TEACHING METHODS The manner and methods of teaching are described in detail.	Lectures Tutorials	39	
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Activity Lectures Tutorials Laboratory practice	39	
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	Activity Lectures Tutorials Laboratory practice Essay writing	39	
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	Activity Lectures Tutorials Laboratory practice Essay writing Seminars	39	
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.	Activity Lectures Tutorials Laboratory practice Essay writing Seminars Exercises	Semester workload 39 29	
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.	Activity Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project	29	
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-	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercisesProjectStudy and analysis of	Semester workload 39 39	
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	Activity Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography	Semester workload 39	
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	Activity Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Final Exams	29	
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	Activity Lectures Tutorials Laboratory practice Essay writing Seminars Exercises Project Study and analysis of bibliography Final Exams Clinical practice	29	

	Interactive teaching Educational visits Artistic creativity Unsupervised study Others: Total number of hours for the Course (25 hours of work-load per ECTS credit)		57 125 hours (total student work- load)				
	Assessment in English f	or cases	of Erasm	nus+ students.]		
Description of the evaluation procedure	Workshops Problem solving				-		
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.	MultiplechoicequestionnairesFinalexam withMultiple choicequestionnairesOral examinationMid-term exam(concluding)Final exam withdevelopingquestions	X	· · · · · · · · · · · · · · · · · · ·	(100% of the final grade)			
	Public presentation Mid-term exam (formative) Laboratory work/term projects				-		

Suggested reading:

- Uhl-Bien, M., Schermerhorn, J. and Osborn, R. (2014) Organizational Behavior, 13th ed., Wiley, ISBN: 13-978-1-118-51737-6
- Cook, C., Hunsaker, P. and Coffey, R. (1997) Management and Organizational Behavior, McGraw Hill, ISBN 0-256-20807-7
- Robbins, S. and Judge, T. (2014) Essentials of Organizational Behavior, Pearson, ISBN 978-0-12-296850-8

Management of Tourism Orgaanizations (MST_801_6)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEMEN	NT SCIENCE AN	ID TECHNOLO	GΥ							
LEVEL OF STUDIES	UNDERGRAD	UATE									
COURSE CODE	MST_801_6		SEMESTER	1	st ₂ n	d ₃ rd	⊿th	5th	6th	7th	8th
				-	-	Ĵ			Ũ	,	Ŭ
											х
COURSE TITLE	Management	Management of Tourism Orgaanizations									
INDEPENDENT TEACH	ING ACTIVITIE	S									
if credits are awarded for separate c	omponents of th	e course, e.g.	WEEKLY								
lectures, laboratory exercises, etc. If t	he credits are av	varded for the	TEACHING	G			C	RED	TS		
whole of the course, give the weekly	teaching hours	and the total	HOURS								
Creans		Locturos	2								
		Lectures	5			5					
Add rows if necessary. The organisation	on of teachina ar	nd the									
teaching methods used are described	in detail at (d).										
COURSE TYPE	Field of scien	се	•								
general background,											
special background, specialised general											
	Not required										
	riot required										
LANGUAGE OF INSTRUCTION	Greek										
and EXAMINATIONS:											
IS THE COURSE OFFERED TO											
ERASMUS STUDENTS											
COURSE WEBSITE (URL)	Under constr	ruction									

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 aims at a better understanding of how tourism organizations operate as in the case of tour operators from the private sector or destination management/marketing organizations (DMOs) from the public sector. Students will get acquainted with key aspects of management such organizations.

By the end of this course, students will be able to:

- understand the importance and the way tourism organizations operate
- assess the impact of tour operators on a tourism destination like Greece
- comprehend the role of DMOs in tourism planning and in promoting tourism development in a destination
- know key principles of managing such 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?

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

Respect for difference and multiculturalism

Criticism and self-criticism

Production of free, creative and inductive thinking

3. SYLLABUS

- Key characteristics of tour operators
- Packaged tours
- Impact of tour operators on the development of tourism in Greece
- Organizational structure and management of tour operators
- Key characteristics and typology of DMOs
- DMOs operating in Greece
- Organizational structure and management of DMOs
- Tourism planning and tourism policy
- Preparation of a tourism campaign

DELIVERY	Face to face	x	
	Distance learning (asynchronous)	x	
	Distance learning (synchronous)	x	
USE OF INFORMATION AND	Slides	х	
COMMUNICATIONS TECHNOLOGY	E-class	Х	
Use of ICT in teaching, laboratory education,	Virtual (simulated)		
communication with students	laboratory training		
TEACHING METHODS	Activity	Semester workload	
TEACHING METHODS The manner and methods of teaching are	Activity Lectures	Semester workload 39	
TEACHING METHODS The manner and methods of teaching are described in detail.	Activity Lectures Tutorials	Semester workload 39	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Activity Lectures Tutorials Laboratory practice	Semester workload 39	
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	Activity Lectures Tutorials Laboratory practice Essay writing	Semester workload 39	
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	Activity Lectures Tutorials Laboratory practice Essay writing Seminars	Semester workload 39	
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.	ActivityLecturesTutorialsLaboratory practiceEssay writingSeminarsExercises	Semester workload 39	

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	Project Study and analysis of	86	
ECTS	bibliography		
	Final Exams		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Unsupervised study		
	Others:		
	Total number of hours	125 hours (total student	
	for the Course (25 hours	work-load)	
	of work-load per ECTS	, on toury	
	credit)		
STUDENT PERFORMANCE	Written examination with		
EVALUATION	development questions		
Description of the evaluation procedure	Oral exam		
Language of evaluation, methods of	Public Presentation	x	
evaluation, summative or conclusive, multiple	Problem solving		
choice questionnaires, short-answer questions,	Progress with development		
open-endea questions, problem solving, written work, essav/report, oral examination, public	questions (concluding)		
presentation, laboratory work, clinical	Laboratory work		
examination of patient, art interpretation,	Clinical Patient Examination		
other	Progress exam with		
Specifically-defined evaluation criteria are	development questions		
given, and if and where they are accessible to	(formative)		
students.	Artistic Interpretation		
	Written examination with		
	multiple choice queries		
	Written report / report / work	x	
	Progress exam with multiple		
	choice queries		

- Zacharatos, Gerasimos (2003). Package Tour: Production and distribution of tourist travel. Athens: Ed. Propombos
- Coccosis, Haris, Paris Tsartas and Freedom Grimba (2011). Special and Alternative forms of Tourism. Athens: Publications Review
- Page, Stephen (2006). Introduction to tourism. Athens: Ed. Papazzisi
- Tsartas, Paris (2010). Greek Tourism Development. Athens: Kritiki Publications
- Pike, Steven (2008). Destination Marketing: An integrated marketing communication approach. Oxford: Butterworth-Heinemann
- Agarwal, Sheela and Shaw, Gareth (eds.) (2007). Managing Coastal Tourism Resorts: A Global
- Perspective. Clevedon, England: Channel View Publications
- Horner, Susan and Swarbrooke, John (2004). International Cases in Tourism Management. Oxford: Elsevier Butterworth-Heinemann
- Maitland, Robert and Ritchie, Brent (eds.) (2009). City Tourism: National Capital Perspectives. Wallingford, England: CABI
- World Tourism Organisation (2003). NTO Marketing Activities. Madrid: WTO

Advanced Data Management (MST_802_1)

COURSE OUTLINE

1, GENERAL

SCHOOL	ECONOMIC S	CONOMIC SCIENCES & BUSINESS ADMINISTRATION													
ACADEMIC UNIT	MANAGEMEN	NT SCIEN	CE AND T	Ē	CHNOL	.0G`	Y								
LEVEL OF STUDIES	UNDERGRAD	UATE													
COURSE CODE	MST_802_1	SEN	IESTER		1 st	2	nd	3rd	4 th	5th	6 th	7 th	8th		
				Γ									х		
COURSE TITLE	Advanced Dat	gement													
INDEPENDENT TEA															
if credits are awarded for separate components			WE	E	KLY										
of the course, e.g. lectur	es, laboratory ex	ercises,	TEA	Cł	HING					CRED	TS				
etc. If the credits are awarded for the whole of the course give the weekly teaching hours and			нс	ונ	JRS										
the tota	l credits														
	L: l	ectures	3(L),	2	(Lab)					5					
Lab	: laboratory ex														
COURSE TYPE	Special Backg	round													
general background, special hackaround.															
specialised general															
knowledge, skills															
	Not required														
COURSES	Not required														
COORDEDI															
LANGUAGE OF	Greek														
INSTRUCTION and															
EXAMINATIONS:															
IS THE COURSE	Yes														
OFFERED TO															
ERASMUS															
STUDENTS															
COURSE WEBSITE	Under constr	ruction													
(URL)															

2, LEARNING OUTCOMES

Learning outcomes

The main objective of the course is to introduce into Deep Learning and Computational Statistics for business applications.

By successfully attending the course the students will be able to:

- Know the basic concepts of Deep Learning and Computational Statistics techniques,
- are aware of the use of techniques and related software technologies that support them,
- analyze and understand the characteristics and performance of techniques in various computational environments,
- know the use of the R language as well as important libraries and programming tools for deep learning techniques,
- solve data approach and optimization problems with deep learning techniques.

General Competences

- Search, analyze, and synthesize data and information, using the necessary ones
- Promoting free, creative and inductive thinking
- Search, analyze and synthesize data, techniques and information, using the necessary technologies
- Adapt to new situations
- Analysis of requirements for problem solving
- Development of algorithmic thinking
- · Ability to deduct in problem modeling
- Autonomous work
- Teamwork

3, SYLLABUS

Introduction to multidimensional data. Supervised and unsupervised learning, reinforcement learning. Softmax, cross entropy, gradient descent, stochastic gradient descent. Neural networks, multi-layer Perceptrons (MLPs), backpropagation, vanishing gradient, activation functions. Recurrent neural networks, (RNNs), convolutional neural networks (CNNs). Regularization, dropout, optimization.

Introduction to the language R. Computational statistics with the language R. Charts, statistical distributions and linear models with the language R. Analysis of time series. Business Intelligence Applications with Language R.

DELIVERY Face to face х Face-to-face, Distance learning, etc. **Distance** learning (asynchronous) Distance learning (synchronous) **USE OF INFORMATION AND** COMMUNICATIONS TECHNOLOGY Slides Use of ICT in teaching, laboratory education, E-class х communication with students Virtual (simulated) laboratory Specialized Computing training Statistics Software - R language **TEACHING METHODS** Activity Semester workload Lectures 39 Tutorials Laboratory practice 26 Essay writing Seminars Exercises Project 30 Study and analysis of bibliography **Final Exams** Educational visits Artistic creativity Unsupervised study 30 Total number of hours 125 hours (total student workfor the Course (25 hours

of work-load per ECTS

credit)

load)

STUDENT PERFORMANCE	Workshops	x
EVALUATION	Problem solving	
	Multiple choice	
	questionnaires	
	Final exam with Multiple	
	choice	
	questionnaires	
	Oral examination	
	Mid-term exam (concluding)	
	Final exam with developing	60%
	questions	
	Public presentation	
	Mid-term exam (formative)	
	Laboratory work/term projects	x

- Keller Gerald, Statistics for Business and Business Administration, Epicenter Publishing.
- Georgiadis Fotis, Triantafyllou S. Ioannis Elements of Probability and Statistics in Computer Science, Theory and Applications, Stamoulis Publications.

Distance Learning Systems (MST_802_2)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	CONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEMEN	IANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	INDERGRADUATE										
COURSE CODE	MST_802_2	SE	MESTER		1 st	2 nd	3rd	4 th	5th	6 th	7 th	8th
												х
COURSE TITLE	Distance Lear	ning Sys	tems									
	CHING ACTIVIT	FIES										
If creaits are awarded fo	or separate comp es laboratory ex	onents	WEEK	Ľ١	(
etc. If the credits are av	varded for the wi	hole of	TEACH	IN	IG			C	REDITS	;		
the course, give the wee	ekly teaching hou	irs and	HOUI	RS	5							
the tota	l credits											
	L: le	ectures	3(L), 2(La	ab)				5			
Lab:	laboratory ex	ercises										
Add rows if necessary. Th	ne organisation o	f										
teaching and the teachin	g methods used	are										
	Direction INE			<u>к</u> л	c							
aeneral backaround.	Specialised av	onoral kr	nowledge skills development									
special background,	Specialised ge		iowicuyc,	51	tins u	evelopin	cm					
specialised general												
knowledge, skills												
	Not required											
COURSES:	Notrequired											
LANGUAGE OF	Greek or Engl	ish (if re	quired by	Ε	rasmu	us studer	nts)					
INSTRUCTION and	_	-					-					
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	https://eclass	.upatras	s.gr/course	es	/MST	133						
(URL)												

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

After completing the course (Theoretical and Laboratory parts) the student is expected to be able to know:

- the technological and educational principles of Distance Learning Systems,
- to design and develop interactive information systems with the help of appropriate software tool or to customize an existing open-source software.

Students through laboratory exercises and practice gain experience in the analysis and design of an interactive distance learning system.

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	Project planning and management
information, with the use of the necessary technology	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	

At the end of this course, students will further develop the following skills:

- Ability to demonstrate knowledge and understanding of the basic concepts and principles related to Distance Learning Systems.
- Ability to design and develop interactive information systems.
- Be able to explore and study the stracture (technical characteristics and learning models) of Distance Learning Systems in real-world conditions.
- Ability to interact with others on interdisciplinary issues related on Distance Learning Systems

Generally, upon completion this course, students will be able to develop the following general competencies (from the list above):

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

- Technological and educational principles of distance learning systems
- Learning theories and modeling
- Educational models and technology.
- Interaction technologies.
- Methodologies for designing interactive systems.
- Metrics, standards, e-learning software evaluation techniques.
- Examples of software for supporting the distance learning process.
- Courses designing.

DELIVERY	Face to face			х		
	Distance learning (asynchronous)					
	Distance learning (synchronous)					
	Others:					
USE OF INFORMATION AND	others.					
COMMUNICATIONS TECHNOLOGY	Slides			x		
Use of ICT in teaching, laboratory education,	E-class			X		
communication with students	Virtual (simulated) labor	atory				
	training					
TEACHING METHODS	Activity		Sen	nester workload		
line manner and methods of teaching are described in detail.	Lectures			39		
Lectures, seminars, laboratory practice,	Tutorials					
fieldwork, study and analysis of bibliography,	Laboratory practice			26		
workshop, interactive teaching, educational	Essay writing					
visits, project, essay writing, artistic creativity,	Evercises					
etc.	Project			30		
The student's study hours for each learning	Study and analysis of			30		
activity are given as well as the hours of non-	bibliography		30			
ECTS	Placements					
	Clinical practice					
	Art workshop					
	Interactive teaching					
	Educational visits					
	Artistic creativity					
	Unsupervised study					
	Others:					
	Total number of hours		125 hours (total student wor			
	for the Course (25 hou	rs	load)			
	of work-load per ECTS					
	credit)					
	Market av			1		
Description of the evaluation procedure	VVORKSNOPS					
language of evolution methods of	Multiple					
evaluation, summative or conclusive, multiple	choice					
choice questionnaires, short-answer questions,	questionnaires					
open-ended questions, problem solving, written	Final exam with					
presentation, laboratory work, clinical	Multiple choice					
examination of patient, art interpretation,	questionnaires					
ourer	Oral examination					
Specifically-defined evaluation criteria are	Mid-term exam					
given, and if and where they are accessible to students.	(concluding)		Y			
	developing		Λ	(60% of the final		
	questions			grade)		
	Public presentation					

Mid-term exam (formative)			
Laboratory work/term projects	Х	(40% of the final grade)	

- "New Trends in Educational Technology". Solomonidou Christina, Edition 1/2006, Metaichmio, ISBN 978-960-455-046-3 [Book Code in EUDOXOS: 24194]
- "Flexible learning using information and communication technologies". Dimitriadis Stavros N., Karagiannidis Charalambos, Pomportsis Andreas S., Tsatsos Thrasyvoulos. Version 1st /2007, TZIOLA, ISBN 978-960-418-142-1 [Book Code in EUDOXOS:18549114].

Virtual Enterprise Informations Systems (MST_802_4) COURSE OUTLINE

1, GENERAL

SCHOOL	SCHOOL OF E	CONOMICS & BUSINESS NT SCIENCE AND TECHNOLOGY UATE SEMESTER <u>1st 2nd 3rd 4th 5th 6th 7th 8th</u> a bit i i i i i i i i i i i i i i i i i i									
ACADEMIC UNIT	MANAGEMEN	NT SCIEN	CE AND T	ECHNOL	.OGY						
LEVEL OF STUDIES	UNDERGRAD	UATE									
COURSE CODE	MST_802_4	SEN	IESTER	1 st	2 nd	3rd	4th	5th	6 th	7 th	8th
							-				x
COURSE TITLE	Virtual Enterp	orise Info	rmations	System	5						
INDEPENDENT TEA	CHING ACTIVI	TIES									
if credits are awarded fo	or separate com	ponents	WE	EKLY							
of the course, e.g. lectur	es, laboratory ex	ercises,	TEAC	HING				CRED	TS		
etc. If the credits are av	varded for the w	hole of	но	URS							
the course, give the wee the tota	rkiy teaching not l credits	_									
	L	ectures		3				5			
COURSE TYPE	Special Backg	round									
general background,											
special background,											
knowledge, skills											
development											
PREREQUISITE	Not required										
COURSES:											
LANGUAGE OF	Greek										
INSTRUCTION and											
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO											
ERASMUS											
STUDENTS											
COURSE WEBSITE	Under consti	ruction									
(URL)											

2, LEARNING OUTCOMES

Learning outcomes

The course aims to introduce students to the basic concepts of e-commerce software design and information technology support systems for virtual enterprises in general. The course examines different business models and the corresponding e-commerce architectural applications, the required technological infrastructure, their design, interconnection issues of systems and organizations, and more generally technological issues related to the business utilization and implementation of e-business applications. Presentation of specific case studies and the technologies that support them, as well as practice and application development, using modern open source platforms.

By successfully attending the course the students will be able to:

- To provide students with the necessary conceptual and theoretical background of e-commerce applications, understanding the need and the challenge of the multidisciplinary approach.
- Be able to understand the opportunities presented for developing new services for consumers, citizens, businesses etc. through the use of new technologies, new interactive and social media, emerging

communication channels,

- Understanding students the critical factors and benefits associated with effective e-business initiatives management and being able to evaluate a given strategy or business model in the digital environment.
- To provide students with the skills to help implement e-commerce solutions, and effectively address the various practical issues of designing and developing the software.
- Understanding students' technological issues related to the development of e-commerce applications, as well as becoming familiar with the use of ready-made open source software packages for e-shop development.
- To inform students about recent developments and trends around e-business at global level on academic research, entrepreneurial activity and technological developments.

General Competences

- Search, analyze, and synthesize data and information, using the necessary ones
- Promoting free, creative and inductive thinking
- Adapt to new situations
- Analysis of requirements for problem solving
- Development of algorithmic thinking
- Ability to deduct in problem modeling
- Autonomous work
- Teamwork

3, SYLLABUS

Analysis and design of an electronic business computer system based on business model requirements using UML. Technology infrastructure requirements. E-commerce software platforms. Product catalog and user experience. Application hosting and bandwidth management. The cloud model. Security and electronic payments. Interface of subsystems and web services. Electronic document exchange and XML. Implement a B2B business model. Case studies B2B. Cooperative E-Commerce.

Business e-commerce design and the corresponding implementation of the idea using a known open source software package for the development of Web Stores (Magento, osCommerce).

DELIVERY Face-to-face, Distance learning, etc.	Face to face Distance learning (asynchronous) Distance learning (synchronous) Others:	x	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Slides E-class Virtual (simulated) laboratory training	x x	
TEACHING METHODS			
The manner and methods of teaching are described in detail.	Activity	Semester workload	
Lectures, seminars, laboratory practice,	Lectures	39	
fieldwork, study and analysis of bibliography,	Tutorials		
workshop, interactive teaching, educational	Laboratory practice	26	
visits, project, essay writing, artistic creativity,	Essay writing		
etc.	Seminars		

	Exercises	
The student's study hours for each learning	Project	30
activity are given as well as the hours of non- directed study according to the principles of	Study and analysis of	
the ECTS	bibliography	
	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
	Unsupervised study	30
	Others:	
	Total number of hours	
	for the Course (25 hours	125 hours (total student work-
	of work-load per ECTS	load)
	credit)	
STUDENT PERFORMANCE		· · · · · · · · · · · · · · · · · · ·
EVALUATION	Workshops	X
Description of the evaluation procedure	Problem solving	
Language of evaluation methods of	Multiple choice	
evaluation, summative or conclusive, multiple	questionnaires	
choice questionnaires, short-answer questions,	Final exam with Multiple	
open-ended questions, problem solving, written work, essav/report, oral examination.	choice	
public presentation, laboratory work, clinical	questionnaires	
examination of patient, art interpretation,	Oral examination	
other	Mid-term exam (concluding)	
Specifically-defined evaluation criteria are	Final exam with developing	60%
given, and if and where they are accessible to	questions	
stutents.	Public presentation	
	Mid-term exam (formative)	
	Laboratory work/term projects	X

- Kendal & Kendal Systems Analysis & Design. M. Yirdas publications
- Dave Chaffey, "E-Commerce and e-Business", Klidarithmos Publications.
- Laudon K., Traver C. C., "E-Commerce: Business, Technology, Society", Papasotiriou Publications.

Innovation and Technology Management (MST_802_5)

COURSE OUTLINE

1. GENERAL												
SCHOOL	SCHOOL OF E	CHOOL OF ECONOMICS AND BUSINESS										
ACADEMIC UNIT	MANAGEMEN	IANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	UATE										
COURSE CODE	MST_802_5	SE	MESTER		Lst	2nd	3rd	4 th	5th	6 th	7 th	8th
												х
COURSE TITLE	Innovation an	ld Techr	nology Man	age	mer	nt						
INDEPENDENT TEA	CHING ACTIVIT	TIES										
if credits are awarded fo	r separate comp	onents	WEEKL	Y								
of the course, e.g. lecture	es, laboratory ex	ercises,	TEACHI	١G				c	REDITS			
the course give the wee	araea jor the wr okly teaching hou	iole of irs and	HOUR	S								
the total	credits	is und										
	Le	ctures	3						5			
Add rows if necessary. Th	ne organisation o	of										
teaching and the teachin described in detail at (d)	ig methods used	are										
COURSE TYPE	Field of scien	°e										
general background,												
special background,												
specialised general												
development												
PREREQUISITE	Not required											
COURSES:												
LANGUAGE OF	Greek – Englis	sh wher	n required									
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
EKASMUS												
	Linder constru	uction										
(LIRI)												
(UKL)												

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

By successful completion of this course, students will be able to:

• manage change and innovation (product, process or organizational), at an individual, business and strategic level

associate advanced market issues with tec	hnological and organizational change aimed at improving firm						
competitiveness							
 have an integrated approach to managing organizational change and innovation 							
• comprehend the tools to analyze unpredic	table problems related with the effort for innovation and change						
• systematically examine the repercussions	of each alternative decision and strategy in decision-making, when						
relevant to organizational change and inno	ovation in evolving business environment						
• become practically acquainted with the th	neoretical concepts of technology and innovation management						
• fully understand how to start a business, t	he operating and financing framework for a small start-up firm						
General Competences Taking into consideration the general competences that the 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	e degree-holder must acquire (as these appear in the Diploma Supplement and appear 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						
Adjust to new circumstances							
Decision making							
Autonomous work							
Teamwork							
Critical thinking and self-critique							
 Advancement of free, creative and ind 	luctive thinking						

3. SYLLABUS

Innovation is about a firm's attempt to acquire competitive advantage and, along with that, a temporary monopoly within a market space/niche. The concept refers to the creation and market launch (commercialization) of a new or of an improved product, the creation of a new or of an improved service. Innovation can also be about creating and introducing new organizational and managerial techniques and methods (organizational innovation), as well as about introducing new processes (e.g. for improving efficiency or for reducing cost). The pursuit of innovation is naturally related to uncertainty and incurs significant and, to a degree, unpredictable cost. Thus, a systematic effort to organize and manage any innovation effort is crucial.

The goal of this course is to present and elaborate on topics such as what can be considered marginal or radical, product, process, procedural or organizational innovation. We study the ways with which a firm can manage their effort to become consistently more innovative.

Within the main goal, we also study the strategic role of change and of innovation at the levels of the individual employee, the firm, the business sector and the national system of innovation. The types of innovation, the models for describing the patterns of innovation and the approaches to organizational change and to innovation as a management process are also discussed. Relations between innovation and competitive advantage are emphasized, whilst we also emphasize the importance of effective and efficient relationships with external players, as well as of the strategies for research. Finally, we discuss the concept of entrepreneurship and how it is related to small businesses, as well as topics related to financing small startups.

DELIVERY Face-to-face, Distance learning, etc.	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		

	Others:				
USE OF INFORMATION AND	<u> </u>	1			•
COMMUNICATIONS TECHNOLOGY	Slides			х	7
Use of ICT in teaching, laboratory education,	E-class			Х	1
communication with students	Virtual (simulated) laborate	ory			
	training	2			
		•			
TEACHING METHODS	Activity		Seme	ester workload	
The manner and methods of teaching are	Lectures			39	
Lectures, seminars, laboratory practice,	Tutorials				
fieldwork, study and analysis of bibliography,	Laboratory practice				
tutorials, placements, clinical practice, art	Essay writing				
workshop, interactive teaching, educational	Seminars				
etc.	Exercises				
	Project				
The student's study hours for each learning	Study and analysis of				
activity are given as well as the hours of non- directed study according to the principles of the	bibliography				
ECTS	Final Exam				_
	Clinical practice				
	Art workshop				
	Interactive teaching				
	Educational visits				
	Artistic creativity				
	Unsupervised study			86	
	Others:				
	Total number of hours			(, , , , , , , , , , , , , , , , , , , 	
	for the Course (25 hours		25 hours (
	of work-load per ECTS	10	oaa)		
	credit)				
STUDENT PERFORMANCE	Assessment in English for	or cases (of Erasm	us+ students.	
EVALUATION	C C				
Description of the evaluation procedure	Workshops				
Lanaugae of evaluation, methods of	Problem solving				_
evaluation, summative or conclusive, multiple	Multiple				
choice questionnaires, short-answer questions,	choice				
open-ended questions, problem solving, written	questionnaires				
presentation, laboratory work, clinical	Final exam with				
examination of patient, art interpretation,	Multiple choice				
other	questionnaires				
Specifically-defined evaluation criteria are	Oral examination				
given, and if and where they are accessible to	Mid-term exam				
students.	(concluding)				
	Final exam with	Х		(750/ of the fired	
	developing			(75% of the final	
	questions			grade)	
	Public presentation				1
	Mid-term exam				1
	(formative)				
	Laboratory	×			1
	work/term projects			(25% of the final	
				aradal	1

Suggested reading:

- Schilling M. (2013) Strategic Management of Technological Innovation, McGraw-Hill, ISBN: 978-0-07-805923-3
- Tidd J. & Bessant J. (2014) Strategic Innovation Management, Wiley, ISBN: 978-1-118-86322-0
- White M. & Bruton G. (2007) The Management of Technology and Innovation: a strategic approach, Thomson South-Western, ISBN: 978-960-218-674-9

Computational Logic & Logic Programming (MST_802_6)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF E	SCHOOL OF ECONOMICS AND BUSINESS									
ACADEMIC UNIT	MANAGEMEN	MANAGEMENT SCIENCE AND TECHNOLOGY									
LEVEL OF STUDIES	UNDERGRAD	UNDERGRADUATE									
COURSE CODE	MST_802_6	SE	MESTER	1 st	2nd	3rd	4 th	5th	6 th	7 th	8th
COURSE TITLE	Computational Logic & Logic Progr				amming						X
INDEPENDENT TEA			Ū	0	0						
if credits are awarded for of the course, e.g. lecturn etc. If the credits are aw the course, give the wee the tota	or separate comp es, laboratory ex varded for the wh ekly teaching hou l credits	onents ercises, hole of ırs and	WEEKI TEACHI HOUR	LY NG IS			C	REDITS	;		
	Lectures							5			
Add rows if necessary. Th	ne organisation o	f									
described in detail at (d).	g methoas usea	are									
COURSE TYPE	Specialized ge	eneral kr	nowledge,	skills (developm	ent					
general background,											
specialised general											
knowledge, skills											
PREREQUISITE	Not required										
COURSES:											
	Greek										
INSTRUCTION and	Greek										
EXAMINATIONS:											
IS THE COURSE	Yes										
OFFERED TO											
ERASMUS											
COURSE WERSITE	Under constru	uction									
(URL)											

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
 - Upon successful completion of the course "Logic & Logic Programming", students will be able to:
 - Become familiar with mathematical logic and understand basic problems
 - Design and implement methods of mathematical logic solving in logical programming systems.
 - Represent and solve logical expressions
 - Plan with the Prolog programming language
 - Transform an application's needs into mathematical logic rules.

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	Project planning and management
information, with the use of the necessary technology	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
- Decision-making
- Working in an international environment
- Working in an interdisciplinary environment
- Team work
- Production of free, creative and inductive thinking

3. SYLLABUS

Procedural and Declarative Programming. Logic Programming, as a programming approach based on Predicate Logic. Propositional Logic. Syntax and Semantics.Logical Inference.Truth tables, proof systems, and Propositional Logic. Axiom schemes and the notion of provability. Soundness and Completeness. Resolution in Propositional Logic and search strategies. Syntax and Semantics of Predicate Logic. Herbrand's Method. Proof systems for Predicate Logic. Resolution and Unification in Predicate Logic. Horn clauses. The Prolog programming language. Writing Prolog programs. Lists, operator, and arithmetic. Backtracking control. Negation in Prolog. Built-in predicates. Handling data structures. Simple Prolog applications in search problems, symbol processing, and natural language understanding.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face					
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	ICT is used for communicating with students and for sharing educational material, mainly through three class platform (announcements, lecture slides and additional educational), as well as via typical email.					
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	ActivityLecturesPractical demonstrationProjectEssay writingStudy and analysis ofbibliographyUnsupervised study	Semester workload 39 36 50				
	Course total	125	-			
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.	• Written examinati	on (100% of the final gra	de)			

5. ATTACHED BIBLIOGRAPHY

- I. Bratko, "Prolog Programming for Artificial Intelligence", Third Edition, Addison-Wesley, 2000.
- L. Sterling, E. Shapiro, "The Art of Prolog", The MIT Press, 1994.
- C. F. Mellish, W. F. Clocksin, "Programming in Prolog: Using the ISO Standard", Springer Verlag, 2003.
- J. W. Lloyd, "Foundations of Logic Programming", Springer Verlag, 1993.
- K. R. Apt, M. G. Wallace, "Constraint Logic Programming Using ECLiPSe", Cambridge University Press, 2007.
- P. Deransart, A. Ed-Dbali, L. Cervoni, "Prolog: The Standard Reference Manual", Springer Verlag, 1996.
- Μητακίδης Γιώργος, "Από τη λογική στο λογικό προγραμματισμό και την Prolog", Εκδόσεις ΚΑΡΔΑΜΙΤΣΑ, 1992.

Applications of Computational Methods (MST_802_7)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Eco	School of Economics & Business									
ACADEMIC UNIT	Department of	Department of Management Science & Technology									
LEVEL OF STUDIES	Undergradua	Undergraduate									
COURSE CODE	MST_802_7	SEN	IESTER	1 st	2 nd	3rd	4th	5th	6 th	7 th	8th
											х
COURSE TITLE	Applications	of Compu	utational	Metho	ls						
INDEPENDENT TEA	CHING ACTIVI	TIES									
if credits are awarded fo	or separate comp	onents	WE	EKLY							
of the course, e.g. lectur	es, laboratory ex	ercises,	TEAC	CHING				CRED	TS		
etc. If the credits are av	varded for the wi	hole of	НС	URS							
the course, give the wee	ekly teaching hou Lorodite	irs and	_								
		octuros	3(1)	$2(I_{ab})$				5			
Lah	laboratory ex	ercises	J(L),	2(10)				5			
	induction y ex										
Add rows if necessary. Th	e organisation o	f									
teaching and the teaching	g methods used o	are									
described in detail at (d).	Γ										
COURSE TYPE	Specialized ge	Specialized general knowledge, skills development									
general background,											
specialised general											
knowledge, skills											
development											
PREREQUISITE	Not required										
COURSES:											
	Creat										
	Greek										
	Ves (in Englis	h)									
OFFERED TO		''									
FRASMUS											
STUDENTS											
COURSE WEBSITE	Under constr	uction									
(URL)											

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

As the need to understand real-world phenomena is growing rapidly, simulations and modeling tools are becoming increasingly accepted as a mean of analyzing and studying such problems. In this context, the course introduces students to some of the basic computational techniques used in the modeling and simulation of real problems/cases.

Upon completion of the course students will be able to:

- Understand basic concepts and principles of computational science
- Understand and apply basic computational techniques to problem solving
- Implement and apply numerical methods in matlab.

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	Project planning and management
information, with the use of the necessary technology	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
Working independently	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

- Search, analysis and synthesis of data and information, with the use of the appropriate technology
- Working independently
- Production of new research ideas
- Production of free, creative and inductive thinking

3. SYLLABUS

- Error analysis
- Numerical stability and convergence
- Curve fitting
- Polynomial Interpolation
- Approximation of Intergrals
- Numerical methods for ODE (one step and multistep methods)
- Numerical integration of initital and boundary value problems

DELIVERY Face to face. Distance learning. (asynchronous) x Distance learning (asynchronous) Distance learning (asynchronous) Distance learning (synchronous) USE OF INFORMATION AND COMMUNICATION STECHNOLOGY Sildes x Distance learning (synchronous) Sildes x TEACHING METHODS The momer and methods of teaching and methods of teaching and control information with students Sildes x TEACHING METHODS The momer and methods of teaching and methods of teaching provides, project, essay writing, artistic creativity workshog, interactive exclusion, etc. Sildes x Teacting and service, and workshog, interactive exclusion, etc. Sildes x Exercises Servinars Servinars Servinars Servinars Exercises Exercises Servinars Servinars Servinars Exercises Sildigraphy vi Interactive teaching for the Course (25 hours for the Course (25 hours for the Course (25 hours credit) 125 hours (total student work- load) Description of the evaluation procedure mover, essay freque and site credit Sildes Course (25 hours (total student work- load) Description of the evaluation criteria and eveloption, simpartic errocurbate, equiling agene, and if and where thy or e accessible studestin. Sildes							
Distance learning (asynchronous) USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory reductions communication with students FEACHING METHODS The money and methods of teaching described in data. TEACHING METHODS teaching and mapkes of biolography training. FEACHING METHODS The money and methods of teaching described in data. The student's study hours for each learning detected in data. Lectures 39 Taboratory practice Essay writing, artistic creativity, etc. 26 The student's study hours for each learning detected study according to the principles of the Eacr data way according to the principles according to the eacr data way according to the princ	DELIVERY Face-to-face, Distance learning, etc.	Face to face		x			
Use of ICI in teaching devices for each learning (synchronous) Sildes x Use of ICI in teaching, laboratory devices communication with students communication with students Sildes x Texaching in a state of the students of the students in the students communication with students Sildes x Texaching in a state of the students of the student of the students of the students of the student of the studen		Distance learning					
List of Learning (synchronous) USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students F-class x Virtual (simulated) laboratory MatLab TEACHING METHODS Activity Semester workload Teaching, advantage of the deal. Boardon y protice 39 Tutorials		(asynchronous)					
Use of ENFORMATION ADD COMMUNICATIONS TECHNOLOGY Use of CT is teaching, loboratory elucitor, communication with students Slides x TEACHING METHODS The manner and methods of teaching are described in detail. lectures, serior and methods of teaching are described in detail. lectures, serior and methods of teaching are described in detail. Slides x TEACHING METHODS The manner and methods of teaching are described in detail. Activity Semester workload Lectures 39 Tutorials Interactive teaching. Tutorials 26 Escay writing Seminars Escay writing Seminars Seminars Seminars Escay writing Seminars Seminars Seminars Exercises Project Study and analysis of 113 Study and analysis of 114 Study and analysis of diverse study according to the principles of the ECTS Total number of hours for the Course (25 hours of work-load per ECTS creditly 125 hours (total student work- load) Description of the evoluation procedure Loggage of evoluation methods of popen-ended question, methods of popen-ended question, methods of of work-load per ECTS 125 hours (total student work- load) Specificily-defined evoluation creation diverse, and if and where they are accessible to students. Sperificily-defined evoluation creation or given, and if and where							
Use of INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching are communication with students communication with students communication with students TEACHING METHODS The manner and methods of teaching are described in detail. lectures, seminars, laboratory protectice described in detail. lectures, seminars, laboratory protectice tworkshop, interactive teaching, advantation workshop, interactive teaching, advantation workshop, interactive teaching, advantation workshop, interactive teaching, advantation etc. Slides E-class x The student's study hours for each learning activity or given as well as the hours of nor- ers. Study and analysis of bibliography. 13 Interactive teaching, for each of the principles of the ECTS Total number of hours for the Course (25 hours of work-load per ECTS credit) 125 hours (total student work- load) Workshops STUDENT PERFORMANCE EVALUATION Construction of the evaluation, methods of gover, and if and where they are accessible to students. StuDent of exemination, public construction, problem solving develuation, summable or conclusive, withing choice gaves and if and where they are accessible to students. Secifically defined evaluation riteria are given, and if and where they are accessible to students. X X Configure solution Secifically defined evalu		Distance learning					
Use of ICT in teaching, laboratory education, communication with students Sides x E-class x Virtual (simulated) laboratory training Mattab TEACHING METHODS The maner and methods of teaching and described indeud. Semester workload Lectures, seminars, laboratory practice training Communication with students Teaching METHODS The maner and methods of teaching and described indeud. Lectures 39 Lectures, seminars, laboratory practice teaching, placements, clinical practice, or workshon, interactive teaching, aducational workshon, interactive teaching and detected study according to the principles of the ECTS Lectures 39 Student's study hours for each tearning activity ore given as well as the hours of non- for the Course (25 hours of work-load per ECTS 13 Student's study according to the principles of the ecrosition of the evaluation procedure to given, and if and where they are accessible to students, potentian, retify and given, and if and where they are accessible to students. Workshops 125 hours (total student work- load) Specifically-defined evaluation criteria arg given, and if and where they are accessible to students. Final exam with developing questional Compension of given, and if and where they are accessible to projects Teach final grade) Final exam with developing questions Compension of given, and if and where the		(synchronous)					
Use of CFL in teaching, laboratory reduction, incommunication with students Sildes x TEACHING METHODS Activity Semester workload Teaching, laboratory practice fieldwork, study and analysis of bibliography, etc. Activity Semester workload Interactive teaching, advantant described in detail. Excuss, seminars 39 Interactive teaching, advantantal workshap, interactive teaching, educational workshap, interactive teaching, educational workshap, interactive teaching, advantantal with, project, say writing artistic creativity, etc. Seminars 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 bibliography Interactive teaching Educational visits Interactive teaching Educational visits CTS STUDENT PERFORMANCE EVALUATION Vorkshops 125 hours (total student work- load) Description of the evaluation procedure evaluation, simmative or canciusie, multiple choice questionnaires, short-mover question, gene-made question, methods of evaluation, simmative or canciusie, multiple choice questionnaires Workshops Final exam with work, essny/report, and given and given, and given and where they are accessible students. G00% of final grade) Final exam with developing questions C00% of final grade) Public presentation Interactive for the final grade)							
Communication with students X E-Class X Virtual (simulated) laboratory MatLab The momer and methods of teaching are described in detail. Semester workload Lectures, seminars, laboratory practice, fictiwork, study noar onkys of bibliography. International Tutorials Istoratory practice 26 Effectiverk, study hours for each learning activity ore given as well as the hours of noa- reductional visits, project, essay writing, actistic creativity. Istoratory practice Forgett Study and analysis of bibliography 13 Divected study according to the principles of the ECTS Total number of hours for the Course (25 hours of work-load per ECTS 125 hours (total student work- load) StuDENT PERFORMANCE Evaluation, summative or conclusive, multiple choice evaluation, summative are conclusive, multiple choice evaluation or riterio are given, and if and where they are accessible to sudents. Multiple choice questional evaluations G00% of final grade) Final exam with developing grade X G00% of the final grade G00% of the final grade	Use of ICT in teaching. laboratory education.	Slides		x			
TEACHING METHODS Activity Semester workload The maner and methods of teaching are described in detail. Activity Semester workload Lectures 39 Tutorials	communication with students	E-class		x			
Teachen training Activity Semister workload Iteraining Activity Semister workload Iectures asscribed in detail. Lectures Iteraining Description of the principles of the principles of the biolography test. The student's study near for each learning activity or e given as well as the hours of nor activity and analysis of bibliography test. The student's study near for each learning activity are given as well as the hours of nor activity and analysis of bibliography test. The student's study near for each learning activity are given as well as the hours of nor activity and analysis of bibliography test. ECTS Study and canalysis of the principles of the bibliography test. Total number of hours for the principles of the principles of the principles of the principles of the bibliography test. Total number of hours for the course (25 hours of work-load per ECTS credit) Study and procedure Language of evolution, methods of evoluation, problem solving. Problem solving Workshops Problem solving Multiple Choice question, ileboratory work, cilculater are accessible to the grave accessible to the final exam with ternal grade) Fina		Virtual (simulated) laborate	ory	MatLab			
TEACHING METHODS The manner and methods of teaching are described in detail. Activity Semester workload In manner and methods of teaching are described in detail. 1 39 Intervalue teaching and analysis of bibliography. 1 1 Ideation is project, essay writing, educational workhop, interactive teaching, educational activity are given as well as the hours of nor deticeted study according to the principles of the Exercises 5 1 FT student's study hours for each learning activity are given as well as the hours of nor deticeted study according to the principles of the Educational visits 5 1 FT Study and analysis of bibliography 13 13 Interactive teaching		training	5				
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Public presentation X Laboratory work/term projects X		questions		grade)			
Laboratory work/term projects X (10% of the final grade)		Public presentation		1			
Laboratory work/term grade)			Х				
projects		Laboratory work/term		10% of the final			
		projects		graue			

- Suggested bibliography:

- Αβδελάς Γ., Σίμος Θ., Αριθμητική Ανάλυση, Εκδόσεις Συμεών,2004.
- Gander Walter, Hrebicek jiri, Solving Problems in Scientific Computing Using Maple and Matlab, 4th edition, Springer, 2004
- KreyszigErwin, Ανώτερα Μαθηματικά, 10^η έκδοση, Εκδόσεις Α. ΤΖΙΟΛΑ & ΥΙΟΙ ΑΕ, 2018
- Ακριβης Γ.Δ., Δουγαλης Β.Α., Εισαγωγή στην Αριθμητική Ανάλυση, 4^η Έκδοση, Ιδρυμα Τεχνολογίας & Έρευνας-Πανεπιστημιακές Εκδόσεις Κρήτης, 2015

Law Of Computer Science And Internet (MST_802_8)

COURSE OUTLINE

1. GENERAL

SCHOOL	ECONOMIC S	ECONOMIC SCIENCES & BUSINESS ADMINISTRATION										
ACADEMIC UNIT	MANAGEMEN	MANAGEMENT SCIENCE AND TECHNOLOGY										
LEVEL OF STUDIES	UNDERGRAD	UNDERGRADUATE										
COURSE CODE	MST_802_8	SEMESTER			1 st	2nd	3rd	4 th	5th	6 th	7 th	8th
										Χ		х
COURSE TITLE	Law Of Comp	uter Scie	ence And I	nt	ernet							
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		WEEK TEACH HOUF	WEEKLY TEACHING CREDITS HOURS			;						
the tota	l credits											
	Le	ectures	4						5			
Add yours if a concern. The concerning of												
Add rows if necessary. The organisation of teaching and the teaching methods used are												
described in detail at (d).	<i>y</i>											
COURSE TYPE	specialised g	specialised general knowledge,				develop	ment					
general background,												
specialised general												
knowledge, skills												
	Not required											
COURSES	Not required											
COURSES.												
LANGUAGE OF	Greek											
INSTRUCTION and												
EXAMINATIONS:												
IS THE COURSE	Yes											
OFFERED TO												
ERASMUS												
STUDENTS												
COURSE WEBSITE	Under constr	uction										
(URL)												

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 introduces the rules governing the information computer science society from the legal point of view (private, commercial, public and criminal law).

At the end of the course, the student will be able to:

• Distinguish the sources of information and internet law (laws, international law, decrees, normative acts) and the formal validity of individual legal arrangements and their hierarchy.

• Apply the appropriate rules of the legislation for successful and legally correct use of the Internet as a means of business activity, promotion and development.

• Be aware of the legal protection afforded to digital goods (software, databases, multimedia, websites, digital works, etc.) based on intellectual and industrial property law.

• Be aware of the protection of online features, including site names and web page tags.

• Familiarize with electronic transactions, the legal framework of e-commerce, consumer protection in these transactions, electronic signatures, but also a number of individual issues of electronic transactions, such as electronic payments and electronic auctions

• Know the urgent protection of personal data based on the new regulatory framework of GDPR.

At the end of the course the student will have developed the following skills:

- Taking advantage of the internet and its tools for developing business and improving its organization in a way that benefits businesses and their participants.
- Follow international and national legal rules to tackle successfully the issues arising from Internet engagement and online transactions and aids across the entire range of transactions.
- An immediate, modern and detailed approach to the legal protection of personal data.

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

- -
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment

3. SYLLABUS

The course includes the following topics:

- digital goods (software, databases, multimedia, websites, digital works, etc.) and their legal protection under intellectual and industrial property law,
- the legal protection of distinctive features on the internet, including site names and web page tags.
- electronic transactions, the legal framework of e-commerce, consumer protection in these transactions,

electronic signatures, but also a number of individual issues of electronic transactions such as electronic payments and electronic auctions

- the protection of personal data based on the new regulatory framework of GDPR.
- e-crime, as formulated in criminal law and special laws.
- the legal framework of eGovernment.

DELIVERY	Face to face	x			
ruce-to-juce, Distance rearning, etc.	Distance learning (asynchronous)				
	Distance learning (synchronous)				
	Others:				
USE OF INFORMATION AND					
COMMUNICATIONS TECHNOLOGY	Slides	X			
Use of ICT in teaching, laboratory education,	E-class	Х			
communication with stadents	Virtual (simulated) laboratory	,			
	training				
TEACHING METHODS	Activity	Semester workload			
described in detail.	Lectures	52			
Lectures, seminars, laboratory practice,					
fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art	Eaboratory practice	20			
workshop, interactive teaching, educational	Seminars	20			
visits, project, essay writing, artistic creativity,	Evercises				
etc.	Project				
The student's study hours for each learning	Study and analysis of	22			
activity are given as well as the hours of non-	bibliography	55			
directed study according to the principles of the	Placements				
	Clinical practice				
	Art workshop				
	Interactive teaching				
	Educational visits				
	Artistic creativity				
	Unsupervised study	20			
	Others:				
	Total number of hours	125 hours (total student work			
	for the Course (25 hours	Iond)			
	of work-load per ECTS				
	credit)				
STUDENT PERFORMANCE					
EVALUATION	Workshops	x (written report with			
Description of the evaluation procedure		oral examination,			
Language of evaluation, methods of	Drahlam ashiing	10% of final grade)			
evaluation, summative or conclusive, multiple	Problem solving				
open-ended questions, problem solving, written	Multiple				
work, essay/report, oral examination, public	questionnaires				
presentation, laboratory work, clinical	Final evan with				
examination of patient, art interpretation, other					
	questionnaires				
Specifically-defined evaluation criteria are	are				

given, and if and where they are accessible to	Oral examination			
students.	Mid-term exam			
	(concluding)			
	Final exam with	Х	(90% of the final	
	developing		grade)	
	questions		Srudo)	
	Public presentation			
	Mid-term exam			
	(formative)			
	Laboratory			
	work/term projects			

- Suggested bibliography:

- Igleszakis, Law of Computer Technology, 3rd Edition, Sakkoulas, 2018
- G. Zekos, Internet, Computers & Telecommunications in Greek Law, Sakkoulas, 2017
- P. Jougleux, European Law of the Internet, Sakkoulas, 2016
- Karakostas, Law and Internet, Legal issues of the Internet, 3rd Edition, Sakkoulas, 2009.