COURSE OUTLINES

CONTENTS

FIRST SEMESTER COMPULSORY

PRODUCTION AND MANAGEMENT OF SPORTS CONTENT FOR MEDIA 2MODERN FORMS OF SPORTS JOURNALISM AND WEB-BASED COMMUNICATION 11CATEGORISATION AND DESCRIPTION OF SPORTS 22BETTING MEDIA 31RESEARCH METHODOLOGY.....**38**

SECOND SEMESTER COMPULSORY

DIGITAL PLATFORMS AND NEW FORMS OF SPORTS BROADCASTING 49NARRATIVE TECHNIQUES AND PHOTOJOURNALISM IN SPORT 61ORGANISATION OF A PRESS AND PUBLIC RELATIONS OFFICE FOR SPORTS AND OLYMPIC ORGANISATIONS 71**SECOND SEMESTER OF FREE CHOICE**

SPORTS LAW.....76

ECONOMICS OF SPORTS 86

SPORTS MARKETING.....**92**

SPORTS MANAGEMENT.....101

NEGOTIATION AND MANAGEMENT OF VOLUNTEERS IN SPORTS ORGANISATIONS.....110

STATISTICS IN JOURNALISM.....119

THIRD SEMESTER

POSTGRADUATE THESIS.....132

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COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY101	SEMESTER OF STUDY	1(
COURSE TITLE	PRODUCTION AND MANAGEMENT OF SPORTS CONTENT FOR MEDIA		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY TEACHING HOURS**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

In the context of this course students:
-analyze the elements that make up communication (transmitter, message, receiver, channel, reaction),
-study the ways in which public perceptions are structured
-demonstrate techniques for attracting a targeted audience
-deepen into the main semantic tools (first, second and third order semantics),
-analyze the concepts of "symbolisation", "pseudo-facts" and "pseudo-vocabulary" within the communication
-know the use of algorithmic applications and artificial intelligence in journalism and sport.
-familiarize themselves with the different types of sports texts and in particular, with the categorization of sports texts based on a) their content (news text, reportage, opinion article, editorial article, editorial article, chronogram, satirical column, interview, commentary, glossary, portrait) and b) their objective (descriptive texts, persuasive texts, instructional texts).
-the specifications of sports texts for traditional media (press, television, radio) and for new media (online media) based on the technical functions of each medium and the type of discourse it serves (written and/or spoken discourse, visual discourse, sign language).
- study in particular texts in the digital environment and are taught basic text formatting techniques as well as techniques relating to titles, underlining and appropriate fonts.
-trained in texts of ascending and descending escalation of arguments.
-analyze techniques of advertising text
-involved in the transformation of knowledge, information and web interactions into *Knowledge Capital*

2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Comprehensive Guide*

SECTION	LEARNING OUTCOMES
1H	Students interpret the concept of "Communication", highlight the elements that make up the communication process (transmitter, message, receiver, channel, reaction) and analyse the different forms of discourse through which content for media is produced
2H	Students analyse the ways in which audience perceptions are structured and highlight techniques for attracting a targeted audience.
3H	Students will delve into the main semantic tools (first, second and third order semantics) and analyse the concepts of "symbolization", "pseudo-facts" and "pseudo-vocabulary" within the communicative process.
4H	Students analyse different textual codes, highlight different forms of journalistic writing, depending on the type of text, and learn particular techniques of text writing, depending on the type of medium.
5H	Students are introduced to multimodal texts and the specific writing techniques in the digital environment and compare digital communication tools with traditional communication tools
6(	Students will recognise the use of algorithmic applications in the communication environment
7(	Students analyse the use of AI in sports journalism
8H	Students highlight ethical issues in the production and management of sports content for media and learn ways to identify fake news
9H	Students are introduced to the transformation of knowledge, information and interactions through the web into *Knowledge Assets* for Media Organisations and Enterprises and through them, to the formation of *Knowledge Capital.*
10(	Students talk to distinguished journalism professionals and gain knowledge and experience.
11H	Students will highlight the role of advertising as a communication process in the context of the organisation and operation of the media.
12(	The students develop the advertising discourse and design advertising texts
13(	Students will highlight the communication tools for the promotion of sports and leisure tourism

Knowledge level

Upon completion of the course students will be able to :

- recognise the building blocks of an effective communication process,
- distinguish the differences between different types of texts
- understand the differences in the composition of a text depending on the purpose it is intended to serve,
- interpret the different messages,
- delve deeper into a news story, focusing on pairs of questions such as "who did what", "when and where something happened"

Skill level

After the completion of the course students will :

- apply the fundamental principles of evaluating, prioritising and selecting messages according to their purpose,

- apply the basic scientific tools in the production and design of media content

- compose targeted messages according to the 5W+1H model, such as "What?", "Who?", "Where?", "When?", "Why?" and "How?",
- offer comprehensive and accurate information based on the principles of healthy and effective communication
- discern the fake news
- target advertising audiences within the framework of advertising ethics
- analyse the correct, effective and ethical use of the multiple functional and communication tools offered by AI in journalism.

Tension Level

After completing the course students will:

- highlight the social, economic and political implications of the sporting spectacle,
- analyse the ethical framework for the application of journalism,
- support the social accountability processes of journalists and sports organisations.
- reject misleading advertising
- support the ethical use of AI in communication, journalism and photojournalism.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

3. COURSE CONTENT

1	**The concept of "communication", the elements of the communication process and the different forms of discourse of the sports**
Bibliography:	● Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. ● Mamouzelos, I. (2022).*The History of Sports Media in Greece and in the world*, i-write publications with the support of PSAAT, Athens

	● Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA. ● Teacher's notes and slides
2	**The receptor/community perceptions : contemporary communication models and attraction techniques.**
Bibliography:	● Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. ● Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA. ● Teacher's notes and slides.
3	**Basic tools for communication strategy in sport and media: first, second and third order signification, symbolism, pseudo-facts, pseudo-evidence.**
Bibliography:	● Antonopoulou P., (2008). Sport, Politics and Media , Athens, Dracopoulou Publications. ● Holivatou A. & Antonopoulou P., (2019): The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as its television copies", Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina. ● Teacher's notes and slides.
4	**Textual codes, modern forms of journalistic writing and techniques for writing texts**
Bibliography:	● Antonopoulou P., (2008). Sport, Politics and Media , Athens, Dracopoulou Publications. ● Holivatou A. & Antonopoulou P., (2019): The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as its television copies", Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina. ● Teacher's notes and slides.
5	**Sports journalistic texts in the digital environment**
Bibliography:	● Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. ● Gkanas P. & Antonopoulou P, *"The digital transformation of media companies and their working structure through the coronavirous pandemic*", International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume: 06, Issue: 12, December 2021 ● Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA. ● Teacher's notes and slides.
6	**Algorithmic applications in the communication environment of sport**
Bibliography:	● Antonopoulou P., Kyriazis Ath.**,** *"Applications of Algorithmic Journalism (Robot Journalism) on Sport Media",* New Media and Mass Communication**, ISSN 2224-3267 (paper)**, ISSN 2224-3275 (online), vol.67 (2018)**.** ● Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: new froms of reporting"**,** International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume:07, Issue:03, March 2022.*

	• Teacher's notes and Power Points
7	**The use of artificial intelligence in sports journalism**
Bibliography:	• Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens • Teacher's notes and Power Points
8	**Ethics and ethics in the writing of sports texts. Tools for identifying fake news.**
Bibliography:	Teacher's Notes and Slides https://www.esiea.gr/category
9	**Knowledge Management in SME enterprises**
Bibliography:	Teacher's Notes and Slides
10	**The role of advertising in sports communication and sports media**
Bibliography:	• Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015). *Effective Advertising.* Athens. Rossili. • Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications • Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA • Teacher's Notes and Slides
11	**Tools and Functions for the formulation of advertising text in the media: creative idea, central message (slogan), design .**
Bibliography:	• Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015). *Effective Advertising.* Athens. Rossili. • Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. • Teacher's Notes and Slides
12	**The advertising of sports and leisure tourism by the media**
Bibliography:	• Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and Branding Place. The International Experience and the Greek Reality",* Volos, 2012. • Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta • **-Antonopoulou**, P. (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. • Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015). *Effective Advertising.* Athens. Rossili.

	• Teacher's Notes and Slides
13	**Lectures by experienced sports editors, study visits and practical applications in the course**
Bibliography:	

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases, ● photographic and video cameras, microphones, other sound and video production and distribution systems

<table>
<tr><td></td><td colspan="2">

access to the Turnitin system either via direct access to the Turnitin web application or via the eclass asynchronous teleclass system (the course lecturer may specify that assignments submitted to specific assignments will be automatically routed to the Turnitin system for checking).
The University of Peloponnese has an approved information systems security policy covering e-learning systems. This policy is posted on the website of the Digital Governance Unit of the University of Peloponnese (https://di.uop.gr/images/politiki-asfalias-diktiou.pdf).

</td></tr>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="5">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>13 weeks of teaching</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of the literature</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and preparation of written assignments</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study for the final examinations (unguided study)</td><td>34 hours (1,36 (ECTS)</td></tr>
<tr><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours/ 6 ECTS</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">Evaluation language : Greek (English is also available).
Evaluation methods:
The student's final grade is calculated as follows:

Student performance in the use of learning techniques such as brainstorming, question and answer, discussion, individual and/or group application or problem-solving exercises, simulation, group work and case studies (30% of the marks).
semester written exam grade (40%)
semester written assignment grade (30%)
For late delivery of the written term paper a penalty of 10% for the first week of delay and 15% after the first week.
For the oral presentation: the length of the presentation in PowerPoint slides should not exceed 15 minutes and should include the following sections: introduction, purpose, methodology, main results & discussion, indicative bibliography. The use of bibliographical references based on the APA system will be taken into account in the evaluation of the submitted papers and will be awarded 1 point (there is a relevant guide for the preparation of the M.Sc. thesis available on the MSc website).

</td></tr>
</table>

5. RECOMMENDED

- *Antonopoulou, P., (2008). Sport, Politics and Mass Media, Athens, Drakopoulou Publications.*
- Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and Branding Place. The International Experience and the Greek Reality",* Volos, 2012.
- Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta
- *Mamouzelos, I. (2022).The History of Sports Media in Greece and in the world, i-write publications with the support of PSAAT, Athens.*
- Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens
- *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki, DISIGMA.*
- *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019.
- Antonopoulou P., Kyriazis Ath., *"Applications of Algorithmic Journalism (Robot Journalism) on Sport Media",* New Media and Mass Communication**, ISSN 2224-3267 (paper)**, ISSN 2224-3275 (online), vol.67 (2018)**.**
- Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015*). Effective Advertising.* Athens. Rossili,
- Gkanas P. & Antonopoulou P, *"The digital transformation of media companies and their working structure through the coronavirous pandemic*", International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume: 06, Issue: 12, December 2021.
- Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: new froms of reporting",* *International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume:07, Issue:03, March 2022.*
- Teacher's notes and Power Points
- https://www.esiea.gr/category

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY102	SEMESTER OF STUDY	1(
COURSE TITLE	**CONTEMPORARY FORMS OF SPORTS JOURNALISM & WEB COMMUNICATION**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2.

2. LEARNING OUTCOMES

Learning Outcomes
Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course. *Consult Annex A* ● *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area* ● *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B* ● *Learning Outcomes Writing Guide*

SECTION	**LEARNING OUTCOMES**
1H	Students understand the impact of modern technologies, digital media and the development of social networks.
2H	Students will critically analyse the news in order to develop critical thinking on media content.

3H	Students highlight the potential of multimedia in the narrative of sports stories
4H	Students develop skills in the production of quality multimedia content
5H	Students are introduced to new forms of journalism, such as robotic (algorithmic) journalism, data journalism and mobile device journalism.
6(	Students highlight issues of virtual and augmented reality in the communication of sport
7(	Students analyse the new forms of television rights that arise from the partnership between traditional and New Media
8H	Students are familiar with new forms of web and social streaming broadcasting
9H	Students develop skills in analysing sporting events and writing concise and comprehensive reports.
10(	Students analyse the use of artificial intelligence in the production of content
11H	Students discuss ethical challenges in sports journalism and develop ethical decision-making skills
12(	Students highlight new business models emerging and favoured by the new communication
13(	Students design and implement a comprehensive journalistic project and develop presentation skills.

- **Expected learning outcomes**

Knowledge level

After completing the course students will:

- highlight the use of new technologies, the internet and social media in the coverage of sporting events,
- know examples of the application of Data Journalism in international competitions,
- know how to use "citizen journalism" in the context of investigative journalism and reporting,
- present the latest developments in relation to technological applications in the coverage of sporting events.
- know examples of ICT integration in sporting events and sports reporting
- follow the evolution of the profession of sports editor in the digital environment,
- know successful collaborative forms of sports journalism,
- analyse the new business models emerging in sports media in the digital era.

Skill level

Upon completion of the course students will be able to :

- discuss the new communication landscape in sport and the media,
- understand the need for sportswriters to develop relevant skills
- analyse the role of citizens in the promotion of top sporting events.
- use their mobile phone or tablet as tools with which to record, highlight and archive primary journalistic content

- highlight the use of "smart software" in major sporting events,
- discuss the role of artificial intelligence in modern sports journalism
- highlight the potential of multimedia in sports storytelling
- highlight issues of virtual and augmented reality in sports communication
- analyse sporting events and prepare concise and comprehensive reports
- plan and implement an integrated journalism project and develop presentation skills.

Tension Level

After completing the course students will:

- support the need to adapt the skills of sportswriters to the new needs and demands of the sporting public,
- adopt the new roles that journalists are called upon to develop in the digital age,
- also aim at the authenticity of the news and will uphold respect for personal data in the recording, processing and distribution of journalistic material,
- highlight the need for original content and interaction with the audience, regardless of the medium,
- participate in the debate, analysing the opportunities and ethical dilemmas that arise from the use of new technologies in journalism,
- choose to use them rationally and defend, in all cases, legality,
- develop ethical decision-making skills.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

3. COURSE CONTENT

1	**Modern Technologies, Digital Media and Social Networks in Sports**
Bibliography:	• (2018). the application of sports technology and sports data for commercial purposes.. https://doi. • (2009). user evaluation study of a tagging approach to semantic mapping, 623-637. https://doi. • (2023). a new age for media coverage of women's sport? an analysis of english media coverage of the 2015 fifa women's world cup., 205-219. https://doi. • (2022). in search of sport management., 3-18. https://doi.org/10.4337 • (2014). modelling of trends in twitter using retweet graph dynamics., 132-147. https://doi.org/10.1007. • (2021). social innovation in sport.. https://doi.org • (2022). indigenous sport and nation-building., 1-17. https://doi.org/10.4324 • (2021). community sport coaching.. https://doi.org/10.4324 • (2021). sexism and racism in women's professional golf: the 2019 us women's open., 105-122. https://doi.org/10.1108. • Teachers' Notes and Slides
2	**Sports Journalism and the Crisis of News Content**
Bibliography:	• (2018). the application of sports technology and sports data for commercial purposes.. https://doi. • (2009). user evaluation study of a tagging approach to semantic mapping, 623-637. https://doi. • (2023). a new age for media coverage of women's sport? an analysis of english media coverage of the 2015 fifa women's world cup., 205-219. https://doi. • (2022). in search of sport management., 3-18. https://doi.org/10.4337 • (2014). modelling of trends in twitter using retweet graph dynamics., 132-147. https://doi.org/10.1007. • (2021). social innovation in sport.. https://doi.org • (2022). indigenous sport and nation-building., 1-17. https://doi.org/10.4324 • (2021). community sport coaching.. https://doi.org/10.4324 • (2021). sexism and racism in women's professional golf: the 2019 us women's open., 105-122. https://doi.org/10.1108. • Teachers' Notes and Slides
3	**Storytelling in sports journalism through the use of multimedia.**
Bibliography:	• (2018). the application of sports technology and sports data for commercial purposes.. https://doi. • (2009). user evaluation study of a tagging approach to semantic mapping, 623-637. https://doi. • (2014). modelling of trends in twitter using retweet graph dynamics., 132-147. https://doi.org/10.1007. • (2021). social innovation in sport.. https://doi.org • (2022). indigenous sport and nation-building., 1-17. https://doi.org/10.4324 • (2021). community sport coaching.. https://doi.org/10.4324 • (2021). sexism and racism in women's professional golf: the 2019 us women's open., 105-122. https://doi.org/10.1108 • Teachers' Notes and Slides
4	**Production of quality multimedia content**
Bibliography:	• Teachers' notes and slides
	• (2009). user evaluation study of a tagging approach to semantic mapping, 623-637. https://doi. • (2014). modelling of trends in twitter using retweet graph dynamics., 132-147.

	https://doi.org/10.1007. ●
5	**New forms of web journalism: robotic journalism, data journalism, mobile device journalism**
Bibliography:	● *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki,* ● Albeanu, C. (2016a). *Norwegian News Agency is betting on automation for football coverage.* Retrieved from: https://www.journalism.co.uk/news/norwegian-news-agency-is-betting-on-automation-for-football- ● Carp, S. (2019) *Twitter and NBC team up for Tokyo 2020 coverage* Retrieved from: ● Crupi, A. (2016a).*Nightmare' in Rio: NBC's Olympics Ratings Down 15% From London.* Retrieved from: http://adage.com/article/special-report-the-olympics/nightmare-rio ● Exarchos, C (2019). *Olympic Channel.* PASAT Sports School, Ancient Olympia. ● Fischer, S (2021). *The New York Times to acquire The Athletic for $550 million in cash.* Retrieved from https://www.axios.com/new-york-times-athletic-deal-valuation-
6	**Virtual and augmented reality**
Bibliography:	● *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki, DISIGMA* ● Carp, S. (2019) *Twitter and NBC team up for Tokyo 2020 coverage* Retrieved from: ● Crupi, A. (2016a).*Nightmare' in Rio: NBC's Olympics Ratings Down 15% From London.* Retrieved from: http://adage.com/article/special-report-the-olympics/nightmare-rio ● Exarchos, C (2019). *Olympic Channel.* PASAT Sports School, Ancient Olympia. ● Fischer, S (2021). *The New York Times to acquire The Athletic for $550 million in cash.* Retrieved from https://www.axios.com/new-york-times-athletic-deal-valuation-
7	**New forms of television rights**
Bibliography:	● *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki,* ● Battaglio, S. (2016). *NBC's Olympic ratings drop while online viewership surges: 'There is a cultural shift'* Retrieved from: ● Bilton, R. (2016). *Inspired by Purple, The New York Times will text readers behind-the-scenes updates about the Olympics*. Retrieved from: http: ● Carp, S. (2019) *Twitter and NBC team up for Tokyo 2020 coverage* Retrieved from: ● Crupi, A. (2016a).*Nightmare' in Rio: NBC's Olympics Ratings Down 15% From London.* Retrieved from: http://adage.com/article/special-report-the-olympics/nightmare-rio ● Exarchos, C (2019). *Olympic Channel.* PASAT Sports School, Ancient Olympia. ● Fischer, S (2021). *The New York Times to acquire The Athletic for $550 million in cash.* Retrieved from https://www.axios.com/new-york-times-athletic-deal-valuation-
8	**New forms of broadcasting via web and social streaming**

Bibliography:	• *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki,* • Battaglio, S. (2016). *NBC's Olympic ratings drop while online viewership surges: 'There is a cultural shift'* Retrieved from: • Carp, S. (2019) *Twitter and NBC team up for Tokyo 2020 coverage* Retrieved from: • Exarchos, C (2019). *Olympic Channel.* PASAT Sports School, Ancient Olympia. • Fischer, S (2021). *The New York Times to acquire The Athletic for $550 million in cash.* Retrieved from https://www.axios.com/new-york-times-athletic-deal-valuation-
9	**Sports Event Analysis and Reporting via**
Bibliography:	• Teachers' notes and power point
10	**Use of artificial intelligence in the production of sports content via the web**
Bibliography:	• Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens • *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki, DISIGMA* • Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting"**,** International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022*
11	**Ethical Issues in sports journalism via web**
Bibliography:	• Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens • *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki, DISIGMA* • Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting"**,** International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022*
12	**New business models in the media**
Bibliography:	• *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki, DISIGMA* • Gkanas P. & Antonopoulou P, *"The digital transformation of media companies and their working structure through the coronavirous pandemic*", International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume: 06, Issue: 12, December 2021 • Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting"**,** International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022*
13	**Final project and presentation**
Bibliography:	

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases, ● photographic and video cameras, microphones, other sound and video production and distribution systems

<table>
<tr><td></td><td colspan="2">

- access to the Turnitin system either via direct access to the Turnitin web application or via the eclass asynchronous teleclass system (the course lecturer may specify that assignments submitted to specific assignments will be automatically routed to the Turnitin system for checking).
- The University of Peloponnese has an approved information systems security policy covering e-learning systems. This policy is posted on the website of the Digital Governance Unit of the University of Peloponnese (https://di.uop.gr/images/politiki-asfalias-diktiou.pdf).

</td></tr>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="5">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>13 weeks of teaching</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of the literature</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and preparation of written assignments</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study for the final examinations (unguided study)</td><td>34 hours (1,36 (ECTS)</td></tr>
<tr><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours/ 6 ECTS</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">Evaluation language : Greek (English is also available).
Evaluation methods:
The student's final grade is calculated as follows:

Student performance in the use of learning techniques such as brainstorming, question and answer, discussion, individual and/or group application or problem-solving exercises, simulation, group work and case studies (30% of the marks).
semester written exam grade (40%)
semester group written assignment grade (30%)

For late delivery of the written term paper a penalty of 10% for the first week of delay and 15% after the first week.</td></tr>
</table>

5. RECOMMENDED

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- Exarchos, C (2019). *Olympic Channel.* PSAT Sports School, Ancient Olympia.
- Fischer, S (2021). *The New York Times to acquire The Athletic for $550 million in cash.* Retrieved from https://www.axios.com/new-york-times-athletic-deal-valuation-
- Gkanas P. & Antonopoulou P, *"The digital transformation of media companies and their working structure through the coronavirous pandemic*", International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume: 06, Issue: 12, December 2021
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- Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens
- *Triandafyllou, S., (2020).Media and Journalism in transition, Thessaloniki, DISIGMA*
- Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting"*, *International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022*
- (2022). mansplaining and sexist practices in cable and multiplatform sports journalistic programs of infotainment in peru., 105-113. https://doi.
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- (2021). introduction: innovation and entrepreneurship in sport management.. https://doi.org
- (2020). sports media research., 25-35. https://doi.org
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- (2016). 'messing about on the river.' trenton oldfield and the possibilities of sports protest., 289-310. https://doi.
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- (2006). introduction:sport and economics
-

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY103	SEMESTER OF STUDY	1(
COURSE TITLE	**CATEGORISATION AND DESCRIPTION OF SPORTS**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Comprehensive Guide*

SECTION	LEARNING OUTCOMES
1H	Students understand the historical development of sports and the categorization of sports Historical data: The evolution of sport from antiquity to the present day Categorisation of sports: criteria for the categorisation of sports (individual, team, recreational, leisure, intellectual, motorised, air, sea, wet track, aesthetic, etc.).
2H	The students are immersed in the major sporting events and the major sporting bodies Major Sporting Events: Summer Olympic Games, Winter Olympic Games, World Games, European Games, World School Games, World Student Games, World University Games, World Student Games, Labour Games, etc. Sporting bodies: International Olympic Committee, National Olympic Committees, World and National Federations, Associations, Unions, Clubs, etc.
3H	Students delve deeper into major sports events for disabled people and organisations for disabled people Major sports events for people with disabilities: summer Paralympic Games, winter Paralympic Games , Special Olympics, Deaflympics, etc. Sporting bodies: International Paralympic Committee, National Paralympic Committees, Special Olympics Hellas etc.
4H	Students analyse sports for disabled people Sports for the disabled: wheelchair tennis, Weightlifting, Goalball, Basketball with wheelchair, Boccia, Fencing with wheelchair, Field hockey (Seated), etc.
5H	Students are introduced to the analysis of the sports of Athletics and the Running movement Athletics: Running, Jumping, Throwing Road movement: Marathon, running races
6(	Students are introduced to the analysis of Team Sports Team sports: Football, Basketball, Volleyball, Beach Volleyball, Handball etc.
7(	The students are introduced to the analysis of wet athletics and water sports Wet sports: swimming, water polo, diving, synchronised swimming, technical swimming, etc. Water sports: Rowing, Sailing and Canoeing
8H	Students are introduced to the analysis of individual sports Gymnastics, Acrobatic gymnastics, Dance (ballet, modern etc.), figure skating, tennis, table tennis, fencing, shooting, etc.
9H	Students are introduced to the analysis of heavy sports and martial arts Heavy Sports: Weightlifting, MMA, Wrestling, Boxing

	Martial arts: Tae Kwon Do, Karate, JUDO
10(	Students are introduced to the analysis of extreme and recreational sports Extreme sports: bungee jumping, skydiving, canyoning, skydiving, skydiving, etc. Recreational sports: mountain hiking, mountain biking etc.
11H	Students are introduced to the analysis of motorsport Motorsports: motor racing, Formula 1, motorcycle racing, motorboat racing, etc.
12(	Spiritual Sports Analysis Spiritual sports: esports, chess, bridge, etc.
13(	Students evaluate the experiences and knowledge of distinguished athletes

Knowledge level

Upon completion of the course students will be able to :

- students understand the categorisation of sports and the criteria for categorisation.
- know the historical development of sports
- receive knowledge about the major sporting events and competitions, the International Olympic Committee, the National Olympic Committees, the World and National Federations, Associations and Unions.
- delve deeper into the most popular sports in terms of facilities, equipment, regulations and evaluation criteria.

Skill level

After the completion of the course students will :

- identify the major sports, their regulations, equipment, facilities and evaluation criteria
- recognise the way sports are categorised
- identify sports for people with disabilities and their specificities (classification process)

Level of Tensions

After completing the course students will:

- recognise the value of classification in sport for people with disabilities, for equal participation
- identify the less popular sports
- recognise the value of intellectual sports

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism

Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas
Search, analysis and synthesis of data and information, using the necessary technologies Adapting to new situations Decision-making Autonomous work Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas

3. COURSE CONTENT

1	**Historical evolution of sports-Classification of sports**
Bibliography:	● Mouratidis I. (2023). History of physical education and sport 3.000 BC - 2.000 AD. Tziolas Publications (ISBN 978-618-221-051-2) ● Teachers' notes and slides.
2	**Major sporting events and bodies**
Bibliography:	● Mouratidis I. (2023). History of physical education and sport 3.000 BC - 2.000 AD. Tziolas Publications (ISBN 978-618-221-051-2) ● Teachers' notes and slides.
3	**Major sports events for people with disabilities- and Organisations for people with disabilities**
Bibliography:	● Sherill C. (2014). Adapted Physical Activity, Recreation and Sport. Broken Hill Publishers Ltd. ● Teachers' notes and slides.
4	**Disabled sports analysis**
Bibliography:	● Sherill C. (2014). Adapted Physical Activity, Recreation and Sport. Broken Hill Publishers Ltd. ● Teachers' notes and slides.
5	**Athletics Sports Analysis - Current Movement**
Bibliography:	● Handbook of Rules of Athletics Competitions. Retrieved on 08/03/2021 http://www.segas.gr/files/2020/Publications/Rules_For_Athtletics_Events.pdf ● Teachers' Notes and Slides
6	**Team sports analysis**
Bibliography:	● FIBA. Official Basketball Rules. Translation. Athens. Retrieved on 10/01/2021 http://www.eska.gr/kanonismoi.pdf ● FIFA. Rules of the Game. Retrieved on 08/01/2022 https://www.epo.gr/media/files/KATASTATIKO_KANONISMOI/2021-

	2022/Laws_of_the_game_Digital_2021_2022.pdf ● FIVB. Refereeing Guidelines and Instructions. retrieved on 05/01/2021 https://odbe.gr/regulations/official-regulations-volleyball/ ● Teachers' Notes and Slides
7	**Analysis of wet sports - Water sports**
Bibliography:	● Handbook of Rules and Regulations for Athletics Competitions http://www.segas.gr/files/2020/Publications/Rules_For_Athtletics_Events.pdf ● Swimming Regulations. https://koe.org.gr/sports/kolimvisi/kanonismoi ● Teachers' Notes and Slides
8	**Analysis of individual sports**
Bibliography:	● Teachers' Notes and Slides
9	**Analysis of heavy sports and martial arts**
Bibliography:	● Teachers' Notes and Slides
10	**Analysis of extreme and recreational sports**
Bibliography:	● Kypraios, G. (2017). Touching the limits: Extreme Sports. Thessaloniki: Thessaloniki, Thessaloniki, Greece ISBN 978-618-5242-01-5. ● Buswell, J., Williams, C., Done, K., & Sutton, C. (2020). Quality service management in leisure, events, tourism and sports. (Scientific Editors. M., M., M., M., Magoutas, A.). Αθήνα: Promobos ISBN 987-618-5036-61-4 ● Teachers' Notes and Slides
11	**Motor sport analysis**
Bibliography:	● Kypraios, G. (2017). Touching the limits: Extreme Sports. Thessaloniki: Thessaloniki, Thessaloniki, Greece ISBN 978-618-5242-01-5. ● Teachers' Notes and Slides
12	**Spiritual Sports Analysis**
Bibliography:	● Gdonteli, K. (2020). e-Sports in Olympic Games: a global trend and prospects. international Sports Law Review Pandektis (ISLR/Pandektis), Vol. 13: 1-2. ISBN: 978-154-63-47156 ● Gdonteli, K., Antonopoulou, P., Travlos, A. & Kipreos, G. (2020). esports in Greece: amateur participants' constraints in a leading esport event in Greece EURAM 2020 Online Conference, 4-6 December, Trinity Business School, Dublin, Ireland ISSN 2466-7498 ISBN

	978-2-9602195-2-4 ● Teachers' Notes and Slides
13	**Lectures by distinguished athletes**
Bibliography:	

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Training, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases, ● photographic and video cameras, microphones, other sound and video production and distribution systems

ORGANISATION OF TEACHING ***The way and methods of teaching are described in detail.***	Activity	Semester workload
Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc. *The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.*	13 weeks of teaching	39 hours (1.56 ECTS)
	Study and analysis of the literature	39 hours (1.56 ECTS)
	Study and preparation of written assignments	39 hours (1.56 ECTS)
	Study for the final examinations (unguided study)	34 hours (1,36 (ECTS)
	Total Course Load (25 hours of workload per credit)	150 hours/ 6 ECTS
STUDENT ASSESSMENT ***Description of the evaluation process*** *Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other* *Explicitly identified assessment criteria are stated and if and where they are accessible to students.*	Evaluation language : Greek (English is also available). Evaluation methods: The student's final grade is calculated as follows: - Two individual projects (40%) - Written exams (50%) - Participation in the course lectures (10%)	

5. RECOMMENDED

GREEK AND ENGLISH COMPULSORY BIBLIOGRAPHY

1. Kypraios, G. (2017). Touching the limits: Extreme Sports. Thessaloniki: Thessaloniki, Thessaloniki.

2. Buswell, J., Williams, C., Done, K., & Sutton, C. (2020). Quality service management in leisure, events, tourism and sports. (Scientific Editors. M., M., M., M., Magoutas, A.). Αθήνα: Promobos ISBN 987-618-5036-61-4

3. Mouratidis I. (2023). History of physical education and sport 3.000 BC - 2.000 AD.

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5. FIBA. Official Basketball Rules. Douvis, S., Akasoglou, G., Moz, A., Bikas, V., Douvis, G., Kouparanis, S. (2001). Athens. Retrieved on 10/01/2021 http://www.eska.gr/kanonismoi.pdf

6. Handbook of Rules of Athletics Competitions. Retrieved on 08/03/2021 http://www.segas.gr/files/2020/Publications/Rules_For_Athtletics_Events.pdf

7. Swimming Regulations. Retrieved on 02/02/2021 https://koe.org.gr/sports/kolimvisi/kanonismoi

8. FIFA. Rules of the Game. Retrieved on 08/01/2022 https://www.epo.gr/media/files/KATASTATIKO_KANONISMOI/2021-2022/Laws_of_the_game_Digital_2021_2022.pdf

9. FIVB Refereeing Guidelines and Instructions Retrieved on 05/01/2021 https://odbe.gr/regulations/official-regulations-volleyball/

10. IHF. Handball Federation of Greece. Retrieved on 03/09/2020 https://www.handball.org.gr/images/pdffiles/rules_of_the_game_greek.pdf

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1. Makropoulos, A., Gdonteli, K., Perrea, A., & Kipreos, G. (2017). risk taking tendency: an investigation of amateur athletes in mountain and road races. International Journal of Physical Education, Sports and Health, 4 (1), 212-216. P- ISSN: 2394-1685 | E-ISSN: 2394-1693 | CODEN: IJPEJB, Impact Factor: Impact Factor (RJIF): 5.38

2. Gdonteli, K. (2020) E-Sports in Olympic Games: a global trend and prospects International Sports Law Review Pandektis (ISLR/Pandektis), Vol. 13: 1-2. ISBN: 978-154-63-47156

3. Gdonteli, K., Antonopoulou, P., Travlos, A. & Kipreos, G. (2020). esports in Greece: amateur participants' constraints in a leading esport event in Greece EURAM 2020 Online Conference, 4-6 December, Trinity Business School, Dublin, Ireland ISSN 2466-7498 ISBN 978-2-9602195-2-4

4.Kipreos, G. (2020) Homo Extremius: A Neologism Proposed In Sports Science Sumerianz Journal of Social Science, Vol. 3, No. 6, pp. 69-78. ISSN(e): 2616-8693, ISSN(p): 2617-1716

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COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY104	SEMESTER OF STUDY	1(
COURSE TITLE	**BETTING MEDIA**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2.

2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Comprehensive Guide*

SECTION	**LEARNING OUTCOMES**
1H	Students discuss issues of scientificity in Betting and the study of Betting
2H	Students interpret the social, economic, and legal dimensions of Betting
3H	students highlight the contribution of betting to the finances of sports clubs and analyse the most recent legal provisions

4H	Students are familiar with the Greek betting media, both print and online, and approach them critically.
5H	Students will recognise journalistic texts that promote veiled incitements to gambling behaviour
6(	Students define affiliate marketing through sports websites
7(	The students highlight the responsibility of the betting media to address issues of illegal gambling, tax evasion and "black" money through gambling.
8H	Students describe gambling addiction as a psychological illness, based on the recent World Health Organisation's classification of mental illnesses
9H	Students will describe the role of the control and ethical bodies and the EUEBC with regard to the betting content of the
10(	The students analyse the role of betting advertising and sponsorship in sports media as well as specific ethical issues arising from the indirect (in the form of advertising) financing of SMEs by betting companies
11H	Students define "Responsible Betting" and highlight relevant forms of print, television, radio and online advertising.
12(	The students discern new social, economic, sporting and legal dimensions of betting through e-sports.
13(	The students discuss individual issues concerning the organisation and operation of betting media as well as the possibilities and responsibilities of all media that host betting advertising.

- **Expected learning outcomes**

Knowledge level

Upon completion of the course students will be able to :

- **Define** the betting media
- **Recognise** the types of legal betting.
- **They describe** legal offline and online legal gambling.
- **They interpret** the terms "responsible play" and "clean play".
- **Distinguish between** the sponsoring betting companies of broadcasts, publications and posts.
- **They analyse** the responsibility of the betting media in matters of illegal gambling, tax evasion and "black" money through gambling.
- **Highlight** the role of the competent control authorities

Skill level

Upon completion of the course students will be able to :

- **They correct** unsafe journalistic content in order to prevent addiction and offending behaviour by bettors,
- **Check** the correct rendering of the terminology of legal betting games in their texts for the convenience of the sports public,
- **They compile** reports, articles and special features, exclusively for the information of betting players, without any indirect encouragement of betting behaviour.
- **They include** examples in their texts of pathological involvement in betting.
- **They shall apply** the legislation and ethical principles for journalistic coverage of betting.
- **They are** fluent in mobile betting and digital affiliate marketing platforms for reporting needs,
- Critically **manage** the provision of information by betting companies, applying journalistic practices to protect the public from any directed news reporting

Tension Level

When they have completed the learning module, learners will be able to:

- **They adopt** social messages against gambling addiction,

- **They support** political and social initiatives in favour of the protection of vulnerable groups and minors,
- **They encourage** players to play responsibly to avoid losing property,
- **They encourage** practices against illegal betting.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

3. COURSE CONTENT

1	**Scientific issues in the study of sports betting and betting media**
Bibliography:	• Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Teachers' Notes and Slides
2	**Social, economic, and legal dimensions of**
Bibliography:	• Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Alexopoulos, P. & (2010). • Alexopoulos P., (2002), *Football from Theory to Practice*, Volume 1, Athens, Savallas Publications. • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017 • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML

	• https://www.kodiko.gr/nomologia/download_fek
3	**The contribution of betting to the financing of sports clubs**
Bibliography:	• Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017 • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML
4	**The Betting Media: presentation and critical approach**
Bibliography:	• Teachers' notes and slides
5	**Formative journalistic texts in the digital environment**
Bibliography:	• Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017 • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML
6	**Betting affiliate marketing through sports websites**
Bibliography:	• Teachers notes and Power Points
7	**The responsibility of the betting media in matters of illegal gambling, tax evasion and "black money" through gambling**
Bibliography:	• Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017 • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML
8	**Sports betting addiction and the role of the betting media**
Bibliography:	• Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek*

	economy and society (ed.), Athens, SIDERIS. • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML
9	**Ethics and ethics in gambling: supervisory bodies and the powers of the EESC**
Bibliography:	• Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017. • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML
10	**The role of betting advertising and sponsorship in sports media: specific issues**
Bibliography:	• Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015). *Effective Advertising.* Athens. Rossili. • Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017. • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML
11	**Media advertising campaigns on responsible gambling**
Bibliography:	• Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015). *Effective Advertising.* Athens. Rossili. • Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS. • Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications.

	• Notes and Slides of the teachers • https://www.gamingcommission.gov.gr • https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017 • https://eur-lex.europa.eu/legal-content/EL/TXT/HTML
12	**Gamification and e-sports**
Bibliography:	• Gdonteli, K., Antonopoulou, P., Travlos, A. & Kipreos, G. (2020) *"Esports in Greece: amateur participants' constraints in a leading Esport event in Greece"* EURAM 2020 Online Conference, 4-6 December.Trinity Business School, Dublin, Ireland.ISSN 2466-7498 ISBN 978-2-9602195-2-4. • Gdonteli, K. Antonopoulou, P., Alexopoulos, P. & Kipreos, G. (2020) *"The necessity of organization and proper administration of Esports in Greece". 28th International e-Congress on Physical Education and Sports Science, Komotini.* • Notes and Slides of the teachers • https://www.gamingcommission.gov.gr
13	**Lectures by experienced sports editors, study visits and practical applications in the course**
Bibliography:	

	4. TEACHING and LEARNING METHODS - EVALUATION	
	METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

	USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases, ● photographic and video cameras, microphones, other sound and video production and distribution systems

		● access to the Turnitin system either via direct access to the Turnitin web application or via the eclass asynchronous teleclass system (the course lecturer may specify that assignments submitted to specific assignments will be automatically routed to the Turnitin system for checking). ● The University of Peloponnese has an approved information systems security policy covering e-learning systems. This policy is posted on the website of the Digital Governance Unit of the University of Peloponnese (https://di.uop.gr/images/politiki-asfalias-diktiou.pdf).	
	ORGANISATION OF TEACHING ***The way and methods of teaching are described in detail.***	Activity	Semester workload
	Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc. *The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.*	13 weeks of teaching	39 hours (1.56 ECTS)
		Study and analysis of the literature	39 hours (1.56 ECTS)
		Study and preparation of written assignments	39 hours (1.56 ECTS)
		Study for the final examinations (unguided study)	34 hours (1,36 (ECTS)
		Total Course Load (25 hours of workload per credit)	150 hours/ 6 ECTS
	STUDENT ASSESSMENT ***Description of the evaluation process*** *Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other* *Explicitly identified assessment criteria are stated and if and where they are accessible to students.*	Evaluation language : Greek (English is also available). Evaluation methods: The student's final grade is calculated as follows: ● Student performance in the use of learning techniques such as brainstorming, question and answer, discussion, individual and/or group application or problem-solving exercises, simulation, group work and case studies (30% of the marks). ● semester written exam grade (40%) ● semester written assignment grade (30%) For late delivery of the written term paper, a penalty of 10% for the first week of delay and 15% after the first week.	

5. RECOMMENDED

- Alexopoulos, P., (2020). *The sports betting today : challenges and prospects for the Greek economy and society* (ed.), Athens, SIDERIS.
- Alexopoulos, P. & (2010).
- Alexopoulos P., (2002), *Football from Theory to Practice*, Volume 1, Athens, Savallas Publications.
- Gdonteli, K., Antonopoulou, P., Travlos, A. & Kipreos, G. (2020) *"Esports in Greece: amateur participants' constraints in a leading Esport event in Greece"* EURAM 2020 Online Conference, 4-6 December.Trinity Business School, Dublin, Ireland.ISSN 2466-7498 ISBN 978-2-9602195-2-4.
- Gdonteli, K. Antonopoulou, P., Alexopoulos, P. & Kipreos, G. (2020) *"The necessity of organization and proper administration of Esports in Greece".* 28th International e-Congress on Physical Education and Sports Science, Komotini.
- Lecturers' notes and power points
- https://www.gamingcommission.gov.gr
- https://www.lawspot.gr/nomikes-plirofories/nomothesia/egkyklios-eisaggelias-areioy-pagoy-4-2017
- https://www.kodiko.gr/nomologia/download_fek

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	MY 105	**SEMESTER OF STUDY**	**1º**
COURSE TITLE	**RESEARCH METHODOLOGY**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures, laboratory and practical exercises	3 hours	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	Select
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No
ELECTRONIC COURSE PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course. *Consult Annex A* ● *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area* ● *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B* ● *Learning Outcomes Writing Comprehensive Guide*

The course aims to provide an understanding of the principles governing scientific research and its implementation.

At the level of knowledge:
Upon completion of the course, students will be able to:
(a) choose a specific area of scientific research
(b) highlight the range of information resources at their disposal
(c) classify the literature sources provided, according to the subject of the research.
(d) organise knowledge into groups of related concepts in order to have a comprehensive picture of the information provided by the different sources.
(e) identify sources that provide accurate, well-organised and up-to-date knowledge

At the skills level:
After completing the course, students will be able to :
(a) recognise the quality of the information that will help them to scientifically define and document their research,
(b) record and describe the result of the search in scientific sources in an understandable and clear way.
(c) Plan, organise and implement a scientific project,
(d) use and develop the creativity, research, theoretical and practical knowledge and skills acquired during their studies,

At the level of attitudes:
Upon completion of the course, students will:
(a) safeguard the objectivity and ethics of
(b) respect sensitive personal
(c) reject plagiarism or other illegal use of a third party's work;

SECTION	LEARNING OUTCOMES
1η	Students will analyse the characteristics of scientific research.
2η	Students will know the types of scientific papers.
3η	Students will become familiar with database searching.
4η	Students will design a scientific project.
5η	Students will discuss ethical and legal issues in research.
6η	Students will master the method of systematic literature review.
7η	Students will distinguish the appropriate scientific method for their research.
8η	Students will design a research proposal.
9η	Students will highlight the importance of validity and reliability in research.
10η	Students will know the methods of collecting qualitative data.
11η	Students will design and conduct interviews in qualitative research.
12η	Students will know the methods of qualitative data analysis.
13η	Students will suggest ways of writing and presenting a research paper.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies *Project planning and management* *Respect for diversity and multiculturalism and gender sensitivity* *Respect for the natural environment* *Adapting to new situations* *Demonstrate social, professional and ethical responsibility* *Decision-making* *Autonomous work* *Exercise of criticism and self-criticism* *Teamwork* *Promoting free, creative and inductive thinking* *Working in an international environment* *Working in an interdisciplinary environment* *Generating new research ideas*
1. Search, analysis and synthesis of data and information, using the necessary technologies 2. Respect for diversity and multiculturalism and gender sensitivity. 3. Decision-making 4. Demonstrate social, professional and ethical responsibility 5. Autonomous work 6. Exercise of criticism and self-criticism 7. Teamwork 8. Promoting free, creative and inductive thinking 9. Working in an international environment 10. Working in an interdisciplinary environment 11. Generating new research ideas

3. COURSE CONTENT	
The specific chapters to be taught are:	
1	**Basic principles in the research**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. ed. Γ. Cirbas. Publications: Giol 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. DISCLAIMER
Link:	
2	**Types of scientific**
Bibliography:	1. Adler, E., Clark, R., R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. Publications: DISIGMA
Link:	
3	**Research on databases**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. ed. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. DISCLAIMER
Link:	
4	**Design of scientific work**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. ed. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. DISCLAIMER

Link:	
5	**Ethical and legal issues in research.**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .
Link:	
6	**Systematic Literature Review**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .
Link:	
7	**Choice of research method**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .
Link:	
8	**Research**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .
Link:	
9	**Validity and reliability**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .
Link:	
10	**Data collection methods in the survey**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .
Link:	
11	**Planning and managing interviews**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .
Link:	
12	**Methods of qualitative data analysis**
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. eds. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. .

Link:		
13	**Writing - presentation of a research paper**	
Bibliography:	1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. ed. Γ. Cirbas. Publications: Giola 2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion. 3. Sarris, M (2023). How to write a scientific paper. DISCLAIMER	
Link:		

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Training, in Communication with students*	

	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases.

	• access to the Turnitin system either through direct access to the Turnitin web application or through the eclass asynchronous teleclass system (the course lecturer may specify that assignments submitted to specific assignments will be automatically routed to the Turnitin system for checking). • The University of Peloponnese has an approved information systems security policy covering e-learning systems. This policy is posted on the website of the Digital Governance Unit of the University of Peloponnese (https://di.uop.gr/images/politiki-asfalias-diktiou.pdf).

<table>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="6">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature,
Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching,
Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>Lectures (13 weeks x 3 hours)</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of the literature</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Preparation of individual work</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Independent study for the final examinations</td><td>34 hours (1.36 ECTS)</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours (6 ects)</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work,
Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other
Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">Evaluation language : Greek (English is also available).
Evaluation methods:
The student's final grade is calculated as follows:
● Student performance in the use of learning techniques such as brainstorming, question and answer, discussion, individual and/or group application or problem-solving exercises, simulation, group work and case studies (30% of the marks).
● semester written exam grade (40%)
● semester written assignment grade (30%)
For late delivery of the written term paper, a penalty of 10% for the first week of delay and 15% after the first week is foreseen.The evaluation of students includes:
Special provision is made for the examination of students with special learning difficulties, in accordance with the TODA regulations.</td></tr>
</table>

5 RECOMMENDED BIBLIOGRAPHY

1. Adler, E., Clark, R., (2018). Social research. A tour of methods and techniques. ed. Γ. Cirbas. Publications: Giola
2. Creswell, J.W. (2016). Research in education. Designing, conducting and evaluating quantitative and qualitative research. Athens: Ion.
3. Sarris, M (2023). How to write a scientific paper. DISCLAIMER

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY 201	SEMESTER OF STUDY	2(
COURSE TITLE	**DIGITAL PLATFORMS AND NEW FORMS OF SPORTS BROADCASTING**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6

Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		
TYPE OF COURSE *General background , Special background, Speciality*	General background	
PREREQUISITE COURSES:	None	
LANGUAGE OF TEACHING AND EXAMINATION:	Greek	
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO	
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/	

2.

2. LEARNING OUTCOMES

Learning Outcomes
Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course. *Consult Annex A* ● *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area* ● *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B* ● *Learning Outcomes Writing Guide*

SECTION	LEARNING OUTCOMES
1H	Students understand the concept, types and services of digital platforms.
2H	Students analyse the role of social networks in sports communication.
3H	Understanding the new forms of sports reporting on the internet.
4H	Students highlight sports streaming services and the terms of broadcasting rights
5H	Students develop innovation skills in sports journalism.
6(	Students analyse the current challenges in the creation of high quality digital sports content.
7(	Students describe ways of crisis management in digital media.
8H	Students analyse the security threats and precautionary measures in the online sports arena.
9H	Students support the importance of accessibility in digital sports platforms.
10(	Students describe the effects of overconsumption of sports content
11H	Students discuss the impact of digital media on sport and the public.
12(	Students discuss legal and ethical issues that arise when using digital platforms
13(	Students analyse the major issue of copyright and related rights in the use and distribution of content from digital platforms

- **Expected learning outcomes**

Knowledge level

After completing the course students will:

- know the types and services offered by digital information and news platforms.
- highlight the role of Social Media in sports communication and journalism.
- describe sports streaming services,
- analyse the system of broadcasting rights (TV rights and rights to broadcast via digital platforms)
- discuss about security threats and precautionary measures in the online sports arena

Skill level

Upon completion of the course students will be able to :

- select textual codes and expressive media for the production of news and information content for digital platforms.
- handle and rationally use sports references on the internet.
- highlight issues related to the operating regime of digital platforms and copyright arising from the use of third party content.
- describe the benefits of cooperation between digital platforms and TV networks for the transmission of high-interest sports content (e.g. Olympic Games),
- design innovative productions through digital platforms
- participate in crisis resolution in internet businesses.

Tension Level

After completing the course students will:

- support the importance of accessibility in digital sports platforms,
- uphold ethics in the production and distribution of news and information content via digital platforms,
- highlight the obligation of sports editors to produce high quality content, which will meet the new needs and demands of the sports audience,
- support cybersecurity measures.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?
Search, analysis and synthesis of data and information, using the necessary technologies Project planning and management Respect for diversity and multiculturalism and gender sensitivity Respect for the natural environment Adapting to new situations Demonstrate social, professional and ethical responsibility Decision-making Autonomous work Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas
Search, analysis and synthesis of data and information, using the necessary technologies Adapting to new situations Decision-making

Autonomous work Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas

3. COURSE CONTENT

1	**Introduction to Digital Platforms**
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2	**Social Networks and Sports Communication**
Bibliography:	● Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA ● Gkanas P. & Antonopoulou P, *"The digital transformation of media companies and their working structure through the coronavirous pandemic*", International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume: 06, Issue: 12, December 2021 ● Kapela, R., McGuinness, K., Świetlicka, A., & O'Connor, N. (2014). real-time event detection in field sport videos, 293-316. https://doi.org/10.1007/978-3-319-09396-3_14

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3	**Digital Sports Reference Forms**
Bibliography:	• Gafni, E., Staddon, J., & Yin, Y. (1999). Efficient methods for integrating traceability and broadcast encryption, 372-387. https://doi. • Kapela, R., McGuinness, K., Świetlicka, A., & O'Connor, N. (2014). real-time event detection in field sport videos, 293-316. https://doi.org/10.1007/978-3-319-09396-3_14 • McEnnis, S. (2018). sports journalism and cultural authority in the digital age., 207-219. https://doi. • Vlasiuk, L. (2023). Transformation from print newspaper to digital: how everything has moved to social network. Graal Nauki, (27), 404-409. https://doi.
4	**Sports Streaming and Rights**
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5	**Digital Journalism and Innovation**
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	• Kapela, R., McGuinness, K., Świetlicka, A., & O'Connor, N. (2014). real-time event detection in field sport videos, 293-316. https://doi.org/10.1007/978-3-319-09396-3_14 • McEnnis, S. (2018). sports journalism and cultural authority in the digital age., 207-219. https://doi. • Tomanek, M., Cieśliński, W., & Polasik, M. (2022). digital business models in sport.. https://doi. • Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting", International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022* • Vlasiuk, L. (2023). Transformation from print newspaper to digital: how everything has moved to social network. Graal Nauki, (27), 404-409. https://doi. • Vorasiha, E. (2022). media exposure through new media. international journal of health sciences, 1499-1505. https://doi. Yunanto, Y., Suhariadi, F., & Yulianti, P. (2020). competitive dynamics between individual behaviors of the mass media industry.Jurnal Ekonomi & Bisnis Jagaditha, 7(1), 39-45.
6	**The Importance of Content Quality**
Bibliography:	• Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, • Gafni, E., Staddon, J., & Yin, Y. (1999). Efficient methods for integrating traceability and broadcast encryption, 372-387. https://doi. • Kapela, R., McGuinness, K., Świetlicka, A., & O'Connor, N. (2014). real-time event detection in field sport videos, 293-316. https://doi.org/10.1007/978-3-319-09396-3_14 • McEnnis, S. (2018). sports journalism and cultural authority in the digital age., 207-219. https://doi. • Tomanek, M., Cieśliński, W., & Polasik, M. (2022). digital business models in sport.. https://doi. • Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting", International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022* • Vlasiuk, L. (2023). Transformation from print newspaper to digital: how everything has moved to social network. Graal Nauki, (27), 404-409. https://doi. • Vorasiha, E. (2022). media exposure through new media. international journal of health sciences, 1499-1505. https://doi. • Yunanto, Y., Suhariadi, F., & Yulianti, P. (2020). competitive dynamics between individual behaviors of the mass media industry.Jurnal Ekonomi & Bisnis Jagaditha, 7(1), 39-45.
7	**Crisis Management in Digital Media**
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8	**Online Privacy and Data Security**
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9	**Availability and accessibility on digital platforms**
Bibliography:	● Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, ● Gafni, E., Staddon, J., & Yin, Y. (1999). Efficient methods for integrating traceability and broadcast encryption, 372-387. https://doi. ● Kapela, R., McGuinness, K., Świetlicka, A., & O'Connor, N. (2014). real-time event detection in field sport videos, 293-316. https://doi.org/10.1007/978-3-319-09396-3_14 ● McEnnis, S. (2018). sports journalism and cultural authority in the digital age., 207-219. https://doi. ● Tomanek, M., Cieśliński, W., & Polasik, M. (2022). digital business models in sport.. https://doi. ● Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting", International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022* ● Vlasiuk, L. (2023). Transformation from print newspaper to digital: how everything has moved to social network. Graal Nauki, (27), 404-409. https://doi. ● Vorasiha, E. (2022). media exposure through new media. international journal of health sciences, 1499-1505. https://doi. ● Yunanto, Y., Suhariadi, F., & Yulianti, P. (2020). competitive dynamics between individual behaviors of the mass media industry.Jurnal Ekonomi & Bisnis Jagaditha, 7(1), 39-45.

10	**Overconsumption of sports content and physical health**
Bibliography:	• Teachers' notes and power point
11	**The Impact of Digital Media on Sport**
Bibliography:	• Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, • Gafni, E., Staddon, J., & Yin, Y. (1999). Efficient methods for integrating traceability and broadcast encryption, 372-387. https://doi. • Gkanas P. & Antonopoulou P, *"The digital transformation of media companies and their working structure through the coronavirous pandemic*", International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume: 06, Issue: 12, December 2021 • Kapela, R., McGuinness, K., Świetlicka, A., & O'Connor, N. (2014). real-time event detection in field sport videos, 293-316. https://doi.org/10.1007/978-3-319-09396-3_14 • McEnnis, S. (2018). sports journalism and cultural authority in the digital age., 207-219. https://doi. • Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens • Tomanek, M., Cieśliński, W., & Polasik, M. (2022). digital business models in sport.. https://doi. • Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting"**, International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022* • Vlasiuk, L. (2023). Transformation from print newspaper to digital: how everything has moved to social network. Graal Nauki, (27), 404-409. https://doi. • Vorasiha, E. (2022). media exposure through new media. international journal of health sciences, 1499-1505. https://doi. Yunanto, Y., Suhariadi, F., & Yulianti, P. (2020). competitive dynamics between individual behaviors of the mass media industry.Jurnal Ekonomi & Bisnis Jagaditha, 7(1), 39-45.
12	**Legal and ethical issues in the operation of digital platforms : European policy**
Bibliography:	• Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA • Gafni, E., Staddon, J., & Yin, Y. (1999). Efficient methods for integrating traceability and broadcast encryption, 372-387. https://doi. • Gkanas P. & Antonopoulou P, *"The digital transformation of media companies and their working structure through the coronavirous pandemic*", International Journal of Social Science and Economic Research ISSN: 2455-8834 Volume: 06, Issue: 12, December 2021 • Kapela, R., McGuinness, K., Świetlicka, A., & O'Connor, N. (2014). real-time event detection in field sport videos, 293-316. https://doi.org/10.1007/978-3-319-09396-3_14 • McEnnis, S. (2018). sports journalism and cultural authority in the digital age., 207-219. https://doi. • Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens

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13	**Copyright and related rights**
Bibliography:	Teachers' notes and power point

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases, ● photographic and video cameras, microphones, other sound and video production and distribution systems

<table>
<tr><td></td><td colspan="2">

- access to the Turnitin system either via direct access to the Turnitin web application or via the eclass asynchronous teleclass system (the course lecturer may specify that assignments submitted to specific assignments will be automatically routed to the Turnitin system for checking).
- The University of Peloponnese has an approved information systems security policy covering e-learning systems. This policy is posted on the website of the Digital Governance Unit of the University of Peloponnese (https://di.uop.gr/images/politiki-asfalias-diktiou.pdf).

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<tr><td>Study and analysis of the literature</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and preparation of written assignments</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study for the final examinations (unguided study)</td><td>34 hours (1,36 (ECTS)</td></tr>
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- Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens
- Tomanek, M., Cieśliński, W., & Polasik, M. (2022). digital business models in sport.. https://doi.
- Triantafyllou S. & Antonopoulou P. *"Sports Journalism into the digital environment: New froms of reporting"***,** *International Journal of Social Science and Economic Research ISSN: 2455-8834. Volume:07, Issue:03, March 2022*
- Vlasiuk, L. (2023). Transformation from print newspaper to digital: how everything has moved to social network. Graal Nauki, (27), 404-409. https://doi.
- Vorasiha, E. (2022). media exposure through new media. international journal of health sciences, 1499-1505. https://doi.
- Yunanto, Y., Suhariadi, F., & Yulianti, P. (2020). Competitive dynamics between individual behaviors of the mass media industry. Jurnal Ekonomi & Bisnis Jagaditha, 7(1), 39-45. https://doi.

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY202	SEMESTER OF STUDY	2(
COURSE TITLE	**NARRATIVE TECHNIQUES AND PHOTOJOURNALISM IN SPORT**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Guide*

SECTION	**LEARNING OUTCOMES**
1H	Students interpret photography as a form of media discourse
2H	Students analyse photography and video as a type of journalism
3H	Students analyse storytelling techniques through photography
4H	Students will deepen their knowledge of the tools for the semantic analysis of static and moving images
5H	Students distinguish between the genres of photography and informative/information video
(6	Students analyse the relationship between video and photography and the performing arts
7(	Students highlight the role of photojournalism in sports communication and information

8H	Students become familiar with the organization of photojournalism at major sporting events
9H	Students highlight techniques of audience attraction in sports photojournalism
10(	Students are familiar with the professional and trade union associations of photojournalists
11H	Students highlight ethical and moral issues in photojournalism
12(	The students talk to renowned photojournalism professionals
13(	Educational visits

Knowledge level

After the completion of the course students will :

- **They analyse** the Logos of the static image (photo) and the moving image (video)
- **Know** the historical path of the photographic art form as a form of journalistic discourse
- **Distinguish** the similarities and differences between moment, snapshot and representation,
- **Interpret** the role of the semiotics of photography and/or video in different types of reporting.
- **Explain** the importance of the frame and other elements of photography for photojournalism
- **Recognise** the building blocks of good photography
- **Distinguish** the differences between different types of photographs
- **Understand** the differences in taking a photo or video depending on the purpose it is intended to serve,

Skill level

Upon completion of the course students will be able to :

- **Interpret** the different message levels in the moving and static image,
- **They are able to operate** simple photography and/or video recording devices (e.g. their mobile phone) for everyday use in the context of sports reporting,
- **Choose** more sophisticated cameras and video cameras for more specialised shooting
- **They discern** the best shooting angle and the right lighting,
- **Create** stories (storytelling) through
- **Formulate** an attractive video and/or photo archive for journalistic use,
- **Use** the appropriate methods to search for sports photos/videos in archives and on the internet and to verify their authenticity,

Level of Tensions

- **They adopt** the fundamental principles of evaluating, prioritising and selecting moving and static image cues according to their purpose,
- **Apply** ethics in the production, design and use of iconography
- **They analyse** the social, economic and political implications of the sporting spectacle,
- **They highlight** copyright issues of the creators of the image.
- **They support** the ethical use of artificial intelligence in photo selection

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work

Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas
Search, analysis and synthesis of data and information, using the necessary technologies Adapting to new situations Decision-making Autonomous work Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas

3. COURSE CONTENT

1	**The moving and static image as forms of media discourse**
Bibliography:	● *Antonopoulou, P., (2008). Sport, Politics and Mass Media, Athens, Drakopoulou Publications.* ● *Vakrinos, D. (2018). The Book of Digital Photography, Athens. Nexus Publications.* ● Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and Branding Place. The International Experience and the Greek Reality",* Volos, 2012. ● Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta ● Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens ● *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019. ● Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015*). Effective Advertising.* Athens. Rossili, ● Teachers' notes and Power Point
2	**Photography, photojournalism and illustration of epics as forms of journalism**
Bibliography:	● *Antonopoulou, P., (2008). Sport, Politics and Mass Media, Athens, Drakopoulou Publications.* ● *Vakrinos, D. (2018). The Book of Digital Photography, Athens. Nexus Publications.* ● Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and*

	Branding Place. The International Experience and the Greek Reality", Volos, 2012. ● Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta ● Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens ● *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019.
3	**Narrative journalism and storytelling techniques through static and moving image**
Bibliography:	● *Antonopoulou, P., (2008). Sport, Politics and Mass Media, Athens, Drakopoulou Publications.* ● *Vakrinos, D. (2018). The Book of Digital Photography, Athens. Nexus Publications.* ● Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and Branding Place. The International Experience and the Greek Reality",* Volos, 2012. ● Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta ● Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens ● *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019. ● Teachers' notes and Power Point
4	**Meaning tools for photo and video**
Bibliography:	● *Antonopoulou, P., (2008). Sport, Politics and Mass Media, Athens, Drakopoulou Publications.* ● *Vakrinos, D. (2018). The book of Digital Photography, Athens. Nexus Publications.* ● Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and*

	Branding Place. The International Experience and the Greek Reality", Volos, 2012. ● Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta ● Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens ● *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019. ● Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015*). Effective Advertising.* Athens. Rossili, ● Teachers' notes and Power Point
5	**Typology of photography**
Bibliography:	● *Vakrinos, D. (2018). The book of Digital Photography, Athens. Nexus Publications.* ● Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and Branding Place. The International Experience and the Greek Reality",* Volos, 2012. ● Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta ● *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019. ● Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015*). Effective Advertising.* Athens. Rossili, ● Teachers' notes and Power Point
6	**The relationship between media iconography and the performing arts: the concept of "performance"**
Bibliography:	● *Antonopoulou, P., (2008). Sport, Politics and Mass Media, Athens, Drakopoulou Publications.* ● *Vakrinos, D. (2018). The book of Digital Photography, Athens. Nexus Publications.* ● Teachers' notes and Power Point

7	**The role of photojournalism in sports communication and information**
Bibliography:	● *Vakrinos, D. (2018). The book of Digital Photography, Athens. Nexus Publications.* ● Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta ● *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019.
8	**Photojournalism at major sporting events**
Bibliography:	● *Vakrinos, D. (2018). The book of Digital Photography, Athens. Nexus Publications* ● Teachers' notes and Power Point
9	**Techniques for attracting an audience in the context of photojournalism**
Bibliography:	● *Vakrinos, D. (2018). The Book of Digital Photography, Athens. Nexus Publications.* ● Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta ● *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019. ● Teachers' notes and Power Point
10	**The professional and trade union associations of photographers, photojournalists and cameramen**
Bibliography:	● Teachers' notes and Power Point
11	**Ethics in Photojournalism**
Bibliography:	● *Vakrinos, D. (2018). The Book of Digital Photography, Athens. Nexus Publications* ● Teachers' notes and Power Points
12	**Lectures by renowned photojournalists and illustrators**
Bibliography:	
13	**Educational visits**
Bibliography:	

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases, ● photographic and video cameras, microphones, other sound and video production and distribution systems

<table>
<tr><td></td><td colspan="2">

- access to the Turnitin system either through direct access to the Turnitin web application or through the eclass asynchronous teleclass system (the course lecturer may specify that assignments submitted to specific assignments will be automatically routed to the Turnitin system for checking).
- The University of Peloponnese has an approved information systems security policy covering e-learning systems. This policy is posted on the website of the Digital Governance Unit of the University of Peloponnese (https://di.uop.gr/images/politiki-asfalias-diktiou.pdf).

</td></tr>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="5">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>13 weeks of teaching</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of the literature</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and preparation of written assignments</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study for the final examinations (unguided study)</td><td>34 hours (1,36 (ECTS)</td></tr>
<tr><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours/ 6 ECTS</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">Evaluation language : Greek (English is also available).
Evaluation methods:
The student's final grade is calculated as follows:

Student performance in the use of learning techniques such as brainstorming, question and answer, discussion, individual and/or group application or problem-solving exercises, simulation, group work and case studies (30% of the marks).
semester written exam grade (40%)
semester written assignment grade (30%)
For late delivery of the written term paper a penalty of 10% for the first week of delay and 15% after the first week.

</td></tr>
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5. RECOMMENDED

- *Antonopoulou, P., (2008). Sport, Politics and Mass Media, Athens, Drakopoulou Publications.*
- Arens, C., Arens,W., Weigold, M., Scheafer,D., (2015*). Effective Advertising.* Athens. Rossili,
- *Vakrinos, D. (2018). The book of Digital Photography, Athens. Nexus Publications.*
- Antonopoulou P., "*Promotion of the Greek brand abroad: message analysis in the printed advertisements of EOT",* Proceedings of the 1st Conference on *"Marketing and Branding Place. The International Experience and the Greek Reality",* Volos, 2012.
- Antonopoulou P., Drakopoulou H., "*Adaptation & Standardization in the printed advertisements of EOT abroad",* Proceedings of the 13th Panhellenic Scientific Conference of ELLEDA, December 2012, Sparta
- Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens
- *Holivatou A. & Antonopoulou P., "The creative narrativity of journalistic discourse: The liminal nature of literary reportage on the journalism-literature frontier and contemporary 'pseudo-biographies' as television copies",* Proceedings of the 4th International Conference on Creative Writing, University of Macedonia, Florina, 12-15 September 2019.
- Teacher's notes and Power Points

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY 203	SEMESTER OF STUDY	2(
COURSE TITLE	**ORGANISATION OF A PRESS AND PUBLIC RELATIONS OFFICE FOR SPORTS AND OLYMPIC ORGANISATIONS**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	**General background (required)**
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Comprehensive Guide*

SECTION	**LEARNING OUTCOMES**
1H	Students interpret the concept of "Communication" in relation to the concept of "Promotion", understand sport activity as a long-lasting form of communication, economic activity, socialization and entertainment and analyze its political implications.
2H	Students are introduced to the concepts, the meaning, the management and the symbols of intercultural communication in sport through a case study.
3H	Students analyse the concept and the role of Public Relations in Sports Management
4H	Students highlight the role played by the Press Office and/or the Public Relations Office or the integrated Press and Public Relations Office in sports and Olympic organisations.
5H	Students categorise sport interest groups in a national and international context.
6(	Students analyse tools and techniques for promoting interests in sports and Olympic
7(	Students describe the principles of Integrated Communication Policy (ICP) in sports and Olympic

	organisations
8^{H}	Students learn the basic rules of organization and operation within a Press and Public Relations Office in a globalized environment.
9^{H}	Students analyse the role of artificial intelligence in the press offices of Olympic organisations
$10^{(}$	Students describe the basic organisational chart and the most appropriate methods of human resources management in the press offices of sports and Olympic organisations
11^{H}	Students describe the importance of volunteering in the Press Offices of sports and Olympic organisations
$12^{(}$	Students highlight the role and value of Corporate Social Responsibility actions in the context of the Strategic Public Relations Programme
$13^{(}$	Students design crisis management communication programmes.

At level

After the completion of the course students will

- **Separate** the functions of the Press Office from the objectives of Public Relations
- **Analyse** the responsibilities of a press and public relations office in a sports or Olympic organisation,
- **They highlight** the social role of Public Relations
- **Know** the symbols of intercultural communication
- **Categorise** sports interest groups in a national and international context.
- **define** techniques for communicating with the media
- **Know the** basic principles of mediation

At level

Upon completion of the course students will be able to

- **Participate in** the staffing of a sports and/or Olympic Organization press office using modern models of organization and operation
- **They perform** the tasks required for the needs of the press office, such as the proper drafting of a press release and the production of information material for use by the journalist.
- **Handle** journalists' requests for interviews with news sources, such as athletes and coaches, and accreditation requests to cover a match
- **Organise** information activities (press releases, press conferences, press kit, etc.)
- **Organise** PR actions to interested audiences
- **Implement** crisis communication management programmes in sports organisations (in cooperation with the management) using modern tools of Risk
- **Cultivate** relationships of trust and good cooperation between the organisation and all its associated public groups.
- **Plan** Corporate Social actions
- **They are** communicating a crisis.

At the Attitudes level

Upon completion of the course students will be able to

- **Adhere to the** ethics and ethical principles of journalism, in their cooperation with the media and sports editors,
- **They reject** practices such as withholding news, misinformation and manipulation of information.
- **Encourage** media coverage of the Corporate Social Responsibility programmes of sports organisations
- **Provide** comprehensive and accurate information to the media based on the principles of healthy and

effective communication

- **They highlight** the ethical framework of Public Relations,
- **Apply** the correct, effective and ethical use of the multiple functional and communication tools offered by Public Relations.
- **Support** the social accountability processes of sports organisations.
- **Encourage** the Corporate Social Responsibility actions of sports organisations and businesses.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promotion of free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

3. COURSE CONTENT

1	**Sport as a social derivative, spectacle and "industry"**
Bibliography:	**-Antonopoulou**, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications -Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. -Mamouzelos, I. (2022).*The History of Sports Media in Greece and in the world*, i-write publications with the support of PSAAT, Athens -Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA. -Notes and Slides of the lecturers.
Link:	
2	**Intercultural communication and the sporting environment: concepts, meaning, management, symbols. Case study.**
Bibliography:	Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. **-Antonopoulou**, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications -Notes and slides of the lecturers
Link:	
3	**The role of Public Relations in Sports Management: an American and British model of**
Bibliography:	**-Antonopoulou**, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications - Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. -Manto Xyngi (2012), Public Relations : Theoretical Approaches and Practical Applications, Athens, PROPOMPOS Publications -Notes and slides of the lecturers.

Link:	
4	**The role of the Press Office and Public Relations in sports and Olympic organisations**
Bibliography:	-Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. -Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications -Notes and slides of the lecturers
Link:	
5	**Sports interest groups in a national and international context**
Bibliography:	-Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.. Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications -Notes and Slides of the lecturer
Link:	
6	**Ways of promoting interests, lobbying, policy-making in the environment of Olympic organisations**
Bibliography:	-Antonopoulou, P. (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. -Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. -Notes and Slides of the lecturers
Link:	
7	**Forms of discourse and basic tools for an Integrated Communication Policy (ICP) in**
Bibliography:	-Antonopoulou, P. (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications. -Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. -Notes and Slides by the teacher
Link:	
8	**Organisation and management of the press office's communication with the media**
Bibliography:	-Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications - Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. -Manto Xyngi (2012), Public Relations : Theoretical Approaches and Practical Applications, Athens, PROPOMPOS Publications -Notes and slides of the lecturers.-
Link:	
9	**The use of artificial intelligence in the press offices of Olympic**
Bibliography:	-Proceedings of the Workshop of the Panhellenic Federation of Journalists' Unions (Posey) on "Artificial Intelligence, Media and Journalism" (2023), Athens Manto Xyngi (2012), Public Relations : Theoretical Approaches and Practical Applications, Athens, PROPOMPOS Publications. -Notes and Power Points of the lecturers
Link:	
10	**Organizational psychology in the Press and Public Relations Offices of sports and Olympic organizations**
Bibliography:	-Antonopoulou P. "CSR, Media, and Communication" from "Corporate Social Responsibility and Governance-Stakeholders, Management and Organizational Performance in the European Union, Edited By Panagiotis Dimitropoulos, Efthalia Chatzigianni, Routlenge, Taylor & Francis Group, London (2022) p.p. 205-223. - Manto Xyngi (2012), Public Relations : Theoretical Approaches and Practical Applications, Athens, PROPOMPOS Publications. -Notes and Power Points of the teacher
Link:	
11	**Administration and management of volunteers in the Press Offices of sports and Olympic organisations**
Bibliography:	Antonopoulou P. "CSR, Media, and Communication" from "Corporate Social Responsibility and Governance-Stakeholders, Management and Organizational Performance in the European Union, Edited By Panagiotis Dimitropoulos, Efthalia Chatzigianni, Routlenge, Taylor & Francis Group, London (2022) p.p. 205-223. -Manto Xyngi (2012), Public Relations : Theoretical Approaches and Practical Applications,

	Athens, PROPOMPOS Publications. -Notes and Power Points of the teacher
Link:	
12	**Public Relations and Corporate Social Responsibility of sports and Olympic organisations**
Bibliography:	Antonopoulou P. "CSR, Media, and Communication" from "Corporate Social Responsibility and Governance-Stakeholders, Management and Organizational Performance in the European Union, Edited By Panagiotis Dimitropoulos, Efthalia Chatzigianni, Routlenge, Taylor & Francis Group, London (2022) p.p. 205-223. -Manto Xyngi (2012), Public Relations : Theoretical Approaches and Practical Applications, Athens, PROPOMPOS Publications. -Notes and Power Points of the teacher
Link:	
13	**Public Relations as a tool for crisis management in sports and Olympic organizations.**
Bibliography:	Antonopoulou P. "CSR, Media, and Communication" from "Corporate Social Responsibility and Governance-Stakeholders, Management and Organizational Performance in the European Union, Edited By Panagiotis Dimitropoulos, Efthalia Chatzigianni, Routlenge, Taylor & Francis Group, London (2022) p.p. 205-223. -Filolia A, Papageorgiou I., Stephanatos St, Crisis Management and Human Factors, Economic Library -Manto Xyngi (2012), Public Relations : Theoretical Approaches and Practical Applications, Athens, PROPOMPOS Publications. -Notes and Power Points of the teacher
Link:	

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	A combination of face-to-face and modern distance learning.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Training, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases.

<table>
<tr><td>Alternative evaluation methods</td><td colspan="2">-Discussions with participants on the basis of the principles of insightful learning.
-Examination of Case Studies for practical application,
-In-depth examination of Research Papers published in International Journals and Book Abstracts
-Individual work on a case study</td></tr>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="5">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>Teaching</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of literature (4 hours per week)</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and preparation of written work</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study for the final examinations (unguided study)</td><td>34 hours (1,36 ECTS)</td></tr>
<tr><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours/ 6 ECTS</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">Evaluation language : Greek (English is also available).
Evaluation methods:
The student's final grade is calculated as follows:
● Student performance in the use of learning techniques such as brainstorming, question and answer, discussion, individual and/or group application or problem-solving exercises, simulation, group work and case studies (30% of the marks).
● semester written exam grade (40%)
● semester written assignment grade (30%)
For late delivery of the written term paper a penalty of 10% for the first week of delay and 15% after the first week.
● For the oral presentation: the length of the presentation in PowerPoint slides should not exceed 15 minutes and should include the following sections: introduction, purpose, methodology, main results & discussion, indicative bibliography. The use of bibliographical references based on the APA system will be taken into account in the evaluation of the submitted papers and will be awarded 1 point (there is a relevant guide for the preparation of the M.Sc. thesis available on the MSc website).</td></tr>
</table>

BIBLIOGRAPH

- Antonopoulou, P., (2008), *Sport, Politics and Mass Media*, Athens, Drakopoulou Publications
- Antonopoulou P. "CSR, Media, and Communication" from "Corporate Social Responsibility and Governance-Stakeholders, Management and Organizational Performance in the European Union, Edited By Panagiotis Dimitropoulos, Efthalia Chatzigianni, Routlenge, Taylor & Francis Group, London (2022) p.p. 205-223.
- Mamouzelos, I. (2022).*The History of Sports Media in Greece and in the world*, i-write publications with the support of PSAAT, Athens
- Xyngi, M., (2012), Public Relations : Theoretical Approaches and Practical Applications, Athens, PROPOMPOS Publications.
- Triandafyllou, S., (2020).*Media and Journalism in transition*, Thessaloniki, DISIGMA.
- Filolia A, Papageorgiou I., Stephanatos St, Crisis Management and Human Factors, Economic Library
- Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
- Teachers' notes and slides.

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	ORGANISATION AND MANAGEMENT OF SPORT		
LEVEL OF STUDIES	MA		
COURSE CODE	ME 204	SEMESTER OF STUDY	2(
COURSE TITLE	**SPORTS LAW**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

In this course students study the basic rules of sports law. Law is approached as the set of rules binding on all that regulate social life and have been captured in written form or even in the form of customary rules. In this context, students understand and examine the way in which, at the level of globalised sport, different cultural contexts attribute different content to Law and therefore it is necessary to faithfully apply specific and binding rules of ethics, morality and law which are formulated at national and supranational level by the competent sports governance bodies. It also teaches the interaction and interdependence between the State and sporting bodies for the production of sporting law and the sub-national rules produced by sporting bodies. The ultimate goal of the course is to understand how the rules of the sport system function from the birth of each rule to its application to each sport actor.

2. LEARNING OUTCOMES

Learning Outcomes
Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course. *Consult Annex A* ● *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area* ● *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B* ● *Learning Outcomes Writing Guide*

SECTION	LEARNING OUTCOMES
1.	Students are aware of the conditions under which law began to regulate sport.
	Students analyse the treatment of sport by the constitutional legislator
	Students highlight the treatment of sport by the European Constitution and the European institutions
	Students analyse the concept of the state, its relationship with law and its relationship with sport
	The students highlight the issue of doping and study the WADA and the Greek legislation
	Students analyse the concept of ethics and integrity in sport
	The students interpret the violence on the pitches and highlight the issue of pre-arranged matches
	The students know the ways to exempt the athlete from civil and criminal liability for causing sports injuries
	Students study the organisation and hierarchy in sport that originates from the sporting bodies
	Students analyse the Sports Law
	Students analyse arbitration in sport, sports "Justice", the instruments and methods of sports dispute resolution
	Students analyse the global and transnational character of an important part of sports law
	Students highlight the rules of the United Europe and the rules of the European Convention on Human Rights (ECHR) as limits to the autonomy and independence of global sports law.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment

Generating new research ideas

3. COURSE CONTENT	
Link:	
1	**Law in sport: structural principles and rules**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), Elements of Law and Introduction to Legal Science, Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
2	**Sport and the Constitution: the "umbrella" of the legislator**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), Elements of Law and Introduction to Legal Science, Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
3	**Sport and the European Constitution**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Trojanos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
4	**Powers of the State and sport**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), Elements of Law and Introduction to Legal Science, Sakkula Publications Link: https://eclass.uop.gr/modules

Link:	
5	**National and international legislation on doping**
Bibliography:	1.Papaloukas M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), Elements of Law and Introduction to Legal Science, Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
6	**The concepts of "ethics" and "integrity" in sport**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
7	**Independent Authorities against Violence in stadiums and pre-arranged matches**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
8	**Civil and criminal liability of the athlete for causing injury in the race**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
9	**Sports bodies: organisation and hierarchy**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications

	Link: https://eclass.uop.gr/modules/
Link:	
10	**The Sports Law**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Trojanos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
11	**Sports dispute resolution**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
12	**The transnational character of sports law**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/
Link:	
13	**Global sports law: rights and limitations**
Bibliography:	1.Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. 2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law 3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki 4. Troianos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications. 5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications 6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications Link: https://eclass.uop.gr/modules/

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of Studies of the MSc, the course may be offered either through a combination of face-to-face and distance education or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases,

ORGANISATION OF TEACHING ***The way and methods of teaching are described in detail.***	Activity	Semester workload
Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc. *The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.*	Lectures (13 weeks of teaching at 3 hours per week)	39 hours (1.56 ECTS)
	Study and analysis of the literature	34hours (1.36 ECTS)
	Preparation of semester-long project	40 hours (1,60 ECTS)
	Independent study of material for final examinations	35 hours (1,40 (ECTS)
	Examinations	2 hours (0,08 ECTS)
	Total Course Load (25 hours of workload per credit)	150 hours/ 6 ECTS
STUDENT ASSESSMENT ***Description of the evaluation process*** *Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other* *Explicitly identified assessment criteria are stated and if and where they are accessible to students.*	The assessment of the course is in Greek. Students are informed about the assessment criteria via moodles from the course outline uploaded by the lecturer and orally on the first day of the course. The following assessment methods are used in this course: 1. Individual Written Work - 50% 2. Written exams - 50% The use of bibliographic references based on the APA system will be taken into account in the evaluation of submitted papers and will be awarded 1 point.	

Suggested bibliography

1. Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications.
2. Michelakis, E., M., (1968), Introduction to Law and the Science of Law
3. Fefes, M., B., (2004), Introduction to Law, Nomiki Bibliothiki
4. Trojanos, S., Velissaropoulou-Karakosta, I. (1997), The History of Law. From Ancient to Modern Greece, Sakkula Publications.
5. Papachristou, Th., K., (1983), Introduction to the Sociology of Law, Sakkula Publications
6. Satlanis, Ch., N., (2002), "Elements of Law and Introduction to Legal Science", Sakkula Publications

Link: https://eclass.uop.gr/modules/

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	ME 205	**SEMESTER OF STUDY**	2o
COURSE TITLE	**ECONOMICS OF SPORTS**		
TEACHER RESPONSIBLE	**Avgerinou Vasiliki, Associate Professor TODA**		
CONTACT DETAILS	vasavg@uop.gr, +306948664916, 27310-89676 Office hours : Monday 12:00-2:00 pm and by appointment		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES	3	
TOTAL	**3**	**7**
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	GENERAL BACKGROUND (E)
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/modules/document/?course=1550

2. LEARNING OUTCOMES

Learning Outcomes
Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course. *Consult Annex A* ● *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area* ● *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B* ● *Learning Outcomes Writing Comprehensive Guide*

The aim of the course "Economics of Sport" is to analyse how the principles of economics are applied in three major areas of the sporting environment such as (a) the environment of professional sport and private sport enterprises, (b) the environment of the non-profit sector of sport and sport clubs, and (c) the environment of sporting events.

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

The specificities of sport as an economic phenomenon, the supply of sport by the public and private sector, the economic organization of the market of professional sport, the concept of demand in sport and ways of measuring it, the concept of uncertainty of outcome and competitive balance, the labour market in professional sport, the concept of the economic impact of sporting events and facilities and ways of measuring it, the concept and applications of sustainability in sport,

Upon completion of the course, students should have achieved the following learning outcomes per thematic unit (per teaching week) of the course:

SECTION	LEARNING OUTCOMES
1H	Introduction to economics and the economics of sports
2H	Organisation and economic importance of sports
3H	Economic importance of mass sport and individual choice theory
4H	Offer of sport by the state and private individuals, application of the theory of individual choice
5H	Economic importance of volunteering in sport and motivation of volunteers
6H	The professional sports market
7H	Demand for tickets to professional sports matches and what drives fans to the stadium
8H	The concept of uncertainty of outcome and competitive balance in leagues
9H	Economic impact of sports facilities
10H	Economic impact of sporting events in cities and countries, ways of measuring them, critical revie of ex-ante and ex-ante economic impact studies
11H	Revenue management and budgets of sports clubs
12H	Sustainability and its application in sport
13(	Presentations of student work, drawing conclusions and reviewing concepts through questions an discussion

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

- ✓ *Search, analysis and synthesis of data and information, using the necessary technologies*
- ✓ *Project planning and management*
- ✓ *Adapting to new situations*
- ✓ *Demonstrate social, professional and ethical responsibility*
- ✓ *Decision-making*
- ✓ *Autonomous work*
- ✓ *Exercise of criticism and self-criticism*
- ✓ *Teamwork*
- ✓ *Promoting free, creative and inductive thinking*
- ✓ *Working in an international environment*
- ✓ *Working in an interdisciplinary environment*
- ✓ *Generating new research ideas*

are marked with the symbol √

3. COURSE CONTENT

The content of the course revolves around the understanding of the basic principles of Sports Economics and the deepening of specific areas of the subject with emphasis on sports organisations and sporting events. More specifically, the following topics will be covered:

Keywords for internet search: economics of sport, supply of professional sport, demand for sports tickets, competitive balance, economic impact of sporting events, economic impact of sporting facilities, visibility and sport

TEACHING UNITS - CONTENTS

1	**Introduction to economics and the economics of sport**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
2	**Organisation and economic importance of sport**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
3	**Economic importance of mass sport and the behaviour of the sportsman-consumer**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
4	**Offer of sport by the state and private individuals**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
5	**The professional sports market**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
6	**Economic importance of volunteering in sport and motivation of volunteers**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
7	**Demand for tickets to professional sports matches**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
8	**The concept of uncertainty of outcome and competitive balance in leagues**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
9	**Economic impact of sports facilities**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550

10	**Economic impact of sporting events in cities and countries, ways of measurement, critical review of economic impact studies**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
11	**Revenue management and budgets of sports clubs**
Bibliography:	-Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Athens: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
12	**Sustainability and Sport**
Bibliography:	-Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550
13	**Presentations of student work and discussion**
Bibliography:	--Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors Manasseh V. and Avgerinou V. Αθήνα: Promobos Publications. -Notes provided to students via e-class.
Link:	https://eclass.uop.gr/modules/document/?course=1550

4. TEACHING and LEARNING METHODS - EVALUATION		
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	With lectures in a classroom (distance learning) and remotely via the Microsoft Teams video conferencing platform.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Training, in Communication with students*	- The lessons are taught using a computer, which is connected to the corresponding projector. -The slides-notes of the lectures, various educational videos as well as instructions for the preparation of assignments are offered in electronic form to students through the electronic platform of asynchronous tele-education (e-class) -Articles-Case studies & self-assessment exercises are delivered in hard copy to students for group work in class, which are also available in (e-class) - Communication with students is via email and through the eclass platform, as well as feedback on the evaluation of the progress of individual or group work - The electronic platform of the Secretariat is used for the posting of students' grades. - There is a procedure for the evaluation of both the course and the lecturer at the end of each semester, based on the provisions and procedures established by the institution under the supervision of the Quality Assurance Unit, for which the Information System of the Quality Assurance Unit of the University of Peloponnese is used.	
ORGANISATION OF TEACHING ***The way and methods of teaching are described in detail.***	Activity	Semester workload
Lectures, Seminars, Laboratory Exercise, Field Exercise, Study &	Lectures (13 weeks of teaching at 3 hours per week)	39 hours (1.56 ECTS

<table>
<tr><td rowspan="6">analysis of literature,
Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>Study and analysis of the literature</td><td>39 hours (1.56 ECTS</td></tr>
<tr><td>Preparation and writing of work</td><td>34 hours (1,36 ECTS</td></tr>
<tr><td>Study for the final examinations (unguided study)</td><td>39 hours (1.56 ECTS</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total Course Load (25 hours of workload per credit)</td><td>175 hours (7 ects)</td></tr>
<tr><td></td><td></td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process
Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work,
Report, Oral Examination, Public Presentation, Laboratory Work, Other
Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">Evaluation methods:
I. Individual Literature Review Paper (mandatory) (25%)
II.Presentation of in-class assignments by students (mandatory) (25%)
III.Written examinations (compulsory) (50%)

Instructions for the work
<u>for the written</u>: The length of the paper to be graded must be 3000 words (±10%). Bibliography is not included in the above mentioned limit.
It should be written in 1.5 line font with a paragraph spacing of 6pts. before and after each paragraph and in Arial 12 font.

The aim is to write a scientific paper on a topic of sports economics from the topics to be discussed in class. Students will become familiar with gathering and studying the literature, organizing a scientific paper and critical analysis. Thesis questions: Presentation of theory, empirical research done on the topic, use of critical thinking, developing arguments, drawing conclusions. A minimum of 10 scientific articles is required. The requirements of the paper will be discussed in detail during the course.

<u>For the oral</u> presentation: the length of the presentation in PowerPoint slides should not exceed 20 minutes and should include the following sections: introduction, purpose, methodology, main results & discussion, indicative bibliography.
The aim is for students to present their topic and discuss it in class.

In the writing of the papers, students are required to <u>use bibliographic references based on the APA or Harvard system</u> (there is a relevant guide for the preparation of the M.Sc. thesis available on the MSc website).
Note: the grade of the paper is only counted if the exam grade is at least five (5).

Special provision is made for the examination of students with special learning difficulties.</td></tr>
</table>

5 RECOMMENDED BIBLIOGRAPHY

Suggested Bibliography

- Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors. Αθήνα: Promobos Publications.
- Lecture slides in eclass

English bibliography for study:

- Matheson, V., Baumann, R. (2023). *the economic impact of sports facilities, franchises and events*. jumper.
- Drewes, M., Daumann, F., & Follert, F. (2022). exploring the sports economic impact of COVID-19 on professional soccer. in *COVID-19 and the Soccer World* (pp. 130-142). in Routledge.
- Thormann, T. F., & Wicker, P. (2024). Environmentally-Friendly Stadium Travel of Football Fans: A Stated Preferences Study.*Journal of Sports Economics*, *25*(1), 3-29.
- Svenja Feiler, Dennis Coates, Pamela Wicker & Christoph Breuer (2023) The perceived financial situation of nonprofit sports clubs explained by objective financial measures, *Sport Management Review*, 26:4, 607-627
- Wicker, P., & Breuer, C. (2011). scarcity of resources in German non-profit sport clubs. *sport management review*, *14*(2), 188-201.
- Wicker, P., Hallmann, K., & Zhang, J. J. (2012). what is influencing consumer spending and intention to revisit? An investigation of marathon events.*Journal of Sport & Tourism*, *17*(3), 165-182.
- Downward, P., Dawson, A., Dejonghe, T. (2009) *Sports Economics: theory, evidence and policy*, London: Routledge.
- Borland, J. & MacDonald, R. (2003) Demand for Sport, *Oxford Review of Economic Policy*, 19(4), 478-502.
- Preuss, H. (2004) *The Economics of Staging the Olympics*, UK: Edward Elgar.
- Andreff, W. & Staudohar, P. (2000) The Evolving European Model of Professional Sports Finance, *Journal of Sports Economics*, 1(3), 257-276.
- Andreff, W. & Szymanski, S. (2007) *Handbook on the economics of Sport*, Edward Elgar Publishing.

-Relevant scientific journals

Journal of Sports Economics, International Journal of Sport Finance

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	ME 206	SEMESTER OF STUDY	2(
COURSE TITLE	**SPORTS MARKETING**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek

THE COURSE IS OFFERED TO ERASMUS STUDENTS	
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Comprehensive Guide*

The aim of the course is to familiarize students with the application of Marketing in the Sports sector. Since in sport services predominate over products, Service Marketing is directly related to Sport. Within this course, the specific characteristics of Services are summarized, the marketing mix in Services is analyzed and the specifics of Sports Marketing are highlighted. Specific objectives of the course are to understand how to apply marketing to services, the specifics of Sports Marketing,, the behaviour of sports consumers, the role of market research in Sports Marketing and the development of a marketing strategy for the sports product or service, from market segmentation and product positioning to the implementation of the strategy through the selection of the appropriate mix. At the end of the course, students should be able to judge the feasibility of a company's marketing moves in the sports industry and make recommendations for a more effective marketing strategy.

SECTION	LEARNING OUTCOMES
1^{H}	Upon completion of the module students will understand the concept of marketing and its components.
2^{H}	After completing the module students will know the specific characteristics of services and the marketing mix in services.
3^{H}	After completing the module, students will analyse Sports Marketing and its specificities.
4^{H}	Upon completion of the module students will know how marketing influences and is influenced by the environment (local or international) in the sports market.
5^{H}	Upon completion of the module students will highlight the role of market research in Sports Marketing.
6^{H}	After completing the module students will analyse the behaviour of sports consumers.
7^{H}	After completing the module students will design marketing strategies in sport.
8^{H}	After completing the module, students will know how the market is segmented, how companies choose segments to target and how they position the product in the sports market.
9^{H}	After completing the module, students will know how the product mix is formed in sport.
10^{H}	After completing the module, students will know how the distribution mix in sport is formed.
11^{H}	After completing the module, students will know how the promotion mix in sport is formed.
12^{H}	After completing the module, students will know how the pricing mix in sport is formed.
$13^{(}$	Upon completion of the module, students will know how the extensive marketing mix in sport is formed (people, processes and physical evidence).

At Knowledge level

After completing the course students will:
Understand the components of marketing.
They know the specific characteristics of services and the marketing mix in services.
Analyse how marketing influences and is influenced by the environment (local or international) in the sports market.
Highlight ways to segment the market

At Skills level

After completing the course students will be able to :
Analyse the behaviour of sports consumers.
Design marketing strategies in sport.
They select segments to target and how they position the product in the sports market.
Formulate product mix, distribution mix, promotion mix and pricing mix in sport.
They are planning an extensive marketing mix in Sport.

Tension Level

After completing the course students will:

Support healthy marketing

Respect consumers

Reject delaying tactics in the promotion of products and

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?
Search, analysis and synthesis of data and information, using the necessary technologies *Project planning and management* *Respect for diversity and multiculturalism and gender sensitivity* *Respect for the natural environment* *Adapting to new situations* *Demonstrate social, professional and ethical responsibility* *Decision-making* *Autonomous work* *Exercise of criticism and self-criticism* *Teamwork* *Promoting free, creative and inductive thinking* *Working in an international environment* *Working in an interdisciplinary environment* *Generating new research ideas*
Search, analysis and synthesis of data and information, using the necessary technologies Adapting to new situations Decision-making Autonomous work Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas

3. COURSE CONTENT

1	Definition, basic marketing concepts, evolution of marketing as a science
Bibliography:	● Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. ● Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers ● Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA ● Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge.

	• Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
2	Differences between goods and services, specific characteristics of services and the problems they create. The extensive marketing mix in services
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
3	The marketing environment in sport
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
4	The role of market research in Sports Marketing
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
5	The behaviour of sports consumers as participants and spectators.
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
6	The peculiarities of Sports Marketing and the development of a marketing strategy for the sports

	product or service
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
7	Market segmentation, targeting and positioning in the sports market
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
8	Product mix in sports
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
9	Distribution mix in sport
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
10	Pricing mix in sport
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA

	• Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
11	Promotional mix in sport
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. • Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
12	Extensive marketing mix in sport (people, processes and physical evidence).
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	
13	Coordinating the marketing mix - Case study
Bibliography:	• Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers. • Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers • Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA • Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6th ed. Routledge. Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan
Link:	

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of Studies of the MSc, the course may be offered either through a combination of face-to-face and distance education or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases,

ORGANISATION OF TEACHING ***The way and methods of teaching are described in detail.***	Activity	Semester workload
Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc. *The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.*	Lectures (13 weeks of teaching at 3 hours per week)	39 hours (1.56 ECTS)
	Study and analysis of the literature	34hours (1.36 ECTS)
	Preparation of semester-long project	40 hours (1,60 ECTS)
	Independent study of material and for final examinations	35 hours (1,40 (ECTS)
	Examinations	2 hours (0,08 ECTS)
	Total Course Load (25 hours of workload per credit)	150 hours/ 6 ECTS
STUDENT ASSESSMENT ***Description of the evaluation process*** *Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other* *Explicitly identified assessment criteria are stated and if and where they are accessible to students.*	The assessment of the course is in Greek. Students are informed about the assessment criteria via moodles from the course outline uploaded by the lecturer and orally on the first day of the course. The following assessment methods are used in this course: 3. Individual Written Work - 50% 4. Written exams - 50% The use of bibliographic references based on the APA system will be taken into account in the evaluation of submitted papers and will be awarded 1 point.	

Suggested bibliography

1. Dees W., Walsh P. McEvoy C., McKelvey S., Mullin B. J., Hardy S., Sutton W. A. (2023) Sports Marketing, Broken Hill Publishers.
2. Tsiotsou Rodoula (2020) Sports Marketing, Broken Hill Publishers
3. Alexandris Konstantinos Alexandris (2016) Principles of Management and Marketing, Bros Kiriakidis Publications SA
4. Matthew D. Shank, Mark R. Lyberger (2022) Sports marketing: a strategic perspective, 6thed. Routledge.
5. Sean Ennis (2020) Sports Marketing: a Global Approach to Theory and Practice, Palgrave Macmillan

Websites & Magazines

www.teammarketing.com
www.sportsbusinessdaily.com
www.cjsm.com (Cyber-Journal of Sports Marketing)
www.sportseconomics.com
www.sportsbusinessjournal.com
www.sportsbusinessnews.com
www.sportsvueinc.com (Sports business news)
www.sbrnet.com (Sports business research network)
www.sportslinkscentral.com
www.niles-hs.k12.il.us/kevkel/Sports_Marketing/links.html (Sports Marketing Links)
www.esportsreport.com
www.sportinggoodsresearch.com
www.cnnsi.com (CNN & Sports Illustrated sports)
www.sportingnews.com
www.sportline.com
www.sportsnetwork.com
www.ismhome.com (Institute of Sports Management)
www.stadianet.com (Stadium and venue news)
www.nassm.org (North American Society of Sport Management)
www.nsga.org (National Sporting Goods Association)
www.sportsmarketing.gr
www.sportnet.gr
www.sportnews.gr
Journal of Sport Management
Sport Business & Management

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	ORGANISATION AND MANAGEMENT OF SPORT		
LEVEL OF STUDIES	MA		
COURSE CODE	ME 207	SEMESTER OF STUDY	2(
COURSE TITLE	**SPORTS MANAGEMENT**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Guide*

SECTION	**LEARNING OUTCOMES**
1H	Students will understand the structure and organization of sport in Greece and in the internation environment
2H	Students understand the sports product and sports services
3H	Students understand the concepts of manager and management and the main functions management
4H	Students should be able to analyse the internal and external environment of management
5H	Students will be able to analyse the basic theories of decision making
6(	Students will be able to analyse the concept of planning and strategic planning
7(	Students will be able to analyse the basic forms of organisation and organisational design

8H	Students will be able to analyse the basic methods of human resources management
9H	Students will be able to analyse the basic characteristics of leadership
10(	Students will be able to analyse the basic principles of communication
11H	Students will be able to understand the importance of control in business
12(	Students will be able to understand the practices in sports event management
13(	To encourage the understanding of the Management in the current complex and dynamic business environment of Sport

Knowledge level

Upon completion of the course students will be able to :
1. The different approaches that have been developed and constitute the science of Business Administration
2. The basic functions of Management-Organization and the elements that make them up in the sports environment: Planning-Planning, Organization, Management-Leadership, Motivation, Communication, Staffing, Control.
3. The Structure and Organization of Sport in Greece and abroad
4. The process, criteria and scientific methods of Decision Making.
5. Change Management and Innovation in modern sports organisations
6. The different roles, competencies and skills that sport managers need for the effective performance of their work

Skill level

After the completion of the course students will :

Know and understand the sports management environment
Recognise the four fundamental functions of management and their dimensions
Understand the characteristics, attitudes and values of the leader in the modern sports business environment
Be able to successfully manage change, innovation and communication in the modern sport business environment
Understand the procedures in the organisation of sporting events

Tension Level

After completing the course students will:

- highlight the necessity of implementing modern management practices in the sports industry,
- analyse the important role of communication in the sporting
- support decision-making under pressure
- enhance innovation in modern sports organisations

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment

Generating new research ideas
Search, analysis and synthesis of data and information, using the necessary technologies Adapting to new situations Decision-making Autonomous work Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas

3. COURSE CONTENT

1	**The Sports Industry**
Bibliography:	● Alexandris K. (2006). Principles of Management and Marketing. Thessaloniki: Christodoulidis Publications (ISBN 978-960-8183-84-1). ● Papadimitriou, D. (2005). Management of Sports Organizations and Enterprises. Athens: Klidarithmos Publications (ISBN 9789602098196). ● Gargalianos, D. (2023). Structure and Organization of Greek Sport (2nd Edition). Klidarithmos Publications ● Teacher's notes and slides.
2	**The Sports Product and its specific characteristics**
Bibliography:	● Alexandris K. (2006). Principles of Management and Marketing. Thessaloniki: Christodoulidis Publications (ISBN 978-960-8183-84-1). ● Papadimitriou, D. (2005). Management of Sports Organizations and Enterprises. Athens: Klidarithmos Publications (ISBN 9789602098196). ● Gargalianos, D. (2023). Structure and Organization of Greek Sport (2nd Edition). Klidarithmos Publications ● Teacher's notes and slides.
3	**The concepts of manager and management and main functions of management**
Bibliography:	● Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). ● Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) ● Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. ● Teacher's notes and slides.
4	**The analysis of the internal and external environment**
Bibliography:	● Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). ● Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560)

	● Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. ● Teacher's notes and slides.
5	**The basic theories of decision making**
Bibliography:	● Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). ● Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) ● Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. ● Teacher's notes and slides.
6	**The concept of planning and strategic planning**
Bibliography:	● Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). ● Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) ● Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. ● Teacher's notes and slides.
7	**The basic forms of organisation and organisational design**
Bibliography:	● Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). ● Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) ● Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. ● Teacher's notes and slides.
8	**The basic methods of human resources management**
Bibliography:	- Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business Administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). - Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) - Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. - Teacher's notes and slides.
9	**The key characteristics of leadership**
Bibliography:	- Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business Administration (2nd ed.).

	Athens: Critique. (ISBN: 978-960-218-754-8). - Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) - Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. - Teacher's notes and slides.
10	**The basic principles of communication**
Bibliography:	● Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). ● Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) ● Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. ● Teacher's notes and slides.
11	**11. The importance of control in business**
Bibliography:	● Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business administration (2nd ed.). Athens: Critique. (ISBN: 978-960-218-754-8). ● Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560) ● Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers. ● Teacher's notes and slides.
12	**Administration of sporting events**
Bibliography:	● Alexandris K. (2006). Principles of Management and Marketing. Thessaloniki: Christodoulidis Publications (ISBN 978-960-8183-84-1). ● Papadimitriou, D. (2005). Management of Sports Organizations and Enterprises. Athens: Klidarithmos Publications (ISBN 9789602098196). ● Gargalianos, D. (2023). Structure and Organization of Greek Sport (2nd Edition). Klidarithmos Publications ● Teacher's notes and slides.
13	**Project presentations and practical applications in the course**
Bibliography:	

4. TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of the MSc, the course may be offered either with a combination of face-to-face and distance teaching or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Training, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases, ○

<table>
<tr><td></td><td colspan="2"></td></tr>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="5">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>13 weeks of teaching</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of the literature</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and preparation of written assignments</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study for the final examinations (unguided study)</td><td>34 hours (1,36 (ECTS)</td></tr>
<tr><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours/ 6 ECTS</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">Evaluation language : Greek (English is also available).
Evaluation methods:
The student's final grade is calculated as follows:
● semester written exam grade (70%)
● semester written assignment grade (30%)
For late delivery of the written term paper, a penalty of 10% for the first week of delay and 15% after the first week.</td></tr>
</table>

5. RECOMMENDED

- 1. Alexandris K. (2006). Principles of Management and Marketing. Thessaloniki: (ISBN 978-960-8183-84-1).
- 2. Papadimitriou, D. (2005). Athens: Klidarithmos Publications (ISBN 9789602098196).
- 3. Gargalianos, D. (2023). Structure and Organization of Greek Sport (2nd Edition). Klidarithmos Publications.
- 4. Robbins, P. S., Decenzo, A. D. & Coulter, M. (2012). Business Administration (2nd ed.): Critique. (ISBN: 978-960-218-754-8).
- 5. Barabel, M., & Meier, O. (2020). All about organizing and managing business in the digital age (1st ed.). Athens: Promobos (ISBN: 9786185036560)
- 6. Parks, J. Quarterman, J., & Thibault, L. (eds.) (2014) Contemporary sport management (5th ed.) Champaign, IL: Human Kinetics Publishers.

Scientific Journals

- Sport Management Review
- Journal of Sport Management.

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	ME 208	SEMESTER OF STUDY	2(
COURSE TITLE	**MEDIATION & VOLUNTEERING IN SPORTS ORGANISATIONS**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

The aim of this course is to highlight the particular dynamics that sports organisations develop, using both negotiation techniques and volunteers. In particular, volunteering promotes the social content of sport, serves healthy sport and leads to economies of scale. A very large number of major events (mega-events) are implemented due to and through volunteering and this means that without volunteers their implementation would not be possible. However, the category of volunteers needs special management in the context of the organisational psychology of the sports organisation or sports event.

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2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Guide*

SECTION	LEARNING OUTCOMES
1.	Students will analyse the concept and the basic principles of intercultural communication in the sporting environment

2	Students will highlight the basic principles of organisational psychology in sports organisations
3	Students will become familiar with the basic principles of human resource management in organisations and businesses.
4	Students will organise formal and informal working groups
5	Students will analyse the role of volunteering in globalised sport
	Students will highlight the role of shared culture, target setting and common communication channels in the management of volunteers
	Students will highlight the role of volunteering in major sporting events
	Students will analyse the qualifications required of volunteers according to their position and discuss the role of motivation
	Students will analyse different models in the management of volunteers
	Students will discuss the economies of scale achieved through volunteering
	Students will know ways of managing conflicts and crises
	The students will highlight ways of utilizing volunteerism for the implementation of Corporate Social Responsibility actions
	Students will design strategies to manage volunteers in large-scale events.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Link:	

1	**Intercultural communication in the sports environment: volunteers from different cultures**
Bibliography:	● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I. ● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track &

	field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team. Choregia - Sport Management International Journal, 7(1), 23-41.	
Link:		
2	**Basic principles of organisational psychology in sports organisations**	
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.	
Link:		
3.	**Human Resources Management in the context of IHRM**	**creat**
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.	
Link:		
4	**Organisation of formal and informal working groups**	**creat**
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.	
Link:		
5	**Shaping a common culture, targeting and communication channels**	
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport	

	volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
Link:	
6	**The role of volunteering in globalised sport**
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
Link:	
7	**The role of volunteering in major sporting events**
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
Link:	
8	**Volunteer qualification management and the role of incentives**
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.

Link:	
9	**Different models in volunteer management. The Atkinson model**
Bibliography:	• Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research • Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. • Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. • Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. • Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
Link:	
10	**Economies through volunteering**
Bibliography:	• Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research • Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. • Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. • Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. • Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
Link:	
11	**Conflict and crisis management**
Bibliography:	• Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research • Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. • Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. • Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. • Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
Link:	
12	**Corporate Social Responsibility actions through volunteering**
Bibliography:	• Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research • Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. • Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. • Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia -

	Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.
Link:	
13	**Case study**
Bibliography:	● Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research ● Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130. ● Strigas, A. (2012). sport volunteerism in the Middle East. in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East. in Routledge, London. ● Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team Choregia - Sport Management International Journal, 7(1), 23-41. ● Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of Studies of the MSc, the course may be offered either through a combination of face-to-face and distance education or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Training, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases,

<table>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="5">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>Lectures (13 weeks of teaching at 3 hours per week)</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of the literature</td><td>34 hours (1.36 ECTS)</td></tr>
<tr><td>Preparation of semester-long project</td><td>40 hours (1,60 ECTS)</td></tr>
<tr><td>Independent study of material and for final examinations</td><td>35 hours (1,40 (ECTS)</td></tr>
<tr><td>Examinations</td><td>2 hours (0,08 ECTS)</td></tr>
<tr><td></td><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours/ 6 ECTS</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">The assessment of the course is in Greek. Students are informed about the assessment criteria via moodles from the course outline uploaded by the lecturer and orally on the first day of the course.

The following assessment methods are used in this course:

5. Individual Written Work - 50%
6. Written exams - 50%

The use of bibliographic references based on the APA system will be taken into account in the evaluation of submitted papers and will be awarded 1 point.</td></tr>
</table>

Suggested bibliography

1. Han, K., Quarterman, J., Strigas, A., Ha, J. & Lee, S. (accepted). committed sport volunteers.ICHPER-SD Journal of Research
2. Stavropoulos, I., Kipreos, G., Tripolitsioti, A., Strigas, A. (2012). Competencies of track & field coaches. an exploratory study. choregia - Sport Management International Journal, 8(1), 119-130.
3. Strigas, A. (2012) Sport volunteerism in the Middle East, in M. Ben Sulayem, S. O' Connor and D. Hassan (Eds.), Sport management in the Middle East, Routledge, London.
4. Ha, J., Han K., &Strigas, A. (2011). An examination of the relationship between strength-related attitude properties and psychological commitment to a sports team. Choregia - Sport Management International Journal, 7(1), 23-41.
5. Hatzigianni, Ev., (2018), *Athletic Governance*, Athens, Sideris I.

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	SPORTS MANAGEMENT		
LEVEL OF STUDIES	MA		
COURSE CODE	ME 209	SEMESTER OF STUDY	2(
COURSE TITLE	**STATISTICS IN JOURNALISM**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	General background (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF TEACHING AND EXAMINATION:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

The aim of this course is to highlight the particular dynamics that sports organisations develop, using both negotiation techniques and volunteers. In particular, volunteering promotes the social content of sport, serves healthy sport and leads to economies of scale. A very large number of major events (mega-events) are implemented due to and through volunteering and this means that without volunteers their implementation would not be possible. However, the category of volunteers needs special management in the context of the organisational psychology of the sports organisation or sports event.

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2. LEARNING OUTCOMES

Learning Outcomes

Describe the learning outcomes of the course - the specific knowledge, skills and competences appropriate level that students will acquire after successful completion of the course.
Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Framework Qualifications of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Guide*

SECTION	LEARNING OUTCOMES
1.	Students will understand basic statistical concepts and their application in journalistic research.

2	Students will be partially familiar with tools such as Excel, SPSS for data analysis.
3	Students will be familiar with tools such as Excel, SPSS for data analysis in a comprehensive manner.
4	Students will understand the concept of probability
5	Students will handle and communicate statistical results.
6	Students will highlight the relationships between variables.
7	Students will know the importance of statistical results
	Students will understand time series and statistical analysis.
	Students will analyse findings using statistical tools.
	Students will know how to statistically process images and videos
	Students will handle the statistical processing of images and videos
	Students will design and implement journalistic projects using statistical data in the first stage.
	Students will design and implement journalistic projects using statistical data in the final stage.

and implementation of journalistic work using statistical data.

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies
Project planning and management
Respect for diversity and multiculturalism and gender sensitivity
Respect for the natural environment
Adapting to new situations
Demonstrate social, professional and ethical responsibility
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Exercise of criticism and self-criticism
Teamwork
Promoting free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Link:	

1	**Introduction to Statistics in Journalism**
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journa abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data

	analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Aanalysis of interactivity in digital journalism https://doi.org/10.3145/indocs.2022.2 7. (2021). Analysis of variance., 265-297. . https://doi.org/10.1007/978-3-319-57413-4_16 8. (2021). Statistical significance testing in economics., 423-432. . 1. https://doi.org/10.4324/9781315739793-37 9. 10. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 11. (2021). Toward fair reproducible research., 595-613. https://doi. 12. (2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 13. (2019). Peer review in scholarly journal publishing., 1-32. . 14. (2015). Indicators: tools for informing, monitoring or controlling?.. https://doi.org/10.4337/9781783477043.00015
Link:	
2	**Data Analysis Using Statistical Tools (part a)**
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journal abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Analysis of interactivity in digital journalism 1. https://doi.org/10.3145/indocs.2022.2 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. . 9. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 10. (2021). Toward fair reproducible research., 595-613. https://doi. 11. (2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 12. (2019). Peer review in scholarly journal publishing., 1-32. . 13. (2015). Iindicators: tools for informing, monitoring or controlling?.. https://doi.org/10.4337/9781783477043.00015
Link:	
3.	**Data Analysis Using Statistical Tools (part b)** **creat**
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journal abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4

	6. (2022). Analysis of interactivity in digital journalism https://doi.org/10.3145/indocs.2022.2 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. . 9. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 10. (2021). Toward fair reproducible research., 595-613. https://doi. 11. (2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 12. (2019). Peer review in scholarly journal publishing., 1-32. . 13. (2015). Indicators: tools for informing, monitoring or controlling?. https://doi.org/10.4337/9781783477043.00015	
Link:		
4	**Probability and Statistical Communication (part a)**	**creat**
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journa abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Analysis of interactivity in digital journalism 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. . 9. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 10. (2021). Toward fair reproducible research., 595-613. https://doi. 11. (2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 12. (2019). Peer review in scholarly journal publishing., 1-32. . 13. (2015). Indicators: tools for informing, monitoring or controlling?. https://doi.org/10.4337/9781783477043.00015	
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5	**Probability and Statistical Communication (part b)**	
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6	**Correlation and Statistical Significance (part a)**
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journal abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Analysis of interactivity in digital journalism 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. . 9. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 10. (2021). Toward fair reproducible research., 595-613. https://doi. 11. (2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 12. (2019). Peer review in scholarly journal publishing., 1-32. . 13. (2015). Indicators: tools for informing, monitoring or controlling?. https://doi.org/10.4337/9781783477043.00015
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7	**Correlation and Statistical Significance (part b)**
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8	**Statistical Analysis of Time Series (part a)**
Bibliography:	1. (2021). data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journal

	abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Analysis of interactivity in digital journalism 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. . 9. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 10. (2021). Toward fair reproducible research., 595-613. https://doi. 11. (2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 12. (2019). Peer review in scholarly journal publishing., 1-32. . 13. (2015). Iindicators: tools for informing, monitoring or controlling?.. https://doi.org/10.4337/9781783477043.00015
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10	**Statistical Processing of Images and Video (part a)**
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journal abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Analysis of interactivity in digital journalism 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. .

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12	**Applications and Design of Journalistic Work**
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journa abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Analysis of interactivity in digital journalism 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. . 9. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 10. (2021). Toward fair reproducible research., 595-613. https://doi. 11. (2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 12. (2019). Peer review in scholarly journal publishing., 1-32. . 13. (2015). indicators: tools for informing, monitoring or controlling?. https://doi.org/10.4337/9781783477043.00015
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13	Implementation of journalistic work with statistical tools
Bibliography:	1. (2021). Data journalism and misinformation., 142-150. https://doi. 2. (2023). Frequency analysis: lexical bundles comparison in medical journal abstract and law journal abstract, 117-125. https://doi. 3. (2019). Data journalism in the global south. https://doi. 4. (2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. . 5. (2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4 6. (2022). Analysis of interactivity in digital journalism 7. (2021). Analysis of variance., 265-297. . 8. (2021). Statistical significance testing in economics., 423-432. . 9. (2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi. 10. (2021). Toward fair reproducible research., 595-613. https://doi. 11. (2020). application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi. 12. (2019). peer review in scholarly journal publishing., 1-32. . 13. (2015). indicators: tools for informing, monitoring or controlling?. https://doi.org/10.4337/9781783477043.00015

4. TEACHING and LEARNING METHODS - EVALUATION	
METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	According to the Regulations of Studies of the MSc, the course may be offered either through a combination of face-to-face and distance education or exclusively at a distance.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, in the Laboratory Education, in Communication with students*	○ Use of the School's computer room for conducting live digital communication courses, ○ connection to the internet via Microsoft Office GRnet, ○ using Skype to connect with prominent market professionals, members of media trade unions and graduates of the MSc in the context of the courses, ○ navigating links and nodes to search for resources, ○ using digital technology, communication tools and networks to better access, manage, evaluate and use information, ○ use of all the digital tools offered by e-class, ○ use of videoconferencing and virtual e-classroom technologies, so that the instructor and students, who are in different locations, receive immediate feedback at the same time with the support of (a) real-time visual and audio communication using appropriate equipment (computers, cameras, microphones, speakers, headphones, high-speed networking and videoconferencing software) so that the teacher and students can have voice and visual communication while in different locations, (b) application and document sharing, and (c) electronic board capability, ○ access to chat rooms between teacher and students for collaboration, exchange of views and joint work ○ use of OneNote Class Notebooks, with a personal workspace for each student, a content library for materials distributed to students, and a collaboration space for classes and creative activities, ○ creation and management of online courses ○ attendance at the video lectures ○ use of learning lines. ○ user management and creation of user groups for collaborative learning ○ organising, storing and integrating multimedia. ● integration with Microsoft Office tools (Word, Excel, PowerPoint, etc.), ● participation of learners in videoconferencing using the electronic whiteboard, access to discussion areas between lecturer and learner and between learners, access to personal workspaces, access to a content library for material distributed to students, as well as a collaboration area for lessons and creative activities, access to assignments (lectures, clarifications, solutions, grades), communication at personal or group level, access to any number of e-learning courses (● use of Open Eclass and Moodle, the Microsoft Teams platform (operating as a cloud application under the "Software as a Service" model), the Big Blue Button system, virtualization technologies. ● selected Greek and international databases,

<table>
<tr><td>ORGANISATION OF TEACHING
The way and methods of teaching are described in detail.</td><td>Activity</td><td>Semester workload</td></tr>
<tr><td rowspan="5">Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of literature, Tutorial, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.
The student's study hours for each learning activity as well as the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.</td><td>Lectures (13 weeks of teaching at 3 hours per week)</td><td>39 hours (1.56 ECTS)</td></tr>
<tr><td>Study and analysis of the literature</td><td>34hours (1.36 ECTS)</td></tr>
<tr><td>Preparation of semester-long project</td><td>40 hours (1,60 ECTS)</td></tr>
<tr><td>Independent study of material and for final examinations</td><td>35 hours (1,40 (ECTS)</td></tr>
<tr><td>Examinations</td><td>2 hours (0,08 ECTS)</td></tr>
<tr><td></td><td>Total Course Load (25 hours of workload per credit)</td><td>150 hours/ 6 ECTS</td></tr>
<tr><td>STUDENT ASSESSMENT
Description of the evaluation process

Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students.</td><td colspan="2">The assessment of the course is in Greek. Students are informed about the assessment criteria via moodles from the course outline uploaded by the lecturer and orally on the first day of the course.

The following assessment methods are used in this course:

7. Individual Written Work - 50%
8. Written exams - 50%

The use of bibliographic references based on the APA system will be taken into account in the evaluation of submitted papers and will be awarded 1 point.</td></tr>
</table>

Suggested bibliography

(2021). Data journalism and misinformation., 142-150. https://doi.
(2023). Frequency analysis: lexical bundles comparison in medical journal abstract and law journal abstract, 117-125. https://doi.
(2019). Data journalism in the global south. https://doi.
(2002). Sweave: dynamic generation of statistical reports using literate data analysis, 575-580. .
(2019). Ingram olkin (1924-2016): an appreciation for a people person., 51-60. https://doi.org/10.1007/978-3-030-17519-1_4
(2022). Analysis of interactivity in digital journalism
(2021). Analysis of variance., 265-297. .
(2021). Statistical significance testing in economics., 423-432. .
(2021). Key methodological issues in researching gifted education and advanced academics, 8-33. https://doi.
(2021). Toward fair reproducible research., 595-613. https://doi.
(2020). Application of big data's association rules in the analysis of sports competition tactics., 236-246. https://doi.
(2019). Peer review in scholarly journal publishing., 1-32. .
(2015). Indicators: tools for informing, monitoring or controlling?.. https://doi.org/10.4337/9781783477043.00015

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES		
SECTION	ORGANISATION AND MANAGEMENT OF SPORT		
LEVEL OF STUDIES	MA		
COURSE CODE	MY 302	SEMESTER OF STUDY	3(
COURSE TITLE	**POSTGRADUATE THESIS**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
Lectures		30
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *General background , Special background, Speciality*	Special background (optional compulsory)
PREREQUISITE COURSES:	The student must have successfully completed 80% of his/her obligations in the courses of the 1st (γ)and 2nd (γ)semester of study.
LANGUAGE OF TEACHING AND EXAMINATION:	Greek. It is possible to write and evaluate in English.
THE COURSE IS OFFERED TO ERASMUS STUDENTS	
ELECTRONIC COURSE PAGE (URL)	https://eclass.uop.gr/courses/

2. LEARNING OUTCOMES

The purpose of writing a thesis is to contribute effectively to the successful career of postgraduate students by enhancing the knowledge and skills already acquired. By choosing the topic of the MA, students are provided with the opportunity to (a) study in depth an area where specific knowledge is required, (b) work methodically, using critical combinatorial thinking, and (c) gain significant experience in planning, preparing and presenting a comprehensive MA.
More specifically, through the Master's Thesis, students will have the following learning outcomes:

At the level of knowledge:
Through the process of preparing, students will be able to:
(a) choose a specific area of scientific investigation related either to their professional career and/or academic development.
(b) highlight the range of information resources (mainly bibliographic sources) at their disposal
(c) classify the bibliographical sources provided, according to the subject of the Thesis
(d) organise knowledge into groups of related concepts in order to have a comprehensive picture of the information provided by the different sources.
(e) exclude literature sources that are not related to the Thesis.
(f) identify sources that provide accurate, well-organised and up-to-date knowledge
At the skills level:
Through the process of searching and selecting the relevant literature, students will be able to :
(a) contribute to scientific knowledge through their original research.

(b) recognise the quality of the information that will assist them in the scientific definition and documentation of the MPA,
(c) formulate primary material for scientific publications
(d) record and describe the result of the search in scientific sources in an understandable and clear way.
(e) use and develop the creativity, research, theoretical and practical knowledge and skills acquired during their studies,
(f) contribute to the advancement of the scientific debate in the thematic field

At the level of attitudes:
Through the process of preparing the IP, students will:
(a) respect the principles of research ethics
(b) respect sensitive personal data
(c) reject plagiarism or other illegal use of a third party's work;

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma Supplement and listed below), which of these is the course aimed at?
Search, analysis and synthesis of data and information, using the necessary technologies *Project planning and management* *Respect for diversity and multiculturalism and gender sensitivity* *Respect for the natural environment* *Adapting to new situations* *Demonstrate social, professional and ethical responsibility* *Decision-making* *Autonomous work* *Exercise of criticism and self-criticism* *Teamwork* *Promoting free, creative and inductive thinking* *Working in an international environment* *Working in an interdisciplinary environment* *Generating new research ideas*
Search, analysis and synthesis of data and information, using the necessary technologies Adapting to new situations Decision-making Autonomous work Exercise of criticism and self-criticism Teamwork Promoting free, creative and inductive thinking Working in an international environment Working in an interdisciplinary environment Generating new research ideas

CONTENT OF THE THESIS

The Thesis *includes:*

- FRONTPAGE
- DECLARATION OF RESPONSIBILITY
- AUTHOR'S COPYRIGHT
- SUMMARY
- ABSTRACT

- PREFACE (optional), with acknowledgements, dedications, etc.
- TABLE OF CONTENTS
- LIST OF TABLES
- LIST OF SCHEMATICS
- INTRODUCTION
- REVIEW OF THE LITERATURE
- METHOD
- RESULTS
- DISCUSSION/CONFERENCES & PROPOSALS FOR FUTURE RESEARCH
- BIBLIOGRAPHY
- ANNEXES

General remarks of the Introduction

1. The problem and the research approach are presented.
2. A preliminary and brief review of the literature related to the problem is given.
3. It presents the theoretical background of the research that contributes to the development of appropriate research hypotheses and justifies the possible findings of the research (predictions of the theory or theories).
4. The importance of the research, as well as the originality (or necessity) of the research is mentioned
5. It concludes with the purpose, where the purpose (or purposes) of the specific research are precisely stated in 4-5 lines.
6. The statistical hypotheses ($H_{(o)\ 1}$:) and the alternative (research) hypotheses ($H_{(a)\ 1}$:) of the survey are written down. In the case of a desk study, the research questions are written.
7. At the end of this chapter the limitations and delimitations of the research are listed.
8. The theoretical and operational definitions used in the specific Thesis are also mentioned.

It usually includes the following subheadings:

- Theoretical Basis of the topic of the thesis under investigation
- Identifying and defining the problem
- Purpose of the research
- Research hypotheses or research questions
- Delimitations - Restrictions
- Definitions of terms

General remarks of the Literature Review

In this chapter, the researcher-author summarises what is known about the scientific area to be covered by his/her research. Already in order to document his research proposal, he has acquired the basic theoretical background required by finding many papers that are relevant to the topic he is working on, reading them carefully and recording the researchers' suggestions. In general, this chapter includes an extensive discussion of the relevant literature, as recent as possible.

For clarification, it is noted that the researcher-author, when writing the review chapter, should only mention the information of interest and not go into too much detail from previous research. Of each published paper, the following should be described: the sample, methodology, statistical analysis (briefly), results and conclusions. In most papers this analysis does not exceed 6 to 8 lines.

General remarks of the Method

The Method section details how the research has been conducted, including the conceptual and operational definitions of the variables used. A full and well-structured description of the methods used allows the reader to assess the appropriateness of the methods, as well as the validity and reliability of the instruments used in the research.

However, when the Thesis is a review, the researcher does not follow the following structure. He/she accurately describes and cites the electronic - online search sources, as well as all those sources used to identify the literature used to write the MA.

It usually includes the following subheadings:

- Participants or Sample
- Research tool(s) or data collection instrument(s)
- Data collection process
- Statistical analysis
-

General Result Highlights

The results are written in a separate chapter in some order, related to the research hypotheses and their statistical analysis (method section). At the beginning, the author presents the descriptive statistics, reporting means (M) and standard deviations (TA or ±) for all dependent variables and for all experimental conditions. If these data are too many, only the significant tables are listed in the results section and the rest are put in an Appendix. The differences between the variables, the level of significance and the possible correlations between them are then reported.

This chapter presents ONLY the statistical findings and does not DISCUSS the results. Only the statistical (and non-statistical) findings are presented.

Also, with the appropriate keywords, the reader can refer to the internet and find how to present statistics not presented in this template.

Presentation of Tables

The format of the Table is as below. The title must accurately reflect what is presented in the Table. Also, the Table is presented on one page and is located immediately following the paragraph that lists Table data. For example, when it is noted that "*means and standard deviations are presented in Table X and plotted in Chart X*," the reader expects to see the Table and/or Chart on the same page or the next page.

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Presenting Schemes or Graphs or Images

The Title of the Figure or Graph or Image accurately conveys what is presented and located under the Figure or Graph or Image. Other types of graphs may also be used, such as Pies, Linear, etc. This depends on the type of research, the dependent variable and other factors that refer to the ways to best and accurately display the results.

General Points of Discussion

Another important chapter in writing a paper is that of discussion. The purpose of the discussion is to provide scientific explanations for the results and draw conclusions. In this chapter, the researcher-writer answers the research hypotheses or research questions for reflective NDEs.

- ✓ The chapter always starts with the purpose of the work and a brief report of the results.
- ✓ A justification of the findings according to the research hypotheses of the research is attempted and the findings are contrasted with research that is consistent with the research findings and with research that

shows conflicting results.

- ✓ The argumentation used aims to demonstrate the diversity and superiority of the study conducted, taking into account all its limitations and weaknesses.
- ✓ The statistical findings of the study are justified (without presenting statistical indicators), in line with existing research and theories.
- ✓ Finally, research questions that were not answered and which could form the basis for future research are proposed, as well as the practical value and application of the results.

It usually includes the following subheadings:

- Research Conclusions
- Research Limitations and Suggestions for Future Research

General remarks on Annexes

The annexes present those elements that the researcher considers appropriate not to appear in the main part (body) of the MPA, such as, for example, the detailed tables of statistical analysis.

However, they should certainly include:
A) Application for consent - consent to the carrier (see template)
B) Declaration of consent (see model)

Link:	

4. TEACHING and LEARNING METHODS - EVALUATION	
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	Total Course Load (25 hours of workload per credit)	750 hours/ 30 ECTS
STUDENT ASSESSMENT ***Description of the evaluation process*** *Language of Evaluation, Methods of Evaluation, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Developmental Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory work, Clinical Examination of a Patient, Artistic Interpretation, Other / Other* *Explicitly identified assessment criteria are stated and if and where they are accessible to students.*	---------- The assessment of the course is in Greek. It is possible to prepare and evaluate the M.Sc. thesis in English, upon agreement between the student and the supervisor. The evaluation of the Thesis is done overall and per chapter as follows: 1. Degree of contribution to scientific research 20% 2. Degree of new scientific knowledge formation 20% 3. Review of the Literature 20% 3. Methodology 20% 4. 20% results	

Suggested bibliography

1. Instructions for Writing the Postgraduate Diploma Thesis of the MSc.
2. The texts proposed in the methodology and statistics courses, as well as in the courses related to the subject matter of the M.Sc.
3. Selected articles of the modern scientific literature for the proper preparation of the M.Sc.
4. Related scientific journals: Scientific journals that publish research relevant to the subject of the MSE investigation.
5. Research Ethics Regulations of the MSc