



UNIVERSITY OF
WESTERN MACEDONIA

School of Social Sciences and Humanities

**COMMUNICATION AND
DIGITAL MEDIA
DEPARTMENT**

STUDY GUIDE

2022-2023

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PART A:

General Information

A1. Short Description - History

The Department of Communication and Digital Media, of the School of Social Sciences and Humanities, of the University of Western Macedonia, was founded in 2019 (Official Government Gazette 70/2019). Although recently founded, the academic identity of the department can be traced back to a long journey that begins with the foundation of the first Department of Public Relations and Communication in Greece. Founded in the city of Kastoria, the department left a significant imprint on the country's academic community. With an established position in the field of Communication, the Department evolved throughout the years by addressing the complexities and the constant challenges in the Communication academic discipline.

In 2013, the Department incorporates in its name the Digital Media aspect (renamed to "Department of Digital Media and Communication") without however changing the scientific scope covered by its curriculum. Through this action the department strengthened its curriculum in the Digital Media domain, highlighting the important role of the new media developments in the science of Communication.

In 2010, the Department was included in the first 25 Departments in Greece that go through the HQA (Hellenic Quality Assurance and Accreditation Agency) external evaluation process. The main findings reported in the evaluation are:

- The Department Curriculum is equivalent to other similar curricula offered by accredited universities abroad.
- The employment rate in the labor market for the department graduates is high and many students get employed even before they obtain their degree.
- High-quality research is conducted in the Department, and the research findings are integrated into the curriculum content

The external evaluation authorized the Department to design and organize an Interdepartmental Postgraduate Program (MA) entitled "Master in Public Relations and Marketing with New Technologies", which was first offered in the academic year 2012-2013.

For many years, the Department has been one of the most attractive Departments of Higher Education, based on the preferences stated in the electronic applications submitted by the high school students taking part in the National Entry Examinations. It is noteworthy that in the course of the 2017 Entry Examinations, the Department ranks 2nd among all Departments of Higher Education concerning the number of students that included it in their preferences. Specifically, that year the Department was chosen by 13,300 candidates. Furthermore, over the past years, the Department is found with high statistical frequency amongst the first 30 departments in the country, again according to the candidate preferences stated in the electronic applications.

In 2017, the Lab of Digital Media and Strategic Communication (Official Government Gazzetta 459 / 16-2-2017) is founded and started operating within the Department. The Lab aims to conduct research and to implement development projects as well as to serve the Department's research and educational needs in the field of Digital Media and Strategic Communication.

In its short period of operation, the Laboratory has carried out substantial and important work, it has shown considerable extroversion and has developed collaborations with important institutions in Greece, such as the French Institute of Thessaloniki, the Hellenic Foundation for Culture, and the

Thessaloniki International Book Fair. At the same time, the Lab is actively demonstrating its research orientation by submitting proposals to research program calls, aiming to utilize in their implementation academic knowledge, research expertise in business practice and innovation as well as an active interest in new research challenges.

In 2018, a new Postgraduate program is launched in collaboration with the Department of Preschool Education of the University of Western Macedonia entitled "Public Speech and Digital Media".

In 2019 and with the 4610/2019 law the Department of Communication and Digital Media is founded in the School of Social Sciences and Humanities. The newly established department incorporates the academic community, the equipment, and the Laboratory of the former Department of Digital Media and Communication. In this way, the Department and its successful course in the field of Communication that started in 1999 in the Technological Institution of Western Macedonia and continued over the years, is now reinforced with new opportunities and momentum by the School of Social Sciences and Humanities and the University of Western Macedonia.

A2. Department's Goals, Mission, and Vision

The Department of Communication and Digital Media, of the University of Western Macedonia, is located in Kastoria. In the academic map, the Department is positioned together with other relevant Departments of Communication while simultaneously, it places high emphasis on the interconnection between the discipline of Communication and New Technologies.

The mission of the Department is to provide students with high-level theoretical and practical knowledge but also to enhance research in the multidimensional field of Communication while combining the science of Communication with digital media and the new digital environment.

The department's curriculum covers the scientific field of Communication from a Social Sciences perspective through an interdisciplinary approach that takes into consideration different scientific fields such as Mass Communication, Journalism, Public Relations, Advertising, Market Research-Opinion Polls, Marketing, Political Sciences, Sociology, and Intercultural Communication. Moreover, the program embraces the new trends in the fields of Digital Media and New Technologies as well as the trends in the Internet and Multimedia and takes into consideration their impact on the field of Communication. The program offers courses that integrate the Science of Communication with Digital Media.

Following a student-centered approach, the Department aims at providing studies of exceptional quality through the scientific, theoretical, and practical training of the students in the fields of Communication in conjunction with contemporary Digital Media.

An important pursuit of the Department is to train and develop scientists and executives that will hold a high degree of know-how and will be able to meet the current trends of the communication consultant profession by taking into account the trends in the digital media landscape.

Moreover, they will be able to effectively manage communication as well as digital media; thus, succeed in their professional careers in the fields of Applied Communication (Political Communication, Public Relations, Marketing, Advertising, Crisis Communication, E-Government, Opinion Polls), Journalism (print, electronic, and digital media) as well as in other fields that require the use of digital media such as Tourism, Cultural Heritage Management and Education.

Students in the Department benefit from excellent teaching and lab infrastructures while enjoying being part of an environment that fosters creative and critical thinking.

Moreover, the department aims at enhancing the academic and scientific research in the general fields of communication, internet, digital networks and media, public relations, marketing, advertising, e-learning, distance e-learning, multimedia and mixed reality, opinion mining, human-computer communication, political communication, e-government, and consumer behavior.

The vision of the Department is to become a scientific center that will contribute dynamically to the national and local society, economy, life, and culture on issues related to Communication science and its evolution through the new digital media tools.

A3. Learning Outcomes

The studies program is structured in a way that enables students to:

1. Understand the contemporary communication field, its forces, and its role in the modern multi-cultural society.
2. Understand the structure, functions, and policies of communication and media organizations in Greece as well as internationally.
3. To produce communication (corporate or not) and journalistic texts for different types of media (print, audio-visual, and internet) using the traditional and digital tools of communication.
4. To produce modern and multi-dimensional multimedia content (photos, vector, and 3D graphics, videos, animations, augmented and mixed reality) for specific communication objectives of companies and organizations.
5. To formulate and implement communication programs, advertising and public relations campaigns, image and identity programs, product/service promotion activities, corporate social responsibility programs while incorporating new technologies.
6. To manage the communication tools and media of an organization (traditional and new) as well as to produce content and multi-media content.
7. To plan and organize events of public interest (exhibitions, workshops, conferences, corporate events)
8. To utilize the different research and data analysis methods and techniques to identify the communication needs and to evaluate the communication activities of organizations.
9. To synthesize research methods for the development and evaluation of innovative digital content and applications.
10. To collect, synthesize and present information by choosing and utilizing the appropriate research methods and communication tools.
11. To analyze the different communication problems, evaluate alternative options and strategies, and find the best solution.
12. To think and approach in a critical manner the different communication tools and new technologies.
13. To develop the field of communication at national and international levels while respecting the principles of ethical communication, democracy, and the public sphere.
14. To successfully pursue professional careers in the fields of Communication and Digital Media.

15. To acquire the necessary knowledge to pursue their academic studies in Communication and related disciplines.

In addition, students of the Department acquire the following skills and competencies:

- **Personal:** Verbal and written communication, flexibility and adaptability in the dynamic work environment and rapidly evolving digital technologies, skills of integrating new technologies into work, approaching work issues with critical thinking and creativity, professional responsibility and social sensitivity, ability to analyze and synthesize data and use appropriate tools to make decisions about complex communication problems, ability to design and manage projects as well as to generate research ideas.
- **Social:** Ability to work in teams, respect for human rights, diversity, and multi-culturalism.

A4. Career Opportunities for Graduates

Graduates of the Department of Communication and Digital Media possess both theoretical and practical knowledge and skills related to the fields of Communication such as journalism, corporate communication, public relations, marketing, advertising, political communication, crisis communication, media relations, and opinion polls.

Moreover, graduates acquire high-level knowledge and digital skills related to the fields of digital communication, digital image capture, editing, and graphic design, development of websites and interactive applications, digital storytelling, production of modern multimedia content such as virtual, augmented, and mixed reality, video and animation creation, integrated production of digital broadcasting, production and management of social media content, digital marketing, and public relations, electronic political campaigns, and e-government.

The above knowledge, skills, and competencies of the Department's graduates are characterized as highly important given the growing demand for executives that are specialized in the sectors of new technologies and communication.

In Greece, within the next few years, job opportunities and demand for executives in sectors relevant to Communication and Digital Media are expected to increase due to the organizations' need for digital transformation as well as the anticipated increase in investments in activities and initiatives related to Communication and Digital Media.

Specifically, the Department's Graduates can seek employment in a wide range of areas in the private as well as the public sector. Typical careers for our graduates include:

- Executives in Marketing, Public Relations, Sales, and Advertising in-house departments of organizations.
- Executives in the management of digital media of organizations and companies (e.g., social media management, services management, digital content production, management of digital presence).
- Executives in media, public relations, and press offices of organizations.
- Journalists, specialists in print, television, radio, electronic and online productions.
- Executives in advertising and public relations agencies, media organizations (television and radio stations, newspapers, news organizations), market and opinion research companies, consulting firms, web design, and digital content production agencies.

- Executives in Non-Profit Organizations (organizations related to cultural goods, sports, arts, and non-government organizations) that manage their communication strategy and digital media communication.
- Communication consultants of political parties, politicians, and public personas.
- Freelancers in the general field of communication that act as communication consultants specialized in sectors such as applied communication (marketing, advertising, corporate branding, digital marketing), journalism, media, audiovisual and digital productions, digital media, and content creation, online reputation management.

A5. Department Administration

Head of the Department

Domna Michail, Professor

Deputy Head of the Department

Georgios Lappas, Professor

Composition of the Department Assembly:

Domna Michail, President (Professor of the Department of Communication and Digital Media)

Georgios Lappas, Vice President (Professor of the Department of Communication and Digital Media)

Amalia Triantafillidou, Member (Assistant Professor of the Department of Communication and Digital Media)

Alexandros Kleftodimos, Member (Assistant Professor of the Department of Communication and Digital Media)

Michail Vrigkas, Member (Assistant Professor of the Department of Communication and Digital Media)

Maria Matsiola (Assistant Professor of the Department of Communication and Digital Media)

Stamatis Poulakidakos (Assistant Professor of the Department of Communication and Digital Media)

Anastasia Yannacopoulou (Assistant Professor of the Department of Communication and Digital Media)

Stefanos Goutzios, Member (Special Technical Laboratory Staff of the Department of Communication and Digital Media)

Also participates as a Member, a Student Representative

A6. Academic Staff

Faculty Members

Domna Michail,

Head of the Department

Professor of Anthropology of Education, Migration, and Minorities

Director of Social and Migration studies Lab

Director of the Master's Program "Development of Digital Games and Multimedia Applications"

<https://scholar.google.com/citations?hl=el&user=XhKKSsMAAAAJ>

https://www.researchgate.net/profile/Domna_Michail

Georgios Lappas,

Deputy Head of the Department

Professor of Computer Science with emphasis on Social and Political Sciences

Director of Digital Media and Strategic Communication Lab

Member of the Regional Council for Research and Innovation of the Region of Western Macedonia, Head of the Digital Transformation Sector

<https://scholar.google.gr/citations?user=m0cjr5YAAAAJ&hl=en&oi=sra>

https://www.researchgate.net/profile/Georgios_Lappas

Alexandros Kleftodimos,

Assistant Professor of New Technologies in Communication and Education

Erasmus departmental academic coordinator

Alumni responsible

https://scholar.google.com/citations?user=mwzU_nMAAAJ&hl=en

https://www.researchgate.net/profile/Kleftodimos_Alexandros

Amalia Triantafillidou,

Assistant Professor of Communication with Specialty in Public Relations

https://scholar.google.com/citations?user=oxJ_BroAAAAJ&hl=en

<https://www.researchgate.net/profile/Amalia-Triantafillidou>

Michail Vrigkas

Assistant Professor of Virtual and Augmented Reality

Representative of the Department on the Research and Management Committee of the Special Account for Research Funds (ELKE)

<https://scholar.google.com/citations?user=hixpxHsAAAAJ&hl=en>

https://www.researchgate.net/profile/Michalis_Vrigkas

Maria Matsiola

Assistant Professor of Journalism and New Media

Responsible for Remunerative Scholarships

<https://scholar.google.com/citations?user=znGFvh0AAAAJ&hl=en&oi=ao>

<https://www.researchgate.net/profile/Maria-Matsiola>

Stamatis Poulakidakos

Assistant Professor of Political Communication

Department's Internship program responsible

Studies Advisor

<https://scholar.google.com/citations?hl=en&user=qfvQDGcAAAAJ>

<https://www.researchgate.net/profile/Stamatis-Poulakidakos>

Anastasia Yannacopoulou

Assistant Professor of Computational Linguistics

<https://scholar.google.gr/citations?hl=en&user=mdUBTUkAAAAJ>

https://www.researchgate.net/profile/Anastasia_Yannacopoulou/

Special Technical Laboratory Staff

Stefanos Goutzios

Members of the Special Teaching Staff (EDIP) of the Department

Marina-Stefania Giannakaki

Registrar's Office :

Athena Douma, Head of Secretariat

Georgios Dimitriadis, Administrative Staff of the University of Western Macedonia

Christina Samara, Administrative Staff of the University of Western Macedonia

Tel. Number: 0030 2467440020 and 2467440022, email: sec-cdm@uowm.gr

A7. Infrastructure- Facilities



The Department owns state-of-the-art equipment that fully addresses the needs of the curriculum and its research activities. Particularly, the department holds 4 fully equipped PC labs, 3 classrooms fully equipped with audiovisual media, 1120-seat auditorium, an established Digital Media and Strategic Communication Lab with state of art equipment such as Web TV studio, Motion Capture cameras for Animation Production, 3D Scanners, 3D Cameras & 3D TV and Monitors, software for image and video editing, 3D editing and production, as well as equipment for mixed reality viewing and production. The Department infrastructure is presented on the Department web page: <https://cdm.uowm.gr/infrastructure/?lang=en>.



120 seat Auditorium



Computer labs



Motion Capture System -Animation creation by capturing human movement



WebTV Studio facilities



3D – Scanners



3D Cameras



3D Printers

A8. Digital Media and Strategic Communication Lab



Director of the Lab: Georgios Lappas, Professor

The institutionalized "Digital Media and Strategic Communication" Lab further pursues the research and developmental activities of the Department. The purpose of the Lab is to undertake research and technological development projects as well as to serve research and educational needs at the undergraduate and postgraduate level in the field of Digital Media and Strategic Communication. The lab focuses on research areas such as the Internet, multimedia, hypermedia, and virtual reality technologies, digital communication, digital communication campaigns, computer-mediated communication, intelligent communication systems, customized and personalized communication systems, human-computer communication, Public Relations, and Internet Marketing, Advanced Web Mining, Opinion Mining, Online Communities, and Participatory Media in Communication, Social Media Research and Analysis, Digital Politics, E-Governance, Digital Journalism, and the Media, Web TV, Digital Education Technologies, Digital Cultural Technologies, Social Informatics, Public Relations, and Communication Strategies, Analyzing and Evaluating Digital Content, Research and Evaluation of Online Brand Reputation, Surveys and Opinion Polls using Digital Media.

A9. Laboratory for Social and Migration Studies



Director of the Lab: Domna Michail, Professor

The LSMS serves the teaching and research needs of the departments of the *School of Social Sciences and Humanities* as well as other Departments of the University of Western Macedonia in the following subjects: Social Studies, Migration Studies, Gender Studies, Education and Research in Social Sciences,

and Law, Equal Opportunities and Citizenship. Indicatively, undergraduate and postgraduate research focuses on the following issues:

- Which immigration policies are implemented in Greece and internationally?
- Who and how do they migrate and how does this process affect sending and host countries?
- How do European countries react to the refugee flows from the Middle East?
- What are the ways of managing the new challenges facing Europe concerning the mass movements of displaced people, how do the different Member States react?
- How does the phenomenon of rising refugee flows affect the coherence of the European Union and the rise of far-right movements in Europe? What is provided by International Law?
- How is Greece affected as a transit place for refugee flows from the Middle East?
- What role is Greece to play at this juncture as the EU's south-eastern border within and outside Europe?
- What are the factors influencing the migrants' integration process at the individual and team level?
- What policies promote the integration of migrants and refugees in Greece and Europe?
- What is the role of NGOs and other organizations supporting migrants and refugees at a political, socio-economic, ethnic-cultural, and religious level?
- How do the conditions for the attribution of citizenship and state rights affect the integration of first and second-generation migrants in Greece and internationally? What does International Law provide on citizenship issues?
- How are immigrant children integrated into the host society and how do they combine their participation in a migrant community with that of the wider host society?
- How does the educational act relate to issues of immigration and citizenship?

A10. Partnerships - Activities – Communication Team

The Department has shown significant extroversiveness with international, national, and local partnerships. It collaborates with the French Institute of Thessaloniki and the French Consulate in Thessaloniki in joint actions, with the Parliamentary Foundation for Parliamentarianism and Democracy and with the National Reconciliation Park, with the Hellenic Foundation for Culture, the International Book Fair, and with a multitude of regional and local agencies in jointly developed actions (Region of Western Macedonia, Municipality of Kastoria, Chamber of Kastoria, Tourism Company of Western Macedonia, Counseling Center for Women Victims of Violence of the Municipality of Kastoria, Europe Direct Western Macedonia, Environmental Education Center of Kastoria, Active Youth Group of Florina, Society for the Protection of People with Autism Prefecture of Kastoria, etc.

Students have the opportunity to engage actively, individually or in groups, in the various actions and activities of the Department, enriching their experience regarding the hands-on implementation of the Curriculum content and enhancing their academic profile by actively participating in the Department's activities.

A Communication Team is developed on the grounds of the Digital Media and Strategic Communication Laboratory of the Department. The team benefits from the dynamic engagement of student team members in support of the activities of the Laboratory and the Department. The

Communication team is also responsible for the digital presence of the Social and Laboratory Social Media. The Communication team's work, current, and past projects are available on its website: <http://dmcteam.cdm.uowm.gr/>.



Communication Team in Action

PART B:

**The Department's
Curriculum**

B1. Awarded Academic Degree

Students who fulfill the requirements for the completion of their studies are awarded the degree:

COMMUNICATION AND DIGITAL MEDIA

The duration of study is 8 semesters. The completion of at least 240 ECTS is a prerequisite for the successful completion of all required compulsory courses in the Curriculum. The awarded degree is a 6th level qualification of the National Qualifications Framework, the European Lifelong Learning Qualifications Framework, and the European Higher Education Area Qualifications Framework.

B2. Entry requirements

The admission is conducted through the formal procedure in place for student admission to the Higher Education designated by the Ministry of Education and Religious Affairs. In addition to those admitted with the Panhellenic Entry Examinations, they enroll in Higher Education Institutions at a rate set by law and candidates for special categories. Examples include Greeks abroad, Children of Greek employees abroad, Cypriots, Allogeneic - Foreigners, Expatriate scholarship holders, People with disabilities, certain categories of athletes.

For admission to the Department by participating in the Panhellenic Entry Examinations the Department can be declared from the 1st Scientific Field: Humanities, Law and Social Sciences and from the 4th Scientific Field: Economics and Informatics. For the admission with the Panhellenic Entry Examinations in the Department, the examination in a special course is **REQUIRED**. From the year 2021, the HR No. Φ.253/99154/A5 (2) "Amendment of no. Φ.253/128314/B6/2002 (B '1538) of ministerial decision as in force "was published in the Government Gazette 3237/τ.β'/4-8-2020 and stipulates that the Department has joined together with the Departments that have as a prerequisite for admission through Panhellenic Entry Examinations in the Department "Communication and Digital Media of the University of Western Macedonia" the examination in one of the four special courses "ENGLISH LANGUAGE", "FRENCH LANGUAGE", "GERMAN LANGUAGE", "ITALIAN LANGUAGE".

B3. Transfers and Rankings

Admission with qualifying exams: Graduate students of other Departments can enroll after successful participation in qualifying exams in the following three courses of the first year of study of the Department:

- Introduction to New Communication Technologies and Web Science
- Communication Principles
- Language and Communication

Students are enshrined with the courses in which they were successfully examined for their classification. It is also possible to recognize courses, following a decision of the Assembly of the Department where in each case the classified students are exempted from the examination of courses or exercises of the study program of the host Department that were taught fully or adequately in the Department or the School of origin.

B4. Attendance

The academic year starts on the 1st of September each year and ends on the 31st of August of the next year. The educational work of each academic year is structured in six semesters (winter, spring). Each semester includes at least thirteen (13) full weeks for teaching and at least two (2) weeks for exams. The exact start and end dates of each semester are determined by the competent bodies.

Every student is obliged to participate during his/her studies¹ regularly and substantially in the educational process, as it is defined by the legal framework and the decisions of the institutions of the University and the Department.

B5. Courses

Course Code	1 st SEMESTER	C/O C	T	L	ECT S
CDM 1115	PRINCIPLES OF COMMUNICATION	C	3		5
CDM 1125	INTRODUCTION TO JOURNALISM	C	3		5
CDM 1135	INTRODUCTION TO NEW COMMUNICATION TECHNOLOGIES AND THE SCIENCE OF THE WEB	C	2	2	5
CDM 1145	PRINCIPLES OF IMAGE CAPTURING AND EDITING	C	2	2	5
CDM 1155	INTRODUCTION TO THE PSYCHOLOGY OF COMMUNICATION	C	3		5
CDM 1165	MANAGEMENT OF ORGANIZATIONS	C	3		5

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	2 nd SEMESTER	C/CE	T	L	ECT S
CDM 2114	LANGUAGE AND COMMUNICATION	C	3		4
CDM 2124	STATISTICS FOR SOCIAL SCIENCES	C	3		4
CDM 2135	POLITICAL COMMUNICATION	C	3		5
CDM 2144	PRINCIPLES OF VIDEO AND AUDIO EDITING	C	2	2	4
CDM 2154	INTERNET TECHNOLOGIES AND DESIGN IN THE WORLD WIDE WEB I	C	2	2	4
CDM 2164	INTRODUCTION TO CULTURE AND CULTURAL HERITAGE MANAGEMENT	C	3		4
CDM 2175	PRINCIPLES OF MARKETING	C	3		5

30

	3 rd SEMESTER	C/CE	T	L	ECT S
CDM 3114	GRAPHIC DESIGN AND VISUAL COMMUNICATION	C	2	2	4

¹ It is noted here in particular that male students, in order not to have problems with the postponement of their enlistment, should definitely take at least the exams.

CDM 3125	PUBLIC RELATIONS	C	3		5
CDM 3135	HUMAN-MACHINE COMMUNICATION	C	3		5
CDM 3144	WRITING CONTENT FOR PRINT AND DIGITAL MEDIA	C	3		4
	3 CORE ELECTIVES FROM				
CDM 3214	MEDIA HISTORY	CE	3		4
CDM 3224	INTERPERSONAL COMMUNICATION	CE	3		4
CDM 3234	ENGLISH TERMINOLOGY FOR COMMUNICATION AND DIGITAL MEDIA	CE	3		4
CDM 3244	TELEVISION JOURNALISM	CE	2	2	4
CDM 3254	FRENCH LANGUAGE IN COMMUNICATION AND DIGITAL MEDIA	CE	3		4
CDM 3264	CORPORATE IDENTITY MANAGEMENT AND BRANDING	CE	3		4
CDM 3274	INTERNET TECHNOLOGIES AND DESIGN ON THE WORLD WIDE WEB II	CE	2	2	4
CDM 3284	CULTURE, CIVILIZATION, AND SOCIETY	CE	3		4
CDM 3294	SOCIAL MEDIA MANAGEMENT AND TEXT PROCESSING	CE	2	2	4
CDM 3314	GENDER STEREOTYPES IN LANGUAGE AND PUBLIC SPEECH	CE	3		4

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	4th SEMESTER	C/CE	T	L	ECT S
CDM 4115	DIGITAL MARKETING AND ONLINE ENTREPRENEURSHIP	C	3		5
CDM 4125	RESEARCH IN COMMUNICATION METHODOLOGY I	C	3		5
CDM 4135	PUBLIC RELATIONS STRATEGIES	C	3		5
CDM 4145	CREATIVE STUDIO AND AUDIOVISUAL PRODUCTION	C	2	2	5
	2 CORE ELECTIVES FROM:				
CDM 4215	COMMUNICATION AND LITERATURE	CE	3		5
CDM 4225	ENGLISH TERMINOLOGY FOR COMMUNICATION AND DIGITAL MEDIA II	CE	3		5
CDM 4235	DATABASE SYSTEMS	CE	2	2	5
CDM 4245	EUROPEAN UNION, INSTITUTIONS, AND POLICIES	CE	3		5
CDM 4255	MOBILE DIGITAL MEDIA AND DIFFUSIBLE COMPUTATION	CE	3		5
CDM 4265	INFORMATION SOCIETY	CE	3		5
CDM 4275	CONSUMER BEHAVIOR AND INTERNET USER	CE	3		5
CDM 4285	CONTEMPORARY ELECTRONIC PUBLISHING AND ELECTRONIC PUBLICATIONS	CE	2	2	5
CDM 4295	SOCIAL PSYCHOLOGY	CE	3		5
CDM 4315	REPRESENTATIONS OF GENDER AT DIGITAL MEDIA	CE	3		5

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	5th SEMESTER	C/CE	T	L	ECT S
CDM 5115	RESEARCH IN COMMUNICATION METHODOLOGY II	Y	2	2	5
CDM 5125	INTERCULTURAL COMMUNICATION AND DIVERSITY	Y	3		5
CDM 5134	INTERACTIVE MULTIMEDIA	Y	2	2	4

4 CORE ELECTIVES FROM:					
CDM 5214	ONLINE REPUTATIONAL MANAGEMENT	CE	3		4
CDM 5224	RADIO JOURNALISM	CE	3		4
CDM 5234	DIGITAL MEDIA AND EDUCATION	CE	3		4
CDM 5244	CONTEMPORARY EUROPEAN HISTORY	CE	3		4
CDM 5254	ADVERTISING	CE	3		4
CDM 5264	FRENCH LANGUAGE IN COMMUNICATION AND DIGITAL MEDIA II	CE	3		4
CDM 5274	ETHICS AND MORALITY IN COMMUNICATION	CE	3		4
CDM 5284	DEMOCRACY, PUBLIC CONTEXT, AND COMMUNICATION	CE	3		4
CDM 5294	THEORY AND DESIGN OF THREE DIMENSIONAL GRAPHICS FOR VIRTUAL ENVIRONMENTS	CE	2	2	4
CDM 5304	LANGUAGE AND DIGITAL MEDIA	CE	3		4

30

6th SEMESTER		C/CE	T	L	ECT S
CDM 6115	THEORY AND DESIGN OF ANIMATION	C	2	2	5
CDM 6125	ONLINE GOVERNANCE, ONLINE DEMOCRACY, AND POLITICAL CAMPAIGNS ON THE INTERNET	C	3		5
4 CORE ELECTIVES FROM:					
CDM 6225	POLITICS AND CULTURE	CE	3		5
CDM 6235	MEDIA RELATIONS IN THE DIGITAL AGE	CE	3		5
CDM 6245	CYBERSPACE CULTURE	CE	3		5
CDM 6255	WEB POLICIES, PERSONAL DATA, AND REGULATORY FRAMEWORK	CE	3		5
CDM 6265	MEDIA ORGANIZATION AND POLITICS	CE	3		5
CDM 6275	MEDIA AND CHILDREN	CE	3		5
CDM 6285	INTRODUCTION TO VISUAL PROGRAMMING AND PROGRAMMING ENVIRONMENTS	CE	2	2	5
CDM 6295	CULTURAL HERITAGE MANAGEMENT TECHNOLOGIES	CE	3		5
CDM 6305	CUSTOMER RELATIONSHIP INFORMATION SYSTEMS	CE			5
CDM 6315	JOURNALISTIC DISCOURSE ANALYSIS	CE	3		5
1 CORE ELECTIVE FROM:					
JMO1	CRISIS MANAGEMENT IN THE EU: POSSIBILITIES AND MECHANISMS	O	3		5

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7th SEMESTER		C/CE	T	L	ECT S
CDM 7115	RESEARCH METHODOLOGY AND OF SCIENTIFIC PROJECT WRITING	C	3		5
CDM 7125	CONFLICT AND CRISIS MANAGEMENT	C	3		5
4 CORE ELECTIVES FROM:					
CDM 7215	PUBLIC IMAGE AND LEADERSHIP	CE	3		5
CDM 7225	CONTEMPORARY GREEK HISTORY	CE	3		5

CDM 7235	INTERNET APPLICATIONS PROGRAMMING	CE	2	2	5
CDM 7245	DIGITAL STORYTELLING	CE	3		5
CDM 7255	SPECIAL ISSUES ON SOCIAL INFORMATICS	CE	3		5
CDM 7265	3D ANIMATION - MOTION CAPTURE DESIGN: THEORY AND IMPLEMENTATION	CE	2	2	5
CDM 7275	GROUP PSYCHOLOGY	CE	3		5
CDM 7285	INTERNATIONAL POLICY, DIPLOMACY, AND INTERNATIONAL RELATIONS	CE	3		5
CDM 7295	ONLINE JOURNALISM	CE	3		5
CDM 7305	TOURISM INDUSTRY AND DIGITAL MEDIA	CE	3		5
CDM 7315	DISSERTATION(1/2)	CE			5
	1 CORE ELECTIVE FROM:				30
JMO2	FRAMING CRISIS: A EUROPEAN APPROACH	O	3		5

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	8th SEMESTER	C/CE	T	L	ECT S
	6 CORE ELECTIVES FROM:				
CDM 8215	INTEGRATED COMMUNICATIONS STRATEGY	CE	3		5
CDM 8225	BIG DATA AND WEB INTELLIGENCE	CE	3		5
CDM 8235	SPECIAL ISSUES IN ADVERTISING	CE	3		5
CDM 8245	VIRTUAL AND AUGMENTED REALITY APPLICATIONS THEORY AND DESIGN	CE	2	2	5
CDM 8255	POLITICAL AND DIPLOMATIC REPORTING	CE	3		5
CDM 8265	RESEARCH JOURNALISM	CE	3		5
CDM 8275	ORGANIZATIONAL PSYCHOLOGY	CE	3		5
CDM 8285	VISUAL ANTHROPOLOGY AND COMMUNICATION	CE	3		5
CDM 8295	THEORY AND DESIGN OF DIGITAL GAMES	CE	3		5
CDM 8305	CULTURAL AND CREATIVE INDUSTRIES	CE	3		5
CDM 8315	COMPUTATIONAL LINGUISTICS	CE	3		5
CDM 8325	DISSERTATION(2/2)	CE			5
CDM 8335	INTERNSHIP	CE			5
	1 CORE ELECTIVE FROM:				30
JMO3	EMERGING TECHNOLOGIES IN COMMUNICATION CRISIS MANAGEMENT	O	3		5

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- Where: C=Core Compulsory Course, CE=Core Elective, O=Optional, T=Theory, L=Lab

B6. Core Compulsory and Core Elective Courses

The curriculum includes a) Core Compulsory Courses in which the students must succeed in all to obtain the academic degree b) Core Elective Courses (Compulsory Elective) where the students must pass a number of courses as specified in the respective semester of the Curriculum (e.g. 3 compulsory courses in the 3rd Semester, etc.) from a group of courses offered in each semester to obtain the

academic degree. The specification of the semester core elective courses offered, the student can choose from to complete the number of required electives, will be decided by the Assembly of the Department and announced before the beginning of the Academic year, taking into consideration the academic staff, the Department's needs and the resource allocation available for teaching needs.

B7. Course Sequence

The following sequences are defined, the first of which is a prerequisite for the next:

1. Internet Technologies and Design on the World Wide Web I → Internet Technologies and Design on the World Wide Web II
2. Statistics for Social Sciences → Research in Communication Methodology I → Research in Communication Methodology II
3. Principles of Video and Audio Processing → Creative Studio and Audiovisual Production
4. Public Relations □ Public Relations Strategies
5. Advertising □ Special Issues in Advertising
6. English Terminology for Communication and Digital Media I → English Terminology for Communication and Digital Media II
7. French Language in Communication And Digital Media → French Language in Communication And Digital Media II

Students will only be able to take the next course in sequence if they have successfully completed the prerequisite course.

B8. Exams

The academic year is divided into 2 semesters, the Winter and the Spring semester. Each semester includes thirteen weeks of teaching. At the beginning of each semester and the specific period set by the Department, the student selects the course that he/she is planning to attend through the Electronic Secretariat platform <https://students.uowm.gr/>. The course requirements and conditions of success are included in the description of each course and this description is available to the students through the e-class platform. The instructor of the course is responsible for determining how the course will be examined (oral or written examination) and assessed (e.g., determining assignment marks will be weighed to produce the final mark, etc.). Finally, the teaching staff is also responsible for conducting the examination. At the end of each semester, exams are carried out for all the courses offered during the semester. To take part in an examination for a particular course, a student has to select the course in the e-Secretariat platform at the beginning of the semester. Failure to do so deprives the student of the right to take part in the course examination.

A student passes a course if he/she receives a grade of 5 or above on the grading scale of 0 to 10. The final grade a student gets may also consider marks from a number of assignments and class exercises that may have been completed during the semester. A student who fails to obtain a pass mark in the Winter or Spring semester retains the option to be re-examined in the same course during the re-sit examinations that take place in September.

B9. Undergraduate Dissertation

The undergraduate dissertation is an elective course that is optional for the Department's students and is equivalent to 10 ECTS credits. In the 7th semester, students can choose to undertake a dissertation in subjects that lie within their interests and the scope of the Department. The dissertation is conducted within two semesters under the supervision of a Department's Faculty Member.

B10. Internship

The Department of Communication and Digital Media has also instituted internships in jobs and subjects related to the subjects covered by the Department.

The University of Western Macedonia participates in the action titled "Internship of Students in Higher Education, University of Western Macedonia" with (code MIS 5031197) which is part of the European Structural and Investment Funds (ESIF), Operational Program "Education and Life-long Learning- Internship of Students in Higher Education", 2014-2022.

"The Internship Program of the University of Western Macedonia aims to adequately prepare students to effectively apply the knowledge they acquire during their studies and to work in a professional field with direct or indirect relevance to their studies. The activities carried out within the Internship Program aim to empower the student capabilities and attempt to utilize the knowledge and skills acquired by the students during their studies at a professional level. The internship program also aims at facilitating student integration into the labor market.

The Internship at the Department of Communication and Digital Media is institutionalized and lasts three months. The Internship program is available to the students from the 5th semester onwards. Interested students are invited to apply when the relevant announcement is made. The Internship application process, the selection, and the obligations of the students who will participate are described in detail in the Internship Regulations that you can find on the Department's website.

To take part in the program, the students must apply to the program's online platform. Internship placements that are available to the Department each year (depending on the funding that the program receives) are covered by the interested students following a specific evaluation process. The Internship is considered an elective course with 5 ECTS points. Upon successful completion, the Internship is included in the Diploma Annex, and the student receives a relevant certificate of participation. All students who undertake an Internship are supervised by a Faculty Member who is responsible for the Internship Program. Students who benefit from the program are insured for the Internship period (3 months) in the National Insurance Institution (IKY) by the University of Western Macedonia.

The Internship through the Corporate Agreement for the Development Framework (ESPA) can be completed in public or private sector organizations with a 45% - 55% percent respectively. These percentages are imposed by the European Commission and are mandatory. The host institution will declare the internship placements in the ATLAS Platform (<https://atlas.grnet.gr/>) and from there the placements are secured for the candidate students who can then start their internship. The procedure regarding the student deliverables and the deliverables of the academic supervisors is carried out electronically through the website, with the help of external program partners:

<https://arch.ict.e.uowm.gr/iprogram/index.php?site/login>

For the Academic Year 2022-23, **the professor in charge for the Internship program is Assistant Professor Mr. Stamatis Poulakidakos**, to whom you can address for more information as well as on the website of the Department and the website of the Internship Program of the University of Western Macedonia (<https://internship.uowm.gr>).

The students of the Department can also participate in the Internship Program of the Erasmus+ Program to gain professional experience abroad for a period of up to 6 months. For the Academic Year 2022-23, **the professor in charge for the Internship program Erasmus+ is Assistant Professor Alexandros Kleftodimos**. For more information about the Erasmus+ program and the possibility of internships abroad, you can visit the website of the Erasmus+ program of the University of Western Macedonia at <https://erasmus.uowm.gr>.

B11. Postgraduate Studies (2nd cycle)

Upon completion of the Department's Curriculum, the graduates of the Department have acquired the necessary knowledge to proceed with their academic course in subsequent courses (postgraduate studies, doctoral studies) in the Department's academic discipline and relevant scientific fields of study as well. In particular, can either undertake postgraduate or doctoral programs in the Department or equivalent programs in other Universities in Greece or abroad.

B11.1. Postgraduate Program "Gaming and Multimedia Application Development"

The Department of Communication and Digital Media, of the School of Social Sciences and Humanities of the University of Western Macedonia, organizes and operates from the academic year 2022-2023 a Master's Program (M.S.) entitled "**Gaming and Multimedia Application Development**" (Government Gazette t.B' 3394/01-07-2022), in accordance with the provisions of Law 4485/2017 (A' 114), as amended and in force. The operating and organizational framework of the Program in question is determined by the Graduate Studies Regulation drawn up in accordance with article 45 of Law 4485/2017 and complements the provisions of Chapter F [Second and Third Cycle of Studies] of Law 4485/2017. The administrative support of M.S. is done by the Department of Communication and Digital Media of the School of Social Sciences and Humanities of the University.

The M.S. "Gaming and Multimedia Application Development" aims to design and develop digital games for any device, emphasizing innovation, good design practices, development of programming skills and uses of appropriate digital tools. The postgraduate program is characterized by multidisciplinary, connecting academic subjects such as programming, communication, storytelling, directing, image, video, animation, marketing, digital media, etc. The graduates of M.S. specialize and acquire the theoretical and empirical background as well as the skills that enable them to be employed in various professional and research fields related to the design and development of digital games and multimedia applications. Parallel to its research mission, the M.S. also aims at the training of senior executives and policy-makers in professional and social sectors such as Education, Television, Cinema, Businesses, Organizations, etc. for the strategic and efficient design of multimedia applications.

In M.S. graduates of the country or foreign equivalent institutions of Polytechnic Schools, Schools of Sciences, the Department of Communication and Digital Media, and graduates of higher education

who have successfully attended programming courses with a minimum of eight (8) ECTS credits are accepted.

B11.2. Interdepartmental Postgraduate Program “Public Speech and Digital Media”

The Department of Communication and Digital Media participates in the Interdepartmental Postgraduate Program (M.Sc.) “**Public Speech and Digital Media**” organized by the Pedagogical Department of Early Childhood Education and the Department of Communication and Digital Media of the University of Western Macedonia (published in the Government Gazette 4108/τ.Β’/12-12-2019). The Postgraduate Diploma is provided by the Department of Early Childhood Education of the School of Social Sciences and Humanities of the University of Western Macedonia, with the indication of the collaborating Department of Communication and Digital Media. In the Postgraduate Program are admitted, after the consideration of their formal and substantive qualifications, graduates mainly of Pedagogical, Social, Political, Economic, and Philological sciences as well as graduates of Computer Science, Health, Journalism, Management, Marketing, Communication, and Media without excluding graduates of other Departments of the Institutions of Higher Education of Greece or the Institutions of abroad. The master's degree provides certification of pedagogical and teaching competence to its graduates.

B11.3. Interdepartmental Postgraduate Program “Education Sciences: Teacher Training in Innovative Approaches to Teaching and Learning”

The Department of Communication and Digital Media participates in the Interdepartmental Postgraduate Program (M.Sc.) “**Education Sciences: Training of Teachers in Innovative Approaches to Teaching and Learning**” organized by the Department of Primary Education in collaboration with the Department of Communication and Digital Media and the Department of Psychology of the School of Social Sciences and Humanities of the University of Western Macedonia (published in the Government Gazette 4400/τ.Β’/06-10-2020), according to the provisions of Law 4485/2017 (Government Gazette 114 Α’), as amended and in force. The framework of operation and organization of this Program is determined by the Internal Regulations of Postgraduate Studies of the University of Western Macedonia, which regulates issues that are not provided in the current legislation. In the Postgraduate Program "Education Sciences: Teacher Training in Innovative Approaches to Teaching and Learning" are admitted graduates of Greek Universities or foreign Institutions, who intend to teach cognitive subjects, which are included in the Curricula of Primary and Secondary Education (General, Technical, and Vocational). At the same time, teachers of specialties who already serve in Primary or Secondary Education are admitted. The master's degree provides certification of pedagogical and teaching competence to its graduates.

B12. Doctoral Studies (3rd cycle)

The Doctoral Program of the Department of Communication and Digital Media (Government Gazette 1952/τ.Β’/21-05-2020) is organized and operates under the provisions of Law 4485/2017 and the relevant provisions and decisions in force as well as the Regulation of Doctoral Studies approved by the decision no. 6/24.4.2020 of the Assembly of the Department of Communication and Digital Media and the decision no. 112/6.5.2020 of the Senate of the University of Western Macedonia, was

published in the Government Gazette and posted on the Department's website. The Regulation of Doctoral Studies of the Department of Communication and Digital Media specifies and completes the institutional framework, as it is in force, governs the organization and operation of the third cycle of the Department and determines the specific terms and conditions of organization of the Doctoral Studies and the preparation of a doctoral dissertation. The implementation of the Regulation is one of the necessary conditions for the smooth development and successful completion of a high-level doctoral research project.

Purpose of the Doctoral Program: The Doctoral Program of the Department of Communication and Digital Media of the University of Western Macedonia offers the possibility of undertaking doctoral dissertations to develop researchers who will contribute to the development of science and applied sciences in all scientific areas / cognitive subjects treated in the Department of Communication and Digital Media. Ph.D. candidates are expected to conduct original and innovative scientific research and provide specialization in the cognitive subjects of the Department of Communication and Digital Media but also in related fields. The Doctoral Studies are for the Department a source of academic prestige and international distinction and aim at creating high-quality scientific research, as well as the creation of scientists capable of contributing to the advancement of science, research, and applications. The graduates of the Doctoral Studies program are intended to staff the research, business, and educational workforce, of Greece and abroad by staffing Universities, Research Centers, Businesses, and Organizations of the private and public sector in Greece and internationally. The doctoral studies of the Department of Communication and Digital Media lead to the acquisition of a Doctoral Degree. The Doctoral Degree is an academic title, which certifies the elaboration of original scientific research and the substantial contribution of the holder to the development of science and knowledge in the respective scientific field.

Right to Submit an Application: The right to apply to undertake a Doctoral Thesis in the Department of Communication and Digital Media have those who meet the following conditions:

- They are university graduates of the home country or recognized as an equal institution abroad.
- They hold a Postgraduate Diploma (M.Sc.) from a Higher Education Institute of the home country or recognized as an equal institution abroad or are holders of a single and indivisible postgraduate degree according to article 46 of law 4485/2017.

Part C:

Course Description

Course Descriptions and in particular the course content, teaching methods, and assessment of each course as well as the recommended bibliography are annually updated.

Course Outlines for the 2022-2023 academic year of the new program of studies are as follows:

C1. 1st Semester Courses

PRINCIPLES OF COMMUNICATION

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 1115	SEMESTER	1st
COURSE TITLE	PRINCIPLES OF COMMUNICATION		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS CREDITS	
Lectures	3		
Total	3	5	
COURSE TYPE:	COMPULSORY		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAM LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS			
COURSE WEBPAGE (URL):			

2. LEARNING OUTCOMES

Learning outcomes:

The central aim of the course is to introduce students to the process of mass communication and the role of the media institution.

The purpose of the course is to introduce the student to the mass communication process and the role of the mass media institution. During the course, the basic theories, models and means of mass communication are analyzed. The course focuses - among other things - on the different approaches regarding the effects of mass media on the different audiences that make up public opinion. Upon successful completion of the course, students will be able to distinguish, based on fundamental concepts, the various theoretical approaches to mass communication. Furthermore, they will be able to judge the role played by the mass media in society and the formation of public opinion through a multitude of alternative considerations. Students will reflect on trends and issues related to new media. They will also be able to interpret the effectiveness of messages from the perspective of the sender and the receiver. Finally, they will recognize the role of media worldwide, and in Greece in particular.

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

- To distinguish, based on fundamental concepts, the various theoretical approaches to mass communication.
- To judge the role that the media play in society and to the formation of public opinion.
- To incorporate trends and problems related to the new mass media in the theoretical evaluations of communication.

<ul style="list-style-type: none"> • To interpret the effectiveness of messages through the perspective of the transmitter and the receivers. • To recognize the role of media in Greece.
General skills
<ul style="list-style-type: none"> • Autonomous work • Group work • Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Theoretical approaches to mass communication - Communication models • Exploration of basic concepts of mass communication (mediation, mass audience, mass-popular culture, public sphere) • Critical theoretical approaches to communication • Audience study • Model of uses and gratification • The new media landscape in the information society • Mapping the communication framework of the operation of the media in Greece
--

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Use of online resources to support and enrich teaching.</p> <p>Use of video projector in the classroom for audiovisual material.</p> <p>Use of e-mail to communicate with students.</p> <p>Teaching process supported by the electronic platform e-class.</p>																
COURSE ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>12</td> </tr> <tr> <td>Essay writing and presentation or Quiz answering</td> <td>20</td> </tr> <tr> <td>Small group case analyses</td> <td>12</td> </tr> <tr> <td>Preparing for class</td> <td>12</td> </tr> <tr> <td>Preparing for exams</td> <td>30</td> </tr> <tr> <td>Total work load</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester work load</i>	Lectures	39	Study-Individual Research (Internet Research)	12	Essay writing and presentation or Quiz answering	20	Small group case analyses	12	Preparing for class	12	Preparing for exams	30	Total work load	125
<i>Activity</i>	<i>Semester work load</i>																
Lectures	39																
Study-Individual Research (Internet Research)	12																
Essay writing and presentation or Quiz answering	20																
Small group case analyses	12																
Preparing for class	12																
Preparing for exams	30																
Total work load	125																
ASSESSMENT	I.100%: Final written examination																

5. RECOMMENDED READING:

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> • McQuail, N. (2003), <i>The Theory of Mass Communication for the 21st Century</i>, Athanasios Kastaniotis SA, Athens. • McQuail, N. (2001), <i>Modern Communication Models</i>, Athanasios Kastaniotis SA, Athens. • Kaitatzi-Whitlock, S. (2012), <i>Communication: Theory in Practice</i>, Libani SA Publishing House, Athens. • Fiske, J. (2010), <i>Introduction to Communication</i>, Ioannis Soldatos. • Curran, J., & Gurevitch, M. (2001), <i>Mass Media and Society</i>, S. Patakis Commercial Societe Anonyme Publishing and Distribution Company, Athens.

- Jean-Pierre, C. and Aslanidou Sofia, (2004), Theoretical Approaches to the Analysis of the Media, G. Dardanos - K. Dardanos, OE
- Berger, A. A. (1998), Media Research Techniques, Sage.
- McQuail, D., & Windahl, S. (2015). Communication models for the study of mass communications. Routledge.
- McQuail, D. (2010). McQuail's mass communication theory. Sage publications.
- Hiebert, R. A., & Gibbons, S. (2017). Exploring mass media for a changing world. Routledge.
- Rosenberry, J., & Vicker, L. A. (2017). Applied mass communication theory: A guide for media practitioners. Routledge.
- Defleur, Melvin L. ; Defleur, Margaret H. 2006. Mass communication theories: Explaining origins, processes, and effects. Routledge.

-Related scientific journals:

- Valkenburg, P. M., Peter, J., & Walther, J. B. (2016). Media effects: Theory and research. Annual Review of Psychology, 67, 315-338.
- O'Sullivan, P. B., & Carr, C. T. (2018). Masspersonal communication: A model bridging the mass-interpersonal divide. New Media & Society, 20(3), 1161-1180.
- Gotlieb, M. R., McLaughlin, B., & Cummins, R. G. (2017). 2015 survey of journalism and mass communication enrollments: Challenges and opportunities for a changing and diversifying field. Journalism & Mass Communication Educator, 72(2), 139-153.
- French, M., & Bazarova, N. N. (2017). Is anybody out there?: Understanding masspersonal communication through expectations for response across social media platforms. Journal of Computer-Mediated Communication, 22(6), 303-319.
- Slater, M. D. (2015). Reinforcing spirals model: Conceptualizing the relationship between media content exposure and the development and maintenance of attitudes. Media Psychology, 18(3), 370-395.

INTRODUCTION TO JOURNALISM

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CMD 1125	SEMESTER OF STUDY	1st
COURSE TITLE	INTRODUCTION TO JOURNALISM		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
Total		3	5
COURSE TYPE	Core, Compulsory		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		

COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBPAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of the course is to familiarize students with the principles and practical application of Journalism. Emphasis is given to the evolution of the role and function of Journalism from print to digital form and to the needs of the modern multimedia environment. The code of journalistic ethics and the concept of conflict of interest are introduced. At the same time, students understand the ways in which journalism and the news mediate the relationships and institutions of the society, while reflecting on the challenges arising from public mistrust and suspicion towards the media.</p> <p>At the practical level, students are taught the criteria for identifying good stories, methods of searching, gathering and evaluating information, creating news and writing articles that inform and engage the readers.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Understand the role of the journalist and his/her obligations towards the society • Understand the structure and function of the journalism context • Appreciate the particular requirements of practicing Journalism in the contemporary digital environment • Develop the skills of research, evaluation and presentation of the news • Think critically, independently and creatively about events and trends locally and globally • Work within an ethical framework for the pursuit of truth, accuracy, justice and the integration of diversity.
General Skills
<p>Teamwork</p> <ul style="list-style-type: none"> • Decision making • Critical Thinking • Free, creative and inductive thought

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • The history of Journalism from the 18th century till today • The role of the Journalist • Journalism as a Public voice • Journalism and Propaganda • Journalism and Public Relations • Ethics and Journalism • The challenges of contemporary media • Types of Journalistic writing • Tools for reporting • The news article • Journalism and Social Media

0. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform				
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39
<i>Method Description</i>	<i>Semester Workload</i>				
Lectures	39				

	Individual study and internet research	12
	Group project preparation and write-up	20
	Case study analysis in small student groups	12
	Preparation for course attendance	12
	Exam Preparation	28
	Exams	2
	Total workload	125
ASSESSMENT METHODS	<p>I. End of semester written exam that includes: Short essay questions Multiple choice questions Case study questions that require the application of journalism principles in real problems</p> <p>II. Writing and presentation of Group Project</p>	

0. RECOMMENDED READING

-Recommended Book reading:

- Kovach, B. και Rosenstiel, T. (2007). The elements of Journalism, What Newspeople should know and the public should expect. Revised updated edition, Three Rivers Press
- Fleming, C. (2006). An Introduction to Journalism, Sage Publications
- Ruddin, R., and Ibbotson, T. (2002). An Introduction to Journalism, Essential Techniques and Background Knowledge, Focal Press Publications

-Recommended Article/Paper reading:

- Bardoel, J., & Deuze, M. (2001). 'Network journalism': converging competencies of old and new media professionals. Australian Journalism Review, Vol. 23 No. 2, p. 91.
- Deuze, M. (2004). What is multimedia journalism?. Journalism studies, No. 5 Vol.2, pp. 139-152.
- Hafez, K. (2002). Journalism ethics revisited: A comparison of ethics codes in Europe, North Africa, the Middle East, and Muslim Asia. Political communication, Vol. 19 No. 2, pp. 225-250.
- Hanitzsch, T. (2007). Deconstructing journalism culture: Toward a universal theory. Communication theory, Vol. 17 No. 4, pp. 367-385.
- Hermida, A. (2010). Twittering the news: The emergence of ambient journalism. Journalism practice, Vol. 4 No. 3, pp. 297-308.
- Nip, J. Y. (2006). Exploring the second phase of public journalism. Journalism Studies, Vol. 7 No. 2, pp. 212-236.
- Pavlik, J. (2000). The impact of technology on journalism. Journalism studies, Vol 1 No. 2, pp.229-237.
- Schudson, M., & Anderson, C. (2009). Objectivity, professionalism, and truth seeking in journalism. In The handbook of Journalism Studies (pp. 108-121). Routledge.
- Steensen, S. (2011). Online journalism and the promises of new technology: A critical review and look ahead. Journalism studies, Vol. 12 No. 3, pp. 311-327.

INTRODUCTION TO NEW COMMUNICATION TECHNOLOGIES AND THE SCIENCE OF THE WEB

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA

LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 1135	SEMESTER OF STUDY	1st
COURSE TITLE	INTRODUCTION TO NEW COMMUNICATION TECHNOLOGIES AND THE SCIENCE OF THE WEB		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	5
COURSE TYPE:	Core, Compulsory		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAMS LANGUAGE::	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)		
COURSE WEBPAGE (URL)	https://eclass.uowm.gr/courses/CDM103/		

2. LEARNING OUTCOMES

Learning outcomes
<p>The purpose of this course is to analyze the evolving communication environment through the development of new technologies. The course covers the Internet and its crucial role as a tool of communication. The course also analyses how the internet works, how information is transferred, how search engines work, issues that are related to website publication and operation, web services, the evolution from Web 1.0 to a more participatory Web (Web 2.0), Web 2.0 platforms- Social media, Blogs, Wikis, Video and Image sharing platforms etc.</p> <p>The course also covers technical issues in a theoretical and practical level regarding computer components and the way that these components work, peripheral devices (printers, scanners etc), technical issues regarding network operation, and emerging technologies such as mixed reality, 3D scanning and printing, Artificial Intelligence and AI agents.</p> <p>The course also aims at developing skills through laboratory exercises in software packages such as word processing, presentations, spreadsheets. Students also learn how to efficiently utilize search engines and web services (e.g. Google drive, email) for completing communication activities as well as assignments presentation tasks.</p> <p>Upon successful completion of the course the student must be able:</p> <ul style="list-style-type: none"> ● to incorporate new technologies into their everyday academic activities ● to adapt to the evolving technological landscape in communication ● to analyze the functionality of computer equipment and the peripheral devices ● to analyze the essential elements of the infrastructure and operation of networks and the internet ● to analyze basic web services (search engines, social media, blogs, Google Drive etc) ● to analyze the basic Multimedia technologies that exist today and are used in the Communication field. Furthermore they will be able to analyze the emerging trends in Multimedia, such as 3D scanning& printing, Virtual and Augmented reality, Interactive video, and the impact of these trends in the field of Communication ● to combine software packages such as spreadsheets and software for presentations in order to interpret and present information ● to evaluate and select the appropriate technological tools for communication purposes and to solve practical problems in their field of their study
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity

- Critical thinking
- Free, creative and inductive thought
- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- History of new technologies and the internet and their role in the field of communication
- Networks and Internet services used for synchronous and asynchronous communication
- Search Engines
- Computer hardware and software and their applications in the field of communication
- The communication environment as it is being shaped today by the web 2.0 technologies
- Interactive devices and applications in communication
- Recent Developments and future trends in digital technologies that shape the field of communication

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Students work with word processing, spreadsheet and presentation software packages, as well as online tools for document and file management.</p> <p>Support of the learning process through the e-class platform.</p> <p>Support of the learning process through multimedia videocourses.</p>														
TEACHING METHODS AND ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for course attendance</td> <td>19</td> </tr> <tr> <td>Lab exercises</td> <td>26</td> </tr> <tr> <td>Preparation for completing and presenting individual and team assignments</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total work load</td> <td>125</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester work load</i>	Lectures	26	Preparation for course attendance	19	Lab exercises	26	Preparation for completing and presenting individual and team assignments	24	Exam preparation	30	Total work load	125
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Exam preparation	30														
Total work load	125														
ASSESSMENT	<p>- 20%: Participation of the student during the semester which will be evaluated through assignments given by the teacher during the semester for both the theoretical and the laboratory part</p> <p>- 30% Laboratory exercises and exams</p> <p>- 50%: Final exam (written or oral) or exempting final paper for both the theoretical and the laboratory part</p>														

5. RECOMMENDED READING

-Recommended book reading:

- Introduction to informatics, Evans Alan, Martin Kendall, Poatsy Mary Anne, 2018, Kritiki Publishing
- Introduction to Informatics, 10th edition, Beekman Ben, Beekman George, 2015, Gioyrdas Publications
- Discovering Computers. Vermaat Misty, Sebok Susan, Freund Steven, Campbell Jennifer, Frydenberg Mark, 2017, BROKEN HILL PUBLISHERS LTD

PRINCIPLES OF IMAGE CAPTURING AND EDITING

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 1145	SEMESTER OF STUDY	1st
COURSE TITLE	PRINCIPLES OF IMAGE CAPTURING AND EDITING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	5
COURSE TYPE:	Core, Compulsory		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)		
COURSE WEBPAGE (URL)	https://eclass.uowm.gr/courses/CDM104/		

2. LEARNING OUTCOMES

Learning outcomes
<p>The purpose of the course is to cover the theory and important developments related to digital imaging for communication needs. Students will be taught the role of photography and digital images in modern media such as online services, social networks, digital storytelling, interactive multimedia etc.</p> <p>The course focuses on how digital cameras work, photography techniques, digital image file types and their characteristics (format, dimensions, size calculation, etc.), color models etc. Special emphasis will be given to laboratory exercises on image editing techniques using appropriate open source software packages .</p> <p>Upon the successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> ● analyze the role of photography in storytelling and journalism, marketing and communication. ● thoroughly understand how cameras work, the types of cameras that exist in the market and other auxiliary equipment. The students will also learn to apply basic principles of photography in order to capture images that can be used for communication purposes. ● have basic knowledge about the image file types and characteristics, the factors that affect the image size, image size calculation, compression techniques, color models, differences between vector and bitmap graphics. ● efficiently use image editing techniques in order to produce images for communication purposes ● create Photo-Storytelling projects ● understand the role of images in today's evolving web environment (i.e. social media platforms) and in the development of emerging multimedia technologies (e.g. augmented reality). ● examine and select suitable techniques for embedding images in various web and Multimedia platforms
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity ● Critical thinking ● Free, creative and inductive thought

- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- History of analogue and digital image
- Photography equipment. Types of cameras (compact, DSLR, action cameras, 360 cameras) auxiliary equipment (tripods, drones, sliders etc)
- Principles of camera operation and principles of Photography (aperture, depth of field, shutter speed, ISO, lighting-photometry, close and distant shots etc. ,
- Digital Image characteristics (image types, image dimensions, calculating the image size, compression techniques etc.) transferring and storing images, presenting images)
- Color theory, light and perception. Color models.
- Vector and bitmap images
- Animation, panoramas, 3D images.
- Image sharing platforms (Flickr, Instagram etc)
- Using images in social media and other online platforms, Image sharing platforms (Flickr, Instagram etc)
- Image editing software, open source tools.
- Image editing techniques (image resizing, cropping, filters, background removal, coloring a gray scale image, perspective correction, decrease and increase depth of field, fixing flaws and improving photos, synthesizing new images, creating panoramic photos, mass editing)
- The role of the image in Journalism, Marketing and Communication and Visual storytelling.

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class Laboratorial exercises																		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students will work with image editing software and will also use search engines for finding suitable images. Support of the learning process through the e-class platform. Support of the learning process through multimedia videocourses.																		
TEACHING METHODS AND ORGANIZATION	<table border="1"> <thead> <tr> <th data-bbox="715 1377 1110 1413"><i>Method Description</i></th> <th data-bbox="1114 1377 1430 1413"><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="715 1417 1110 1447">Lectures</td> <td data-bbox="1114 1417 1430 1447">26</td> </tr> <tr> <td data-bbox="715 1451 1110 1514">Preparation for course attendance</td> <td data-bbox="1114 1451 1430 1514">19</td> </tr> <tr> <td data-bbox="715 1518 1110 1547">Lab exercises</td> <td data-bbox="1114 1518 1430 1547">26</td> </tr> <tr> <td data-bbox="715 1552 1110 1650">Preparation for completing and presenting individual and team assignments</td> <td data-bbox="1114 1552 1430 1650">24</td> </tr> <tr> <td data-bbox="715 1655 1110 1684">Exam preparation</td> <td data-bbox="1114 1655 1430 1684">30</td> </tr> <tr> <td data-bbox="715 1688 1110 1718"></td> <td data-bbox="1114 1688 1430 1718"></td> </tr> <tr> <td data-bbox="715 1722 1110 1751">Total work load</td> <td data-bbox="1114 1722 1430 1751">125</td> </tr> <tr> <td data-bbox="715 1756 1110 1785"></td> <td data-bbox="1114 1756 1430 1785"></td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester work load</i>	Lectures	26	Preparation for course attendance	19	Lab exercises	26	Preparation for completing and presenting individual and team assignments	24	Exam preparation	30			Total work load	125		
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ASSESSMENT	<ul style="list-style-type: none"> - 20%: Participation of the student during the semester which will be evaluated through assignments given by the teacher during the semester for both the theoretical and the laboratory part - 30% Laboratory exercises and exams - 50%: Final exam (written or oral) or exempting final paper for both the theoretical and the laboratory part 																		

5. RECOMMENDED READING

- Recommended book reading:

- The technical side of the analogue and digital image, Anastasios Sxizas
- Digital Image processing, 4th edition, Gonzales, Stefanos Kollias, Tziolas publications
- Adobe Photoshop CS6 step by step, Adobe Creative Team, Giourdas Publications

INTRODUCTION TO THE PSYCHOLOGY OF COMMUNICATION

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 1155	SEMESTER OF STUDY	1st
COURSE TITLE	INTRODUCTION TO THE PSYCHOLOGY OF COMMUNICATION		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
	Lectures	3	
	Total	3	5
COURSE TYPE	Core, Compulsory		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is to introduce students to the cognitive field of communication psychology. Students become familiar with the classical models of communication and understand the social, cultural and psychological factors that interact and ultimately frame the communication between the transmitter and the receiver. The course also focuses on the concept of interpersonal communication at both an interpersonal and a group level.

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

- Understand the concept of communication, the types of communication and the relationship between communication and psychology
- Appreciate the value and contribution of psychology theory when designing messages and communication campaigns
- Acquire effectiveness and objectivity in their private and public communication.
- Analyze how interpersonal and mass communication influence human behavior
- Decode non-verbal communication
- Determine how spacetime and rituals influence the communication process

General Skills

Teamwork

- Decision making
- Critical Thinking
- Free, creative and inductive thought

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The meaning and definitions of psychology ● The scientific view of communication ● Theories of communication ● Traditions of communication theories ● Psychological factors of communication ● Communication and interaction ● Systematic approach to communication ● Non verbal communication ● Time and rituals of communication ● Interpersonal communication ● Group Psychology

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform																
TEACHING METHODS	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method Description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for course attendance</td> <td>20</td> </tr> <tr> <td>Group project preparation and write-up</td> <td>14</td> </tr> <tr> <td>Case study analysis in small student groups</td> <td>20</td> </tr> <tr> <td>Exam Preparation</td> <td>30</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for course attendance	20	Group project preparation and write-up	14	Case study analysis in small student groups	20	Exam Preparation	30	Exams	2	Total workload	125
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Preparation for course attendance	20																
Group project preparation and write-up	14																
Case study analysis in small student groups	20																
Exam Preparation	30																
Exams	2																
Total workload	125																
ASSESSMENT METHODS	<p>I. End of semester written exam that includes:</p> <ul style="list-style-type: none"> - Short essay questions - Multiple choice questions - Case study questions that require the application of psychology theory in real problems <p>II. Writing and presentation of Group Project</p>																

5. RECOMMENDED READING

<p><i>-Recommended Books:</i></p> <ul style="list-style-type: none"> ● Littlejohn, S. and Foss, K. (2004), Theories of Human Communication, 9th edition, Sengage Learning ● Schacter, D., Gilbert, D.T., Nock, M. & Wegner, G. D. (2016), Psychology, 4th edition, Worth Publishing. ● Freud, S. (2015), The Psychopathology of Everyday Life, Andesite Press, [German edition 1901] ● Berne, E. (1964), Games People Play, The Psychology of Human Relationships, Grove Press. ● Watzlawick P., Helmick Beavin J., και Jackson D. (1967), W.W. Norton and Company <p><i>-Recommended Articles:</i></p> <ul style="list-style-type: none"> ● Tinigina, A. A. (2013). Modern Research on Egocentrism in the Context of Social Perception and Communication. Social Psychology and Society, 2013(1), 29-38. ● Marx, M. H. (2010). Systems and Theories. The Corsini Encyclopedia of Psychology, 1-2. ● Branthwaite, A. (1983). Situations and social actions: Applications for marketing of recent theories in social psychology. Journal of the Market Research Society, Vol. 25, No.1, pp. 19-38
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- Zuckerman, M., DePaulo, B. M., & Rosenthal, R. (1981). Verbal and nonverbal communication of deception. In *Advances in experimental social psychology* (Vol. 14, pp. 1-59). Academic Press.
- Garvey, W. D., & Griffith, B. C. (1972). Communication and information processing within scientific disciplines: Empirical findings for psychology. *Information storage and retrieval*, 8(3), 123-136.
- Argyle, M., Alkema, F., & Gilmour, R. (1971). The communication of friendly and hostile attitudes by verbal and non-verbal signals. *European Journal of Social Psychology*, 1(3), 385-402.
- Miller, G. A. (1967). The psychology of communication. *Human Resource Management*, 6(3), 43.

MANAGEMENT OF ORGANIZATIONS

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 1165	SEMESTER OF STUDY	1st
COURSE TITLE	MANAGEMENT OF ORGANIZATIONS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
	Lectures	3	
	Total	3	5
COURSE UNIT TYPE:	Core, Compulsory		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM106/		

0. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of the course is to provide students with an overview of the discipline, the basic theories and principles of management. In this course, students will be presented with the basic management functions and processes of planning, organizing, leading and controlling. Moreover, students will gain familiarity with the components of organizational environment and will learn the challenges that businesses are facing in today’s contemporary, dynamic and highly competitive environment. Students will also be introduced to the various organizational strategies for developing and maintaining a competitive advantage.</p> <p>On successful completion of this course the learner will be able to:</p> <ul style="list-style-type: none"> • understand the various structures of different organizations. • analyze in depth the internal as well as the external business environment. • assess the importance of management for the development and well-functioning of organizations. • compare alternative strategies for the development of a competitive advantage based on the environment and the type of organization. • criticize the different leadership styles for motivating employees.

<ul style="list-style-type: none"> ● employ-incorporate corporate social responsibility initiatives in the strategic management plans of businesses. ● judge the appropriateness and effectiveness of strategic plans and programs. ● decide and recommend solutions to specific business problems and issues presented in the form of case studies.
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Critical Thinking ● Search, analyze and synthesize data and information using the necessary technologies. ● Demonstrate social, professional and ethical responsibility as well as gender sensitivity ● Free, creative and inductive thought

0. COURSE CONTENTS

<p>The course is organized around topics such as:</p> <ul style="list-style-type: none"> ● Organization as a system ● Organizational structure and basic functions ● Organizational environment ● Managers: Roles, Knowledge, Competencies ● Planning, Organizing, Leading, Controlling ● Power in Organizations (Centralization – Decentralization) ● Leadership, Motivation, Communication ● Corporate culture, ethics and social responsibility ● Strategic management and planning process ● Competitive analysis ● The concepts of effectiveness and efficiency ● Case studies

0. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform.																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Personal Study and Research – (Internet Research)</td> <td>12</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>20</td> </tr> <tr> <td>Preparation for individual or group assignments through case studies</td> <td>12</td> </tr> <tr> <td>Preparation for attending the course</td> <td>12</td> </tr> <tr> <td>Preparation for the exams</td> <td>30</td> </tr> <tr> <td>Total Work Load</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Personal Study and Research – (Internet Research)	12	Preparation and writing of individual or group work and presentation	20	Preparation for individual or group assignments through case studies	12	Preparation for attending the course	12	Preparation for the exams	30	Total Work Load	125
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Preparation for the exams	30																
Total Work Load	125																
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination</p> <ul style="list-style-type: none"> - Short answer questions - Open Answer Questions <p>II. Student participation in lectures, individual or group projects and assignments.</p>																

0. RECOMMENDED READING

- Recommended Book Reading:

- Daft, R. L., & Marcic, D. (2016). *Understanding management* (10th Edition). Cengage Learning.
- Kinicki, A., and Williams, B. K.(2019). *Management: A practical introduction* (9th Edition). McGraw-Hill Irwin.
- Snell, S., Bateman, T., & Konopaske, R. (2015). *M: Management*. McGraw-Hill Higher Education.
- Rothaermel, F. (2013), *Strategic Management, Concepts and Cases*, McGraw Hill.
- David, F.R. (2007), *Strategic Management: Concepts and Cases*, Prentice Hall.
- Robins, S., De Cenzo, D., and Coulter, M. (2011), *Fundamentals of Management* (7th Edition), Pearson Education.
- Montana, P. J., & Charnov, B. H. (2008), *Management*, New York, Barron's Educational Series. Inc.
- Schermerhorn, J. (2011), *Introduction to Management*, Wiley.
- Mullins, L. J. (2007), *Management and Organizational Behaviour*, Pearson Education.
- Albarran, A., Mierzejewska, B., & Jung, J. (Eds.). (2006). *Handbook of media management and economics*. Routledge.
- Aris, A., & Bughin, J. (2005). *Managing media companies: Harnessing creative value*. Chichester: John Wiley & Sons.
- Bartol, K.M., and Martin, D.C. (1994), *Management International Edition*, McGraw-Hill, New York, NY.

- Recommended Article/Paper reading:

- Bindra, S., Parameswar, N., & Dhir, S. (2019). Strategic management: The evolution of the field. *Strategic Change*, 28(6), 469-478.
- George, B., Walker, R. M., & Monster, J. (2019). Does strategic planning improve organizational performance? A meta-analysis. *Public Administration Review*, 79(6), 810-819.
- Ansoff, H. I., Kiple, D., Lewis, A. O., Helm-Stevens, R., & Ansoff, R. (2019). Societal strategy for the business firm. In *Implanting Strategic Management* (pp. 285-310). Palgrave Macmillan, Cham.
- Gandolfi, F., & Stone, S. (2018). Leadership, leadership styles, and servant leadership. *Journal of Management Research*, 18(4), 261-269.
- Oc, B. (2018). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly*, 29(1), 218-235.
- Rothaermel, F. T., Hitt, M. A., & Jobe, L. A. (2006). Balancing vertical integration and strategic outsourcing: effects on product portfolio, product success, and firm performance. *Strategic management journal*, 27(11), 1033-1056.
- Schoemaker, P., Krupp, S., Howland, S. (2013), *Strategic Leadership: The Essential Skills*, Harvard Business Review, Jan/Feb2013, Vol. 91, No. 1, pp.131-134.
- Kavali, S., Tzokas, N., & Saren, M. (2001), *Corporate Ethics: An Exploration of Contemporary Greece*, *Journal of Business Ethics*, Vol. 30, No. 1, pp. 87-104.

C2. 2nd Semester Courses

LANGUAGE AND COMMUNICATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 2114	SEMESTER OF STUDY	2nd
COURSE TITLE	LANGUAGE AND COMMUNICATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	4
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	<<class url>>		

0. LEARNING OUTCOMES

Learning Outcomes
<p>The students come in contact with the perspective of the Anthropology of Language and Communication and know the Greek and international reality in relation to the issues described in the content of the course.</p> <p>Upon successful completion of the course the student learns to:</p> <ul style="list-style-type: none"> ● recognize the goals of the Anthropology of Language ● recognize the difference between Orality and Literacy ● examine the issue of 'language' from a human point of view and understand the relationship between language and culture ● understand the role of Language in Intercultural Communication ● know the principle of 'cultural relativity' in relation to cultures and languages ● understand the various power relations as expressed through language ● understand the relationship between language and ideology ● approach issues related to the study of peoples without writing
General Skills
<ul style="list-style-type: none"> ● Promote free, creative and inductive thinking ● Ability to work in an interdisciplinary environment ● Expand thinking in relation to basic concepts in the field of anthropology of language and communication. ● Autonomous or Teamwork ● Decision making ● Creativity ● Critical thinking ● Promoting free and inductive thinking ● Production of new research ideas

0. COURSE CONTENTS

Indicative sections:

This course provides an introduction to the basic concepts and approaches to the study of the relationship between language and communication. Through ethnographic examples, students will understand the interaction of language with social factors such as class, gender, nationalism, ethnicity, age, etc., including how language varies and changes reflecting the respective cultural context.

Introduction to the Anthropology of Language

- Aim of the Anthropology of Language
- Language and Anthropological problematic
- The study of the relations between language and culture
- The examination of language from the point of view of man
- Study of the languages of peoples without writing
- Languages and categories
- The principle of 'Relativity'
- French 'Structuralism'
- British 'Structural Functionalism'

Ethnography of Communication or Ethnographic approach of speech

- Rules that govern speech
- Ways of speaking
- Ways of conducting communication and mechanisms of its production
- Linguistics of Practice
- Ethnographic examples

Cognitive Anthropology

- Orality and Literacy
- Communication ability
- Decomposition of communicative knowledge
- Analytical tools of the Ethnographic Study of Language as Speech
- Hymes and Ethnography of Communication
- Ethnographic examples

Language and Ideology

- Relationship between Language and Ideology
- Anthropology of Language and Ideology
- Language, Ideology and Ethnographic Testimony
- Language shift
- Ethnocentric, racist and gender discourse
- Ethnographic examples

0. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class										
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the course</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>37</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the course	24	Exam preparation	37	Total Workload	100
<i>Method description</i>	<i>Semester Workload</i>										
Lectures	39										
Preparation for attending the course	24										
Exam preparation	37										
Total Workload	100										

ASSESSMENT METHODS	At the end of the Semester Formal Examination (100%) which includes: <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements.
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1. RECOMMENDED READING

- Recommended Book Resources:

- Goutsos Dionysis (2012). Language, Text, Variety, System. Athens: Review.
- Tsitsipis, L. (1998). Introduction to the Anthropology of Language. Athens: Gutenberg.
- Goutsos Dionysis & Georgakopoulou Alexandra, (2011). Text and Communication. S. Patakis AEEDE
- Ong J. Walter (2005). Orality and Literacy, University Publications of Crete.
- Michael, D. (2003). Lost worlds. Thessaloniki: Ant. Stamouli.
- A. Fragoudaki, Language and ideology, published by Odysseas, Athens 1987, pp. 154-179.
- CHOMSKY Noam. (1997). Political Speech and Propaganda. Athens: Libertarian Culture
- Silverstein, Michael. "Shifters, linguistic categories, and cultural description," in Meaning in Anthropology, ed. H. Selby and K. Basso, pp. 11-55.
- Duranti, Alessandro. (1992) "Intentions, self and responsibility: An essay in Samoan ethnopragmatics," in J Hill and J Irvine (eds), Responsibility and evidence in oral discourse, pp 24-47.
- Hymes, Dell. (1962). "The Ethnography of Speaking," pp. 248-281.
- Whorf, B. (1936). "The relation of habitual thought and behavior to language in Language thought and reality, ed. L. Carroll, pp. 134-159.

-Recommended Papers/Articles:

- Kockelman, Paul. (2007) "Agency: The Relation between Meaning, Power, and Knowledge," Current Anthropology Vol 48(3).
- Hobsbawm, Eric. (1996). Language, culture, and national identity. Social Research 63 (4).
- Jakobson, Roman. (1990). "The Speech Event and the Functions of Language," in Linda R. Waugh and Monique Monville-Burston eds. On language, HUP, 69-79.

-Related Journals:

- Language and Communication
- Interactions: Studies in Communication and Culture
- Communication, Culture and Critique
- Anthropology and Mass Communication
- Media, Culture and Society
- Discourse Studies
- Mass Communication and Society
- Human Communication Research
- Cultural Anthropology
- Annual Review of Anthropology
- Current Anthropology
- Human Nature
- Cultural Studies
- Middle East Journal of Culture and Communication etc.

STATISTICS FOR SOCIAL SCIENCES

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM2124	SEMESTER OF STUDY	2nd
COURSE TITLE	STATISTICS FOR SOCIAL SCIENCES		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
Lectures		3	
<i>Total</i>		3	4
COURSE TYPE:	Core, Compulsory		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAMS LANGUAGE::	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>In this course, students will be introduced to Descriptive Statistics and the basic principles of Probability Theory. First, they will know methods of proper data collection and then, they will learn to process and interpret them through appropriate statistical tables and corresponding diagrams. By calculating and interpreting the position and dispersion measures, the student completes his / her acquaintance with Descriptive Statistics. Statistical Methods, however, find application in almost all domains of human activity because they allow us to conclude unknown characteristics of a population, using the observations of an appropriate sample. To do this, the students must get in touch with the basic principles as well as the basic distributions of Probabilities, something that takes place in the second half of the course.</p> <p>On successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> • develop dexterities for the correct collection, regrouping, treatment and presentation of data. • create and interpret diagrams and statistical tables • calculate and interpret the descriptive measures • performs a random sampling, processes its data and draws the necessary conclusions • concludes the probability that a contingency will occur
General Skills
<ul style="list-style-type: none"> • Decision making • Project Self Study

3. COURSE CONTENTS

<p>The course is related with the following: Descriptive Statistics. Classification of statistical data, Frequency, Cumulative Frequency, Relative Frequency, Cumulative Relative Frequency, Measures of location and central tendency, measures of dispersion, Lorenz curve, skewness and kurtosis, double entry tables, Probabilities, commitment probability, theorem of total probability, theorem of Bayes, Bernoulli distribution, Poisson distribution, Normal distribution.</p> <p>The course covers topics such as:</p> <ul style="list-style-type: none"> • Review of Statistics • Sampling • Collection and Presentation of Statistical Data • Descriptive measures • Elements of Theory of Totals
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- Combinations, Permutations, Permutations with Repetition
- Probabilities
- Univariate variables
- Probability distributions

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform								
TEACHING METHODS AND ORGANIZATION	<table border="1"> <thead> <tr> <th><i>MethodDescription</i></th> <th><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Exam preparation</td> <td>61</td> </tr> <tr> <td>Total work load</td> <td>100</td> </tr> </tbody> </table>	<i>MethodDescription</i>	<i>Semester work load</i>	Lectures	39	Exam preparation	61	Total work load	100
<i>MethodDescription</i>	<i>Semester work load</i>								
Lectures	39								
Exam preparation	61								
Total work load	100								
ASSESSMENT	Final Exams (100%)								

5. RECOMMENDED READING

- *Recommended Book Resources:*

- Z. Kalogiratou, Th. Monovasilis, G. Vasileiadis (2019), Introduction to Statistics, Mpenou Publications
- Karageorgos D. (2001), Statistics descriptive and inference, Savvalas Publications.
- Fragos Ch. (1998), Business Statistics, Stamoulis publications
- Ioannidis D. (2018), Statistical Methods, Tziola Publications
- Teacher Notes available on e-class platform

POLITICAL COMMUNICATION

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL AND HUMAN SCIENCES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 2135	SEMESTER OF STUDY	2nd
COURSE TITLE	POLITICAL COMMUNICATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
Lectures		3	
Total		3	5
COURSE TYPE:	Core, Compulsory		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAMS LANGUAGE::	Greek		

COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)
COURSE WEBPAGE (URL)	

2. LEARNING OUTCOMES

Learning outcomes
<p>Several decades ago, the boundaries of political communication were quite concrete, since its study area was a rather stable one (pre-electoral campaigns, analysis of news and political messages, standardized party systems and electoral behavior, limited number of media organizations). During the last thirty years, these boundaries have been breached. The field of political communication undergoes an internal diversification procedure, following the rapid changes in the political and socio-economic context (“loosening” of political identification, volatility in political preferences, new communication media, media ownership concentration etc.). Given that, the current unit covers key issues regarding the basic scientific, epistemological, methodological, and practical aspects of political communication.</p> <p>On successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> • recognize the subjects covered by the field of political communication on a theoretical and practical level • understand theoretical and methodological bases and conditions in the field of political communication • transfer and apply their knowledge on current issues of public communication in Greece and abroad • acquire a first set of analytical skills to clarify and study problems that concern the public sphere • combine knowledge and information from other relevant courses and sources of knowledge that epistemologically fall within the field of political communication • 6. critically evaluate the relationship between media and political power
General Skills
<ul style="list-style-type: none"> • Individual work • Critical thinking • Free, creative, and inductive thought

3. COURSE CONTENTS

<p>Indicative topics covered in the course:</p> <ul style="list-style-type: none"> • The evolution of political communication • Definitions and approaches of political communication • Uses and gratifications • Agenda Setting • Framing • Public Opinion • Political Marketing • Political advertisement • Politics and the Media (traditional and new ones) • Propaganda
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4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform	
TEACHING METHODS AND ORGANIZATION	Method Description	Semester work load
	Lectures	39

	Individual Study	86
	Total workload	125
ASSESSMENT	The evaluation of the course is done through mid-term exam that will be carried out between the 8th and 10th week of the courses and has a weight of 20% in the final grade of the course and a written examination at the end of the semester which will have a weight of 80% in shaping the final grade of the course. The degree of the mid-term exam can be "kept" only for the examination periods of the academic year in which the mid-term exam has been taken (up to September). If the student does not pass the course during the exam periods of the same year, she/he will have to take the mid-term exam again. The assessments of the course are conducted in Greek.	

5. RECOMMENDED READING

- Recommended Book Resources:

- Demertzis, N. (2002). Political Communication: Risk, Publicity, Internet (in Greek). Athens: Papazisis.
- Meyer, T. & Hichman, L. (2008). Media Democracy. How the Media Colonize Politics (in Greek). Athens: Politropon.
- McNair, B. (2011). Introduction to Political Communication (in Greek). Athens: Papazisis.

Secondary Literature

- Demertzis, N. (ed.) (2002). Political Communication in Greece (in Greek). Athens: Papazisis.
- Papathanassopoulos, S. (2004). Politics and the Media. The case of Southern Europe (in Greek). Athens: Kastaniotis.
- Meyer, T. (2000). Politics as Theatre (in Greek). Athens: Kastaniotis.
- Negrine, R. and Stanyer, J. (2007). The Political Communication Reader. Λονδίνο: Routledge.
- Negrine R., Mancini P., Holz- Bacha C., Papathanasopoulos S. (eds.) (2007) The Professionalization of Political Communication. Bristol: Intellect.
- Poulakidakos S. (2014) "Propaganda and Public Discourse. The presentation of the MoU by the Greek Media" (in Greek). Athens: DaVinci.
- Price, V. (1996) Public Opinion (in Greek). Athens: Odysseas.
- Dearing J. & Rogers E. (2005) Setting the Agenda (in Greek). Athens: Papazisis.

PRINCIPLES VIDEO AND AUDIO EDITING

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 2144	SEMESTER	2nd
COURSE TITLE	PRINCIPLES OF VIDEO AND AUDIO EDITING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
	Lectures	2	
	Lab exercises	2	
	Total	4	4

COURSE TYPE:	Core, Compulsory
PRE-REQUISITE COURSES:	-
TEACHING AND EXAMS LANGUAGE::	Greek
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)
COURSE WEBPAGE (URL)	https://eclass.uowm.gr/courses/CDM114/

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to cover the theory and important developments related to digital video and its use in areas of communication such as information, marketing, education etc. Students will also be taught the role of video in modern media such as online services, social networks, digital storytelling, interactive media, etc.</p> <p>The course focuses on the transition from analogue to digital video, on video camera types and technical details on how to operate digital video cameras, auxiliary equipment (tripods, drones, lens types, lighting, green screen etc.), video shooting techniques (framing) , types of shots, etc., video file types and their characteristics (format, dimensions, size calculation, etc.), tools used today in video editing.</p> <p>The course will also cover relevant topics related to sound such as the transition from analogue to digital audio, digital audio processing (equipment, sampling & quantization), audio files and their features.</p> <p>The course will also cover the stages of video production (pre-production, post-production), topics related to the evolution of the Internet and the impact of online technologies on the way video is used and disseminated today (video sharing platforms, YouTube, Vimeo and social networks). The course will also cover topics related to the use of video in education, distance learning and massive open online learning platforms (MOOCS). The course will also cover current trends in video production such as 360o video, 3D video, interactive video and more. Particular emphasis will be given to performing laboratory exercises on video editing techniques using appropriate software packages (commercial and open source)</p> <p>Upon successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • analyze the social implications and role of digital video in areas of communication such as journalism, marketing, communication and education. • understand how digital cameras work, the camera equipment (camera types and accessories), basic shooting techniques as well as to apply the basic principles of video shooting and editing to achieve communication goals. • acquire basic knowledge about video file features such as format, frame rates (FPS), NTSC & PAL, frame dimensions, file size calculation, video file types and compression techniques, codecs etc. • acquire basic knowledge of digital audio and audio file features (file types, sampling & quantization) • to analyze the capabilities of video & sound editing software and evaluate video editing software packages • apply video editing techniques and special effects to create presentation videos for communication purposes • analyze the role and forms of video in the evolving web environment, in social networks and modern multimedia applications (YouTube video sharing platforms, Vimeo, snapchat, stories, Augmented and Virtual reality) • analyze and use various techniques for disseminating video through various web platforms and applications • analyze and evaluate emerging video technologies (360o video, interactive video, 3D video, etc.)
General Skills
<p>Teamwork</p> <ul style="list-style-type: none"> • Decision making • Creativity • Critical thinking • Free, creative and inductive thought

- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- The transition from analogue to digital video and from analogue to digital sound
- The role of video in today's communication landscape (online marketing, advertising, e-learning etc).
- Video equipment- cameras, camera equipment (e.g. lenses), camera types, auxiliary equipment (tripods, lighting equipment, sliders, drones etc)
- Video file specifics (types, dimension, resolution, HD, 4K, file size & factors, file size calculation, transferring and storing, presentation software)
- Video and Sound compression techniques
- Video production stages (Pre-Production, Production, Post- Production)
- Audio capturing and processing
- Audio files (types, sampling and quantization)
- Video sharing platforms, dissemination of Video on social media
- Copyright issues regarding Video and Sound files
- The role of video in Education (MOOCS, Coursera, EdX, Khan Academy etc.)
- Video editing software (open source and commercial)
- Sound editing software (open source and commercial)
- Video distribution methods

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students will work with Video and Audio editing software packages. Support of the learning process through the e-class platform Support of the learning process through multimedia videocourses.														
TEACHING METHODS AND ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for course attendance</td> <td>12</td> </tr> <tr> <td>Lab exercises</td> <td>22</td> </tr> <tr> <td>Preparation for completing and presenting individual and team assignments</td> <td>15</td> </tr> <tr> <td>Exam preparation</td> <td>25</td> </tr> <tr> <td>Total work load</td> <td>100</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester work load</i>	Lectures	26	Preparation for course attendance	12	Lab exercises	22	Preparation for completing and presenting individual and team assignments	15	Exam preparation	25	Total work load	100
<i>Method Description</i>	<i>Semester work load</i>														
Lectures	26														
Preparation for course attendance	12														
Lab exercises	22														
Preparation for completing and presenting individual and team assignments	15														
Exam preparation	25														
Total work load	100														
ASSESSMENT	<ul style="list-style-type: none"> - 20%: Participation of the student during the semester which will be evaluated through assignments given by the teacher during the semester for both the theoretical and the laboratory part - 30% Laboratory exercises and exams - 50%: Final exam (written or oral) or exempting final paper for both the theoretical and the laboratory part 														

5. RECOMMENDED READING

Recommended book reading :

- THE VIDEO CAMERA AND AUDIOVISUAL RECORDING, JULIA TZIMA
- 101 TOPTIPS FOR DSLR VIDEO, JUNIPER ADAM, NEWTON DAVID, NEXUS PUBLICATIONS AE

- DIGITAL VIDEO FOR NOVICES, COLIN BARRETT, KLIDARITHMS PUBLICATIONS
- VIDEO PRODUCTION – BASIC PRINCIPLES Zettl Herbert
- DIGITAL VIDEO with Adobe Creative Cloud step by step – Giourdas Publications
- 3D Video [electronic resource], Lucas, 2013, Wiley-ISTE, HEAL-Link Wiley ebooks
- Emerging Technologies for 3D Video [electronic resource], 2013, Wiley, Link Wiley ebooks

INTERNET TECHNOLOGIES AND DESIGN IN THE WORLD WIDE WEB I

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 2154	SEMESTER OF STUDY	2nd
COURSE TITLE	INTERNET TECHNOLOGIES AND DESIGN IN THE WORLD WIDE WEB I		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	4
COURSE TYPE:	Core, Compulsory		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAMS LANGUAGE::	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)		
COURSE WEBPAGE (URL)	https://eclass.uowm.gr/courses/CDM115/		

2. LEARNING OUTCOMES

Learning outcomes

This course will focus on the technologies involved in web development. There will be an overview of all the tools and technologies available to build an online presence, whether it is corporate websites, personal websites and websites designed to promote and communicate with the public in general. Initially, the course will repeat concepts related to it web site publishing such as webserver, client- server communication, url domain names, FTP etc. The students will then be taught the HTML Subject Markup Language, Cascading style sheets CSS, and will be introduced to basic Javascript commands. Students will then be taught a software package for creating webpages based on HTML and CSS (eg Dreamweaver).

In Lab hours students will design and create webpages using HTML CSS and software packages.

The course will also cover concepts such as search engine optimization techniques and techniques for making webpages friendly to the users and the search engines The course will also briefly cover Web programming languages (PHP, Java, Python), client server and database technologies for dynamic web pages and web application development as well as content management systems.

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

- understand basic concepts related to website creation (e.g. web pages, html, links, static and dynamic web pages, web server, url, domain name etc.)
- understand and apply the necessary procedures for publishing a website on the Internet

- compare and evaluate the various web development tools (e.g. design packages, programming languages, content management systems) and decide which are the most appropriate (or a combination of them) for creating web presentations that aim to cover different communication needs.
- design and create websites using HTML and the CSS markup language
- design and create webpages using software packages (e.g. Dreamweaver)
- utilize knowledge and skills gained in the previous semester on image editing to design stylish and effective web presentations
- adapt to the developments in web site design and to be able to redesign web presentations based on these developments

General Skills

- Teamwork
- Decision making
- Creativity
- Critical thinking
- Free, creative and inductive thought
- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- Revision of concepts related to the publication and operation of web sites such as webserver, client-server, url, domain name, FTP etc
- Hypertext Markup language HTML, HTML5. HTML tags
- Cascading style sheets CSS
- Introduction to Javascript
- Webpage creation with the use of HTML, CSS και Javascript.
- SEO techniques for developing webpages that are friendly to search engines
- Webpage design and creation software (e.g. Dreamweaver).
- Brief introduction to Web application development technologies. Web programming languages PHP, Java, Python, client-server technologies and databases.
- Brief introduction to Content management systems (CMS).
- Web page creation with the use of templates HTML, CSS, PHP (π.χ. bootstrap).
- Web site publishing procedures, Web site management.

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students work with web site design and development software. Support of the learning process through the e-class platform Support of the learning process through multimedia video-courses.								
TEACHING METHODS AND ORGANIZATION	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Method Description</i></th> <th style="text-align: center;"><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Preparation for course attendance</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Lab exercises</td> <td style="text-align: center;">22</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester work load</i>	Lectures	26	Preparation for course attendance	12	Lab exercises	22
<i>Method Description</i>	<i>Semester work load</i>								
Lectures	26								
Preparation for course attendance	12								
Lab exercises	22								

	Preparation for completing and presenting individual and team assignments	15
	Exam preparation	25
	Total work load	100
ASSESSMENT	- 20%: Participation of the student during the semester which will be evaluated through assignments given by the teacher during the semester for both the theoretical and the laboratory part - 30% Laboratory exercises and exams - 50%: Final exam (written or oral) or exempting final paper for both the theoretical and the laboratory part	

5. RECOMMENDED READING

- Recommended book reading :

- Melonie, Julie C., Learn HTML 5, CSS και JavaScript, Giourdas Publications, 2013
- Designing successful webpages, Arsenis., Klidarithmos Publications, 2011
- Lemay, Laura, Handbook of HTML and CSS, Giourdas Publications 2011

INTRODUCTION TO CULTURE AND CULTURAL HERITAGE MANAGEMENT

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 2164	SEMESTER OF STUDY	2nd
COURSE TITLE	INTRODUCTION TO CULTURE AND CULTURAL HERITAGE MANAGEMENT		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
	Lectures	3	
	Total	3	4
COURSE UNIT TYPE	Compulsory		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

0. LEARNING OUTCOMES

Learning Outcomes

The aim of this course is to provide students with an overview of the concepts of culture, modernity, cultural goods, tradition, cultural identity and heritage. The concept of cultural evolution and the various aspects of both popular and modern culture are presented. Emphasis is given to analyzing the ways, means and political management of cultural heritage both in Greece and internationally.

On successful completion of this module the learner will be able to:

<ul style="list-style-type: none"> • understand the concepts of culture and cultural heritage. • identify the different aspects that comprise the popular and modern culture. • evaluate the cultural policy at regional and local level. • formulate plans and programs for the management of cultural heritage by incorporating the new technology.
General Skills
<ul style="list-style-type: none"> • Autonomous and Team - work • Teamwork • Free, creative and inductive thought • Respect for diversity

0. COURSE CONTENTS

<ul style="list-style-type: none"> • The course is organized around topics such as: • Introduction to the concepts of culture and cultural identity • Aspects of popular and modern culture • Modernism/Modernity • The concept of tradition and folklore • Introduction to cultural goods and cultural heritage • Cultural policy • The institutional framework and responsible entities for cultural heritage management • Cultural heritage management in Greece and Internationally • Cultural heritage management with new technologies
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0. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform.														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for autonomous works/exercises</td> <td>12</td> </tr> <tr> <td>Project Teamwork</td> <td>7</td> </tr> <tr> <td>Preparation for course</td> <td>12</td> </tr> <tr> <td>Preparation for exams</td> <td>30</td> </tr> <tr> <td>Total Work Load for student with project work</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for autonomous works/exercises	12	Project Teamwork	7	Preparation for course	12	Preparation for exams	30	Total Work Load for student with project work	100
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	39														
Preparation for autonomous works/exercises	12														
Project Teamwork	7														
Preparation for course	12														
Preparation for exams	30														
Total Work Load for student with project work	100														
ASSESSMENT METHODS	I. End of Semester Formal Examination (60% or 100%) - Short answer questions - Essay questions II. Presentation of Group Projects (40% or 0%)														

0. RECOMMENDED READING

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> • Smith, P., & Riley, A. (2011). Cultural theory: An introduction. John Wiley & Sons. • Storey, J. (Ed.). (2006). Cultural theory and popular culture: A reader. University of Georgia Press. • Timothy, D. J., & Nyaupane, G. P. (Eds.). (2009). Cultural heritage and tourism in the developing world: A regional perspective. Routledge. • Ingold, T. (1994). Introduction to culture. Companion encyclopedia of anthropology: Humanity, culture, and social life, 329-349. • Connor, S. (1989). Postmodernist culture: An introduction to theories of the contemporary (p. 170). Oxford: Basil Blackwell. • Strinati, D. (2004). An introduction to theories of popular culture. Routledge.
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- Leask, A., & Fyall, A. (2006). *Managing world heritage sites*. Routledge.
- Graham, B., Ashworth, G., & Tunbridge, J. (2016). *A geography of heritage: Power, culture and economy*. Routledge.

- *Recommended Scientific Articles*

- Bec, A., Moyle, B., Timms, K., Schaffer, V., Skavronskaya, L., & Little, C. (2019). Management of immersive heritage tourism experiences: A conceptual model. *Tourism Management*, 72, 117-120.
- Psomadaki, O. I., Dimoulas, C. A., Kalliris, G. M., & Paschalidis, G. (2019). Digital storytelling and audience engagement in cultural heritage management: A collaborative model based on the Digital City of Thessaloniki. *Journal of Cultural Heritage*, 36, 12-22.
- Holtorf, C., & Kristensen, T. M. (2015). Heritage erasure: rethinking 'protection' and 'preservation'. *International Journal of Heritage Studies*, 21(4), 313-317.
- Adie, B. A., & Hall, C. M. (2017). Who visits World Heritage? A comparative analysis of three cultural sites. *Journal of Heritage Tourism*, 12(1), 67-80.
- Fredheim, L. H., & Khalaf, M. (2016). The significance of values: heritage value typologies re-examined. *International Journal of Heritage Studies*, 22(6), 466-481.
- Tscheu, F., & Buhalis, D. (2016). Augmented reality at cultural heritage sites. In *Information and communication technologies in tourism 2016* (pp. 607-619). Springer, Cham.
- Carter, B., & Grimwade, G. (1997). Balancing use and preservation in cultural heritage management. *International Journal of Heritage Studies*, 3(1), 45-53.

PRINCIPLES OF MARKETING

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 2175	SEMESTER OF STUDY	2nd
COURSE TITLE	PRINCIPLES OF MARKETING		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
Total		3	5
COURSE TYPE	Core, Compulsory		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is the critical understanding of the basic concepts and principles of marketing management. Students will learn about the role of marketing within the organization as well as the

techniques that marketers use for developing the four basic elements of the marketing mix (product, price, place and promotion). Moreover, students will explore the role of market segmentation, targeting, differentiation and positioning for the creation and maintenance of a competitive advantage.

Upon successful completion of this course the learner will be able to:

- understand the role and contribution of the marketing function to the effective management of a business.
- appreciate the forces of the micro and macro marketing environment
- Segment consumers in small clusters using particular segmentation criteria
- decide upon the suitable differentiation and positioning strategies for products and services/
- use marketing research techniques when preparing strategic marketing plans for products or services.
- contrast and critically evaluate alternative marketing strategies based on thorough analysis of case studies

General Skills

Teamwork

- Decision making
- Critical Thinking
- Free, creative and inductive thinking

3. COURSE CONTENTS

The course is organized around topics such as:

- Types of marketing (i.e. micromarketing, macromarketing).
- The marketing environment
- Competitive analysis and competitive advantage.
- Segmentation, targeting and positioning process.
- Differentiation strategies for products and services.
- Consumer Behaviour
- Marketing mix elements.
- Product strategy
- Price strategy
- Place strategy
- Promotion strategy
- Strategic marketing plan.
- Case study analysis

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform										
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for course attendance</td> <td>20</td> </tr> <tr> <td>Group project preparation and write-up</td> <td>14</td> </tr> <tr> <td>Case study analysis in small student groups</td> <td>20</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for course attendance	20	Group project preparation and write-up	14	Case study analysis in small student groups	20
<i>Method Description</i>	<i>Semester Workload</i>										
Lectures	39										
Preparation for course attendance	20										
Group project preparation and write-up	14										
Case study analysis in small student groups	20										

	Exam Preparation	30
	Exams	2
	Total work Load	125
ASSESSMENT METHODS	I. End of semester written exam that includes: Short essay questions Multiple choice questions Case study questions that require the application of marketing theory in real problems II. Writing and presentation of Group project	

5. RECOMMENDED READING

- Recommended Books:

- Perreault, W., Cannon, J., and McCarthy (2015), Introduction to Marketing. Basic Marketing, McGraw Hill Publishers
- Kotler & Armstrong (2015), Principles of Marketing, 16th edition, Prentice Hall
- McDonald & Wilson (2011), Marketing Plans: How to Prepare Them, How to Use Them, 7th edition, Wiley
- Aaker, D. (2013), Strategic Market Management, 10th edition, John Wiley and Sons
- Larsen, H. H. (1997), Cases in marketing, Sage.
- Fahy, J. & Jobber, D. (2014). Foundations of Marketing, McGraw-Hill.
- Mullins, J., Walker, O. C., Boyd, H. Jr., & Larreche, J. -C. (2004), Marketing Management A Strategic Decision Making Approach, 5th edition, McGraw-Hill Publishers

-Recommended Aricles:

- Rust, R. T., Moorman, C., & Bhalla, G. (2010), Rethinking Marketing, Harvard Business Review, Vol. 88, Nos. 1/2, pp. 94-101.
- Grönroos, C. (1997). Keynote paper From marketing mix to relationship marketing-towards a paradigm shift in marketing. Management decision, 35(4), 322-339.
- Constantinides, E. (2006), The Marketing Mix Revisited: Towards The 21st Century Marketing, Journal of Marketing Management, Vol. 22, Nos. 3-4, pp. 407-438.
- McCole, P. (2004), Refocusing Marketing To Reflect Practice: The Changing Role Of Marketing For Business, Marketing Intelligence & Planning, Vol. 22, No. 5, pp. 531-539.
- Homburg, C., Workman, J. P., & Jensen, O. (2000). Fundamental changes in marketing organization: The movement toward a customer-focused organizational structure. Journal of the Academy of Marketing Science, 28(4), 459-478.
- Schmitt, B. (1999), Experiential Marketing, Journal of Marketing Management, Vol. 15, Nos. 1-3, pp. 53-67.
- Gök, O., & Hacıoglu, G. (2010), The Organizational Roles Of Marketing And Marketing Managers. Marketing Intelligence & Planning, Vol. 28, No. 3, pp. 291-309.
- Danaher, P. J., & Rossiter, J. R. (2011), Comparing Perceptions Of Marketing Communication Channels, European Journal of Marketing, Vol. 45, Nos. 1/2, pp. 6-42.
- Tonks, D. G. (2009), Validity and the Design of Market Segments, Journal of Marketing Management, Vol. 25, Nos. 3-4, pp. 341-356.

C3. 3rd Semester Courses

GRAPHIC DESIGN AND VISUAL COMMUNICATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3114	SEMESTER OF STUDY	3rd
COURSE TITLE	GRAPHIC DESIGN AND VISUAL COMMUNICATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	4
COURSE UNIT TYPE	Core Compulsory, Specialized Course Infrastructure		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM118/		

0. LEARNING OUTCOMES

Learning Outcomes

Graphics are an important part of visual communication and are used to facilitate the transfer and understanding of information but also to influence the thinking of the public. The aim of the course is to introduce students to the theory and techniques of effective graphic composition that will be used to convey information and messages to targeted audiences. The graphic composition requires an appropriate combination of shapes, text, images, and colors to produce complete stylish graphics for any medium such as paper, posters, metal and plastic packaging, and clothing, but also for electronic media such as websites, screens, social media, and interactive multimedia applications.

Students will also be exposed to cases of good and bad design and will be taught that communication with graphics may vary depending on the characteristics of the audience (country of origin and cultural background, age, educational level, professional group). They will also be taught how to choose the proper design and combination of images and colors to convey messages to different target groups. The course will also examine the use of graphics in education and the types of graphics that are effective in this area (e-learning, presentations, etc.). In the laboratory part, students will perform laboratory exercises and graphic composition tasks using software for creating vector graphics (e.g., Illustrator, Inkscape).

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

- compose graphics using vector graphic creation programs and using the already acquired knowledge on image editing.

<ul style="list-style-type: none"> effectively combine typographic, graphic, and photographic elements in the design of visual communication create graphics for various print and electronic media such as leaflets, posters, logos, PowerPoint presentations, websites, social networks. compare and evaluate the various software for creating vector graphics (commercial and open-source software) and their capabilities. recognize and compare the emotions and logical associations created by the symbols-icons and the different colors (warm and cold) and know their relationship with the country and the cultural origin of the recipient, as well as other characteristics such as age and educational level. recognize and evaluate the types of graphics that are suitable for educational purposes (in creating presentations, distance learning material, etc.) compose images for communication purposes (e.g., marketing, information) using appropriate colors aiming at conveying messages and creating specific emotions. evaluate the appropriate design and combination of images and colors (based on design principles and color theory) to convey messages to different target groups judge and evaluate graphics in relation to their overall aesthetic and communicative result
General Skills
<ul style="list-style-type: none"> Autonomous or Teamwork Decision making Creativity Critical thinking Promoting free and inductive thinking Work in an interdisciplinary environment Search, analysis, and synthesis of data and information, using the necessary technologies Production of new research ideas

0. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> Historical background to the evolution of graphic design Representative fields and forms of application of graphic design (in advertising-marketing, information, awareness, etc.) The nature of the graphic designer's work and its peculiarities Principles of creating effective graphics for visual communication (ways to attract attention, hierarchy, rhythm, symmetry, etc.) Text and fonts (grammatography) Color theory and its application in graphic design Colors and symbols and their relationship with the characteristics of the recipient such as cultural background, age, educational level, etc. The use of graphics in education. Effective graphics in creating presentations and other educational material. Effective graphics for information
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0. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<ul style="list-style-type: none"> Students will work with software of vector graphic creation Learning process support through the electronic platform e-class Learning process support with video lessons and instructional videos Utilization of the internet, as students will be introduced to the theory of using specialized digital tools. 	
TEACHING METHODS		
	<i>Method description</i>	<i>Semester Workload</i>

	Lectures	26
	Preparation for attending the course	12
	<i>Lab Exercises</i>	22
	Preparation and writing of individual or group work and presentation	15
	Exam preparation	25
	Total Workload	100
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (60% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (20% or 0%) Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester.</p> <p>III. Laboratory exercises (20% or 0%). The laboratory work will include an examination of the required skills that the student should have in graphic design software.</p>	

0. RECOMMENDED READING

- Recommended Book Resources:	
●	Graphic Design, Konstantinopoulos, Panos, 2013 (in Greek)
●	Dabner, David, Design and layout, creating with graphics, 2004
●	Adobe Illustrator CS6 AStep by Step, Adobe Creative Team, 2013
●	E. Kaliva, Create and edit graphics using CorelDraw X3 in education, 2006 (in Greek)
●	Miltos Frangopoulos, Introduction to history and theory Graphic Design, A short Anthology, Futura Publications. 2006 (in Greek)
●	Maria Halevelaki, Introduction to Semiology, ATHANASIOS A. KASTANIOTIS SA (in Greek)
●	T. Theocharis, A. Beb, Graphic Principles and Algorithms, 1999 (in Greek)
-Recommended Papers/Articles:	
●	A Bennett, Design studies: theory and research in graphic design Princeton Architectural Press, 2006
●	A Bennett, The rise of research in graphic design Design Studies Theory and Research in Graphic Design. New York: Princeton, 14-23, 2006
●	T Triggs, The future of design education—Graphic design and critical practices: informing curricula ICOGRADA Design education manifesto, 2011

PUBLIC RELATIONS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3125	SEMESTER OF STUDY	3rd
COURSE TITLE	PUBLIC RELATIONS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	

	<i>Total</i>	3	5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM139/		

2. LEARNING OUTCOMES

Learning Outcomes	
<p>The course is designed to familiarize students with the basic theoretical concepts, models and approaches of public relations and their implementation in public relations practice. The evolution of public relations profession is presented. Moreover, the main functions and the various publics that are targeted by public relations efforts are described while emphasis is placed on the code of ethics of the profession. In addition, the impact of new technologies and new media on public relations industry and research is addressed.</p> <p>On successful completion of this module the learner will be able to:</p> <ul style="list-style-type: none"> ● Differentiate and compare public relations with other communication tools. ● Apply the basic concepts of public relations in the professional practice of public relations. ● Assess the different characteristics and expectations of various publics. ● Formulate effective public relation plans. ● Interpret the code of ethics of public relations profession. ● Evaluate the effectiveness of public relations activities through case study analysis 	
General Skills	
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Critical thinking ● Creativity ● Free, creative and inductive thought ● Search and analysis ● Demonstrate social, professional and ethical responsibility as well as gender sensitivity 	

3. COURSE CONTENTS

<p>The course is organized around topics such as:</p> <ul style="list-style-type: none"> ● Historic evolution of public relations. ● Theoretical background of public relations ● Public Relations ethical standards and codes of conduct. ● Differentiating public relations from other communication functions. ● Developing and executing public relations programs. ● Relations with the media ● Internal public relations ● Relations with the community and the government ● Relations with consumers ● New media and public relations ● Trends in public relations practice. ● Case studies
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class
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	The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the course</td> <td>20</td> </tr> <tr> <td>Preparation and writing of individual or group project and presentation</td> <td>22</td> </tr> <tr> <td>Preparation and writing of (individual or group) exercises on case studies</td> <td>14</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the course	20	Preparation and writing of individual or group project and presentation	22	Preparation and writing of (individual or group) exercises on case studies	14	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	39														
Preparation for attending the course	20														
Preparation and writing of individual or group project and presentation	22														
Preparation and writing of (individual or group) exercises on case studies	14														
Exam preparation	30														
Total Workload	125														
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination which could include:</p> <ul style="list-style-type: none"> ● Short Answer Questions ● Open Answer Questions <p>II. Student participation in lectures, individual or group projects and exercises.</p>														

5. RECOMMENDED READING

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> ● Seitel, F. P. (2017). Practice of public relations. Pearson Education. ● Theaker, A. (Ed.). (2020). The public relations handbook. Routledge. ● Kelleher, T. (2018), Public Relations, New York, NY: Oxford University Press. ● Stacks, D. W. (2016). Primer of public relations research. Guilford Publications. <p>-<i>Recommended Papers/Articles:</i></p> <ul style="list-style-type: none"> ● Ferguson, M. A. (2018). Building theory in public relations: Interorganizational relationships as a public relations paradigm. Journal of Public Relations Research, Vol. 30 No. 4, pp. 164-178. ● Kent, M. L., & Li, C. (2020). Toward a normative social media theory for public relations. Public Relations Review, 46(1), 101857. ● VanDyke, M. S., & Lee, N. M. (2020). Science public relations: The parallel, interwoven, and contrasting trajectories of public relations and science communication theory and practice. Public Relations Review, 46(4), 101953. ● Wolf, K., & Archer, C. (2018). Public relations at the crossroads: The need to reclaim core public relations competencies in digital communication. Journal of Communication Management. Vol. 22 No. 4, pp. 494-509 ● Gesualdi, M. (2019). Revisiting the relationship between public relations and marketing: Encroachment and social media. Public Relations Review, 45(2), 372-382.
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HUMAN-COMPUTER COMMUNICATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3135	SEMESTER OF STUDY	3rd
COURSE TITLE	HUMAN-MACHINE INTERACTION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
ECTS Credits	5		
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Core Compulsory		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM120/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course focuses on the impact of new technologies on Human-Machine Communication and focuses particularly on the effective design of interactive applications through the principles of the science of Human-Computer Communication. The subject of the course covers an interdisciplinary area that deals with the design, evaluation, and implementation of interactive systems in combination with the study of the impact of various social, cognitive and other phenomena and is related to theories from psychology, sociology, computer science, artificial intelligence, the science of perception with the aim of designing effective interactive applications. Students are given the opportunity to examine issues of human-computer interaction that affect the design of interactive applications.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> critically understand the relationship between human and computer on the basis of achieving goals and designing effective interactive content. understand critically and applies the important parameters that affect the effective interaction between user and computer. design effective interactive content by applying human-computer communication principles, guidelines, methods, and techniques to develop user-centric approaches evaluate and create interactive systems evaluation studies using appropriate metric systems explore the effectiveness of interaction in other users' computer and interactive systems. apply good practices and techniques of interaction and communication with the user or audience groups.
General Skills
<ul style="list-style-type: none"> Autonomous or Teamwork Decision making Creativity Critical thinking Promoting free and inductive thinking Work in an interdisciplinary environment Search, analysis, and synthesis of data and information, using the necessary technologies Production of new research ideas

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> Theoretical Approaches to Machine-Human Communication Human-Machine Communication in the New Digital Environment The Interaction
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- Interaction Models
- Ergonomics and Interaction
- Interaction Design Elements
- Usability Technology
- Principles to support usability
- Interaction Implementation Support
- Evaluation Techniques
- Multimodal Interaction
- Design of user support systems
- Ubiquitous computing applications
- Enriched Realities
- Future Trends in Human-Computer Communication
- Case Studies

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students focus on advanced issues of integrated interactive content development Learning process support through the electronic platform e-class Learning process support with powerpoint presentations and video lessons.												
TEACHING METHODS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Assignment design</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Project Preparation</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Independent Study</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Total Workload</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	20	Assignment design	25	Project Preparation	30	Independent Study	50	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	20												
Assignment design	25												
Project Preparation	30												
Independent Study	50												
Total Workload	125												
ASSESSMENT METHODS	End of Semester Formal Examination which includes: I. Written final exam (50%) which includes multiple choice questions II. Project (25%) (*) III. Active Participation / Interactive Response / Classroom Exercises (25%) (* Assumption and preparation of work requires attendance at the course Second Season Evaluation (September Repeat): Written final exam (100%) that includes multiple choice questions												

5. RECOMMENDED READING

-Recommended Book Resources:

- Alan Dix, Janet Finlay, Gregory Abowd, Russell Beale (2012), Human Computer Communication, M. Giourdas Publications (In Greek)
- B Avouris, Nikolaos, Katsanos, Christos, Tselios, Nikolaos, Moustakas, Konstantinos (2016) Introduction to human-computer interaction, Greek Academic Electronic Books and Aids - "Kallipos" Repository (In Greek)
- Earnshaw R. (2017) State of the Art in Digital Media and Applications, Springer Fachmedien Wiesbaden,
- Preece Jennifer, Rogers Yvonne, Sharp Helen (2016), Interactivity Design, H. GIOURDA & SIA EE, 4th edition. (In Greek)
- Koutsambasis P. (2011), Human-Computer Interaction: Principles, Methods and Examples, Key Number Publications (In Greek)
- J.J. Garrett (2011). Key Elements of the User Experience: Website Design with Anthropocentric Criteria, New Technologies Publications. (In Greek)

- Yvonne Rogers, Helen Sharp, Jenny Preece (2013), Interactivity Design: Extending Human-Computer Interaction, Giourda Publications. (In Greek)
- Shneiderman Ben, Plaisant Cathrerine (2010) User Interface Design: A Strategy for Effective Human-Computer Communication, Jiola Publications.Scott, Neil (2009) Designing Web Interfaces: Principles and Patterns for Rich Interactions, O'Reilly Media (In Greek)
- Tidwell (2011) Designing Interfaces, O Reilly Media.
- Benyon (2010). Designing Interactive Systems: A Comprehensive Guide to HCI and Interaction Design, Addison Wesley.
- Barnum (2010). Usability Testing Essentials: Ready, Set ... Test . Morgan Kaufmann Publishers

- *Recommended Papers/Articles:*

- ACM Transactions on Computer-Human Interaction
- Human-Computer Interaction Journal (Taylor and Francis)

WRITING CONTENT FOR PRINT AND DIGITAL MEDIA

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3144	SEMESTER OF STUDY	3rd
COURSE TITLE	WRITING CONTENT FOR PRINT AND DIGITAL MEDIA		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
<i>Total</i>		3	4
COURSE TYPE	Core, Compulsory		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

The aim of the course is to develop skills for writing informative and promotional texts for publicity purposes. Particular emphasis is placed on different writing styles and techniques intended for different media such as the press, television and the internet. During the course students are asked to write assignments related to the writing and production of material such as news articles, opinion articles, press releases and letters to a wide range of audience groups (eg consumers, media, employees).

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

- distinguish the different styles and techniques of writing texts employed depending on the nature and purpose of an article
- understand the whole process of writing an article
- explain the differences in how different groups of audiences perceive and react to information received from new media as opposed to traditional media.

<ul style="list-style-type: none"> • compare and contrast different tactics (e.g. press releases, correspondence, speeches) and gain an in-depth understanding of similarities or differences in writing styles • incorporate narrative texts in the promotion of a company / organization / brand to internal or external audiences. • design corporate texts (press releases, corporate magazines, newsletters, annual reports, speeches) for use by both conventional and electronic media. • compose diverse information for the effective writing of texts aimed at selected target audiences. • distinguish aspects of communication messages that can lead to misinterpretation on the part of the recipients.
General skills
<ul style="list-style-type: none"> • Individual work • Teamwork • Free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • The evolution of the news • Article ideas • The main news article • The writing process • The structure of the articles • Instructions for writing and creating different types of communication material such as annual bulletins, newsletters, corporate magazines and letters to various stakeholders. • Writing speeches for public events. • Creation and compilation of press releases of various forms such as printed, electronic, multimedia and social media press release. • Business communications • Creating narratives for the promotion of companies / organizations / brands. • Effective writing of texts for websites, blogs and social media in order to attract the interest of the public and increase traffic. • Linking text with audiovisual material.
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4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for course attendance</td> <td>13</td> </tr> <tr> <td>Group project preparation and write-up</td> <td>15</td> </tr> <tr> <td>Preparation for individual and group exercises</td> <td>10</td> </tr> <tr> <td>Exam preparation</td> <td>21</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for course attendance	13	Group project preparation and write-up	15	Preparation for individual and group exercises	10	Exam preparation	21	Exams	2	Total Workload	100
	<i>Method Description</i>	<i>Semester Workload</i>															
	Lectures	39															
	Preparation for course attendance	13															
	Group project preparation and write-up	15															
	Preparation for individual and group exercises	10															
	Exam preparation	21															
	Exams	2															
Total Workload	100																
ASSESSMENT METHODS	<p>I. End of semester written exam that includes:</p> <ul style="list-style-type: none"> - Short essay questions - Case study questions <p>II. Writing and presentation of Group project</p>																

5. RECOMMENDED READING

-Recommended textbooks:

- Boukouvalas, C. and Boukouvalas, S. (2009), Write Right 2, New Litera A.E.
- Hiliard, R. (2002), Γράφοντας για την Τηλεόραση και το Ράδιο (6^η Έκδοση), Γ. Παρίκος & Σία Ε.Ε.
- Smith, R. (2012), Becoming a Public Relations Writer: A Writing Workbook for Emerging and Established Media, Routledge, New York.
- Aronson, M., Spetner, D. & Ames, C. (2007), The Public Relations Writer's Handbook: The Digital Age, (2nd Edition), Jossey-Bass, San Francisco.
- Marsh, C., Guth, D., and Short, B. (2012), Strategic Writing (3rd Edition), Pearson Education.
- Zappala, J. M., & Carden, A. R. (2009), Public Relations Writing Worktext: A Practical Guide For The Profession, Taylor & Francis.
- Alysen, B, Oakham, K, Patching, R and Sedorkin, G (2011), Reporting in a multimedia world, Allen & Unwin, Sydney Australia.

-Recommended Articles:

- Steyn, P., Salehi-Sangari, E., Pitt, L., Parent, M., & Berthon, P. (2010), The Social Media Release as a Public Relations Tool: Intentions to Use Among B2B Bloggers, Public Relations Review, Vol. 36, No. 1, pp. 87-89.
- Barker, R. T., & Gower, K. (2010), Strategic Application of Storytelling in Organizations Toward Effective Communication in a Diverse World, Journal of Business Communication, Vol. 47, No. 3, pp. 295-312.
- Woodside, A. G., Sood, S., & Miller, K. E. (2008). When consumers and brands talk: Storytelling theory and research in psychology and marketing. Psychology & Marketing, 25, No.2, pp. 97-145.
- Deuze, M. (2005), Towards Professional Participatory Storytelling in Journalism and Advertising. First Monday, Vol.10, No. 7.
- McCorkindale, T. (2010), Can You See The Writing On My Wall? A Content Analysis of The Fortune 50's Facebook Social Networking Sites, Public Relations Journal, Vol. 4, No. 3, pp. 1-14.
- Gregory, J. (2004), Writing for the Web Versus Writing for Print: Are They Really So Different?, Technical Communication, Vol. 51, No. 2, pp. 276-285.

MEDIA HISTORY

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3214	SEMESTER OF STUDY	3rd
COURSE TITLE	MEDIA HISTORY		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
<i>Total</i>		3	4
COURSE TYPE	Core Elective		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
The key purpose of the course is to familiarize the participants with the basic pillars of the historical evolution of the Mass Media as institutions of human society. Special interest is paid to the development of electronic media (20th century) and digital media (21st century). Beyond the historical landmarks, there is a strong focus on fundamental concepts and processes that define Media's role and their relation to the public when it comes to the circulation of knowledge and the representations of the world. The main approach followed is the historical one with an emphasis on the pre-history of the Media (time of antiquity), the conditions (technological, social, political, economic and cultural) that marked the emergence of the Media, their evolution as well as their direction towards the future. Upon the completion of the course, the participants will be able to distinguish among the different conditions that marked the emergence of specific Media and the corresponding periods, to interpret their historical evolution, to correlate their evolution with specific contexts (regions, countries and continents) and to identify basic similarities and differentiations.
General skills
<ul style="list-style-type: none"> • Collaborate with others in the context of a group • Conclude exercises and small-scale essays at the individual level • Research information and data in several types of archives and particularly in digital and online platforms • establish hierarchies through different datasets according to their reliability and relevance to the researched subject

3. COURSE CONTENTS

Indicative units:
<ul style="list-style-type: none"> • Historical landmarks on the basis of the technologies of information and communication (Speech, Writing, Electronic media, Digital media) • The traditional media: newspapers and magazines • The traditional media: television, radio, cinema and music • The traditional media: news agencies, news corporations • Internet and the digital media • Development of media regulation (de-regulation, EU, national contexts) • historical development of regulatory and supervisory bodies • Development of professional journalism • The media and representations of religion, gender, children, social groups and nation, liberty of expression, freedom of speech, pluralism and political correctness)

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	emphasis on digital databases emphasis on interactive media and applications use of the digital platforms for collaborative work														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Group project preparation and write-up</td> <td>20</td> </tr> <tr> <td>Preparation for individual and group exercises</td> <td>12</td> </tr> <tr> <td>Case analysis in small groups</td> <td>12</td> </tr> <tr> <td>Exam preparation</td> <td>17</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39	Group project preparation and write-up	20	Preparation for individual and group exercises	12	Case analysis in small groups	12	Exam preparation	17	Total Workload	125
<i>Method Description</i>	<i>Semester Workload</i>														
Lectures	39														
Group project preparation and write-up	20														
Preparation for individual and group exercises	12														
Case analysis in small groups	12														
Exam preparation	17														
Total Workload	125														
ASSESSMENT METHODS	The final evaluation includes the following: <ul style="list-style-type: none"> - 75% from a written exam with true/ false questions and multiple choice as well as short answers in open questions - 25% from the participation in the lectures and the preparation and submitting of optional exercises 														

5. RECOMMENDED READING

-Recommended Resources:

- Jean Noel Jeanneney, The history of the media, from their appearance to the present day, Papadimas, 2005
- Irving Fang, A history of Mass Communication, six information revolutions, Routledge, 1997
- Stephen Littlejohn, Karen Foss, John Oetzel, Theories of Human Communication, Waveland Press 2016
- Asa Briggs and Peter Burke, A social history of the Media, Cambridge, 2005
- Marshall Poe, The History of Communications, Media and Society from the Evolution of Speech to the Internet, Cambridge, 2010
- Frederic Barbier, Catherine Bertho Lavenir, The History of the Media, Runner, 1999

-Relevant journals and scientific publications:

- Media History, Taylor & Francis

INTERPERSONAL COMMUNICATION

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIQ CODE	CDM 3224	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	3rd
COURSE TITLE	INTERPERSONAL COMMUNICATION		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS CREDITS	
	Lectures	3	
	Total	3	4
COURSE TYPE	Core Elective		
PRE-REQUISITE COURSES	-		
TEACHING AND EXAM LANGUAGE	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS:	NAI (στην Αγγλική)		
COURSE WEBPAGE (URL):			

2. LEARNING OUTCOMES

Learning outcomes:

The aim of the course "Interpersonal Communication" is for students to understand the basic theories and principles of human communication as well as the role of the social context in interpersonal relationships. Students are introduced to the concepts of dialogue, discussion and various kinds of speech.

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

- understand the impact of new media on human communication.
- interpret the verbal and non-verbal messages of human communication.
- use in their daily communication the various positive amplifiers of dialogue.
- analyze the various communication dysfunctions in a discussion.
- evaluate the effects of human communication on individuals' behavior

General skills:

- Autonomous work
- Group work
- Promotion of free, creative and inductive thinking

- Search, analysis and synthesis of data and information, using the necessary technologies
- Effective communication
- Exercise criticism and self-criticism

3. COURSE CONTENTS

Indicative sections:

- Theories of interpersonal communication
- Verbal - Non-verbal messages
- Active listening
- Dialogue: Positive amplifiers
- Common communication malfunctions
- Communication in interpersonal relationships.
- Human communication in the digital age.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of online resources to support and enrich teaching. Use of video projector in the classroom for audiovisual material. Use of e-mail to communicate with students. Teaching process supported by the electronic platform e-class.														
TEACHING ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for individual exercise</td> <td>12</td> </tr> <tr> <td>Group work</td> <td>7</td> </tr> <tr> <td>Preparation for class</td> <td>12</td> </tr> <tr> <td>Preparation for exams</td> <td>30</td> </tr> <tr> <td>Total work load</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for individual exercise	12	Group work	7	Preparation for class	12	Preparation for exams	30	Total work load	100
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	39														
Preparation for individual exercise	12														
Group work	7														
Preparation for class	12														
Preparation for exams	30														
Total work load	100														
ASSESSMENT	1.100%: Final written examination														

5. RECOMMENDED READING:

-Recommended Resources:

- Galanis, G. (1999), Introduction to the Psychology of Daily Interpersonal Communication, PPAZISI PUBLICATIONS SA
- DeVito, J. (2004), Human Communication, G.PARIKOS & CO. EU
- Littlejohn, S., and Foss, K. (2012) Theories of human communication, FIELD PUBLISHING, ADVERTISING AND RADIO PRODUCERS SA.
- Watzlawick P., Bavelas J., Beavin, J., Don D. (2005), Human communication and its effects on behavior, HELLENIC LETTERS SA
- Kazazi Maria, Human Relations and Communication (2008), G.PARIKOS & CO EE
- Hartley, P. (2002). Interpersonal communication. Routledge.
- Wood, J. (2016), Interpersonal Communication: Everyday Encounters (8th edition), Cengage Learning.
- Beebe, S., Beebe, S. and Redmond, M. (2017), Interpersonal Communication: Relating to Others, 8th Edition, Pearson.
- Eaves, M., & Leathers, D. G. (2017). Successful nonverbal communication: Principles and applications. Routledge.

-Relevant journals and scientific publications:

- Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. Communication research, 23(1), 3-43.
- Overall, N. C., & McNulty, J. K. (2017). What type of communication during conflict is beneficial for intimate relationships?. Current opinion in psychology, 13, 1-5.

- Fedesco, H. N. (2015). The impact of (in) effective listening on interpersonal interactions. *International Journal of Listening*, 29(2), 103-106.

ENGLISH TERMINOLOGY FOR COMMUNICATION AND DIGITAL MEDIA

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3234	SEMESTER OF STUDY	3rd
COURSE TITLE	ENGLISH TERMINOLOGY FOR COMMUNICATION AND DIGITAL MEDIA		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
Total		3	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	Greek/English		
COURSE DELIVERED TO ERASMUS STUDENTS	YES		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course is designed to help students cultivate their English language skills so that they can function effectively in both their academic and professional environments. The aim of the course is to introduce students to the specialized English terminology used in the profession of Public Relations, Communication and business transactions in general. The course focuses on the development of communication skills in English with a focus on reading and understanding scientific and business texts related to communication. Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • understand how English is used in written communication and in various business situations such as meetings, presentations, etc. • understand scientific and business texts written in English with a focus on communication and public relations. • summarize and discuss English texts such as newspaper articles or scholarly articles on communication and public relations issues. • support their arguments and express themselves easily using appropriate vocabulary and grammar in questions related to business and communication issues. • evaluate the correctness of the use of appropriate vocabulary and grammar of texts written in English and improve them.
General Skills
<ul style="list-style-type: none"> • Autonomous work • Work in an international environment • Adaptation to new situations

3. COURSE CONTENTS

Indicative sections:

- Basic knowledge of grammar and sentence structure in English (level I).
- Specialized terminology in public relations, marketing and management (level I).
- Structure and style of public relations texts in English.
- Structure and style of business correspondence in English.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures In Class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Exercises focusing on the application of methodologies and analysis of case studies</td> <td>13</td> </tr> <tr> <td>Assignment</td> <td>24</td> </tr> <tr> <td>Independent Study</td> <td>37</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Exercises focusing on the application of methodologies and analysis of case studies	13	Assignment	24	Independent Study	37	Total Workload	100
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	26												
Exercises focusing on the application of methodologies and analysis of case studies	13												
Assignment	24												
Independent Study	37												
Total Workload	100												
ASSESSMENT METHODS	<p>I. Written final exam (70%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Text Comprehension Questions in English - Matching Questions - Fill in the blanks - Multiple choice questions <p>II. Assignment (30%)</p>												

5. RECOMMENDED READING

-Recommended Resources:

- D. V. Gabriel (2013) English for World Politics and International Relations, NIKITOPOULOS SARANTOS & SIA EE
- Kantaridou, Z., Papadopoulou, I., Stefanou, P. (2008), Business English for Academic Purposes, E&D Anikoula-I Alexikos OE, Thessaloniki.
- Tsioga, Ch. And Chatzistergiadou, A. (2010), First Steps at Work, Mourgos Ioannis, Thessaloniki. Guffey, M. and Seefer, C. (2010), Business English, Cengage Learning.
- Gillett, A. (2006), Speak Business English Like an American: Learn the Idioms and Expressions You Need to Succeed on the Job, Language Success Press.

- Recommended Papers/Articles:

- Maier, P. (1992), Politeness Strategies in Business Letters by Native and Non-Native English Speakers, English for Specific Purposes, Vol. 11, No. 3, pp. 189-205.
- Gerritsen, M., Nickerson, C., Hooft, A., Meurs, F., Nederstigt, U., Starren, M., and Crijs, R. (2007), English in Product Advertisements in Belgium, France, Germany, The Netherlands, and Spain, World Englishes, Vol. 26, No.3, pp. 291-315.
- Gimenez, J. (2000), Business e-mail Communication: Some Emerging Tendencies in Register, English for Specific Purposes, Vol. 19, No. 3, pp. 237-251.

TELEVISION JOURNALISM

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3244	SEMESTER OF STUDY	3rd
COURSE TITLE	TELEVISION JOURNALISM		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	2
		Lab Exercises	2
		Total	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	Greek		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims to acquaint students with television as a means of communication and to understand the special rules of writing and presenting the news. The logic of sound and image, live news broadcast, storytelling, interview, journalism, television time, news presentation, preparation of the complete reportage package and the journalist's codes of ethics are analyzed in theoretical and practical level through theoretical lectures and laboratory exercises. In addition, the cultural, social and technological developments that have shaped and redefined the viewer's relationship with society are examined.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> ● assess the social, cultural and technological developments that have contributed to the creation and evolution of television news ● understand how to work ethically to seek truth, accuracy and fairness in writing and presenting television news ● think critically and evaluate the importance of local, international and regional news ● practice information retrieval and synthesis to prepare a coherent narrative with beginning, middle and end ● develop skills for preparing and conducting a TV interview ● utilize analytical skills in order to design and prepare the audiovisual content of a TV report
General Skills
<ul style="list-style-type: none"> ● Autonomous or Teamwork ● Decision making ● Creativity ● Critical thinking ● Promoting free and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● Television and television viewing ● Uses and habits of the Greek viewer ● Television and television programming ● The concept of news on television
--

- The sources of news
- The TV report
- Television writing
- The TV interviews
- The preparation of the interview
- Newsletter design
- The presentation of the news
- The duties of a journalist
- The preparation of the report

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures In Class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the course</td> <td>13</td> </tr> <tr> <td>Preparation and writing of group work</td> <td>15</td> </tr> <tr> <td><i>Lab Exercises</i></td> <td>10</td> </tr> <tr> <td>Exam preparation</td> <td>21</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the course	13	Preparation and writing of group work	15	<i>Lab Exercises</i>	10	Exam preparation	21	Exams	2	Total Workload	100
	<i>Method description</i>	<i>Semester Workload</i>															
	Lectures	39															
	Preparation for attending the course	13															
	Preparation and writing of group work	15															
	<i>Lab Exercises</i>	10															
	Exam preparation	21															
	Exams	2															
Total Workload	100																
ASSESSMENT METHODS	<p>I. Written final examination that includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Questions about the application of theories and principles of television journalism in cases and problems. <p>II. Elaboration of Teamwork</p> <p>III. Laboratory exercises</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Boyd, A. (2006), *The Art of Television Journalism*, Cactus Publications
- Papathanassopoulos, S. (2000), *Television and its audience*, Kastaniotis Publications, Athens
- Vovou, G. (2010), *The world of television*
- Yorke, I. (2008), *Introduction to Television Reporting*, Plethron Publications
- Bliatkas, K. (2002), *Introduction to television reporting*, Ianos Publications
- Doulkeri, T. (2014), *From Television to New Media and Greek Society*, Papazisis Publications, Athens
- Politis, P. (2014), *The language of television information*, Institute of Modern Greek Studies
- Pleios, G. (2011), *News and Modernity*, Kastaniotis Publications, Athens
- Cushion, S. (2011). *Television journalism*. Sage.
- Langer, J. (1998). *Tabloid television: popular journalism and the "other news"*. Psychology Press.
- Boyd, A. (2001). *Broadcast journalism: techniques of radio and television news*. Taylor & Francis.
- Barnett, S. (2011). *The rise and fall of television journalism: just wires and lights in a box?*. A&C Black.

-Recommended Papers/Articles:

- Bolin, G. (2014). *Television journalism, politics, and entertainment: Power and autonomy in the field of television journalism*. *Television & New Media*, Vol 15 No. 4, pp. 336-349.
- Stamper, J., & Brants, K. (2011). *A changing culture of political television journalism*. In *Political Communication in Postmodern Democracy* (pp. 111-125). Palgrave Macmillan, London.

- Borden, S. L., & Tew, C. (2007). The role of journalist and the performance of journalism: Ethical lessons from “fake” news (seriously). *Journal of Mass Media Ethics*, Vol. 22 No. 4, pp. 300-314.
- Cottle, S., & Rai, M. (2006). Between display and deliberation: Analyzing TV news as communicative architecture. *Media, Culture & Society*, Vol. 28 No. 2, pp. 163-189.
- Connell, I. (2003). Television news and the social contract. In *Culture, media, language* (pp. 138-156). Routledge.
- Bourdieu, P. (2001). Television. *European review*, Vol. 9 No.3, pp. 245-256.
- Stein, S. (2001). Legitimizing TV journalism in 60 Minutes: The ramifications of subordinating the visual to the primacy of the word. *Critical Studies in Media Communication*, Vol. 18 No. 3, pp. 249-269.
- Ekström, M. (2000). Information, storytelling and attractions: TV journalism in three modes of communication. *Media, Culture & Society*, Vol 22 No. 4, pp. 465-492.
- Bell, M. (1997). TV News: how far should we go?. *British journalism review*, Vol. 8 No. 1, pp. 7-16.

FRENCH LANGUAGE IN COMMUNICATION AND DIGITAL MEDIA

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3254	SEMESTER OF STUDY	3rd
COURSE TITLE	FRENCH LANGUAGE IN COMMUNICATION AND DIGITAL MEDIA		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS Credits	
Lectures	3		
Total	3	4	
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	Greek and French		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM126/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, the student is able to:</p> <ul style="list-style-type: none"> • understand and produce spoken language in French in everyday communication with French speakers, • present himself / herself, his / her studies, his / her interests, his / her professional experience, his / her plans for the future, • search the internet for information on French-speaking services, businesses, organizations, universities,

<ul style="list-style-type: none"> ● understand and follow instructions and instructions in French, ● become familiar with modern French-language media, ● understand the basic information of authentic news texts, ● deliver a message in Greek to the French language, ● understand basic concepts of the field of communication and digital media in French, ● produce short written texts to respond to everyday communication situations.
General Skills
<ul style="list-style-type: none"> ● Development of language communication skills in French, as provided for in the Common European Framework of Reference for Level A1. ● Autonomous and team work. ● Search, analysis and synthesis of data and information using new technologies in order to understand and produce content. ● Respect for diversity and multiculturalism through the learning of the French language and French cultural elements. ● Promoting free, creative and inductive thinking. ● Adaptation to new situations through the development of communication relations with the French-speaking public.

3. COURSE CONTENTS

The interests and needs of the students are taken into account in determining the content of the course.

The following sections are indicative:

- I discover France, the French-speaking countries and their culture
- I present myself: I greet, introduce myself, give personal information
- Traveling in a French-speaking city / country: means of transportation, public buildings, attractions
- I am studying at a French-speaking university: searching for and understanding information about departments, curricula, teaching staff, the weekly curriculum, administrative announcements.
- I watch French and French-language news in print and electronic media
- I am familiar with the terminology of the field of Communication and Digital Media.
- I am looking for a job in my specialty.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures In Class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Use of internet in teaching for enriching the lessons with online educational content, for access to authentic content, electronic dictionaries and translation tools.</p> <p>Use of audiovisual material for the development of comprehension and production of oral and written speech.</p> <p>Use a video projector in the room to view audiovisual material.</p> <p>Use of e-mail to communicate with students.</p> <p>Learning process support through the electronic platform e-class.</p>												
TEACHING METHODS	<table border="1"> <thead> <tr> <th>Method description</th> <th>Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Interactive teaching</td> <td>39</td> </tr> <tr> <td>Practical work on assimilation of language content and development of the desired skills</td> <td>11</td> </tr> <tr> <td>Writing individual or group optional work / study</td> <td>20</td> </tr> <tr> <td>Autonomous Study</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	Method description	Semester Workload	Interactive teaching	39	Practical work on assimilation of language content and development of the desired skills	11	Writing individual or group optional work / study	20	Autonomous Study	30	Total Workload	100
Method description	Semester Workload												
Interactive teaching	39												
Practical work on assimilation of language content and development of the desired skills	11												
Writing individual or group optional work / study	20												
Autonomous Study	30												
Total Workload	100												

ASSESSMENT METHODS	<p>The final evaluation of the course results from the set of the following parameters:</p> <p>I. Written final exam in French which usually includes:</p> <ul style="list-style-type: none"> - Short answer questions - Free development questions - Text comprehension questions - Fill in the blanks questions - Multiple choice questions <p>II. Presence and participation in the course</p> <p>III. Weekly written assignments related to the content of each teaching unit.</p> <p>IV. Optional presentation of individual or group work.</p> <p>The evaluation criteria are announced to the students from the 1st lesson and are accessible on the electronic platform e-class.</p>
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5. RECOMMENDED READING

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> ● Alcaraz M. et al., 2017, À la une A1, Edition Trait d'union ● Tzanavari M., Goussios C., 2014, Mon premier dictionnaire franco-grec de termes économiques et politiques, University of Macedonia Edition ● Delatour, Y., Jennepin, D., Leon-Dufour, M., Teyssier, B., 2015, Modern grammar of the French language, Ed. Patakis ● Baylocq Sassoubre M.-P. et al., 2017, À la une A1 Cahier d'activités, Trait d'union Publications ● Βλάχου Μ., Γκούσιος Χ., 2015, Le français pour objectifs spécifiques : L'Europe et le monde dans les relations internationales, Da Vinci Publications

CORPORATE IDENTITY MANAGEMENT AND BRANDING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3264	SEMESTER OF STUDY	3rd
COURSE TITLE	CORPORATE IDENTITY MANAGEMENT AND BRANDING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
	Lectures	3	
	<i>Total</i>	3	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		

MODULE WEB PAGE (URL)	
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2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to familiarize students with the concepts of corporate identity management, corporate image, and reputation. In particular, students will learn how a brand is created, managed, communicated, and evolving over time. The various stages of corporate identity plans are also presented, and emphasis is placed in the concept of corporate reputation and the way is measured, planned, and managed. The course also covers important aspects of place/destination/city branding.</p> <p>On successful completion of this module the learner will be able to:</p> <ul style="list-style-type: none"> ● distinguish the concepts between corporate identity, image, brand and reputation. ● design corporate missions and visions for businesses or organizations. ● outline reputation and brand management plans. ● assess and formulate effective rebranding strategies for product or corporate brands. ● measure a brand's equity, reputation, and value. ● evaluate branding and rebranding strategies or organizations/brands through analysis of case studies.
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Critical thinking ● Creativity ● Free, creative and inductive thought ● Search and analysis ● Demonstrate social, professional and ethical responsibility as well as gender sensitivity

3. COURSE CONTENTS

<p>The course is organized around topics such as:</p> <ul style="list-style-type: none"> ● Corporate identity, image, reputation, and their interrelations. ● Corporate mission and vision. ● Antecedents of public perceptions of a firm's/brand's image and reputation. ● Corporate identity plans. ● Principles of branding. ● Brand equity and brand value. ● Various branding strategies. ● The process of rebranding ● Corporate reputation: concept and measurement ● Place/destination/city branding
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	<p>Lectures In Class</p> <p>The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.</p>									
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class									
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the course</td> <td>12</td> </tr> <tr> <td>Preparation and writing of individual or group project and presentation</td> <td>14</td> </tr> </tbody> </table>		<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the course	12	Preparation and writing of individual or group project and presentation	14
<i>Method description</i>	<i>Semester Workload</i>									
Lectures	39									
Preparation for attending the course	12									
Preparation and writing of individual or group project and presentation	14									

	Preparation and writing of (individual or group) assignments on case studies	5
	Exam preparation	30
	Total Workload	100
ASSESSMENT METHODS	I. End of Semester Formal Examination which could include: <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions II. Student participation in lectures, individual or group projects and exercises.	

5. RECOMMENDED READING

- Recommended Book Resources:

- Wheeler, A. (2017). Designing brand identity: an essential guide for the whole branding team. John Wiley & Sons.
- Melewar, T. C., & Alwi, S. S. (Eds.). (2015). Corporate branding: Areas, arenas and approaches. Routledge.
- Carroll, C. (2015), The Handbook of Communication and Corporate Reputation, John Wiley and Sons.
- Roper, S. and Fill, C. (2012), Corporate Reputation, Brand, and Communication, Pearson Education.
- Baker, B. (2007). Destination branding for small cities: The essentials for successful place branding. Destination Branding Book.

-Recommended Papers/Articles:

- Gielens, K., & Steenkamp, J. B. E. (2019). Branding in the era of digital (dis) intermediation. International Journal of Research in Marketing.
- Hunt, S. D. (2019). The ethics of branding, customer-brand relationships, brand-equity strategy, and branding as a societal institution. Journal of Business Research, 95, 408-416.
- Balmer, J. M. (2017). The corporate identity, total corporate communications, stakeholders' attributed identities, identifications and behaviours continuum. European Journal of Marketing, 51(9/10), 1472-1502.
- Kotsi, F., Balakrishnan, M. S., Michael, I., & Ramsøy, T. Z. (2018). Place branding: Aligning multiple stakeholder perception of visual and auditory communication elements. Journal of destination marketing & management, 7, 112-130.
- Pedeliento, G., & Kavartzis, M. (2019). Bridging the gap between culture, identity and image: A structurationist conceptualization of place brands and place branding. Journal of Product & Brand Management, 28(3), 348-363.
- Lund, N. F., Cohen, S. A., & Scarles, C. (2018). The power of social media storytelling in destination branding. Journal of destination marketing & management, 8, 271-280.
- Tran, M. A., Nguyen, B., Melewar, T. C., & Bodoh, J. (2015). Exploring the corporate image formation process. Qualitative Market Research: An International Journal, 18(1), 86-114.
- Fombrun, C. J., Ponzi, L. J., & Newbury, W. (2015). Stakeholder tracking and analysis: The RepTrak® system for measuring corporate reputation. Corporate Reputation Review, 18(1), 3-24.
- Money, K., Saraeva, A., Garnelo-Gomez, I., Pain, S., & Hillenbrand, C. (2017). Corporate Reputation Past and Future: A Review and Integration of Existing Literature and a Framework for Future Research. Corporate Reputation Review, 20(3-4), 193-211.
- Carroll, C. E. (2017). Corporate Reputation and the News Media: The Origin Story. Corporate Reputation Review, 20(3-4), 165-170.
- Cian, L., & Cervai, S. (2014). Under the reputation umbrella: An integrative and multidisciplinary review for corporate image, projected image, construed image, organizational identity, and organizational culture. Corporate Communications: An International Journal, 19(2), 182-199.
- de Leaniz, P. M. G., & del Bosque Rodríguez, I. R. (2016). Corporate image and reputation as drivers of customer loyalty. Corporate Reputation Review, 19(2), 166-178.
- Floredu, P. B., Cabiddu, F., & Evaristo, R. (2014). Inside your social media ring: How to optimize online corporate reputation. Business Horizons, 57(6), 737-745.

- Ali, R., Lynch, R., Melewar, T. C., & Jin, Z. (2015). The moderating influences on the relationship of corporate reputation with its antecedents and consequences: A meta-analytic review. *Journal of Business Research*, 68(5), 1105-1117.

INTERNET TECHNOLOGIES AND DESIGN ON THE WORLD WIDE WEB II

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3274	SEMESTER OF STUDY	3rd
COURSE TITLE	INTERNET TECHNOLOGIES AND DESIGN IN THE WORLD WIDE WEB II		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	4
COURSE TYPE:	Core Elective		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAMS LANGUAGE::	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)		
COURSE WEBPAGE (URL)	https://eclass.uowm.gr/courses/CDM128/		

2. LEARNING OUTCOMES

Learning outcomes

This course is a continuation of the course Internet Technologies and Design on the World Wide Web. The course will focus on modern technologies involved in the development of websites such as web development platforms (Google Sites, Wix, Weebly, Wordpress.com), with particular emphasis on most popular content management systems (WordPress.org, Joomla, Drupal).

The course will also look at popular platforms for creating blogs (eg bloggers) and creating Wikis and online Forums.

The course will also focus on creating online stores and integrating into websites multimedia content found on online video & image sharing platforms (e.g., YouTube, Flickr, Google Drive).

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

- compare and evaluate the various web development tools covered in this course (web & blog and Wikis development platforms, content management systems and HTML & PHP Templates. The student will also be able to evaluate the above solutions in relation to methods and the development tools covered in the course "Internet Technologies and Web Design I".
- compare and evaluate Open Source Content Management Systems (Wordpress, Joomla, Drupal).
- design and create websites using the most popular online web design and development platforms (eg Google sites, Wix, Weebly, Wordpress.com).
- design and create websites using Open Source Content Management Systems (eg Wordpress, Joomla, Drupal).
- design and develop blogs for personal and professional use (eg via Blogger).
- design and develop Wikis for collaborative web content production

- create online stores with the capabilities provided by online web development platforms and content management systems.
- follow the rules of SEO to create search engine friendly pages. Additional actions for better ranking in search engines (eg attracting incoming links etc)
- integrate multimedia content found on other online platforms and social networks on websites. Examples of such content may be Videos from video sharing platforms (YouTube, Vimeo), photos and PhotoAlbum from photo sharing platforms and social networks (e.g. Flickr, Instagram, Google Drive), presentations, graphs, questionnaires (Google Forms).
- combine the knowledge acquired in the previous semester on image and video editing packages for the design of elegant and effective online presences.
- adapt to developments in web design and development platforms and content management systems and redesign online presence based on these developments

General Skills

- Teamwork
- Decision making
- Creativity
- Critical thinking
- Free, creative and inductive thought
- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- Online web platforms (Google sites, Weebly, Wix)
- Online blogging platforms (eg Blogger)
- Content management systems (eg Wordpress.org, Joomla, Drupal)
- Wikis web development software for creating collaborative content
- Creation of online stores with content management systems (eg Wordpress) and online platforms (eg Wix).
- Integration of multimedia content found on other web platforms and social networks on websites (eg YouTube videos, presentations, charts and questionnaires from Google Drive, flickr images and photoalbums, H5P interactive videos, flash banners, HTML 5 content etc.)
- SEO rules for creating search engine friendly pages

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students work with web site design and development software. Support of the learning process through the e-class platform. Support of the learning process through multimedia video-courses.														
TEACHING METHODS AND ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for course attendance</td> <td>12</td> </tr> <tr> <td>Lab exercises</td> <td>22</td> </tr> <tr> <td>Preparation for completing and presenting individual and team assignments</td> <td>15</td> </tr> <tr> <td>Exam preparation</td> <td>25</td> </tr> <tr> <td>Total work load</td> <td>100</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester work load</i>	Lectures	26	Preparation for course attendance	12	Lab exercises	22	Preparation for completing and presenting individual and team assignments	15	Exam preparation	25	Total work load	100
<i>Method Description</i>	<i>Semester work load</i>														
Lectures	26														
Preparation for course attendance	12														
Lab exercises	22														
Preparation for completing and presenting individual and team assignments	15														
Exam preparation	25														
Total work load	100														
ASSESSMENT	Final Examination (60 - 100%) that may include: - Short answer questions –														

	<ul style="list-style-type: none"> - Essay questions – - Multiple choice questions – - Comparative analysis of theoretical issues - Case study questions II. Lab exercises and examination 0-40 %
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5. RECOMMENDED READING

-Recommended book reading:

- LEARN WORDPRESS 4.X, GIORGOS BIKAS, KLEIDARITHMOS PUBLICATIONS LTD, 2015
- Learn easily Joomla 3.x, Xarchakos Konstantinos, Markatselas Manolis, Avakas Publications, 2014

CULTURE, CIVILAZATION, AND SOCIETY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3284	SEMESTER OF STUDY	3rd
COURSE TITLE	CULTURE, CIVILAZATION, AND SOCIETY		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
ECTS Credits	4		
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	NO		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The course studies social behavior in institutionalized structures such as family, kinship systems, political organization, ways of production, ways of resolving disputes, religions as well as the relations between institutions through the perspective of Social and Political Anthropology and human geography. Social Anthropology as a science has contributed to the understanding of cultural diversity on the planet.

General Skills

- Promotion of free, creative and inductive thinking.
- Expanding thinking in relation to basic concepts in the field of anthropology in relation to cultural diversity.

3. COURSE CONTENTS

The course deals with comparative human cultures and societies and contributes to the understanding of cultural diversity on the planet. It studies social behavior in institutionalized structures and the relationships between institutions. The course emphasizes the concepts: culture, culture, society, social structures and social organization according to the structural-functional theories of British anthropology.

Specifically, the course includes the following sections:

- **The field of anthropology** - Anthropology and the other Human Sciences - Research methods

- **Cultural change and adaptation**- Predators-Collectors-Growers-Breeders- Bands, tribes, chiefdoms, non-industrial states
- **Economy** -Social and political organization-Economic systems-Ways of production and environment-Distribution, exchange, gift (potlatch)
- **Kinship and origin**-Terminology-Kinship groups - nuclear family - social organization-Generation line (lineage) and clan (Clan) -Marriage and Alliance-Incest and extramarital affair
- **Gender**-Gender issues in predators-collectors, growers and stockbreeders- in traditional and modern societies
- **Religion**-Origin of religions-Religious expression-Religion and Cultural Ecology
- **Cultural exchange and survival**-Indigenous survival strategies (land relations, resource management, justice)
- **Development and environment** - modern colonization, invasions, deforestation, dams, excavations, environmental threats, cultural collapse
- **The preservation of cultural diversity**-The future of indigenous peoples-Resistance and survival-Indigenous movements and support organizations-The attitude of governments

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures In Class								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class								
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Independent Study</td> <td>61</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Independent Study	61	Total Workload	100
	<i>Method description</i>	<i>Semester Workload</i>							
	Lectures	39							
	Independent Study	61							
Total Workload	100								
ASSESSMENT METHODS	I. Written final exam (100%) that includes: <ul style="list-style-type: none"> - Short Answer Questions - Development Questions II. Work (100%)								

5. RECOMMENDED READING

-Recommended Book Resources:

- Michael, D. (2003). Lost worlds. Thessaloniki: Ant. Stamouli.
- Lewellen, T.C. (2009). Political Anthropology: An Introduction. Athens: Review.
- Thomas Hylland Eriksen (2007). Small places big issues. Critique Publications.
- Geertz, C. (2003). The Interpretation of Cultures. Alexandria Publications.
- Joy Henry (2011). The worlds we share: Introduction to Cultural and Social Anthropology. Athens: Review.

- Recommended Papers/Articles:

- International Political Anthropology, Political and Legal Anthropology Review, Cultural Anthropology

SOCIAL MEDIA MANAGEMENT AND TEXT PROCESSING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3294	SEMESTER OF STUDY	3rd

COURSE TITLE	SOCIAL MEDIA MANAGEMENT AND TEXT PROCESSING		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS Credits	
Lectures	2		
Lab exercises	2		
<i>Total</i>	4	4	
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM130/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The ultimate goal of the course is to develop skills for designing, implementing and evaluating social media communication campaigns. Thus, upon successful completion of the course, students:</p> <ul style="list-style-type: none"> • will know the theoretical framework, basic concepts and terminology of digital technology, social networks and social media, • critically understand, categorize, compare and evaluate social networking sites and digital tools, • will be familiar with the different environments of social networking sites, • will have developed digital skills, • manage content on social media, • will be able to analyze content (posts, comments, etc.) using a combination of electronic speech and data processing tools, • will be able to design and implement information, promotion, awareness campaigns, etc. on social media, • adapt communication campaigns on the basis of ongoing developments in the field of web applications, • have developed knowledge acquisition skills necessary to pursue further studies with a high degree of autonomy, • will be able to communicate information, ideas, problems and solutions to both specialized and non-specialized audiences.
General Skills
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Autonomous work • Teamwork • Exercise criticism and self-criticism • Work in an interdisciplinary environment • Production of new research ideas • Project design and management • Decision making • Adaptation to new situations • Promoting free, creative and inductive thinking

3. COURSE CONTENTS

<p>This course focuses on Social Media, from the analysis of their characteristics to the processing and evaluation of content. Briefly, it includes the following sections:</p> <ul style="list-style-type: none"> • Introduction to social media: key concepts and terminology of digital technology, social networks and social media, categories of social media, current trends, changes brought about by current Web 2.0 applications and social media in communication (companies, organizations, policies, etc.) • Functions, special features and use of social media (desktop, mobile).

- Collaborative content creation tools.
- Creative strategy, content production and text writing on social media using a combination of digital tools (for image editing, design, video, animation, etc).
- Design and implementation of strategic communication campaigns on social media.
- Social media management tools.
- Analysis of speech on social media, extraction of information, composition of text bodies and processing of speech using electronic tools.
- Measuring indicators on social media: key terms, analysis and processing of statistical data.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures In Class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Teaching process support through the electronic platform e-class.</p> <p>Use of an electronic platform for modern distance learning.</p> <p>Use of online resources to support and enrich teaching.</p> <p>Use of computer tools in teaching.</p> <p>Use a video projector in the room to view audiovisual material.</p> <p>Use of e-mail to communicate with students.</p>														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Lab exercises</td> <td>26</td> </tr> <tr> <td>Preparation and writing of individual or group work</td> <td>20</td> </tr> <tr> <td>Autonomous Study</td> <td>13</td> </tr> <tr> <td>Preparation for final exams</td> <td>15</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Lab exercises	26	Preparation and writing of individual or group work	20	Autonomous Study	13	Preparation for final exams	15	Total Workload	100
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	26														
Lab exercises	26														
Preparation and writing of individual or group work	20														
Autonomous Study	13														
Preparation for final exams	15														
Total Workload	100														
ASSESSMENT METHODS	<p>The final evaluation of the course results from the set of the following parameters:</p> <p>Evaluation of the First Period (February):</p> <p>I. Written final exam (50%) which includes multiple choice questions, free development questions, short answer questions.</p> <p>II. Project (25%) (*)</p> <p>III. Active Participation / Interactive Response / Classroom Exercises (25%)</p> <p>(*) Assumption and preparation of work requires attendance at the course.</p> <p>Second Season Evaluation (September Repeat):</p> <p>Written final exam (100%) that includes multiple choice questions, free development questions, short answer questions.</p>														

5. RECOMMENDED READING

<p><i>-Recommended Book Resources:</i></p> <ul style="list-style-type: none"> • Tuten T. & Solomon M., Social Media Marketing, 2nd Edition, Athens: Diavlos Publications (Book Code in Eudoxus: 50660195) • Mitrou L., Piskopani MA, Tassis S., Karyda M., Kokolakis S., 2013, Facebook, blogs and rights, Sakkoulas Publications (Book Code in Eudoxus: 33256821) • Goutsos D., 2012, Language - Text, Variety, System, Athens: Kritiki Publications (Book Code in Eudoxus: 22712315) • Freberg K., 2018, Social Media for Strategic Communication: Creative Strategies and Research-Based Applications, SAGE Publications

- Handley A., 2014, Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content, Wiley Publications
- Mae Kim C., 2016, Social Media Campaigns: Strategies for Public Relations and Marketing, Routledge
- Kress G. & Van Leeuwen T., 2010, The reading of images: the grammar of visual design, Athens: Epikentro Publications (Book Code in Eudoxus: 58637)
- Y Pavlidou TH.-S., 2008, Levels of linguistic analysis, Institute of Modern Greek Studies. (Book Code in Eudoxus: 3252)

GENDER STEREOTYPES IN LANGUAGE AND PUBLIC SPEECH

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 3314	SEMESTER OF STUDY	3rd
COURSE TITLE	GENDER STEREOTYPES IN LANGUAGE AND PUBLIC SPEECH		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
<i>Total</i>		3	4
COURSE TYPE	Optional mandatory		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is the investigation of the gender-specific issues in speech. A subject that is still an inseparable feature of cultural identities nowadays: public speech, painting, art, cinematography. The status of women in society constituted a flagship issue in the 20th century. During that century many radical changes ensued in society and brought and attracted the interest of scholars and researchers. All of these developments influenced the perception that the social framework of female gender is not a consequence of biological characteristics, but a consequence of social constructions. The course will also focus on the gender variable in the study of language; an issue that draws from the fields of sociolinguistics and anthropology of language. Focusing on gender as an analytic category, we will study the extent and the reasons of modulation between “male” and “female” language, the stereotypes, the existing and continuous linguistic inequality in modern western societies and the sexism at all levels of linguistic analysis.</p> <p>Upon successful completion of the course students will be able to acknowledge the sexist and gender-based speech. Though the procedure of experiential education, students will approach and understand the dimensions of sexist speech in the Greek language. They will also be able to apply current practices to eliminate sexist speech.</p>
General skills
<ul style="list-style-type: none"> • Autonomous work • Critical thinking

- Group work
- Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

Indicative sections:

- Recognition of gendered speech in public and interpersonal communication
- Introduction of the foremost conceptual and methodological approaches of gendered speech
- Further study and consideration of current concerns about sexist speech
- The variable of gender in linguistics
- The Greek language as a means of promotion gender stereotypes
- Research of literary texts, articles and interviews
- Study of art works and cinematographic films
- Recognition of students' personal gendered prejudice, through experiential education
- Guide to eliminate sexist speech in media.

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures In class. Implementation of experiential education														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of online resources to support and enrich teaching. Use of video projector in the classroom for audiovisual material. Use of e-class to communicate with students. Teaching process supported by the electronic platform e-class.														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for course attendance</td> <td>13</td> </tr> <tr> <td>Group project preparation and write-up</td> <td>15</td> </tr> <tr> <td>Preparation for individual and group exercises</td> <td>10</td> </tr> <tr> <td>Exam preparation</td> <td>48</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for course attendance	13	Group project preparation and write-up	15	Preparation for individual and group exercises	10	Exam preparation	48	Total Workload	125
<i>Method Description</i>	<i>Semester Workload</i>														
Lectures	39														
Preparation for course attendance	13														
Group project preparation and write-up	15														
Preparation for individual and group exercises	10														
Exam preparation	48														
Total Workload	125														
ASSESSMENT METHODS	I. End of semester written exam that includes: - Short essay questions - Case study questions II. Writing and presentation of Group project														

5. RECOMMENDED READING

-Recommended textbooks:

- Makri-Tsilipakou, M. (1996). So what has changed? Studies on the Greek language 16: 435-446 (in Greek)
- Meniki, B. (2002). Language and gender. In: E. Gova (ed.), The fall of the sexes, Texts and sentences on sexism and violence (pp: 61-79). Athens: E. Gova (in Greek)
- Pavlidou, TH.-S. (2006). Language-Gender-Gender: Problems, Searches and Greek Language .. In: TH.-S. Pavlidou (ed.), Language-Gender-Gender (pp: 15-64). Thessaloniki: Institute of N / E Studies
- Bucholtz, M. (ed.) (2004). Language and woman's place: text and commentaries / Robin Tolmach Lakoff. Oxford: Oxford University Press (in Greek)
- Cameron, D. & Coates J. (1985). Some problems in the sociolinguistic explanation of sex differences. Language and Communication 5 (3): 143-151
- Gralley, E. & Ruscher J. (2005). Lady, girl, female or woman: Sexism and cognitive busyness predict use of gender-biased nouns. Journal of Language and Social Psychology 24 (3): 300-314
- Grizzle, A. (2012). Gender-Sensitive Indicators for Media: Framework of Indicators to Gauge Gender Sensitivity in Media Operations and Content. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO)

- Mills, S. & Mullany L. (2011). *Language, gender and feminism: Theory, methodology and practice*. London and New York: Routledge
- Sunderland, J. (2006). *Language and Gender an advanced resource book*. London and New York: Routledge
- Talbot, M. (2003). *Gender stereotypes: Reproduction and challenge*. In: J. Holmes & M. Mayerhoff (eds.), *The Handbook of language and gender* (pp: 468-486). Oxford: Blackwell.

C4. 4th Semester Courses

DIGITAL MARKETING AND ONLINE ENTREPRENEURSHIP

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4115	SEMESTER OF STUDY	4th
COURSE TITLE	DIGITAL MARKETING AND ONLINE ENTREPRENEURSHIP		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (In English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>Digital media, the internet, the web, the web 2.0, blogs, online platforms and social media offer new channels with multiple possibilities and opportunities for their creative use in the field of Marketing and E-Business. E-Business is now an integral part of a business or organization's strategy in the new digital environment and the course will develop the general aspects and capabilities of e-business which includes a wide range of e-business activities including the e-business presence of an e-business or organization. e-commerce, e-government, e-commerce, etc. Special focus on e-business will be given to the online presence and internet or e-marketing strategies which will be the focus of the course. The course will be extended to digital marketing which is often confused with internet marketing and the reason is because internet marketing is the largest and most important part of digital marketing today due to the growing importance of the online environment in which we operate. Digital marketing includes the utilization of any suitable digital medium, channel, or device to promote the communication message, including both strategies and techniques in online and offline environment (e.g., digital games, digital TV, mobile telephony, etc.). Therefore, the course will focus on techniques and strategies designed and operating in the general digital environment to promote message marketing to various audiences covering the triptych of digital marketing, internet marketing, e-business as well as interrelationships and interrelationships.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • have a critical understanding and adapt to the developments of the digital environment for the practice of digital and internet marketing • have a critical understanding of the impact of new media on the organizational structure of businesses • have a critical understanding of the range of e-activities that a business or organization can develop in the context of e-business and e-commerce • explore and evaluates the effectiveness of digital and internet marketing • compare and contrasts different digital and internet marketing strategies through case studies • acquire advanced skills in designing and implementing good digital and internet marketing practices
General Skills
<ul style="list-style-type: none"> • Autonomous Work • Teamwork

- Work in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Decision making
- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Project Planning and Management
- Production of new research ideas

3. COURSE CONTENTS

Indicative sections:

- E-Business Concepts and Environment
- Sectors and Business Models of E-Business
- E-Business Strategies
- E-Commerce and E-Business
- E-Business and focus on audience groups
- Online Business Models
- Centrifugal internet models
- Forms of Digital Marketing
- Mobile Marketing
- Internet marketing
- Search Engines and Search Engine Marketing
- Search Engine Optimization
- Website Optimization Techniques
- Web 2.0 and Social Media Marketing
- YouTube and Viral Marketing
- Internet marketing strategies
- Measurements and analyzes using analytical tools
- Return On Investment (ROI) Performance Measurements
- Personalized and collaborative internet marketing
- Intelligent Techniques in Internet Marketing
- Case studies

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures In Class										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students use the Internet to design online public relations strategies and strategic internet marketing Learning process support through the electronic platform e-class Learning process support with powerpoint presentations and video lessons.										
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study Preparation (Project)</td> <td>36</td> </tr> <tr> <td>Independent Study</td> <td>50</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study Preparation (Project)	36	Independent Study	50	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>										
Lectures	39										
Study Preparation (Project)	36										
Independent Study	50										
Total Workload	125										
ASSESSMENT METHODS	I. Written final exam (70%) which includes: <ul style="list-style-type: none"> • Short answer questions • Essay development questions • Multiple choice questions • Comparative evaluation of theory data II. Work Preparation (30%)										

5. RECOMMENDED READING

-Recommended Book Resources:

- Vlachopoulou Maro, Dimitriadis Sergios (2013), Electronic Business and Marketing, Rosili Editorial.

- SIOMKOS G.-TSIAMIS I. (2015) E-MARKETING ON THE INTERNET, PUBLISHING ORGANIZATION LIBANI SA
- Todd Kelsey (2017) Introduction to Social Media Marketing, Apress, Code Eudox 75487874
- Tracy L. Tuten, Michael R. Solomon (2016) SOCIAL MEDIA MARKETING: Social Media Marketing, Diavlos SA
- Laudon Kenneth, Traver Carol Guercio (2018), E-Commerce 2018: Business, Technology, Society, Papatotiriou
- DAVE CHAFFEY (2016) DIGITAL ENTERPRISES AND E-COMMERCE: STRATEGY, IMPLEMENTATION AND APPLICATION, LOCALIZATIONS LTD
- C. Holloman (2014) The Social Media MBA Guide to ROI: How to measure and improve your return on investment, Wiley, Eudox Code 80501713
- Diamantis Kitridis (2014) Social Media: Facebook Marketing, Faidon-Grigorios Kidoniatis

RESEARCH IN COMMUNICATION METHODOLOGY I

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4125	SEMESTER OF STUDY	4th
COURSE TITLE	RESEARCH IN COMMUNICATION METHODOLOGY I		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE TYPE	Core, Compulsory		
PREREQUISITES:	Statistics for Social Sciences		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to familiarize students with the use of qualitative research methods and analysis, so as to use them in order to solve communication problems. During the course students are equipped with the appropriate knowledge and tools to be able to design, conduct, analyze, draw conclusions and prepare reports for qualitative research studies. Specifically, data collection methods such as focus groups, in-depth interviews, observation techniques, participatory observation, projection techniques, case study and content analysis are examined.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • compare and contrast the different data collection methods of qualitative research. • evaluate the appropriateness of different methods for real-life communication problems • compose the findings of existing research studies • design and conduct qualitative research projects. • interpret the results of qualitative research. • utilize the findings of qualitative research in the decision-making process of communication problems.

<ul style="list-style-type: none"> • evaluate the validity and reliability of qualitative research methods. • analyze and present the findings of primary qualitative data • incorporate qualitative research into the early stages of quantitative research.
General skills
<ul style="list-style-type: none"> • Teamwork • Decision Making • Critical thinking • Free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • The contribution of qualitative research in the analysis of issues related to communication. • Epistemological foundation of qualitative research methods. • Differences between qualitative and quantitative research methods. • Ethical issues and integrity in qualitative research. • Use of existing data • Sampling • Content analysis • Observation techniques • Participatory observation • In-depth interviews • Focus groups • Projective techniques • Case study research • Analysis and processing of quality data

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures In class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for course attendance</td> <td>20</td> </tr> <tr> <td>Group project preparation and write-up</td> <td>14</td> </tr> <tr> <td>Case study analysis in small groups</td> <td>20</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester workload</i>	Lectures	39	Preparation for course attendance	20	Group project preparation and write-up	14	Case study analysis in small groups	20	Exam preparation	30	Exams	2	Total Workload	125
<i>Method Description</i>	<i>Semester workload</i>																
Lectures	39																
Preparation for course attendance	20																
Group project preparation and write-up	14																
Case study analysis in small groups	20																
Exam preparation	30																
Exams	2																
Total Workload	125																
ASSESSMENT METHODS	<p>I. End of semester written exam that includes:</p> <ul style="list-style-type: none"> - Short essay questions - Long essay questions - Case study questions <p>II. Writing and presentation of Group project</p>																

5. RECOMMENDED READING

<p><i>-Recommended Textbooks :</i></p> <ul style="list-style-type: none"> • Denzin, N. & Lincoln, Y.S. (2005), The Sage Handbook of Qualitative Research, Sage. • Berg, B. L. (2004), Qualitative Research Methods for the Social Sciences (Vol. 5), Boston: Pearson. • Wimmer, R. D. (2012), Mass Media Research, Cengage Learning. • Daymon, C., & Holloway, I. (2010), Qualitative Research Methods in Public Relations and Marketing Communications, Routledge. <p><i>-Related scientific journals:</i></p>

- Cian, L. (2012), A Comparative Analysis of Print Advertising Applying the two Main Plastic Semiotics Schools: Barthes' and Greimas, *Semiotica*, No. 190, pp. 57-79.
- Neuendorf, K. A. (2011). Content analysis—A methodological primer for gender research. *Sex Roles*, 64, No 3-4, pp. 276-289.
- An, S. K., & Gower, K. K. (2009), How do the News Media Frame Crises? A Content Analysis of Crisis News Coverage, *Public Relations Review*, Vol. 35, No. 2, pp. 107-112.
- Boddy, C. (2005), Projective Techniques in Market Research: Valueless Subjectivity or Insightful Reality?, *International Journal of Market Research*, Vol. 47, No. 3, pp. 239-254.
- Stewart, K., & Williams, M. (2005), Researching Online Populations: The Use of Online Focus Groups for Social Research, *Qualitative Research*, Vol. 5, No. 4, pp. 395-416.
- Kidd, P. S., & Parshall, M. B. (2000). Getting the focus and the group: enhancing analytical rigor in focus group research. *Qualitative health research*, 10, No.3, pp. 293-308.
- Kassarian, H. H. (1977), Content Analysis in Consumer Research, *Journal of Consumer Research*, Vol. 4, No. 1, pp. 8-18.
- Kitzinger, J. (1995). Qualitative research: introducing focus groups. *Bmj*, 311(7000), 299-302.

PUBLIC RELATIONS STRATEGIES

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4135	SEMESTER OF STUDY	4th
COURSE TITLE	PUBLIC RELATIONS STRATEGIES		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM146/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of this course is to introduce students to the notion and theories of strategic management of public relations. The different roles that public relations practitioners enact are presented. Students will be equipped with the practical knowledge and skills for developing, executing, and evaluating public relations strategies. Moreover, the course is designed to prepare students to effectively use various public relations tools for communicating with publics such as press releases, annual reviews, press conferences, etc. On successful completion of this module the learner will be able to:</p> <ul style="list-style-type: none"> ● recognize the need for the strategic management of public relations. ● identify the key roles and contribution of public relations in strategic management of organizations.

- understand the importance of strategy formulation and tactics implementation in public relations.
- point out the differences in the roles and responsibilities of public relations managers and communication technicians.
- distinguish corporate public relations from marketing public relations.
- formulate appropriate public relations strategies for organizing and implementing tactics and actions.
- assess the effectiveness of communication messages based on data collected through environmental scanning analysis, opinion surveys, personal interviews, and media relations.
- compare and evaluate different public relations strategies and tactics through in-depth analysis of case studies.

General Skills

- Teamwork
- Decision making
- Critical thinking
- Creativity
- Free, creative and inductive thought
- Search and analysis
- Demonstrate social, professional and ethical responsibility as well as gender sensitivity

3. COURSE CONTENTS

The course is organized around topics such as:

- How the concepts of strategy and tactics are used in the business world.
- The evolution of the strategic management of public relations.
- Corporate public relations versus marketing public relations.
- Public relations managers versus communication technicians.
- The role of research in public relations strategy formulation.
- Setting the right goals and objectives for public relations plans.
- Typologies of public relations strategies.
- Public relations tactics and tools.
- Case studies on public relations strategy formulation and tactics implementation.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures In class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Individual research (e.g., internet research) and study</td> <td>12</td> </tr> <tr> <td>Preparation for attending the course</td> <td>12</td> </tr> <tr> <td>Preparation and writing of individual or group project and presentation</td> <td>20</td> </tr> <tr> <td>Preparation and writing of (individual or group) exercises on case studies</td> <td>12</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Individual research (e.g., internet research) and study	12	Preparation for attending the course	12	Preparation and writing of individual or group project and presentation	20	Preparation and writing of (individual or group) exercises on case studies	12	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>																
Lectures	39																
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Exam preparation	30																
Total Workload	125																
ASSESSMENT METHODS	I. End of Semester Formal Examination which could include: <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions 																

	II. Student participation in lectures, individual or group projects and exercises.
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5. RECOMMENDED READING

- Recommended Book Resources:

- Wilcox, D. and Cameron, G. (2014), *Public Relations: Strategies and Tactics* (11th Edition), Pearson Education.
- Nothhaft, H., Werder, K. P., Verčič, D., & Zerfass, A. (Eds.). (2020). *Future directions of strategic communication*. Routledge.
- Gregory, A. (2020). *Planning and managing public relations campaigns: A strategic approach*. Kogan Page Publishers.
- Smith, R. (2020), *Strategic Planning for Public Relations* 6th edition, Routledge.
- Luttrell, R. and Capizzo, L. (2021), *Public Relations Campaigns: An Integrated Approach* (2nd edition), Sage Publishing.
- Austin, E. and Pinkleton, B. (2015), *Strategic Public Relations Management: Planning and Managing Effective Communication Programs*, 3rd Edition, Routledge.
- Kendall, R. (1995), *Public Relations Campaign Strategies*, 2nd Edition, Harper Collins

-Recommended Papers/Articles:

- Tam, L., Kim, J. N., Grunig, J. E., Hall, J. A., & Swerling, J. (2020). In search of communication excellence: Public relations' value, empowerment, and structure in strategic management. *Journal of Marketing Communications*, 1-24.
- Chen, Y. R. R., Hung-Baesecke, C. J. F., & Chen, X. (2020). Moving forward the dialogic theory of public relations: Concepts, methods and applications of organization-public dialogue. *Public Relations Review*, 46(1), 101878.
- Vercic, D., & Zerfass, A. (2016). A comparative excellence framework for communication management. *Journal of Communication Management*, 20(4), 270-288.
- Plowman, K. D., & Wilson, C. (2018). Strategy and Tactics in Strategic Communication: Examining their Intersection with Social Media Use. *International Journal of Strategic Communication*, 12(2), 125-144.
- Cardwell, L. A., Williams, S., & Pyle, A. (2017). Corporate public relations dynamics: Internal vs. external stakeholders and the role of the practitioner. *Public Relations Review*, 43(1), 152-162.
- Moss, D., Likely, F., Sriramesh, K., & Ferrari, M. A. (2017). Structure of the public relations/communication department: Key findings from a global study. *Public Relations Review*, 43(1), 80-90.
- Lee, N., Sha, B. L., Dozier, D., & Sargent, P. (2015). The role of new public relations practitioners as social media experts. *Public Relations Review*, 41(3), 411-413.
- Moreno, A., Navarro, C., Tench, R., & Zerfass, A. (2015). Does social media usage matter? An analysis of online practices and digital media perceptions of communication practitioners in Europe. *Public Relations Review*, 41(2), 242-253.
- Theofilou, A., & Watson, T. (2014). The history of public relations in Greece from 1950 to 1980: Professionalization of the "art". *Public Relations Review*, 40(4), 700-706.
- Valentini, C., & Sriramesh, K. (2014). To be, or not to be: Paradoxes in strategic public relations in Italy. *Public Relations Review*, 40(1), 3-13.
- Triantafyllidou, A. and Yannas, P. (2014), "How Public Relations Agencies in Greece Respond to Digital Trends", *Public Relations Review*, Vol. 40, No. 5, pp. 815-817 (Impact Factor: 1.249).
- Grunig, J. and Grunig, L. (1998), *The Relationship Between Public Relations and Marketing in Excellent Organizations: Evidence from the IABC Study*, *Journal of Marketing Communications*, Vol. 4, pp. 141-162.
- Grunig, J. E., Grunig, L. A., Sriramesh, K., Huang, Y. H., & Lyra, A. (1995). Models of public relations in an international setting. *Journal of public relations research*, 7(3), 163-186.
- Grunig, J. and Grunig, L. (2000), *Public Relations in Strategic Management and Strategic Management of Public Relations: Theory and Evidence from the IABC Excellence Project*, *Journalism Studies*, Vol. 1 No. 2, pp. 303-321.
- Marx, T. (1990), *Strategic Planning for Public Affairs*, *Long Range Planning*, Vol. 23 No. 1, pp. 9-16.

- Mintzberg, H. (1994), The Fall and Rise of Strategic Planning, Harvard Business Review, January-February, pp. 107-114.
- Kotler, P., & Mindak, W. (1978), Marketing and Public Relations, Journal of Marketing, Vol. 42, No. 4, pp. 13-20.
- Dozier, D. M., & Broom, G. M. (1995), Evolution of the Manager Role in Public Relations Practice, Journal of Public Relations Research, Vol. 7, No. 1, pp. 3-26.

CREATIVE STUDIO AND AUDIOVISUAL PRODUCTIONS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4145	SEMESTER OF STUDY	4th
COURSE TITLE	CREATIVE STUDIO AND AUDIOVISUAL PRODUCTIONS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES :	Principles of Video and Audio Editing		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM137/		

2. LEARNING OUTCOMES

Learning Outcomes

This course focuses on the technologies and stages of audiovisual productions (pre-production, production, and post-production) as well as the creation and operation of television stations. Special emphasis will be given to advanced techniques of video editing, effect creation, and sound recording. The course covers an interdisciplinary area that deals with the principles of digital broadcasting operations, production areas (Studio), camera types and other equipment (microphones, autocue, green screen), lighting for digital productions, TV studio technologies, human resources and equipment in the creation of audiovisual productions.

The students will be taught through the laboratory courses advanced techniques of editing and adding special effects with open source software packages (e.g., Shotcut, Openshot), sound recording techniques (e.g., narration, interviews) as well as advanced sound recording and editing techniques using audio editing software (e.g., Audacity). Also, there will be an extended mention of the integration and synchronization of audio in videos (narration, music, etc.) as well as the integration of images and graphics in audiovisual productions (live or not) and the creation and management of live broadcasts (news, TV reportage, interviews).

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

- analyze and evaluate integrated audiovisual productions for targeted communication actions.
- compare and evaluate the modern technologies (hardware and software) used in the process of creating audiovisual producers.
- compare and evaluate the available technologies for the creation of digital television and internet stations as well as their mode of operation.
- compare, evaluate and determine the needs in equipment, software and human resources, for the creation of various types of audiovisual producers in order to communicate with targeted audiences (promotional videos, news-TV reporting, information and awareness-raising documentaries, educational etc.)
- create complete audiovisual productions with advanced video capture and editing techniques, adding effects, and sound recording using appropriate equipment and professional software packages (commercial and open source).
- understand and evaluate the needs of creating live broadcasts. Manage live broadcasts (news, TV reports, interviews)
- manage complex image processing and graphic creation techniques taught in previous semesters to integrate images and graphics into integrated audiovisual production.
- adapt his/her knowledge taking into account the developments in new technologies related to the creation of integrated producers.

General Skills

- Autonomous or Teamwork
- Decision making
- Creativity
- Critical thinking
- Promoting free and inductive thinking
- Work in an interdisciplinary environment
- Search, analysis Search, analysis, and synthesis of data and information, using the necessary technologies
- Production of new research ideas

3. COURSE CONTENTS

Indicative sections:

- Principles of digital broadcasting.
- Production areas (Studio), camera items and other equipment (microphones, autocue, green screen). Lighting for digital productions.
- Technologies of television studios (hardware, on-demand services, webcasting or real-time streaming video etc.)
- The process, human resources and equipment in the creation of audiovisual producers in detail. Pre-production (needs, production in equipment and human resources, script), production (video and audio downloads), post-production (editing)
- The operation and operation of the camera. Advanced video capture techniques with camcorder (and mobile devices).
- Advanced editing techniques and adding special effects with open source software packages (e.g., Shotcut, Openshot)
- Sound recording (e.g., narratives, interviews), microphone types and professional sound recording equipment. Advanced audio recording and editing techniques with audio editing software (e.g., Audacity). Integration and synchronization of audio in video (narratives, music, etc.).
- Integration of images and graphics in audiovisual productions (live or not).
- Creation and management of live shows (news, TV reporting, interviews)

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students will encounter audio and video editing software and television studio and audiovisual equipment. Support of learning process through the electronic platform e-class. Learning process support with PowerPoint presentations, video tutorials and instructional videos. Utilization of the internet, as students will be introduced to the theory of using specialized digital tools.														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for attending the course</td> <td>19</td> </tr> <tr> <td><i>Lab Exercises</i></td> <td>26</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the course	19	<i>Lab Exercises</i>	26	Preparation and writing of individual or group work and presentation	24	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	26														
Preparation for attending the course	19														
<i>Lab Exercises</i>	26														
Preparation and writing of individual or group work and presentation	24														
Exam preparation	30														
Total Workload	125														
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (50% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short-Answer Questions - Open-Answer Questions - Essay development questions - Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (30% or 0%)</p> <ul style="list-style-type: none"> - Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester. <p>III. Laboratory exercises (20% or 0%).</p> <ul style="list-style-type: none"> • The laboratory work will include an examination of the required skills that the student should have in graphic design software. 														

5. RECOMMENDED READING

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> • Camera Light and Image in Digital Audiovisual Recording, Skopeteas Ioannis (in Greek) • Digital Media, Kokkonis Michalis, Bandimaroudis Philemon, Paschalidis Grigoris (Ed.) (in Greek) • Adobe Premiere Pro CS6 Βήμα προς Βήμα, Adobe Creative Team (in Greek) <p>- <i>Additional teaching material:</i></p> <ul style="list-style-type: none"> • SUPPLIES FOR YOUNG DOCUMENTARISTS, APOSTOLOS KARAKASIS, CHRISTOS GOUSIOS, KONSTANTINOS KEFALAS, Electronic Book, Greek Academic Electronic Books and Aids - "Kallipos" Repository (in Greek) https://repository.kallipos.gr/handle/11419/3870 • Digital media in the audiovisual arts, KONSTANTINOS KOLOKYTHAS, Electronic Book, Greek Academic Electronic Books and Aids - "Kallipos" Repository (in Greek) https://repository.kallipos.gr/handle/11419/3489
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-Recommended Papers/Articles:

- Sauer, S. (2017). Audiovisual narrative creation and creative retrieval: how searching for a story shapes the story. *Journal of Science and Technology of the Arts*, 9(2), 37-46
- Behrens, R., Foutz, N.Z., Franklin, M. et al. (2020). Leveraging analytics to produce compelling and profitable film content. *Journal of Cultural Economics*
- Flusser, V. (2013). *Towards a Philosophy of Photography*. London, United Kingdom: Reaktion Books Ltd.
- Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P.J. Boczkowski & K.A. Foot (Eds.), *Media Technologies: Essays on Communication, Materiality, and Society* (pp. 167-194). Cambridge, Massachusetts: The MIT Press.
- Sauer, S., & De Rijke, M. (2016). Seeking serendipity: A living lab approach to understanding creative retrieval in broadcast media production. In R. Perego, & F. Sebastiani (Eds.), *Proceedings of the 39th International ACM SIGIR Conference on Research and Development in Information Retrieval* (pp. 989-992). New York, USA: ACM.
- Aguiar, L., & Waldfogel, J. (2018). Netflix: global hegemon or facilitator of frictionless digital trade? *Journal of Cultural Economics*, 42(3), 419–445.
- Bilasco, I. M., Lablack, A., Dahmane, A., & Danisman, T. (2015). Analysing user visual implicit feedback in enhanced TV scenarios. In L. Agapito, M. Bronstein, & C. Rother (Eds.), *Computer Vision–ECCV 2014 Workshops* (pp. 315–324)., *Lecture notes in computer science Cham: Springer*.
- Cabral, L., & Natividade, G. (2016). Box-office demand: The importance of being #1. *The Journal of Industrial Economics*, 64(2), 277–294.
- Deng, Z., Navarathna, R., Carr, P., Mandt, S., Yue, Y., Matthews, I., & Mori, G. (2017). Factorized variational autoencoders for modeling audience reactions to movies. In *Proceedings of the IEEE conference on computer vision and pattern recognition* (pp. 2577–2586).
- Ghiassi, M., Lio, D., & Moon, B. (2015). Pre-production forecasting of movie revenues with a dynamic artificial neural network. *Expert Systems with Applications*, 42(6), 3176–3193.
- Hanjalic, A., & Li–Qun, X. (2005). Affective video content representation and modeling. *IEEE Transaction on Multimedia*, 7(1), 143–154.
- Podara, A., Giomelakis, D., Nicolaou, C., Matsiola, M., & Kotsakis, R. (2021). Digital storytelling in cultural heritage: Audience engagement in the interactive documentary new life. *Sustainability*, 13(3), 1193.
- Podara, A., Matsiola, M., Maniou, T. A., & Kalliris, G. (2019). Transformations of television consumption practices: An analysis on documentary viewing among post millennials. *Particip. J. Audience Recept. Stud.*, 16(2), 68-87.

COMMUNICATION AND LITERATURE

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIQ CODE	CDM 4215	SEMESTER	4th
COURSE TITLE	COMMUNUCATION AND LITERATURE		
CUORSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS
Lectures		3	5
<i>Total</i>		3	5
COURSE TYPE:	Core Elective		
PRE-REQUISITE COURSES:	-		

TEACHING AND EXAM LANGUAGE:	Greek
COURSE DELIVERY TO ERASMUS STUDENTS:	ΝΑΙ (στην Αγγλική)
COURSE WEBPAGE (URL):	

2. LEARNING OUTCOMES:

Learning outcomes:

The aim of the course is to familiarize students with the communication techniques developed in the triptych that composes the literary text, the author and his audience.

More specifically, the learning objectives for the course are outlined as follows:

- understanding the relationship that develops between communication and literature.
- familiarity with concepts related to communication and literature, such as text, writing, speech, speech, etc.
- understanding of how language creates meaning.
- recognition of various literary genres.
- recognition of how literary texts affect social reality.
- understanding the new reality in the field of Literature, which is created by the new digital media.
- knowledge about the historical development of literature worldwide and more specifically in Greece.
- consolidation of communication models.
- understanding the role of the author in transmitting meaning through his literary text.

General skills

- Autonomous work
- Group work
- Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

- Case Studies of the Communicative Dimension of Literary Texts

4. TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of online resources to support and enrich teaching. Use of video projector in the classroom for audiovisual material. Use of e-mail to communicate with students. Teaching process supported by the electronic platform e-class.																	
COURSE ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparing for class</td> <td>20</td> </tr> <tr> <td>Small group essay writing</td> <td>15</td> </tr> <tr> <td>Analysis of case studies in small groups</td> <td>20</td> </tr> <tr> <td>Preparing for exams</td> <td>29</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total workload:</td> <td>125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Preparing for class	20	Small group essay writing	15	Analysis of case studies in small groups	20	Preparing for exams	29	Exams	2	Total workload:	125
<i>Activity</i>	<i>Semester workload</i>																	
Lectures	39																	
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Preparing for exams	29																	
Exams	2																	
Total workload:	125																	
ASSESSMENT	Essay writing and essay presentation during the semester (100%) or Written final exams																	

5. RECOMMENDED READING:

- Recommended Book Resources:

- Georgakopoulou, A. & Goutsos, D. (2020). Text and Communication. Athena. Patakis Publications.

ENGLISH TERMINOLOGY FOR COMMUNICATION AND DIGITAL MEDIA II

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4225	SEMESTER OF STUDY	4th
COURSE TITLE	ENGLISH TERMINOLOGY FOR COMMUNICATION AND DIGITAL MEDIA II		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK/ENGLISH		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (In English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
The course is a continuation of the course ENGLISH TERMINAL OF COMMUNICATION AND DIGITAL MEDIA. The course focuses on enriching students' vocabulary regarding the specialized terms used in communication and business as well as on how to write and produce texts in English for various communication purposes and for various audiences. There are also detailed instructions on how to write a CV in English. Upon successful completion of the course students will be able to: <ul style="list-style-type: none">• choose the use of appropriate terminology, grammar and writing style for the production of various types of business texts.• incorporate the appropriate technology for writing and presenting communication messages written in English.• prepare corporate letters, corporate reports and press releases in English.• organize, prepare and support in English a presentation on communication and public relations.• create a CV in English with the main purpose of furthering their career.
General Skills
<ul style="list-style-type: none">• Autonomous work• Work in an international environment• Adaptation to new situations

3. COURSE CONTENTS

Indicative sections: <ul style="list-style-type: none">• Grammar and sentence structure in English (level II).• Specialized terminology in public relations, marketing and management (level II).• Types of business correspondence and stages of writing business messages in English.

- Writing style of business messages (information, persuasion, etc.) in English.
- Writing corporate letters in English.
- Writing corporate reports and proposals in English.
- Write an email.
- Oral communication - Preparation of presentations in English.
- Preparation of speeches.
- Instructions for writing a CV in English.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Exercises focusing on the application of methodologies and analysis of case studies</td> <td>18</td> </tr> <tr> <td>Assignment</td> <td>31</td> </tr> <tr> <td>Individual study</td> <td>37</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Exercises focusing on the application of methodologies and analysis of case studies	18	Assignment	31	Individual study	37	Total Workload	125
	<i>Method description</i>	<i>Semester Workload</i>											
	Lectures	39											
	Exercises focusing on the application of methodologies and analysis of case studies	18											
	Assignment	31											
	Individual study	37											
Total Workload	125												
ASSESSMENT METHODS	<p>I. Written final exam (70%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Text Comprehension Questions in English - Matching Questions - Fill in the blanks - Multiple choice questions <p>II. Work (40% or 0%)</p>												

5. RECOMMENDED READING

-Recommended Book Resources:

- Tombrou, Ch. (2002), English for Academic and Professional Purposes, Stamouli Publications, Athens.
- Tsioga, Ch. And Chatzistergiadou, A. (2005), Success at Work, Mourgos Ioannis, Thessaloniki.
- Roman, K. and Raphaelson, J. (2000), Writing that Works: How to Communicate Effectively in Business, Harper Collins Publishers Inc.
- Maggio, R. (2009), Choice Words, Phrases, Sentences, and Paragraphs for Every Situation, Prentice Hall Press.

- Recommended Papers/Articles:

- Limaye, M. (1983), The Syntax of Persuasion: Two Business Letters of Request, Journal of Business Communication, Vol. 20, No. 2, pp. 17-30.
- Pearson, M. (1976), A Note on Business Replies to Consumer Letters of Praise and Complaint, Journal of Business Research, Vol. 20, No. 2, pp. 17-30.

DATABASE SYSTEMS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4235	SEMESTER OF STUDY	4th
COURSE TITLE	DATABASE SYSTEMS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :			
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM150		

2. LEARNING OUTCOMES

Learning Outcomes
<p>Databases and especially relational databases have been one of the main tools and one of the most important tools in the field of information technology and are used in a variety of applications. The course introduces students to the basic concepts of relational databases and the rules of their design and implementation. During the course, students come into contact with open source database management systems and explore their operation through laboratory exercises, which are performed under the supervision and guidance of the instructor in the respective laboratory sessions. Extensive reference is made to areas such as data independence, the entity-correlation model, relational algebra, and the SQL query language. The course also focuses on the principles, theory, and the basic practical aspects of modern database systems.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • develop and utilize simple database systems, • develop and execute queries in database systems, • understand the principles and technologies of data representation, metadata and knowledge, • apply knowledge extraction algorithms from databases, • understand the feasibility of implementing appropriate algorithms, techniques and systems for the efficient management of large volumes of data.
General Skills
<ul style="list-style-type: none"> • Autonomous or Teamwork. • Decision making. • Creativity. • Critical thinking. • Promoting free and inductive thinking. • Work in an interdisciplinary environment. • Search, analysis Search, analysis, and synthesis of data and information, using the necessary technologies. • Production of new research ideas.

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Introduction to data representation technologies (XML, JSON). • Introduction to database theory. Basic principles of relational database design.

- SQL queries development.
- Relational algebra and relational calculus.
- Database management, performance and maintenance.
- Efficient large-scale data management (efficient data management algorithms eg., Locality-Sensitive Hashing).
- Popular relational database systems (advantages - disadvantages) and selection of an appropriate system depending on the application environment.
- Non-relational database systems.
- Transition from data to information and knowledge (Data Mining).
- Mining social networks.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of learning process through the electronic platform e-class. Learning process support with PowerPoint presentations, video tutorials and instructional videos. Utilization of the internet.														
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for attending the course</td> <td>19</td> </tr> <tr> <td><i>Lab Exercises</i></td> <td>26</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the course	19	<i>Lab Exercises</i>	26	Preparation and writing of individual or group work and presentation	24	Exam preparation	30	Total Workload	125
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Preparation and writing of individual or group work and presentation	24														
Exam preparation	30														
Total Workload	125														
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (50%) which includes:</p> <ul style="list-style-type: none"> - Short-answer questions. - Open-answer questions. - Essay development questions. - Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (20% or 0%)</p> <ul style="list-style-type: none"> - Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester. <p>III. Laboratory exercises (30% or 50%).</p> <ul style="list-style-type: none"> - The laboratory work will include an examination of the required skills that the student should have acquired during the lectures. 														

5. RECOMMENDED READING

- *Recommended Book Resources:*
- Tombrou, Ch. (2002), English for Academic and Professional Purposes, Stamouli Publicatio
 - D. Easley και J. Kleinberg., Networks, Crowds, and Markets: Reasoning about a Highly Connected World - <http://www.cs.cornell.edu/home/kleinber/networks-book/>
 - A.L. Barabasi - Network Science - . <http://barabasi.com/book/network-science>.
 - R.A. Hanneman και M. Riddle , Introduction to social network methods - . <http://faculty.ucr.edu/~hanneman/nettext/>

- Advances in Web Mining and Web Usage Analysis 2005 - revised papers from 7th workshop on Knowledge Discovery on the Web, Olfa Nasraoui, Osmar Zaiane, Myra Spiliopoulou, Bamshad Mobasher, Philip Yu, Brij Masand, Eds., Springer Lecture Notes in Artificial Intelligence, LNAI 4198, 2006
- Web Mining and Web Usage Analysis 2004 - revised papers from 6th workshop on Knowledge Discovery on the Web, Bamshad Mobasher, Olfa Nasraoui, Bing Liu, Brij Masand, Eds., Springer Lecture Notes in Artificial Intelligence, 2006.
- Mike Thelwall, "Link Analysis: An Information Science Approach", 2004, Academic Press.
- B. Liu, "Web Data Mining - Exploring Hyperlinks, Contents, and Usage Data", Second Edition, Springer, 2011.
- Rajaraman, J. Leskovec, J. D. Ullman, "Mining of Massive Datasets", Cambridge University Press, 2010.

- *Recommended Papers/Articles:*

- Publications from the following journals or conferences:
- IEEE Transactions on Knowledge and Data Engineering (TKDE),
- ACM Transactions on Database Systems (TODS),
- Very Large Data Bases (PVLDB),
- IEEE International Conference on Data Engineering (ICDE),
- IEEE International Conference on Data Mining (ICDM),
- Data Mining and Knowledge Discovery (DMKD),
- ACM Transactions on Knowledge Discovery from Data (TKDD).

EUROPEAN UNION, INSTITUTIONS, AND POLICIES

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4245	SEMESTER OF STUDY	4th
COURSE TITLE	EUROPEAN UNION, INSTITUTIONS AND POLICIES		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
Total		3	4
COURSE TYPE	Core Elective		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

The basic purpose of this course is to familiarize the participants with key landmarks and phases of the evolution of the EU. Special attention will be paid to a comprehensive and multi-layered approach to the main institutions of the EU and their policies. In particular, the course will focus on the following elements: the concept of European integration, the evolution and the achievements of the EU as well as the conditions, the directions and the tendencies when it comes to the development of the EU towards the future. In chronological terms, the course will cover the period from 1940 until today. A special emphasis will also be given to the decision making processes and the legislation process in the EU (i.e. the Community method). Similarly, the course will refer extensively to the Treaties that marked the development of the EU as a particular type of supra-national union. In methodological terms, the course is founded upon a historical and political approach.

General skills

- Collaborate with others in the context of a group
- Conclude exercises and small-scale essays at the individual level
- Research information and data in several types of archives and particularly in digital and online platforms
- establish hierarchies through different datasets according to their reliability and relevance to the researched subject

3. COURSE CONTENTS

Indicative units:

- Historical precedents of political and economic unification in the European space
- The EU framework. The creation of the European Community and the path towards the EU.
- The EU Parliament
- The EU Council
- The Council of the EU
- The EU Commission
- The European Central Bank
- The Court of the EU
- The policies of the EU (customs union, common market, taxation, common currency, energy, agricultural policy, environment)
- The policies of the EU (industry, foreign policy and security)
- The policies of the EU (Mass media, communication and journalism)

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	emphasis on digital databases emphasis on interactive media and applications use of the digital platforms for collaborative work																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for course attendance</td> <td>12</td> </tr> <tr> <td>Group project preparation and write-up</td> <td>20</td> </tr> <tr> <td>Preparation for individual and group exercises</td> <td>12</td> </tr> <tr> <td>Preparation for presentation of group work</td> <td>12</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for course attendance	12	Group project preparation and write-up	20	Preparation for individual and group exercises	12	Preparation for presentation of group work	12	Exam preparation	30	Total Workload	125
<i>Method Description</i>	<i>Semester Workload</i>																
Lectures	39																
Preparation for course attendance	12																
Group project preparation and write-up	20																
Preparation for individual and group exercises	12																
Preparation for presentation of group work	12																
Exam preparation	30																
Total Workload	125																
ASSESSMENT METHODS	- The assessment of the course is done through group exculpatory work, which includes an oral presentation in class and a written report.																

5. RECOMMENDED READING

- Recommended Book Resources:

- Nugent, N. (2012), Politics and Governance in the European Union, History, Institutions, Policies, Athens, Savvalas
- Maravegias N. (ed.) (2016) European Union. Creation, evolution, perspectives, Criticism, Athens
- Panagiotis Ioakeimidis (1995), European Political Union, Athens: Foundation Publications
- Mousis N. (2018), European Union, Law, Economy, Politics, Athens: State,
- Liargovas P., Papageorgiou X (2022)., The European phenomenon, History, Institutions, policies, 3rd edition. Athens: Tziola

MOBILE DIGITAL MEDIA AND DIFFUSIBLE CALCULATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4255	SEMESTER OF STUDY	4th
COURSE TITLE	MOBILE DIGITAL MEDIA AND DIFFUSIBLE COMPUTATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM138/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The subject of the course is wireless technologies and mobile devices which create a modern digital environment for communication and development of multimedia applications. This course delves into the study of mobile web design and development technologies based on HTML5, CSS3, and JavaScript. Emphasis will be placed on the characteristics of these technologies that are of particular importance in the mobile web. The Android operating system will be used as a platform for the development of native mobile applications. The course will briefly cover the Java programming language, which is the language in which Android applications are programmed.</p> <p>An introduction will be made to the design principles and technologies of website development aimed at mobile devices. Students will be taught techniques for developing native applications for mobile devices using the Android operating system as a development platform. Finally, the emerging field of augmented reality will be covered, where techniques for the development of augmented reality mobile applications on the Android platform will be presented.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • analyze and evaluate the possibilities of mobile media and diffuse computing • compare and evaluate modern technologies (hardware and software) used in diffuse computing and mobile digital media

<ul style="list-style-type: none"> utilize available mobile application development tools to design applications for mobile digital media develop skills in the design and development of websites and applications for mobile devices adapt to developments in mobile design and development tools
General Skills
<ul style="list-style-type: none"> Group Work / Independent Work Practice critical thinking Creativity Decision making Promoting free, creative and inductive thinking Work in an interdisciplinary environment Search, analysis, and synthesis of data and information, using the necessary technologies Production of new research ideas

3. COURSE CONTENTS

Indicative sections:

- Wireless Technologies
- Principles of Operation of Mobile Telephony Networks
- Mobile Application Development Tools
- Development of web applications for mobile devices
- Native application development techniques for mobile devices using the Android operating system as a development platform
- Services and Applications using Position Awareness
- Mobile Business (m-Commerce)
- Augmented reality mobile applications

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students come into contact with tools and techniques for developing native applications for mobile devices using the Android operating system as a development platform. Learning process support through the electronic platform e-class Learning process support with video lessons and instructional videos Utilization of the internet, as students will be introduced to the theory of using specialized digital tools.												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Analysis of case studies</td> <td>20</td> </tr> <tr> <td>Exercises</td> <td>20</td> </tr> <tr> <td>Independent Study</td> <td>46</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Analysis of case studies	20	Exercises	20	Independent Study	46	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	39												
Analysis of case studies	20												
Exercises	20												
Independent Study	46												
Total Workload	125												
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (60% or 100%) which includes:</p> <ul style="list-style-type: none"> Short Answer Questions Open Answer Questions Essay development questions Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (40% or 0%)</p>												

	<ul style="list-style-type: none"> - Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester.
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5. RECOMMENDED READING

- Recommended Book Resources:

- D. Gavalas, V. Kasapakis, T. Hatzidimitris (2015). Mobile Technologies, Ed. New Technologies. (In Greek)
- A. Kanatas, F. Konstantinou, G. Pantos (2008). Mobile Communication Systems, Papatotiriou. (In Greek)
- L. Thomson, S. Conder (2011), Android Application Development, Giourda Publications. (In Greek)

- Recommended Papers/Articles:

- P.A. Bruck, M. Rao, Global Mobile: Applications and Innovations for the World-wide Mobile Ecosystem, Information Today, 2013.
- A. Charland, B. Lenoux. Mobile application development: Web vs. native. Communications of the ACM, 54(5), 49-53, 2011.
- D. Nicol. Mobile Strategy: How you Company Can Win by Embracing Mobile Technologies. IBM Press, 2013.
- S.A. Ahson and M. Ilyas (eds.) Location-based Services Handbook: Applications, Technologies, and Security. CRC Press, 2010
- Burnette, Ed. Hello Android: Introducing Google's mobile development platform. Pragmatic Bookshelf, 2009.
- A.B. Craig, Understanding Augmented Reality: Concepts and Applications, Newes, 2013.

INFORMATION SOCIETY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4265	SEMESTER OF STUDY	4th
COURSE TITLE	INFORMATION SOCIETY		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
ECTS Credits	5		
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (In English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The thematic sections of the course analyze the changes that occurred with the 3rd industrial revolution but also those that are expected with the advent of the 4th industrial revolution, in the concept of society and politics. First, a comparative analysis of the theoretical approaches and arguments regarding the role of the Internet in society and politics is performed, and then the expectations created by the digital revolution in these fields are analyzed. It then analyzes the required knowledge, attitudes and digital citizenship skills and the role of Web2.0 in decision-making for the (co) production of public policies. Finally, specific issues of the Information Society are analyzed, such as smart cities and smart villages.

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

- recognize the characteristics of the Information Society
- recognize the characteristics of digital citizenship
- critically approach the various issues of digital citizenship development
- analyze and judge the effects of digital policy forms on modern society.
- distinguish and analyze the different theoretical approaches regarding the use of new technologies in society
- critically approach various social and institutional issues in the development of intelligent states, cities and villages

General Skills

- Work in teams
- Decision making
- Exercise criticism
- Adaptation to new situations
- Promoting free, creative and inductive thinking
- Work in an interdisciplinary environment
- Search, analysis and synthesis of data and information, using the necessary technologies

3. COURSE CONTENTS

Indicative sections:

- The transition to the digital age and the impact it had on society
- The different views and expectations for the internet regarding its "political use" and the possibility to contribute to Society
- The Information Society from Web1.0 to Web2.0
- Formulation of policies in the era of the 3rd and 4th industrial revolution
- Smart state, Intelligent city, Intelligent village.
- Case studies of the Information Society

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class	
TEACHING METHODS	Method description	Semester Workload
	Lectures	39
	Exercises focusing on the application of methodologies and analysis of case studies	13
	Mandatory teamwork	29
	Independent Study	42
	Total Workload	125
ASSESSMENT METHODS	I. Written final exam (70%) that includes open-ended questions II. Presentation of group work (30%)	

5. RECOMMENDED READING

-Recommended Book Resources:

- Anagnostopoulou, D. (2017). The Digital Agenda of the European Union and the Digital Policies of the USA. In: Zacher L. (eds) Technology, Society and Sustainability. Springer, Cham.

- Butsch, R. (ed) (2008). *Media and Public spheres*. Palgrave, Macmillan: Houndsmills.
- Czamanski, D. & broitman, D. (2017). Information and communication technology and the spatial evolution of mature cities. *Socio-Economic Planning Sciences*, 58: 30-38

CONSUMER BEHAVIOR AND INTERNET USER

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF SUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4275	SEMESTER OF STUDY	4th
COURSE TITLE	CONSUMER BEHAVIOR AND INTERNET USER		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM154/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of this course is to provide students with an overview of the basic concepts and theories of consumer behavior. The basic psychological theories and mechanisms that underline consumer behavior are presented. Aiming at a thorough understanding of consumer behavior this course will cover topic related to the consumer decision-making process in online and offline contexts, the different stages and the factors that influence this process. Moreover, basic consumer behavior concepts are presented and analyzed such as consumer involvement, attitudes, satisfaction, experience, loyalty, engagement, etc.</p> <p>On successful completion of this module the learner will be able to:</p> <ul style="list-style-type: none"> • distinguish the different decision-making styles of consumers. • recognize the impact of new media on consumer behavior and marketing. • predict the buying behavior of consumers based on their characteristics (i.e. demographics, psychographics) and media usage (traditional and new). • analyze the different dimensions of various consumer behavior concepts like consumer attitude, loyalty, involvement, experience, engagement. • choose the appropriate research method for investigating consumer behavior in order to recommend effective marketing strategies. • classify and profile online consumers based on their psychographic characteristics. • interpret the behavior of consumers depending on their engagement and participation in online brand communities.
General Skills
<ul style="list-style-type: none"> • Teamwork • Decision making • Critical thinking

- Creativity
- Free, creative and inductive thought
- Search and analysis
- Demonstrate social, professional and ethical responsibility as well as gender sensitivity

3. COURSE CONTENTS

The course is organized around topics such as:

- Basic models of consumer behavior.
- Factors affecting offline and online consumer decision-making process.
- Consumers' attitudes, involvement, satisfaction, experience, engagement and loyalty.
- The impact of consumer's personal characteristics (geographic, demographic, psychographics, behavioral) on the offline and online purchasing decision.
- Research methods for the investigation of consumer behavior.
- The impact of traditional and new media on consumer behavior.
- The usage of new media for researching and analyzing online consumer attitudes.
- Online consumer lifestyles.
- Online brand communities.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Research (e.g., internet research) and study</td> <td>12</td> </tr> <tr> <td>Preparation for attending the course</td> <td>12</td> </tr> <tr> <td>Preparation and writing of individual or group project and presentation</td> <td>20</td> </tr> <tr> <td>Preparation and writing of (individual or group) assignments on case studies</td> <td>12</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Research (e.g., internet research) and study	12	Preparation for attending the course	12	Preparation and writing of individual or group project and presentation	20	Preparation and writing of (individual or group) assignments on case studies	12	Exam preparation	30	Total Workload	125
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Preparation and writing of (individual or group) assignments on case studies	12																
Exam preparation	30																
Total Workload	125																
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination which could include:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions <p>II. Student participation in lectures, individual or group projects and exercises.</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Solomon, M. (2018), *Consumer Behavior: Buying, Having and Being* (12th Edition), Pearson.
- Chaffey, D. (2015), *Digital Business and E-Commerce: Strategy Implementation and Practice* (6th Edition), Pearson Education.
- Tuten, T., and Solomon, M. (2018), *Social Media Marketing* (3rd Edition), Sage Publishing.
- Mothersbaugh, D. L., Hawkins, D. I., Kleiser, S. B., (2020). *Consumer behavior: Building marketing strategy*. McGraw-Hill Education.

-Recommended Papers/Articles:

- Sheth, J. (2020). Impact of Covid-19 on consumer behavior: Will the old habits return or die?. *Journal of Business Research*, 117, 280-283.
- Martinez-Ruiz, M. P., & Moser, K. S. (2019). Studying consumer behavior in an online context: The impact of the evolution of the world wide web for new avenues in research. *Frontiers in psychology*, 10, 2731.
- Liu, L., Liu, R., Lee, M., & Chen, J. (2019). When will consumers be ready? A psychological perspective on consumer engagement in social media brand communities. *Internet Research*.
- Hosta, M., & Zabkar, V. (2020). Antecedents of environmentally and socially responsible sustainable consumer behavior. *Journal of Business Ethics*, 1-21.
- Haridasan, A. C., & Fernando, A. G. (2018). Online or in-store: unravelling consumer's channel choice motives. *Journal of Research in Interactive Marketing*, 12(2), 215-230.
- Sung, Y., Kim, E., & Choi, S. M. (2018). # Me and brands: understanding brand-selfie posters on social media. *International Journal of Advertising*, 37(1), 14-28.
- Gong, T. (2018). Customer brand engagement behavior in online brand communities. *Journal of Services Marketing*, 32(3), 286-299.
- Helal, G., Ozuem, W., & Lancaster, G. (2018). Social media brand perceptions of millennials. *International Journal of Retail & Distribution Management*, 46(10), 977-998.
- Triantafillidou, A., & Siomkos, G. (2018). The impact of Facebook experience on consumers' behavioral Brand engagement. *Journal of Research in Interactive Marketing*, 12(2), 164-192.
- Triantafillidou, A., Siomkos, G., & Papafilippaki, E. (2017). The effects of retail store characteristics on in-store leisure shopping experience. *International Journal of Retail & Distribution Management*, 45(10), 1034-1060.
- Triantafillidou, A. and Siomkos, G. (2014), "Consumption Experience Outcomes: Satisfaction, Nostalgia Intensity, Word-of-Mouth Communication, and Behavioural Intentions", *Journal of Consumer Marketing*, Vol. 31, No. 6/7, pp. 526-540.
- Richard, M. O., & Habibi, M. R. (2016). Advanced modeling of online consumer behavior: The moderating roles of hedonism and culture. *Journal of Business Research*, 69(3), 1103-1119.
- Thaichon, P. (2017). Consumer socialization process: The role of age in children's online shopping behavior. *Journal of Retailing and Consumer Services*, 34, 38-47.
- Ettis, S. A. (2017). Examining the relationships between online store atmospheric color, flow experience and consumer behavior. *Journal of Retailing and Consumer Services*, 37, 43-55.
- Pine, B. J., & Gilmore, J. H. (1998). Welcome to the experience economy. *Harvard business review*, 76, 97-105.
- Mandel, N., Rucker, D. D., Levav, J., & Galinsky, A. D. (2017). The compensatory consumer behavior model: How self-discrepancies drive consumer behavior. *Journal of Consumer Psychology*, 27(1), 133-146.
- Sudbury-Riley, L., & Kohlbacher, F. (2016). Ethically minded consumer behavior: Scale review, development, and validation. *Journal of Business Research*, 69(8), 2697-2710.
- Sandell, K. (2019). Olfactory cues and purchase behavior: consumer characteristics as moderators. *European Journal of Marketing*.

CONTEMPORARY ELECTRONIC PUBLISHING AND ELECTRONIC PUBLICATIONS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4285	SEMESTER OF STUDY	4th

COURSE TITLE	CONTEMPORARY ELECTRONIC PUBLISHING AND ELECTRONIC PUBLICATIONS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Lab Exercises		2	
<i>Total</i>		4	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (In English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course introduces students to desktop printing technologies and software, printing techniques, and the principles of print media design.</p> <p>The aim of the course is for students to acquire complete knowledge and a critical look at the techniques of design and production of table typography.</p> <p>Students will become familiar with the procedures for creating print publications and will use modern print printing software to combine text and graphics to produce print media such as newsletters, brochures, posters, books, logos, etc.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • understand the technologies (hardware, software) of printed printing and their basic operating principles. • understand and apply the principles of print media design and color theory. • possess the necessary knowledge and skills in print design software to be able to produce print publications for communication purposes. • effectively and creatively combine the structural elements of the printed printing software (graphics, colors, etc.) for the production of printed versions for communication. • effectively combine graphics produced by different software for creating vector graphics, drawing and image processing (taught in previous years) for the production of printed versions. • compare and evaluate printed versions in terms of design, aesthetics and suitability for conveying a message to different target groups. • judge and select the appropriate technologies of printed typography for the production of the best results. • adapt to technological developments and design trends of print printing.
General Skills
<ul style="list-style-type: none"> • Autonomous Teamwork • Decision making • Creativity • Exercise criticism • Promotion of free and inductive thinking • Work in an interdisciplinary environment • Search, analysis • Production of new research ideas

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Historical evolution of print printing technologies • Desktop printing design and production technologies • Basic principles of design of printed publications
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- The building blocks of modern software packages and their combination for creative versions.
- Preparing images for optimal printing on various media (e.g., posters, newsletters, etc.)
- Design and production of print media for communication purposes such as newsletters, brochures, posters, etc. using print typography design software packages

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students come into contact with Desktop Publishing software Learning process support through the electronic platform e-class Learning process support with video lessons														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for attending the Course</td> <td>19</td> </tr> <tr> <td>Laboratory exercises</td> <td>26</td> </tr> <tr> <td>Preparation and writing individual or group work and presentation</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the Course	19	Laboratory exercises	26	Preparation and writing individual or group work and presentation	24	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	26														
Preparation for attending the Course	19														
Laboratory exercises	26														
Preparation and writing individual or group work and presentation	24														
Exam preparation	30														
Total Workload	125														
ASSESSMENT METHODS	I. Written final exam (60% or 100%) which includes: <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory data. II. Preparation of Individual or Group Work and presentation (20% or 0%) III. Laboratory exercises (20% or 0%).														

5. RECOMMENDED READING

-Recommended Book Resources:

- Adobe InDesign CC Step by Step Version 2019, Ch. GIOURDA Publications
- Adobe InDesign Interactive Digital Publishing, Ted Padova, 2017, Apress Publications, HEAL-Link Springer ebooks
- Beginning Scribus [electronic resource], Robert White, 2015, Apress Publications, HEAL-Link Springer ebooks

SOCIAL PSYCHOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 4295	SEMESTER OF STUDY	4th
COURSE TITLE	SOCIAL PSYCHOLOGY		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS Credits	
Lectures	3		
Total	3	5	

COURSE UNIT TYPE	OPTIONAL MANDATORY
PREREQUISITES :	-
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course focuses on human behavior. More specifically, Social Psychology is the study of how people's thoughts, feelings, beliefs, intentions are constructed within a social context, as a result of the widely social attendance. Social psychology helps us understand how people think about themselves and other people and what motivates their behavior in social settings. This course explores a range of topics in social psychology, from how we think about ourselves, how we think about others, and how we interact and communicate with others. Furthermore the course explores Social and Consumer Psychology by focusing on the psychological factors influencing consumer behavior, including purchase behavior, effect of social influence, information processing of product/marketing messages, motivated goal and decision making, and assessment of marketing and advertising communication effectiveness. The course presents an overview of the main social psychology aspects, theories and researches on the aforementioned areas.</p> <p>Upon successful completion of the course students will be able to :</p> <ul style="list-style-type: none"> • be familiar with social attitude and consumer behavior • focus on theoretical approaches, explaining the customer behavior • Incorporate the theoretical approaches about social relationships and influences on news' media interactive environment • compare leadership's diversity and decide about the most suitable working environments • use 'attitude theories' as a guide to interpret quantitative data about social researches.
General Skills
<ul style="list-style-type: none"> • Critical thinking • Promotion of free, independent and productive thinking, • Respect for diversity and difference

3. COURSE CONTENTS

Indicative sections:
<ul style="list-style-type: none"> • Incentives and consequences of social contacts • The attribution theory • Social patterns • The structure, functioning and shaping of attitudes • The social influence • Social groups, leadership and decision-making process • Verbal and non-verbal communication • Culture • - Stereotypes and prejudice

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class						
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class						
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Individual study</td> <td>86</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Individual study	86
<i>Method description</i>	<i>Semester Workload</i>						
Lectures	39						
Individual study	86						

	Total Workload	125
ASSESSMENT METHODS	I. End of Semester Formal Examination (100%) which includes: <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions 	

5. RECOMMENDED READING

- <i>Recommended Book Resources:</i>	
<ul style="list-style-type: none"> ● Aronson, E., Wilson, T.D. & Sommers, S.R. (2019) Social psychology. Thessaloniki: Tziola Publications ● Hogg, M., and Vaughan, G.M. (2010), Social Psychology, Gutenberg Publications, Athens. ● Hewstone, M. and Stroebe, W. (2007), Introduction to Social Psychology, Papazisis Publications, Athens. ● Kokkinaki, F. (2005), Social Psychology, G. Dardanos - K. Dardanos Publications, Athens. ● Marchand, P., Burguet, M.-P., Fourquet-Courbet, A., Ginet, F. G., and van Dijk, J.P. (2009), Social Psychology of the Media, Pedio Publications, Athens. ● Bozatzis N. (2009), Social Psychology, Metaichmio Ekdotiki, Athens (Editor: Dragona, Th.) ● Papastamou, SS Antoniou, S., Katerelos, ID, Mantoglou, A., Prodromitis, G., Riga, A.-B., Sakalaki, M. (2008), Introduction to Social Psychology (Volume A), Pedio Publications, Athens. ● Marvakis A. and Mentinis M. (2011), Critical Introduction to Social Psychology, Epikentro Publications, Athens. ● Elliot, A., Wilson, T., and Akert, R. (1999), Social Psychology, Longman, New York. 	
- <i>Recommended Papers/Articles:</i>	
<ul style="list-style-type: none"> ● Bohner, G., & Dickel, N. (2011), Attitudes and Attitude Change, Annual Review of Psychology, Vol. 62, pp. 391-417. ● Wood, W., & Hayes, T. (2012), Social Influence on Consumer Decisions: Motives, Modes, And Consequences, Journal of Consumer Psychology, Vol. 22, No. 3, pp. 324-328. ● Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are Leader Stereotypes Masculine? A Meta-Analysis of Three Research Paradigms, Psychological Bulletin, Vol. 137, No. 4, pp. 616. 	

REPRESENTATIONS OF GENDER AT DIGITAL MEDIA

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIQ CODE	CDM 4315	SEMESTER	4th
COURSE TITLE	REPRESENTATIONS OF GENDER IN DIGITAL MEDIA		
CUORSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS
Lectures		3	
<i>Total</i>		3	5
COURSE TYPE:	Core Elective		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAM LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS:	Yes in English		

COURSE WEBPAGE (URL):	
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2. LEARNING OUTCOMES:

Learning outcomes:
<p>The course focuses on the critical and historical overviews of gender stereotypes in Digital Media as they are reported in the international literature. The presentation of the dominant research on gender in digital media in Greece is among the primary pillars of this course. Furthermore, the course deals with the societal representations in digital media, the reconstruction of gendered social identity in digital media, the theory of male dominance in digital media, as well as the representation of the female gender on sports shows and news.</p> <p>Upon successful completion of the course students will be able to develop a critical view on how the gendered identities are communicated by digital media. This course will also provide knowledge about the International and national policies relating to the elimination of gender stereotypes in the media. Students will also learn the good practices having been applied at global and European level.</p>
General skills
<ul style="list-style-type: none"> • Autonomous work • Critical thinking • Group work • Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections</p> <ul style="list-style-type: none"> • Study and consideration of preventive and eliminative methods to discrimination based on gender • Introduction of the International and national policies in order to combat gender stereotypes • Consideration about the International and European good practices on gender stereotypes in media • Understanding the gender stereotypes in advertising, through the social media and television programs • Analyze the gender context in sports reporting • Guide to combat sexism and gender discrimination in media.
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4. TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	<p>Lectures in class</p> <p>Implementation of experiential education</p>																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Use of online resources to support and enrich teaching.</p> <p>Use of video projector in the classroom for audiovisual material.</p> <p>Use of e-class to communicate with students.</p> <p>Teaching process supported by the electronic platform e-class.</p>																
COURSE ORGANIZATION	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Activity</i></th> <th style="background-color: #d9ead3;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparing for class</td> <td>19</td> </tr> <tr> <td>Small group essay writing</td> <td>15</td> </tr> <tr> <td>Analysis of case studies in small groups</td> <td>20</td> </tr> <tr> <td>Preparing for exams</td> <td>30</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total work load:</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Preparing for class	19	Small group essay writing	15	Analysis of case studies in small groups	20	Preparing for exams	30	Exams	2	Total work load:	125
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Preparing for exams	30																
Exams	2																
Total work load:	125																

ASSESSMENT	I. End of semester written exam that includes: <ul style="list-style-type: none"> - Short essay questions - Long essay questions - Case study questions II. Writing and presentation of Group project
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5. RECOMMENDED READING:

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> • Advertising Standards Canada (ASC), (last revision 2014), Gender Portrayal Guidelines, Canada. • Council of Europe, Directorate-General of Democracy, Equality Department, Factsheet on Equality between women and men. • Council of Europe, (2007), Parliamentary Assembly, Recommendation 1799, "The image of women in advertising" • Athanasatou Ioanna, (2014), Political Communication - Communication and Gender Issues - 3rd Thematic Unit of educational material, K.E.TH.I. Available at: http://www.gynaikes-politiki.gr/ • Doulkeri Tessa, (2000), The sociology of advertising, Athens, Papazisis • European Union, (2010), Consolidated Treaties - Charter of Fundamental Rights, Publications Office of the European Union, Luxembourg. Available at: http://europa.eu/pol/pdf/consolidated-treaties_en.p • K.E.Θ.Ι., (2009), Concise Guide for Implementing Gender Mainstreaming in Public Administration • Kyriazi Nota (ed.), (2013), Gender and Journalism in Greece, Athens, Pedio • Papageorgiou Giota (ed.), (2010), Gender Research in Greece. Athens, Gutenberg • Papadopoulou, Dimitra, (2010), "The construction of gender reality: The analysis of Speech through the perspective of gender." in Papageorgiou Giota (ed.), Gender Research in Greece. Athens: Gutenberg, pp. 53-66
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C5. 5th Semester Courses

COMMUNICATION RESEARCH METHODS II

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5115	SEMESTER OF STUDY	5th
COURSE TITLE	COMMUNICATION RESEARCH METHODS II		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Laboratory Exercises		2	
<i>Total</i>		4	5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		

COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of this course is to familiarize students with the process of a designing quantitative surveys such as opinion polls. To this end, the stages for the design and implementation of a survey are outlined with emphasis on formulating research goals and hypotheses, designing the research instrument (questionnaire), choosing the right sampling method, and reporting the key findings of the survey. An important part of the course is related to the statistical analysis methods and techniques that can be used for describing and analyzing the survey data using SPSS (Statistical Package for Social Sciences).</p> <p>On successful completion of this module the learner will be able to:</p> <ul style="list-style-type: none"> • evaluate the credibility and reliability of an opinion poll design and results. • analyze and compare the results of relevant opinion polls that are reported in the mass media. • design a quantitative survey by setting the right research objectives, developing the research hypotheses, and choosing the right sampling method. • design the data collection tool (i.e. questionnaire). • use the statistical package of SPSS to input data in a codified way as well as to analyze them. • choose the right statistical test in order to implement the research goals and test the research hypotheses.
General Skills
<ul style="list-style-type: none"> • Research, analysis and synthesis data and information through the use of the appropriate technologies • Decision making • Critical thinking • Creativity • Free, creative and inductive thought • Production of new research ideas • - Teamwork

3. COURSE CONTENTS

<p>The course is organized around topics such as:</p> <ul style="list-style-type: none"> • Historical evolution of opinion polls in the USA and Greece • Evaluating the reliability and credibility of an opinion poll • Stages of the survey design, types of surveys and research techniques • Questionnaire design and Pre-testing • Survey sampling methods and collection techniques • Online surveys • Hypothesis testing • SPSS Basics: Data entry • Descriptive statistics • Correlation analysis • T-test • Analysis of variance

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	<p>Lectures in class</p> <p>The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.</p>
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Learning process support through the electronic platform e-class</p>

TEACHING METHODS	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	26
	Lab exercises	26
	Preparation for attending the course	19
	Preparation and writing of individual or group project and presentation	24
	Exam preparation	30
	Total Workload	125
	ASSESSMENT METHODS	<p>I. End of Semester Formal Examination which could include:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions <p>II. Student participation in lectures, laboratory exercises, individual or group projects and exercises.</p>

5. RECOMMENDED READING

- Recommended Book Resources:

- Berger, A. A. (2018). *Media and communication research methods: An introduction to qualitative and quantitative approaches*. Sage Publications.
- Burns, A., Veeck, A., Bush, R. (2017), *Marketing Research* (8th edition), Pearson Edition.
- Malhotra, N. (2009), *Marketing Research: An Applied Orientation* (6th Edition), Pearson Education.
- Janssens, W., de Pelshmacker, P., van Kenhove, P., & Wijnen, K. (2008), *Marketing Research with SPSS*, Pearson Education.
- Brace, I. (2018). *Questionnaire design: How to plan, structure and write survey material for effective market research*. Kogan Page Publishers.
- Gawiser, S. and Witt, E. (2010), *Twenty Questions a Journalist Should Ask About Poll Results*, in Babbie, E. (Eds.), *The Practice of Social Research* (7th Edition), pp. 129-134.
- Sue, V. M., & Ritter, L. A. (2012). *Conducting online surveys*. Sage.
- Rubin, R. B., Rubin, A. M., Graham, E., Perse, E. M., & Seibold, D. (2010). *Communication research measures II: A sourcebook*. Routledge.
- Nardi, P. M. (2018). *Doing survey research: A guide to quantitative methods*. Routledge.
- Fink, A. (2015). *How to conduct surveys: A step-by-step guide*. Sage Publications.

-Recommended Papers/Articles:

- Kalimeri, K., Beiró, M. G., Bonanomi, A., Rosina, A., & Cattuto, C. (2020). Traditional versus Facebook-based surveys. *Demographic Research*, 42, 133-148.
- Guess, A., Munger, K., Nagler, J., & Tucker, J. (2019). How accurate are survey responses on social media and politics?. *Political Communication*, 36(2), 241-258.
- Moy, P., & Murphy, J. (2016). Problems and prospects in survey research. *Journalism & Mass Communication Quarterly*, 93(1), 16-37.
- Evans, J. R., & Mathur, A. (2018). The value of online surveys: a look back and a look ahead. *Internet Research*, 28(4), 854-887.
- Schlosser, S., & Mays, A. (2018). Mobile and dirty: Does using mobile devices affect the data quality and the response process of online surveys?. *Social Science Computer Review*, 36(2), 212-230.
- Tourangeau, R., Sun, H., Yan, T., Maitland, A., Rivero, G., & Williams, D. (2018). Web surveys by smartphones and tablets: Effects on data quality. *Social Science Computer Review*, 36(5), 542-556.
- Sommer, J., Diedenhofen, B., & Musch, J. (2017). Not to be considered harmful: Mobile-device users do not spoil data quality in web surveys. *Social Science Computer Review*, 35(3), 378-387.
- Shirani-Mehr, H., Rothschild, D., Goel, S., & Gelman, A. (2018). Disentangling bias and variance in election polls. *Journal of the American Statistical Association*, 113(522), 607-614.
- Kenett, R. S., Pfeffermann, D., & Steinberg, D. M. (2018). Election Polls—A Survey, A Critique, and Proposals. *Annual Review of Statistics and Its Application*, 5, 1-24.

- Giuliani, M. (2019). Making sense of pollsters' errors. An analysis of the 2014 second-order European election predictions. *Journal of Elections, Public Opinion and Parties*, 29(2), 162-178.
- Ha, L., Hu, X., Fang, L., Henize, S., Park, S., Stana, A., & Zhang, X. (2015). Use of survey research in top mass communication journals 2001–2010 and the total survey error paradigm. *Review of Communication*, 15(1), 39-59.
- Pasek, J. (2015). Predicting elections: Considering tools to pool the polls. *Public Opinion Quarterly*, 79(2), 594-619.
- Keeter, S., Hatley, N., Kennedy, C., & Lau, A. (2017). What low response rates mean for telephone surveys. *Pew Research Center*, 15, 1-39.

INTERCULTURAL COMMUNICATION AND DIVERSITY

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5125	SEMESTER OF STUDY	5th
COURSE TITLE	INTERCULTURAL COMMUNICATION AND DIFFERENCE		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		Total	3
ECTS Credits	5		
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	<<eclass url>>		

2. LEARNING OUTCOMES

Learning Outcomes
<p>In modern western societies, coexistence in the social environment presents several challenges in relation to the management of diversity. People are called to manage ethnocentric ideologies with which generations and generations have been "nurtured" in modernity and to accept coexistence in a more expanded ethnic, national, religious, cultural, linguistic, social environment. Particularly for the European area, increased intra-European / third-country migration / mobility also contributes to this. Intercultural communication and understanding of diversity is not an easy task as sometimes cultural differences are deep and bridging them is a difficult task. The aim of the course is to introduce students to the basic forms of diversity and to provide the necessary theoretical background in the direction of their understanding. Aspects of intercultural communication are presented through ethnographic examples of different forms of diversity.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> ● acquire the necessary theoretical background in order to understand diversity in all its forms. ● manage culturally communicative differences in their work and social environment .
General Skills
<ul style="list-style-type: none"> ● Autonomous or Teamwork ● Decision making ● Creativity ● Critical thinking

- Promoting free and inductive thinking
- Work successfully in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- Diversity and Difference
- Race and Ethnicity
- Nationalism
- Minorities (voluntary / involuntary or historical)
- Migration and Mobility
- Migrants and Refugees
- Gender (social and biological)
- Disability and the social model
- Stereotypes and Racism
- Identities: individual / collective
- Identities: cultural, social, political
- Theory of Intercultural Adaptation.
- Ability of Intercultural Communication.
- Intercultural Relations.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class										
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the course</td> <td>40</td> </tr> <tr> <td>Exam preparation</td> <td>46</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the course	40	Exam preparation	46	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>										
Lectures	39										
Preparation for attending the course	40										
Exam preparation	46										
Total Workload	125										
ASSESSMENT METHODS	At the end of the Semester Formal Examination (100%) which includes: <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements. 										

5. RECOMMENDED READING

- *Recommended Book Resources:*

- Michael, D. (2015), Nation, Nationalism and National Consciousness, Ioannis Arch. Hapardidis, Thessaloniki.
- Michael, D. (2014). Albanian Immigration in Greece: Studies and Issues. Thessaloniki: Ant. Stamoulis. DOI: 10.13140 / 2.1.4402.3040
- Divani, L. (2008), Greece and Minorities, Athanasios Kastaniotis SA, Athens.
- Vernikos, N. and Daskalopoulos, S. (2002), Multiculturalism, Kritiki Publications SA, Athens
- Androusou, A. and Askouni, N. (2011), Cultural Diversity and Human Rights, Metaichmio Ekdotiki AE, Athens.

- Papaxiarchis, E. (2006), *Adventures of Otherness: The Production of Cultural Difference in Today's Greece*, Alexandria, Athens.
- Fraggoudaki, A. & Dragona Th. (1997). *What is our homeland? " Ethnocentrism in Education*. Athens: Alexandria.
- Taylor, C. (2000), *Multiculturalism, Examining the Politics of Recognition*, Polis, Athens.
- Kelly, P. (2002), *Multi-culturalism Reconsidered: Culture and Equality and Its Critics*, Polity Press, Cambridge.
- Laden, A. and Owen, D. (2007), *Multi-culturalism and Political Theory*, Cambridge University Press, Cambridge.
- Kedourie E., (1999). *Nationalism Athens: Mast*.
- Gellner E., (1997). *Nationalism*. Athens: Alexandria.
- Mouzelis N., (1994). *Nationalism in Late Development*. Athens: Foundation.
- Lekkas P. (1996). *The Nationalist Ideology*. Athens: Mast.
- McCrone D., (1998). *The Sociology of Nationalism*. Athens: Greek Letters.
- Nairn T., (1998). *Nationalism: The Modern Janus*. Athens: Thinker.
- Hatzopoulos M., 2002. *Nation and Nationalism: A Brief Overview of a Contemporary Scientific Dialogue*. Hellenic Review of Political Science. Foundation Publications.
- Cowan J. (1998). *Idioms of Belonging: Multilingual (Co) joints of Local Identity in a Greek Town of Macedonia*. In: Gefou-Madianou Dimitra (ed.) *Anthropological Theory and Ethnography*. Greek letters, pp. 583-618.
- Danforth L. (1999.) *The Macedonian Conflict: Nationalism in a Transnational World*. Alexandria Publications.
- Palaiologou, N., Michail, D., Toumpoulidis, I. (2017). SIRIUS: "Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe. *Refugee Education in Greece "*, Report for Greece, Acronym: PERAE.
- Michael, D. & I. Bandekas (2015). *Immigration / mobility and citizenship: an approach through anthropology and international law*. In D. Michael & A. Christou (eds.), *Intra-European Youth Mobility / Migration in a Time of Economic Crisis: Interdisciplinary Approaches*. Thessaloniki: Ant. Stamoulis.
- Tahou, S. & Michael, D. (2010). *Formation of identities in the era of nationalism: The case of the Vlachs of Pelagonia*. *Proceedings of the L 'Panhellenic Historical Conference*, Thessaloniki, 2009.
- Anastasiou, D., Kauffman, J. & D. Michail (2014). *Disability in Multicultural Theory: Conceptual and Social Justice Issues*. *Journal of Disability Policy Studies*, 27 (1): 3-12. DOI: 10.1177 / 1044207314558595.-*Recommended Papers/Articles*:
- Michael D. (2005). "The Question of the Identity of the Pomaks: A Historical and Anthropological Approach" *On Thrace, Scientific Periodical*, Volume Four, Xanthi.
- Michael, D. (2010). *The attitude of Albanian Immigrant parents towards the Greek Kindergarten: Issues of identity, language and integration strategies*. *Step of the Social Sciences*, 57: 219-238.
- Michael, D. (2010). *Linguistic retention / shift in the second generation of Albanian immigrants in Greece: social inclusion and mobility*. *Ethnology*, 14: 207-224.
- Tahou, S. & Michael, D. (2010). *Formation of identities in the era of nationalism: The case of the Vlachs of Pelagonia*. *Proceedings of the L 'Panhellenic Historical Conference*, Thessaloniki, 2009.
- Anastasiou, D., Kauffman, J. & D. Michail (2014). *Disability in Multicultural Theory: Conceptual and Social Justice Issues*. *Journal of Disability Policy Studies*, 27 (1): 3-12. DOI: 10.1177 / 1044207314558595.

-Related Journals:

- *Journal of Ethnic and Migration Studies (JEMS)*
- *Journal of Immigrant and Refugee Studies (JIRS)*
- *Journal of Southeast European and Black Sea Studies (JSEBSS)*
- *International Journal of Bilingual Education and Bilingualism (IJEBE)*
- *Community Development: Journal of the Community Development*
- *Children's Geographies, Identities etc*

INTERACTIVE MULTIMEDIA

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5134	SEMESTER OF STUDY	5th
COURSE TITLE	INTERACTIVE MULTIMEDIA		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	4
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM160/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to study the principles and practices that take place in the creation of integrated multimedia applications focusing on the use of multimedia as a communication, marketing, and public relations tool. The course deepens the study of the nature of the structural elements that are combined to develop a multimedia application (audio, video, video, etc.), the tools/software used as well as the procedures followed for the development of integrated multimedia applications with a focus on their utilization in the field of communication. In addition, the course will also cover related topics related to the transition from analog to digital information (sampling and quantization).</p> <p>Finally, students will delve into case studies and engage in practice through laboratory courses with multimedia application support software, multimedia authoring software (e.g., Macromedia Director MX), and digital storytelling software.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● have a critical understanding of the value of interactive multimedia as a communication strategy tool. ● have a critical understanding of the processes involved in creating integrated interactive multimedia. ● design and implement integrated interactive multimedia applications with an emphasis on web applications (e.g., HTML5). ● judge, evaluate, and select the multimedia technologies that can be utilized in the communication policy of a company/organization/body/individual/political party/politician. ● apply integrated interactive multimedia approaches to the image of a business/organization/institution/individual/politician. ● adapt to the technological developments of interactive multimedia and their future trends.

General Skills
<ul style="list-style-type: none"> ● Autonomous or Teamwork ● Decision making ● Creativity ● Critical thinking ● Promoting free and inductive thinking ● Work in an interdisciplinary environment ● Search, analysis, and synthesis of data and information, using the necessary technologies ● Production of new research ideas

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● Characteristics and Structural Elements of interactive Multimedia ● Categorization of multimedia applications - Synchronous and Asynchronous applications ● Text and Digital Narration Issues in Multimedia ● Image, Graphic Themes in Multimedia ● Audio, Video and Animation Themes in Multimedia ● Multimedia Material ● Transmission channels-means of distribution of interactive Multimedia ● Interactive Multimedia Development Software - Laboratory Exercises and Implementation of Interactive Applications Using Software ● User interface, tactile systems, biometric systems, virtual and augmented reality. ● Stages of Production of Integrated Multimedia Application ● Interactive multimedia applications in Business, Advertising, Marketing, Information, Education, Culture and other fields of Communication (Case Studies) ● Future Trends in Interactive Multimedia
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	<p>Lectures in class</p> <p>The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.</p>														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<ul style="list-style-type: none"> ● Students come into contact with interactive multimedia creation software (e.g., Macromedia Director MX). ● Learning process support through the electronic platform e-class. ● Learning process support with video lessons and instructional videos. ● Utilization of the internet, as students will be introduced to the theory of using specialized digital tools. 														
TEACHING METHODS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Preparation for attending the course</td> <td style="text-align: center;">12</td> </tr> <tr> <td><i>Lab Exercises</i></td> <td style="text-align: center;">22</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Exam preparation</td> <td style="text-align: center;">25</td> </tr> <tr> <td><i>Total Workload</i></td> <td style="text-align: center;"><i>100</i></td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the course	12	<i>Lab Exercises</i>	22	Preparation and writing of individual or group work and presentation	15	Exam preparation	25	<i>Total Workload</i>	<i>100</i>
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Preparation and writing of individual or group work and presentation	15														
Exam preparation	25														
<i>Total Workload</i>	<i>100</i>														
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (50% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (20% or 0%)</p>														

	<ul style="list-style-type: none"> - Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester. <p>III. Laboratory exercises (30% or 0%).</p> <ul style="list-style-type: none"> - The laboratory work will include an examination of the required skills that the student should have in software for developing interactive multimedia applications.
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5. RECOMMENDED READING

- Recommended Book Resources:

- Vaughan Tay (2012) *Multimedia Analytical Guide*, A. Giourda & Co., Athens. (In Greek)
- Havaladar P., Medioni G. (2012) *Multimedia Systems: Algorithms, Standards and Applications*, Broken Hill Publishers. (In Greek)
- Xylomenos G., Polyzos M. (2009) *Multimedia Technology and Multimedia Communications*, Key Number. (In Greek)
- Machias G. (2013) *Application and Use of Multimedia*, Arnaoutis Publications. (In Greek)
- Zevgolis, D., Styliaras G. (2011) *Multimedia: Use of Technologies and Applications with Multiple Choice Questions*, Tziola Publications. (In Greek)
- Styliaras G., Dimou V., Zevgolis D., (2019) *Contemporary Multimedia Tools*, A. TZIOLA & SONS PUBLICATIONS SA. (In Greek)

-Recommended Papers/Articles:

- G. Lappas, A. Klefodimos (2010), "A Multimedia Application for Teaching A Multimedia Course in Communication Studies", *International Journal of Electronics, Computing and Engineering Education*, 1(1), pp. 29-33.
- G. Lappas (2012). "Social Multimedia Mining: Trends and Opportunities in Areas of Social and Communication Studies", in I-Hsien Ting, Tzung-Pei Hong and Leon S. L. Wang (eds.) *Social Network Mining, Analysis and Research Trends: Techniques and Applications*, Information Science Reference, pp 1-16
- Venkatesh Shankar and Manjit S. Yadav (2010) Special Issue on "Emerging Perspectives on Marketing in a Multichannel and Multimedia Retailing Environment", *Journal of Interactive Marketing*, Vol. 24(2) pp. 55-180.
- Lauer, C. (2009) *Contending with Terms: "Multimodal" and "Multimedia" in the Academic and Public Sphere*, *Computers and Composition*, Vol. 26(4), pp. 225-239.
- Hamilton, J., Woodward-Kron R. (2011) *Developing cultural awareness and intercultural communication through multimedia: A case study from medicine and the health sciences*, *System*, Vol 38(4), pp. 560-568.
- Sheppard J. (2009) *The Rheorical Work of Multimedia Production Practices: It's More than Just Technical Skill*, *Computers and Composition*, Vol. 26(2), pp. 122-131.
- Koavchev, D., Cao, Y., Klamma (2011) *Mobile Multimedia Cloud Computing and the Web*, *Multimedia on the Web Workshop*, Graz, 8—9 Sept, pp. 21-26
- Sebastiano Battiato, Giovanni Maria Farinella, Giovanni Giuffrida, Catarina ismeiro, Giuseppe Tribulato (2009), *Using visual and text features for direct marketing on multimedia messaging services domain*, *Multimedia Tools and Applications*, 2009, Volume 42, Number 1, Page 5-30.
- Neeharika Adabala, Naren Datha, Joseph Joy, Chinmay Kulkarni, Ajay Manchepalli, Aditya Sankar, and Rebecca Walton. (2010). *An interactive multimedia framework for digital heritage narratives*. In *Proceedings of the international conference on Multimedia (MM '10)*. ACM, New York, NY, USA, 1445-1448.
- Rossiter,, M. Penny A. Garcia P.A., (2010) *Digital storytelling: A new player on the narrative field*, *New Directions for Adult and Continuing Education*, Vol. 2010(126) pp. 37-48.
- Pieter Wouters , Erik van der Spek, Herre van Oostendorp (2009), *Current practices in serious game research : a review from a learning outcomes perspective*, in Thomas Connolly, Mark Stansfield , and Liz Boyle (Ed.) *Games-based learning advancements for multi-sensory human computer interfaces : techniques and effective practices*, pp. 232-250.
- Cao, Y., Klamma R., Jarke M. (2011). *The Hero's Journey-Template-Based Storytelling for Ubiquitous Multimedia Management*, *Journal of Multimedia*, Vol 6(2), pp. 156-169.

- Selected Articles from Journals:

- Journal of Interactive Marketing, Elsevier
- Human-Computer Interaction Journal (Taylor and Francis)
- ACM Transactions on Multimedia Computing Communications and Applications
- ACM Transactions on Computer - Human Interaction
- IEEE Transactions on Multimedia

ONLINE REPUTATIONAL MANAGEMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5214	SEMESTER OF STUDY	5th
COURSE TITLE	ONLINE REPUTATIONAL MANAGEMENT		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
ECTS Credits	4		
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

Digital media, the internet, the web, the web 2.0, blogs, online communities and social media offer channels with multiple possibilities and opportunities for their creative use in the field of Marketing and E-Business. The internet and the World Wide Web have transformed the way information is circulated and the message now reaches high speeds to many and better targeted recipients through many different web applications such as websites, blogs, Youtube, Flickr, Facebook messages, links LinkedIn, twitter message sequences, RSS feeds etc. All of the above channels have increased the complexity of practicing e-PR and e-Marketing practices but at the same time have provided multiple opportunities for more creative and inventive ways of practicing effective communication strategies. In addition, the Electronic Presence of a company / organization / person is now expressed in multiple ways in the digital environment and the Electronic Reputation Management strategies are a challenge in this complex environment. E-Reputation Management aims to build and maintain a positive image in the digital environment, to monitor the image of the company / organization / person in the digital environment and to create any corrective actions to mitigate the consequences in negative cases against e-reputation of the person concerned. The course is designed to offer advanced knowledge through case studies.

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

- have a critical understanding of the value of e-reputation and utilizes it in the development of online communication strategies.
- have a critical understanding of the digital environment and the parameters that build e-reputation and adapts to developments in the digital environment and the impact that these developments have on e-reputation management
- explore and evaluates the effectiveness of online e-campaigns and e-reputation management strategies
- compare and contrasts different e-reputation management strategies through case studies
- Study and manage on a case-by-case basis the electronic reputation for the development of appropriate content on electronic platforms
- implement appropriate e-reputation management procedures to deal with crisis and negative reports
- acquire advanced skills in designing and implementing good practices for projecting the image of a business / organization / organization / individual / politician on the Internet, good practices and techniques of interaction and communication with the user or audience groups as well as good practices for building a culture of strong relationship with audience groups.

General Skills

- Autonomous Work
- Teamwork
- Work in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Decision making
- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Project Planning and Management
- Production of new research ideas

3. COURSE CONTENTS

- Subject of Electronic Reputation Management (EFA)
- Impact of Internet, World Wide Web and Social Networking Technologies and Services on Electronic Reputation
- Internet Marketing and DIF
- DIF procedures and infrastructure
- The role of the Internet Communication Consultant
- Electronic Reputation Management Services
- Measurements and Analyzes DIF
- Centrifugal internet models
- Website usability and evaluation metrics
- DIF Strategies
- Search Engines and DIF
- Modern and Asynchronous DIF
- Electronic Indexing and DIF
- DIF on Social Networks
- Case studies

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students use the Internet to design online public relations strategies and strategic internet marketing Learning process support through the electronic platform e-class Learning process support with powerpoint presentations and video lessons.				
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>		
<i>Method description</i>	<i>Semester Workload</i>				

	Lectures	39
	Project	25
	Independent Study	36
	Total Workload	100
ASSESSMENT METHODS	I. Written final exam (70%) which may include individually or in combination: <ul style="list-style-type: none"> - Short answer questions - Essay development questions - Multiple choice questions - Comparative evaluation of theory data II. Project (30%)	

5. RECOMMENDED READING

- Recommended Book Resources:

- G. Lappas, Electronic Reputation Management, Course Notes
- E. Ismagilova, Y. K. Dwivedi, E. Slade, M. D. Williams (2017) Electronic Word of Mouth (eWOM) in the Marketing Context: A State of the Art Analysis and Future Directions, Springer International Publishing, Code Eudox 75484930
- M. Kick (2015) Selected Essays on Corporate Reputation and Social Media, Springer Fachmedien Wiesbaden, Code Eudox 73266564
- W. Weitzl (2017) Measuring Electronic Word-of-Mouth Effectiveness, Springer Fachmedien Wiesbaden, Code Eudox 75488830
- Ines Nee (2016) Managing Negative Word-of-Mouth on Social Media Platforms, Springer Fachmedien Wiesbaden, Code Eudox 75488609
- Amy Van Looy (2016) Social Media Management: Technologies and Strategies for Creating Business Value, Springer International Publishing, Eudox Code 75492626
- Alex Goncalves (2017) Social Media Analytics Strategy: Using Data to Optimize Business Performance, Apress, Code Eudox 75492621
- L. M. Mahoney, T. Tang (2016) Strategic Social Media: From Marketing to Social Change, John Wiley & Sons, Code Eudox 80503058
- E. Bertino, S. A. Matei (2015) Roles, Trust and Reputation in Social Media Knowledge Markets, Springer International Publishing
- Dodson I. (2016) The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted and Measurable Online Campaigns, Wiley, Eudox Code 80500548
- Todd Kelsey (2017) Introduction to Search Engine Marketing and AdWords, Apress, Code Eudox 75487871
- Francisco J. Martínez-López, Juan Carlos Gázquez-Abad, Kusum L. Ailawadi, María Jesús Yagüe-Guillén (2017) Advances in National Brand and Private Label Marketing, Chapter Social Media and Online Context, Springer International Publishing, Κωδικός Εύδοξος 75481324
- Stieler M. (2017) Creating Marketing Magic and Innovative Future Marketing Trends, Springer International Publishing
- Siomkos G., Tsiamis I. (2015) E-Marketing - Internet Marketing, Libani Publications
- M. A. Shareef, Y. K. Dwivedi, V. Kumar (2016) Mobile Marketing Channel, Springer International Publishing
- B. Akhgar, A. Staniforth, D. Waddington (2017) Application of Social Media in Crisis Management, Springer International Publishing, Code Eudox 75481795
- Sponder Marshall (2012), Social media analytics: effective tools for building, interpreting, and using metrics, McGraw-Hill, NY.
- Scott, David Meerman (2010), The new rules of marketing and PR: how to use social media, blogs, news releases, online video, & viral marketing to reach buyers directly, John Wiley & Sons, Hoboken, N.J.

RADIO JOURNALISM

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5224	SEMESTER OF STUDY	5th
COURSE TITLE	RADIO JOURNALISM		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims to familiarize students with radio and to understand the special features and communication code used to create content and shows. The different types of radio product, program flow, radio language, and producer-listener interaction are examined. Emphasis is placed on the radio news bulletin, with the detailed presentation of the different types of bulletins, the preparation and the presentation of the radio report. At the same time, the students appreciate the evolution of radio over time and its role in informing and everyday life of different types of listeners, with emphasis on the case of Greece. Reference is made to the modern forms of radio content as well as to their new forms of transmission (podcasts).</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● understand the importance and characteristics of radio communication ● explain the effects of the historical context and socio-political developments on radio communication ● understand the process of producing content in the radio studio ● apply writing techniques to the design of radio texts for news bulletins and entertainment shows ● distinguish the proper handling of music and advertising in the flow of the radio program ● examine new structures and features of radio in the context of digital communication.
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity ● Exercise criticism ● Promotion of free and inductive thinking

3. COURSE CONTENTS

<ul style="list-style-type: none"> ● The historical development of radio

- The uniqueness and importance of radio as a Means of Communication
- Types of radio broadcasts
- The radio studio and the technical equipment
- The flow of the program on the radio
- The language of the radio
- The radio texts
- The news on the radio
- Production of a music program on the radio
- Advertising, promos and jingles on the radio

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the Course</td> <td>13</td> </tr> <tr> <td>Group Work Writing</td> <td>15</td> </tr> <tr> <td>Preparation for individual and group exercises</td> <td>10</td> </tr> <tr> <td>Exam preparation</td> <td>21</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the Course	13	Group Work Writing	15	Preparation for individual and group exercises	10	Exam preparation	21	Exams	2	Total Workload	100
	<i>Method description</i>	<i>Semester Workload</i>															
	Lectures	39															
	Preparation for attending the Course	13															
	Group Work Writing	15															
	Preparation for individual and group exercises	10															
	Exam preparation	21															
	Exams	2															
Total Workload	100																
ASSESSMENT METHODS	<p>I. Written final examination that includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Questions about the application of theories and principles of radio journalism in cases and problems. <p>II. Elaboration of individual or teamwork</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Cristell, A. (2010), *The Language of Radio*, Capricorn Publications, Athens
- Deligiannis, V. and Kyriakidis, M. (1995), *Radio Production and Journalism*, Para Pente-Roi Publications, Athens
- Sklavounis, G. (1998), *Radio and Television Production*, Parikos Publications, Athens
- Wu, T. (2012). *The general switch: The rise and fall of monopolies in the Media*, Gialos Publications, Athens
- University Research Institute of Applied Communication, (2010), *Communication Issues Issue 10*, Kastaniotis Publications, Athens
- Hilliard, R. (2002), *Writing for Television and Radio*, Parikos Publications, Athens
- Plechova, O. (2002), *The First Greek Radio*, Barbounaki Publications, Athens
- Carter, G.N. (2004), *Hellenic Radio and Television*, Kastaniotis Publications, Athens

-Related scientific journals:

- Barnhurst, K. G. (2003). *The makers of meaning: National Public Radio and the new long journalism, 1980-2000*. *Political Communication*, Vol. 20 No. 1, pp. 1-22.
- Purdey, H. (2000). *Radio journalism training and the future of radio news in the UK*. *Journalism*, Vol. 1 No. 3, pp. 329-352.
- Duhe, S. F., & Zukowski, L. A. (1997). *Radio-TV journalism curriculum: First jobs and career preparation*. *Journalism & Mass Communication Educator*, Vol. 52 No. 1, pp. 4-15.
- Turner, G. (2000). *Talkback, advertising and journalism: A cautionary tale of self-regulated commercial radio*. *International journal of cultural studies*, Vol. 3 No. 2, pp. 247-255.

- Lindgren, M. (2016). Personal narrative journalism and podcasting. *Radio Journal: International Studies in Broadcast & Audio Media*, Vol. 14 No. 1, pp. 23-41.
- Ball, J. (2009). FreeMix radio: The original mixtape radio show: A case study in mixtape “radio” and emancipatory journalism. *Journal of Black Studies*, Vol. 39 No. 4, pp. 614-634.
- Ball, J. (2009). FreeMix radio: The original mixtape radio show: A case study in mixtape “radio” and emancipatory journalism. *Journal of Black Studies*, Vol. 39 No. 4, pp. 614-634.
- Bonixie, L. (2012, September). Sharing and retweeting sounds—the relation between radio journalism and social networks. In *Radio Evolution: Conference Proceedings*.
- Niblock, S., & Machin, D. (2007). News values for consumer groups: The case of Independent Radio News, London, UK. *Journalism*, Vol. 8 No. 2, pp. 184-204.
- *Matsiola, M., Spiliopoulos, P., Kotsakis, R., Nicolaou, C., & Podara, A. (2019). Technology-enhanced learning in audiovisual education: The case of radio journalism course design. Education sciences, 9(1), 62.*

DIGITAL MEDIA AND EDUCATION

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 2154	SEMESTER OF STUDY	5th
COURSE TITLE	DIGITAL MEDIA AND EDUCATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
Lectures		2	
Lab exercises		2	
Total		4	5
COURSE TYPE:	Core,elective		
PRE-REQUISITE COURSES:	-		
TEACHING AND EXAMS LANGUAGE::	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to introduce the student to the New Technologies used in the educational process. Today there is a wide range of digital applications that upgrade the educational process and promote e-learning and distance learning such as:</p> <ul style="list-style-type: none"> • Multimedia interactive applications for learning scientific objects • Intelligent tutoring systems • Adaptive Hypermedia • Learning management systems (LMS) and educational activity management systems • Mass online open learning platforms (MOOCS), Video learning and interactive videos, • Web 2.0 applications and social networks in learning • Collaborative learning systems (Wikis, Google Docs)

- Games Based Learning
- Online platforms for Quizzes (eg Kahoot, Quizzes, Google Forms)
- Gamification
- Virtual and augmented reality in learning
- Analysis of educational data and extraction of knowledge from educational environments (Learning analytics and Educational Datamining)

Also, in the course the student will be taught the basic learning theories and the role of new technologies with special emphasis on the Cognitive Theory of Multimedia Learning.

The course will also analyze case studies where innovative and effective technologies and methods have been applied in schools and educational institutions.

The aim of the course is for the student to get a complete picture of how new technologies affect the educational process today and how they are expected to shape education in the near future.

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

- know and be able to categorize and evaluate the various application technologies in education as well as to distinguish the differences between them.
- judge, select and combine the appropriate technologies that can be applied in different educational environments and at different levels and types of education (eg pre-school education, primary, secondary, tertiary, special education, adult education, ex. distance learning etc.).
- evaluate and compare educational technologies according to the desired field of application.
- know the basic theories of learning and to apply the principles of these theories in the design of educational material
- adapt his knowledge to an environment where new technologies in education are constantly evolving.

General Skills

- Teamwork
- Decision making
- Creativity
- Critical thinking
- Free, creative and inductive thought
- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- History of the evolution of educational technologies
- Learning theories, Cognitive Theory of Multimedia.
- Interactive multimedia applications in education
- Educational applications that combine education and entertainment (game-centered learning - edutainment), education with intelligent games (Serious Games),
- Virtual and Augmented reality in education. VR and AR creation environments.
- Learning and Learning Management Systems (LMS)
- Intelligent Learning Systems (Intelligent Tutoring Systems) and Adaptive Hypermedia Systems (Adaptive Hypermedia Systems)
- Massive open online courses (Coursera, eDX, Khan Academy)
- Video learning and interactive videos
- Interactive platforms (e.g. H5P)
- Quiz creation software (eg Kahoot, Quizzes, Google Forms)
- Learning using mobile devices (Mobile Learning)

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class
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USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Students work with web site design and development software.</p> <p>Support of the learning process through the e-class platform</p> <p>Support of the learning process through multimedia video-courses.</p>																		
TEACHING METHODS AND ORGANIZATION	<table border="1"> <thead> <tr> <th data-bbox="730 454 1058 488"><i>Method Description</i></th> <th data-bbox="1061 454 1390 488"><i>Semester work load</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="730 492 1058 521">Lectures</td> <td data-bbox="1061 492 1390 521">26</td> </tr> <tr> <td data-bbox="730 526 1058 589">Preparation for course attendance</td> <td data-bbox="1061 526 1390 589">19</td> </tr> <tr> <td data-bbox="730 593 1058 622">Lab exercises</td> <td data-bbox="1061 593 1390 622"></td> </tr> <tr> <td data-bbox="730 627 1058 725">Preparation for completing and presenting individual and team assignments</td> <td data-bbox="1061 627 1390 725">30</td> </tr> <tr> <td data-bbox="730 730 1058 759">Exam preparation</td> <td data-bbox="1061 730 1390 759">25</td> </tr> <tr> <td data-bbox="730 763 1058 792"></td> <td data-bbox="1061 763 1390 792"></td> </tr> <tr> <td data-bbox="730 797 1058 826">Total work load</td> <td data-bbox="1061 797 1390 826">100</td> </tr> <tr> <td data-bbox="730 831 1058 860"></td> <td data-bbox="1061 831 1390 860"></td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester work load</i>	Lectures	26	Preparation for course attendance	19	Lab exercises		Preparation for completing and presenting individual and team assignments	30	Exam preparation	25			Total work load	100		
<i>Method Description</i>	<i>Semester work load</i>																		
Lectures	26																		
Preparation for course attendance	19																		
Lab exercises																			
Preparation for completing and presenting individual and team assignments	30																		
Exam preparation	25																		
Total work load	100																		
ASSESSMENT	<p>Project work (0-40%)</p> <p>Final Examination (60 - 100%) that may include:</p> <ul style="list-style-type: none"> - Short answer questions – - Essay questions – - Multiple choice questions – - Comparative analysis of theoretical issues - Case study questions 																		

5. RECOMMENDED READING

Suggested Bibliography:

- Digital technologies and learning of the 21st century, Tzimogiannis Athanasios, Kritiki Publications, 2019
- New technologies and education, Kotopoulos V.Thoma, 2015, GRIGORI PUBLICATIONS OE
- Flexible Learning, Dimitriadis Stavros N., Karagiannidis Charalambos, Pomportsis Andreas S., Tsiatsos Thrasyvoulos, 2007, Tziolas Publications

Related scientific journals:

- Selected articles from
- Proceedings of the Panhellenic conferences "Integration and use of ICT in the educational process" (CoR conferences).
- Proceedings of international conferences such as ICALT and from leading Scientific journals such as Computers in Education, British Journal of Educational Technology (BJET) etc.

CONTEMPORARY EUROPEAN HISTORY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION
LEVEL OF STUDY	UNDERGRADUATE

COURSE UNIT CODE	CDM 5244	SEMESTER OF STUDY	5th
COURSE TITLE	CONTEMPORARY EUROPEAN HISTORY		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims to examine the main economic, social, political and cultural components that shape the societies of European countries from the beginning of the twentieth century until today and to study the successive transformations that the societies of the European continent are experiencing. In this context, the balances and conflicts that Europe knows, the ideological parameters that accompany or prepare the national and social contradictions, the formation of nation-states and their role are studied.</p> <p>The aim is for the students to have understood after the end of the semester the basic sections of modern European History and the way in which they "marked" European culture and made the world in which we live today. Thus, history is not treated as a sum of information about a world that has left but a system of complementary or conflicting ideas and meanings that shape our perceptions of the present time and space. In other words, the aim of the course is to show students how History is constantly "present" in our daily lives, in the way we think and act today.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● know the basic historical events-sections of modern European history ● to be able to explain the basic characteristics of the most important mental currents of the 20th century ● understand how the confrontation of political ideologies has influenced the historical developments that have shaped modern Europe ● to evaluate historical events in terms of their impact on the creation of modern European culture
General Skills
<ul style="list-style-type: none"> ● Group Work / Independent Work ● Exercise criticism ● Promotion of free, creative and inductive thinking ● Work in an interdisciplinary environment

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The ideological heritage of previous centuries (Enlightenment, French Revolution, Industrial Revolution, emergence of communism) ● World War I (causes, characteristics, consequences). From empires to nation-states. ● October Revolution and the Importance of the Idea for a World Communist Revolution ● Interwar period, the League of Nations and the rise of fascism and Nazism ● World War II (causes, characteristics, consequences) ● Cold War and nuclear threat ● The end of the Cold War and European unification ● 11 September 11, 2001 and the New Threats (Rise of Religious Fantasticism and Global Terrorism)
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Analysis of case studies</td> <td>15</td> </tr> <tr> <td>Essay</td> <td>15</td> </tr> <tr> <td>Independent Study</td> <td>31</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Analysis of case studies	15	Essay	15	Independent Study	31	Total Workload	100
	<i>Method description</i>	<i>Semester Workload</i>											
	Lectures	39											
	Analysis of case studies	15											
	Essay	15											
	Independent Study	31											
Total Workload	100												
ASSESSMENT METHODS													
Essay (30%)													
Written Final Exam (70%)													

5. RECOMMENDED READING

- Recommended Book Resources:

- Serge Bernstein - Pierre Milza, History of Europe 3-Disintegration and Reconstruction of Europe, 1919 until today, Athens: Alexandria publications 1997 (French edition 1992).
- Eric Hobsbawm, The Age of Limbs. The short 20th century, 1914-1991, Athens: Foundation 2002 (1994 English edition).
- Burns E., European History, Introduction to the History and Culture of Modern Europe, Focus, 2006
- Mark Mazower, Dark Continent. The European 20th century, Athens: Alexandria publications 2001 (first English edition 1998).
- Gaillard, Jean-Michel Rowley, Anthony, History of the European continent: from 1850 to the end of the 20th century, I. Sideris, 2003
- Robert Frank, "European Civil Wars", in Glykatzi Arveler, Aymard, Maurice (ed.), The Europeans, Savvalas, 2003
- Tony Judt, Europe after the war, Athens: published by Alexandria 2012 (first English edition 2005).
- Davis, N. 2010. History of Europe, vol. II. Nefeli, Athens.

ADVERTISING

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5254	SEMESTER OF STUDY	5th
COURSE TITLE	ADVERTISING		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
Total		3	4
COURSE TYPE	Core Elective		
PREREQUISITES:	-		

TEACHING AND EXAMS LANGUAGE:	Greek
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBPAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The main purpose of the course is to understand the basic concepts and techniques used in advertising in order to be properly applied in professional practice. The course will address issues such as setting advertising goals, setting the advertising budget, cooperation between the company and the advertising agency and evaluating the effectiveness of advertising. At the same time, the course focuses on understanding the role of advertising in the context of the integrated communication strategy of companies and organizations. Emphasis is placed on creative design, the development and implementation of the creative idea through the understanding of theoretical concepts, case study analysis and the implementation of creative projects.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • understand the role of advertising through the use of traditional and new media for the promotion of a business or organization. • develop effective advertising programs in response to specific advertising goals. • understand all the stages of the creative idea implementation • evaluate the completeness and effectiveness of an advertising program. • evaluate parameters such as cost, effectiveness, appropriateness and choice of media in the design of advertising campaigns • compare and contrast different advertising programs through case study analysis
General Skills
<ul style="list-style-type: none"> • Teamwork • Decision making • Creativity • Critical skills • Free and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Integrated marketing communication strategy • Advertising as communication • Ad types • Determining the advertising budget • Advertising program development process • Setting the advertising goals • The hierarchical escalation of advertising results • The implementation of the creative idea: Types of advertising appeals • The outline and display of the ad • Design and development of creative text • Media planning • Evaluation and measurement of the effectiveness of advertising • Analysis of case studies related to the design of the advertisement, the creative idea, the advertising text, the display of the ad, etc.

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform

TEACHING METHODS	<i>Method Description</i>		<i>Semester workload</i>
	Lectures		39
	Preparation for course attendance		13
	Group project preparation and write-up		15
	Preparation of individual and group exercises		10
	Exam preparation		21
	Exams		2
	Total Workload		100
ASSESSMENT METHODS	I. End of semester written exam that includes: <ul style="list-style-type: none"> - Short essay questions - Long essay questions - Case study questions 		

5. RECOMMENDED READING

-Recommended Textbooks :

- Belch G., and Belch, M. (2018). Advertising and Promotion: An integrated marketing communications perspective (11th edition). McGraw-Hill
- Davis, J. (1997), Advertising Research: Theory & Practice (2nd Edition), Prentice Hall, Upper Saddle River, NJ.
- Adams, R. (2003), www.advertising: Advertising and Marketing on the World Wide Web (Design Directories), Watson – Guptill, New York.
- Jones, J. (1999), The Advertising Business: Operations, Creativity, Media Planning, Integrated Communications, Sage, Thousand Oaks, California.

-Recommended articles:

- Hatzithomas, L., Fotiadis, T. A., & Coudounaris, D. N. (2016). Standardization, Adaptation, and Personalization of International Corporate Social Media Communications. *Psychology & Marketing*, Vol.33, No. 1), pp. 1098-1105.
- Tsihla, E., & Zotos, Y. (2016). Gender portrayals revisited: searching for explicit and implicit stereotypes in Cypriot magazine advertisements. *International journal of advertising*, 35(6), 983-1007.
- Akbari, M. (2015). Different impacts of advertising appeals on advertising attitude for high and low involvement products. *Global Business Review*, 16(3), 478-493.
- Eisend, M., Plagemann, J., & Sollwedel, J. (2014). Gender roles and humor in advertising: The occurrence of stereotyping in humorous and nonhumorous advertising and its consequences for advertising effectiveness. *Journal of advertising*, Vol. 43, No. 3, pp. 256-273.
- Okazaki, S., & Taylor, C. R. (2013). Social media and international advertising: theoretical challenges and future directions. *International marketing review*, Vol. 30, No. 1, pp. 56-71.
- Werner, R., and Saffert, P. (2013), Creativity in Advertising: When It Works and When It Doesn't, *Harvard Business Review*, Vol. 91, No. 6, pp. 106-112.
- Ewing, M. (2013), The Good News About Television: Attitudes Aren't Getting Worse: Tracking Public Attitudes toward TV Advertising, *Journal of Advertising Research*, Vol.53, No.1, pp. 83-89.
- Zotos, Y. C., & Tsihla, E. (2014). Female stereotypes in print advertising: A retrospective analysis. *Procedia-social and behavioral sciences*, Vol. 148, pp. 446-454.
- Cheong, Y., De Gregorio, F., and Kim, K. (2010), The Power of Reach and Frequency in the Age of Digital Advertising, *Journal of Advertising Research*, Vol. 50, No.4, pp. 403-415.
- Farrall, N., and Whitelock, C. (2010), A Comparative Analysis of Advertising Characteristics, Strategy, Style and Form in Global and National Brand Advertising, *Journal of Marketing Communications*, Vol. 7, No. 3, pp. 125-136.

- Binet, L. and Field, P. (2009), Empirical Generalizations about Advertising Campaign Success, Journal of Advertising Research, Vol. 49, No. 2, pp. 130-133.

FRENCH LANGUAGE IN COMMUNICATION AND DIGITAL MEDIA II

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5264	SEMESTER OF STUDY	5th
COURSE TITLE	FRENCH LANGUAGE IN COMMUNICATION AND DIGITAL MEDIA II		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Interactive teaching		3	
<i>Total</i>		3	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK AND FRENCH		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to develop language skills in students in order to understand and produce written and spoken language in French, with an emphasis on French terminology for Communication Sciences and Digital Media.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • understand and produce spoken language in French in real-life communication with French speakers, • describe daily habits, • provide information about his work and place of residence, • present himself / herself, his / her studies, his / her interests, his / her professional experience, his / her plans for the future, • search the internet for information on French-speaking services, businesses, organizations, universities, • understand and follow instructions and instructions in French, • follow the news in French-language media, • be informed about cultural events in French-speaking countries, • understand authentic news texts, • understand and use in oral and written language concepts of communication and digital media in French, • produce short written texts to respond to everyday communication situations, using digital media, • to look for a job, postgraduate programs or training seminars in a French-speaking country.
General Skills
<ul style="list-style-type: none"> • Development of language communication skills in French, as provided for in the Common European

Framework of Reference for Level A2.

- Autonomous and team work.
- Search, analysis and synthesis of data and information using new technologies in order to understand and produce content.
- Respect for diversity and multiculturalism through the learning of the French language and French cultural elements.
- Promoting free, creative and inductive thinking.
- Adaptation to new situations through the development of communication relations with the French-speaking public.

3. COURSE CONTENTS

The interests and needs of the students are taken into account in determining the content of the course.

Indicative sections:

- Studying at a French-speaking university: participating in activities, submitting applications.
- I watch French and French-language news in print and electronic media.
- I am familiar with the terminology of the field of Communication and Digital Media.
- I understand the biography of a distinguished French-speaking scientist in my field, I present his scientific work.
- I am looking for a job, a postgraduate program or a training seminar in my specialty: searching for a job online, writing a CV and cover letter in French, preparing for an interview.
- Organization of a French-speaking event: definition of content in French, creative design, dissemination of information using digital media, communication with French-speaking partners.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Use of internet in teaching for enriching the lessons with online educational content, for access to authentic content, electronic dictionaries and translation tools.</p> <p>Use of audiovisual material for the development of comprehension and production of oral and written speech.</p> <p>Use a video projector in the room to view audiovisual material. Use of e-mail to communicate with students.</p> <p>Learning process support through the electronic platform e-class.</p>												
TEACHING METHODS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Method description</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Interactive teaching</td> <td style="text-align: center;">39</td> </tr> <tr> <td style="text-align: center;">Practical work on assimilation of language content and development of the desired skills</td> <td style="text-align: center;">21</td> </tr> <tr> <td style="text-align: center;">Writing individual or group optional work / study</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">Autonomous Study</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;">Total Workload</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Interactive teaching	39	Practical work on assimilation of language content and development of the desired skills	21	Writing individual or group optional work / study	10	Autonomous Study	30	Total Workload	100
<i>Method description</i>	<i>Semester Workload</i>												
Interactive teaching	39												
Practical work on assimilation of language content and development of the desired skills	21												
Writing individual or group optional work / study	10												
Autonomous Study	30												
Total Workload	100												
ASSESSMENT METHODS	<p>The final evaluation of the course results from the set of the following parameters:</p> <p>I. Written final exam in French which usually includes:</p> <ul style="list-style-type: none"> - Short answer questions - Free development questions - Text comprehension questions - Fill in the blanks questions - Multiple choice questions <p>II. Presence and participation in the course</p>												

	<p>III. Weekly written assignments related to the content of each teaching unit.</p> <p>IV. Optional presentation of individual or group work.</p> <p>The evaluation criteria are announced to the students from the 1st lesson and are accessible on the electronic platform e-class.</p>
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5. RECOMMENDED READING

- *Recommended Book Resources:*

- Alcaraz M. et al., 2017, À la une A2, Trait d'union Publications (Book Code in Eudoxus: 77118794)
- Tzanavari M., Goussios C., 2015, Dictionary of Greek-French economic and political terms, Publications of the University of Macedonia (Book Code in Eudoxus: 50658619)
- Delatour, Y., Jennepin, D., Leon-Dufour, M., Teyssier, B., 2015, Contemporary grammar of the French language, Ed. Patakis (Book Code in Eudoxus: 68402009)
- Baylocq Sassoubre M.-P. et al., 2017, À la une A2 Cahier d'activités, Publications Trait d'union (Book Code in Eudoxus: 77118846)
- Vlachou, M., Gousios, X., 2015, The français for specific objectives: L'Europe et le monde dans les internationales, Publications Da Vinci (Book Code in Eudoxus: 50657753)
- Mitchell M, Fleuranceau F., 2011, Pour parler affaires, KLETT Publications (Book Code in Eudoxus: 50661658).

ETHICS AND MORALITY IN COMMUNICATION

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5274	SEMESTER OF STUDY	5th
COURSE TITLE	ETHICS AND MORALITY IN COMMUNICATION		
COURSEWORK BREAKDOWN		WEEKLY TEACHING LOAD	ECTS Credits
Lectures		3	
Total		3	4
COURSE TYPE	Core Elective		
PREREQUISITES:	-		
TEACHING AND EXAMS LANGUAGE:	Greek		
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

The aim of the course is to introduce students to the regulatory principles and frameworks that govern communication and its distinct functions. The course examines issues related to the importance of ethics and in particular journalistic ethics as well as the ethical framework that governs the operation of the Mass Media Communication. Particular emphasis is placed on the ethical dimension of communication, emphasizing

principles and values that must be upheld in a civic state of justice taking into account business ethics. Ethical codes of conduct are presented and analyzed in individual branches of communication such as journalism, public relations, advertising, sales, etc.

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

- understand the ethical regime that governs communication functions.
- interpret any violations of the codes of conduct of the various communication functions.
- relate integrity to the ethical dimension of communication functions.
- compare codes of conduct for various communication functions so as to highlight similarities or differences.
- support professional communication models focusing on ethical behavior.

General skills

- Teamwork
- Decision making
- Critical thinking
- Free and inductive thinking
- Moral responsibility, professionalism and sensitivity towards gender issues

3. COURSE CONTENTS

Indicative sections:

- Introduction to the legal status of Mass Media
- Terms and conditions that govern the ownership status of Mass Media
- The National Broadcasting Council - Practical issues
- Importance and expediency of codes of conduct
- The concept of ethics
- Codes of conduct for journalists
- Codes of conduct for advertisers
- Codes of conduct for public relations executives
- Codes of conduct for sales executives
- Constitutional provisions and rights relating to freedom of expression and access to information
- Principles and values for a regulatory communication framework
- The model of communication practice by Habermas

4. TEACHING METHODS-ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for individual exercises</td> <td>12</td> </tr> <tr> <td>Group projects</td> <td>7</td> </tr> <tr> <td>Preparation for course attendance</td> <td>12</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total workload (hours)</td> <td>100</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester workload</i>	Lectures	39	Preparation for individual exercises	12	Group projects	7	Preparation for course attendance	12	Exam preparation	30	Total workload (hours)	100
<i>Method Description</i>	<i>Semester workload</i>														
Lectures	39														
Preparation for individual exercises	12														
Group projects	7														
Preparation for course attendance	12														
Exam preparation	30														
Total workload (hours)	100														
ASSESSMENT METHODS	<p>I. End of semester written exam that includes:</p> <ul style="list-style-type: none"> - Short essay questions - Long essay questions <p>II. Writing a text with journalistic logic about hate speech in the public sphere.</p>														

5. RECCOMENDED READING

-Recommended Textbooks :

- Tompkins, P. S., & Anderson, K. E. (2015). Practicing communication ethics: Development, discernment, and decision-making. Routledge.
- Iggers, J. (2018). Good news, bad news: Journalism ethics and the public interest. Routledge.
- Patterson, P., Wilkins, L., & Painter, C. (2018). Media ethics: Issues and cases. Rowman & Littlefield.
- Jacquette, D. (2016). Journalistic ethics: Moral responsibility in the media. Routledge.
- Frost, C. (2015). Journalism ethics and regulation. Routledge.
- Gripsrud, J. and Moe, H. (2010), The Digital Publicsphere: Challenges for Media Policy, Nordicom, Goteborg.
- Castendyk, O., Dommering, E. J., & Scheuer, A. (2008), European Media Law, Kluwer Law International.

-Recommended Articles:

- Pearson, R. (2017). Business ethics as communication ethics: Public relations practice and the idea of dialogue. In Public relations theory (pp. 111-131). Routledge.
- Díaz-Campo, J., & Segado-Boj, F. (2015). Journalism ethics in a digital environment: How journalistic codes of ethics have been adapted to the Internet and ICTs in countries around the world. Telematics and informatics, 32(4), 735-744.
- Bowen, S. A., & Prescott, P. (2015). Kant's contribution to the ethics of communication. Ethical Space: The International Journal of Communication Ethics, 12, 38-44.
- Drumwright, M. E., & Murphy, P. E. (2009), The Current State of Advertising Ethics: Industry And Academic Perspectives, Journal of Advertising, Vol. 38, No. 1, pp. 83-108.
- Tibor, M (2012), A Brief on the Ethics of Advertising, Advances in Management, Vol. 5, No. 10, pp. 30-33.
- Huang, Y. H. (2001), Should a Public Relations Code of Ethics Be Enforced?, Journal of Business Ethics, Vol. 31, No. 3, pp. 259-270.
- Fitzpatrick, K. R. (2002), Evolving Standards in Public Relations: A Historical Examination Of PRSA's Codes of Ethics, Journal of Mass Media Ethics, Vol. 17, No. 2, pp. 89-110.
- Whitehouse, G. (2010), Newsgathering and Privacy: Expanding Ethics Codes to Reflect Change in the Digital Media Age, Journal of Mass Media Ethics, Vol.25, No. 4, pp. 310-327.
- Kuhn, M. (2007), Interactivity and Prioritizing the Human: A Code of Blogging Ethics, Journal of Mass Media Ethics, Vol. 22, No. 1, pp. 18-36.
- Hafez, K. (2002), Journalism Ethics Revisited: A Comparison of Ethics Codes in Europe, North Africa, the Middle East, and Muslim Asia, Political Communication, Vol. 19, No. 2, pp. 225- 250.
- Laitila, T. (1995), Journalistic Codes of Ethics in Europe, European Journal of Communication, Vol. 10, No. 4, pp. 527-544.
- O'Boyle, E. J., & Dawson Jr, L. E. (1992), The American Marketing Association Code of Ethics: Instructions for Marketers, Journal of Business Ethics, Vol. 11, No. 12, pp. 921-932.

DEMOCRACY, PUBLIC CONTEXT, AND COMMUNICATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF SUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5284	SEMESTER OF STUDY	5th

COURSE TITLE	DEMOCRACY, PUBLIC SPHERE AND COMMUNICATION		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS Credits	
	Lectures	3	
	<i>Total</i>	3	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	Greek		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	<<eclass url>>		

2. LEARNING OUTCOMES

Learning Outcomes	
<p>The course examines the notion of Democracy, as an ideal and government system, focusing both on public debates and decision-making processes, which lead to the implementation of specific policies. The course examines different models of democracy and studies the challenges that democracy faces, due to globalization and the decrease in the power of the representational institutions and the nation states. In addition, the course approaches the notion of the public sphere in an interdisciplinary way, so as to discuss it in terms of analyzing (contemporary) social contexts. Last, this course outlines the importance of the internet and the recently emerged digital social media in the structure of the contemporary public sphere, putting emphasis on the emergence of grassroots social movements.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● acquire critical understanding of the notions of democracy and public sphere ● point out and critically assess the issues raised in contemporary democracies ● cultivate their critical thinking in terms of the (debatable) issues of public interest that emerge in the public sphere 	
General Skills	
<ul style="list-style-type: none"> ● Individual work ● Critical thinking ● Free, creative, and inductive thought 	

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The Athenian democracy of 5th century B.C. ● Representative democracy and modernity ● Models of democracy ● Democracy and globalization ● Democracy and post-democracy ● The notion of the public sphere ● Social media, fake news, and alternative truths ● Referenda, participatory democracy, and electronic governance ● Grassroots social movements in the digital age
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class
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	The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform								
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Individual study</td> <td>61</td> </tr> <tr> <td>Total Workload</td> <td>100</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Individual study	61	Total Workload	100
<i>Method description</i>	<i>Semester Workload</i>								
Lectures	39								
Individual study	61								
Total Workload	100								
ASSESSMENT METHODS	Mid-term assessment (30%) Final written exam (70%)								

5. RECOMMENDED READING

- Recommended Book Resources:

- Held, D. (1995), *Models of Democracy* (in Greek), Athens, Stachi.
- Crouch C. (2006), *Post-democracy* (in Greek), Athens, Ekkremes,
- McQuail D. (2001), «Mass Media and Public Interest» (in Greek), in Curran J., Gurevitch M. (eds.), *Mass Media and Society* (pp. 103-122), Athens, Patakis.
- Curran J. (2001) «Mass Media and Democracy», in Curran J. Gurevitch M. (eds.), *Mass Media and Society* (pp. 123-175), Athens, Patakis.
- Jenkins, Henry and Thornburn, David (2003)(eds), *Democracy and New Media*, The MIT Press, Cambridge, Massachusetts, London, England.
- Sassen S. (2009) *Sociology of globalization* (in Greek), Athens, Metechmeo.
- Fishkin, James, S. & Laslett, Peter (2003) (eds) *Debating Deliberative Democracy*, Malden, MA, USA, Oxford, UK, Victoria, Australia: Blackwell Publishing.
- Schmidt M (2004), *Theories of Democracy* (in Greek), Athens, Savvalas.
- Schmidt, Eric και Jared Cohen (2014). *The New Digital Age: Consequences on Nations, Entrepreneurship, and our Life* (in Greek). Athens, Diavlos.
- De Romilly, J. (2006) *The rise of the Republic in ancient Athens* (in Greek), Athens, To Asti.
- Cartledge, P. (2016), *Democracy. A life*, Oxford University Press
- Nye J. (2005), *Soft Power* (in Greek), Athens, Papazisis.
- Dahlgren, Peter & Olsson, Tobias “From Public sphere to Civic Culture: Young Citizens’ Internet Use” στο Butsch, Richard (ed) 2008 *Media and Public Spheres*. Houndsmills: Palgrave, Macmillan σελ. 198-210.
- Poulakidakos S., Veneti A., Rovisco M. (2021) “The Online Communication Strategies of a Small-Scale Social Movement: The Case of the Greek ‘Do Not Pay’ Social Movement”. In A. Karatzogianni, M. Schandorf and A. Ferra (eds.) “Protest Technologies and Media Revolutions: The Longue Duree” United Kingdom- North America- Japan- India- Malaysia- China: Emerald Publishing, pp. 227-239.
- Veneti and S. Poulakidakos (2021) Video-activism and small-scale resistance: The Visual Rhetoric of Youtube Videos by the Greek Anarchist Group Rouvikonas. In N. Crick (ed.) *The Rhetoric of Social Movements. Networks, Power and New Media*. Oxon, New York: Routledge, pp. 65-83.
- Rovisco M, Veneti A., Poulakidakos S. (2017) Anti-austerity protest and democratic vision: the struggle for a new politics- the case of the Greek “Do Not Pay” social movement. In Axford B., Gulmez D. B., Gulmez S. B. (eds.) *Rethinking Ideology in the Age of Global Discontent: Bridging Divides*. London: Routledge, pp. 32-47.

-Recommended Papers/Articles:

- Aveline, J. (2007), “Brand Europe” –Where Next, Place Branding and Public Diplomacy, Vol. 3, No. 2, pp. 115-119.
- Koopmans, R., & Erbe, J. (2004), Towards a European Public Sphere? Vertical and Horizontal Dimensions of Europeanized Political Communication, *Innovation: The European Journal of Social Science Research*, Vol. 17, No. 2, pp. 97-118

- Poulakidakos S., Veneti A., Fangonikolopoulos Ch. (2018) “Post-truth, propaganda and the transformation of the spiral of silence”, *International Journal of Media and Cultural Politics*, 14(3), pp. 367-382.
- Veneti A., Karadimitriou A., Poulakidakos S. (2016) *Media Ecology and the Politics of Dissent: Representations of the Hong Kong Protests in the Guardian and China Daily*, *Social Media+Society* 2(3), pp. 1-13.
- Veneti, A., Poulakidakos, S., Theologou, K. (2012) “The Greek Indignados through the domestic TV news bulletins”, *Revista Estudos em Comunicacao*, 12, December 2012.

THEORY AND DESIGN OF THREE DIMENSIONAL GRAPHICS FOR VIRTUAL ENVIRONMENTS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5294	SEMESTER OF STUDY	5th
COURSE TITLE	THEORY AND DESIGN OF THREE DIMENSIONAL GRAPHICS FOR VIRTUAL ENVIRONMENTS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM161/		

2. LEARNING OUTCOMES

Learning Outcomes

The course is an introduction to 3D graphics. 3D technologies today are present in various fields of application such as 3D graphics, 3D video, and animation, 3D scanning and printing, virtual reality, etc. The aim of this course is to make an extensive reference to the modern applications of 3D technology in a number of applications such as interactive multimedia, virtual and augmented reality, 3D games and 3D movies, and their principles of operation. In the course, students will be taught the theory of 3D graphics with an emphasis on 3D perspective creation techniques. Then they will be taught topics related to the capture of 3D objects, and more specifically the ways and material to achieve 3D scanning (e.g., with a scanner, with photos, etc.). It is worth mentioning that the Department of Communication and Digital Media has 3D scanning equipment, video camera equipment for 3D video capture as well as projection material (3D TV and projector).

Also, students, through laboratory exercises, will get familiarized with tools (hardware and software, such as Maya, 3D cinema, and/or Blender) for creating 3D graphics, 3D scanning, and 3D video capture and editing tools. Students will also perform a series of laboratory exercises and projects to create 3D graphics.

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

- know, compare and evaluate the different ways of 3D scanning and the 3D scanning technologies available today (scanning small and large objects, scanning spaces and geo-locations).
- create 3D graphics through 3D scanning.
- know the available technologies and software to optimize the scan result (add texture, correct imperfections, etc.)
- know, compare and evaluate the various software for creating 3D graphics (objects, virtual worlds, etc.)
- create 3D graphics using software, commercial (eg Maya, 3D cinema, 3D studio max) or open source (Blender, SketchUp).
- know the application fields of 3D graphics (virtual worlds, augmented reality, interactive applications in communication)
- judge and select the technologies for the development of 3D graphics that can help in communication (eg product marketing, highlighting of museum spaces, 3D display of cultural content, etc.)
- have the cognitive background to monitor and adapt to developments in 3D graphics technology.

General Skills

- Autonomous or Teamwork
- Decision making
- Creativity
- Critical thinking
- Promoting free and inductive thinking
- Work in an interdisciplinary environment
- Search, analysis, and synthesis of data and information, using the necessary technologies
- Production of new research ideas

3. COURSE CONTENTS

Indicative sections:

- The evolution of modeling technologies and the creation of 3D graphics
- Theory of three-dimensional graphics, creation, and modification of three-dimensional geometric shapes, rendering and surface mapping (image mapping)
- 3D scanning technologies and equipment
- 3D scanning techniques using a camera and appropriate software
- Software for modeling and creating 3D graphics.
- Carrying out laboratory exercises and completed tasks using modeling software-creation of 3D graphics (Maya, 3D cinema, Blender, Sketchup)
- 3D graphics application fields. 3D graphics in interactive multimedia, virtual and augmented reality, 3D video.
- Fields of application of 3D graphics in communication (advertising - promotion, information, education)

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	<p>Lectures in class</p> <p>The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.</p>
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Students come into contact with modeling and 3D graphics software as well as 3D scanning hardware and equipment.</p> <p>Learning process support through the electronic platform e-class.</p> <p>Learning process support with video lessons and instructional videos.</p> <p>Utilization of the internet, as students will be introduced to the theory of using specialized digital tools.</p>

TEACHING METHODS	<i>Method description</i>		<i>Semester Workload</i>
	Lectures		26
	Preparation for attending the course		12
	<i>Lab Exercises</i>		22
	Preparation and writing of individual or group work and presentation		159
	Exam preparation		25
	Total Workload		100
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (50% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (20% or 0%)</p> <ul style="list-style-type: none"> - Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester. <p>III. Laboratory exercises (30% or 0%).</p> <ul style="list-style-type: none"> - The laboratory part of the course will include an examination on the required skills that the student should have in software for the development of 3D graphics and 3D video processing. 		

5. RECOMMENDED READING

- Recommended Book Resources:

- N. Bilalis, E. Maravelakis (2020) CAD / CAM systems and 3D modeling, 3rd edition, Kritiki Publications. (In Greek)
- SIAKAS TH. SPYROS (2020), THREE-DIMENSIONAL ENVIRONMENTAL DESIGN 3D MODELING FOR ANIMATION, NIKITOPOULOS SARANTOS AND CO EU (In Greek)
- Randi L. Derakshani, Dariush Derakshani (2011), Autodesk 3ds Max Guide 2011, M. Giourdas Publications. (In Greek)
- John Edgar Park (2004) Understanding 3D Animation using Maya, Springer (In Greek)
- 3DS MAX 2012: PHOTO REALISM QUICKLY AND SIMPLY, MARGARITA NIKITA, KLEIDARITHMOS PUBLICATIONS LTD. (In Greek)
- 3D Studio Max 3 step by step Todd Peterson, Michael, Giourdas Publications. (In Greek)
- Kordonias, Vassilis, Creating 3D models, Key Number Publications, 2007. (In Greek)

- Additional teaching material:

- Lazarinis, Fotios, 3D Graphics & Design with 3ds MAX & BLENDER, Greek Academic Electronic Books - "Kallipos" Repository, 2015. (In Greek)
- Moustakas, Konstantinos Paliokas, Ioannis Tzovaras, Dimitrios Tsakiris, Athanasios, GRAPHICS AND VIRTUAL REALITY: Introduction of Greek Academic Electronic Books - "Kallipos" Repository, 2016. (In Greek)
- Beginning Blender [electronic resource], Lance Flavell, 2010, Apress Publications, HEAL-Link Springer ebooks
- 3D Visual Communications [electronic resource], SU, 2013, Wiley Publications, HEAL-Link Wiley ebooks

- Recommended Papers/Articles:

- Gao Y. (2013), Research of Efficiency of Computer 3D Animation, Applied Mechanics and Material, Vol. 421, pp. 672-675.

- Chen Y. Fang, K., Bu, W. Zhang, X., Lei, M. (2013), Research on animation design of growing plant based on 3D MAX technology, Proc. SPIE 8761, PIAGENG 2013: Image Processing and Photonics for Agricultural Engineering,
- Teran J, Sifakis E, Blemker S et al (2005) Creating and simulating skeletal muscle from the visible human data set. IEEE Trans Visualiz Comput Graph 11(3):317–328
- Yong J. (2014) Design and Implementation of 3D Facial Animation Based on MPEG-4, Proceedings of the 9th International Symposium on Linear Drives for Industry Applications, Volume 4 Lecture Notes in Electrical Engineering Volume 273, 2014, pp 753-759
- Liying Huang; Yijian Pei (2010), Film and television animation design based on Maya and AE, 3rd Int. Con. On Image and Signal Processing, Yantai 16-18 Oct, pp. 135-137
- Li, Y. (2006) 3D Character Animation Synthesis From 2D Sketches. In: Proceedings of the 4th international Conference on Computer graphics and Interactive Techniques in Australasia and Southeast Asia, pp. 81–90
- Hornung, A., Dekkers, E., Kobbelt, L. (2007) Character animation from 2D pictures and 3D motion data. ACM Trans. Graph. 26(1), 1–9.
- Jose´ Carlos Miranda, Xenxo Alvarez, Joao Orvalho, Diego Gutierrez, A. Augusto Sousa, Veronica Orvalho (2012) Sketch express: A sketching interface for facial animation, Computers & Graphics, Vol. 36(6), pp. 585-595.
- O. Au, C. Tai, H. Chu, D. Cohen-Or, and T. Lee, "Skeleton Extraction by Mesh Contraction," ACM Trans. on Graphics, 27(3), Aug. 2008.
- Q. Zheng, F.W.B. Li, Lau, W.H. Rynson (2010), Sketching-Based Skeleton Generation, 3rd Int. Conf. on Ubi-media Computing, Jinhua, 5-6 July, pp. 179-186.
- Robert Held, Ankit Gupta, Brian Curless, and Maneesh Agrawala. 2012. 3D puppetry: a kinect-based interface for 3D animation. In Proceedings of the 25th annual ACM symposium on User interface software and technology (UIST '12). ACM, New York, NY, USA, 423-434.

LANGUAGE AND DIGITAL MEDIA

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 5264	SEMESTER OF STUDY	5th
COURSE TITLE	LANGUAGE AND DIGITAL MEDIA		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	4
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Upon consultation with the teacher		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • have developed the ability to communicate in different communication conditions in a digital environment, • create multimodal content on digital media, • rate this content, • develop digital skills, • build a digital environment, • have the ability to gather and interpret relevant data within their field of knowledge to formulate judgments involving reflection on relevant scientific issues, • have developed knowledge acquisition skills necessary to pursue further studies with a high degree of autonomy, • communicate information, ideas, problems and solutions to both specialized and non-specialized audiences.
General Skills
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Adaptation to new situations • Autonomous work • Teamwork • Work in an interdisciplinary environment • Exercise criticism and self-criticism • Decision making • Promoting free, creative and inductive thinking

3. COURSE CONTENTS

<p>This course aims to develop students' access to media using digital technology, to understand and critically evaluate various aspects of these media and their content, to analyze creative language practices in a variety of digital environments, and to content production in digital environments. Briefly, the following sections will be developed:</p> <ul style="list-style-type: none"> • Categories of digital media, description of special features, access. • Critical analysis of messages in digital media. • Understand and produce different types of text depending on the digital medium and the communication situation. • Tools for the production of multimodal texts. • Creating a digital environment: using tools and building a digital environment (eg website). • Design and production of appropriate content for the above digital environment: content structure, text writing, font selection criteria, search and selection of images and icons, creation and processing of visual material, etc.
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of online resources to support and enrich teaching. Use of electronic tools. Use a video projector in the room to view audiovisual material. Use of e-mail to communicate with students. Teaching process support through the electronic platform e-class.										
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Writing individual or group optional work / study</td> <td>31</td> </tr> <tr> <td>Autonomous Study</td> <td>30</td> </tr> <tr> <td><i>Total Workload</i></td> <td><i>100</i></td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Writing individual or group optional work / study	31	Autonomous Study	30	<i>Total Workload</i>	<i>100</i>
<i>Method description</i>	<i>Semester Workload</i>										
Lectures	39										
Writing individual or group optional work / study	31										
Autonomous Study	30										
<i>Total Workload</i>	<i>100</i>										
ASSESSMENT METHODS	The final evaluation of the course results from the set of the following parameters:										

	<p>I. Written final examination which usually includes:</p> <ul style="list-style-type: none"> - Short answer questions - Free development questions - Multiple choice questions <p>II. Presence and participation in the course</p> <p>III. Optional presentation of individual or group work.</p> <p>The evaluation criteria are announced to the students from the 1st lesson and are accessible on the electronic platform e-class.</p>
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5. RECOMMENDED READING

- Recommended Book Resources:

- Doulkeri T., 2014, From television to new media and Greek society: collective volume, Athens: Papazisis Publications (Book Code in Eudoxus: 41958240)
- Bandimaroudis Philemon, 2011, Cultural communication, Kritiki Publications (Book Code in Eudoxus: 7657868)
- Kokkonis Michalis, Bandimaroudis Philemon, Paschalidis Grigoris (Ed.), 2010, Digital Media, Kritiki Publications (Book Code in Eudoxus: 11878)
- Kolodzy Janet, 2015, Journalism of Convergence, Key Number Publications (Book Code in Eudoxus: 50656343)
- Rodney H Jones, Alice Chik, 2015, Discourse and Digital Practices: Doing discourse analysis in the digital age, Routledge
- Kress G. & Van Leeuwen T., 2010, The reading of images: the grammar of visual design, Athens: Epikentro Publications (Book Code in Eudoxus: 58637)
- Garrett J.J., 2011, Basic elements of the user experience: design of websites with anthropocentric criteria, Athens: Klidarithmos Publications (Book Code in Eudoxus: 12533833)
- Goutsos D., Georgakopoulou A., 2011, Text and Communication, Athens: Patakis Publications (Book Code in Eudoxus: 12797194)
- Goutsos D., 2012, Language - Text, Variety, System, Athens: Kritiki Publications (Book Code in Eudoxus: 22712315)
- Pavlidou TH--S., 2015, Greek Language and Oral Communication, Institute of Modern Greek Studies (Book Code in Eudoxus: 59372622)
- Pavlidou TH.-S., 2008, Levels of linguistic analysis, Institute of Modern Greek Studies. (Book Code in Eudoxus: 3252)
- Claire Ch. - Babiniotis G., 2011, Concise Grammar of Modern Greek, Publications: Center for Lexicology (Book Code in Eudoxus: 12983310)
- Pavlidou TH--S., 2018, Questions-Answers in Oral Communication, Institute of Modern Greek Studies (Book Code in Eudoxus: 77107188)
- Miller, G., 1951, Language and Communication, New York, NY: McGraw-Hill.
- Mackridge P., Filippaki-Warburton E., 2007, Basic grammar of the modern Greek language, Patakis Publications (Book Code in Eudoxus: 21399)

THEORY AND DESIGN OF ANIMATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6115	SEMESTER OF STUDY	6th
COURSE TITLE	THEORY AND DESIGN OF ANIMATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Lab exercises		2	
<i>Total</i>		4	5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	https://eclass.uowm.gr/courses/CDM162/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to introduce the student to the genres and basic principles of creating two-dimensional animation and its evolution over time as well as to the genres and various techniques of creating 2D animation and the basic characteristics of animated films. The course delves into modern techniques used in animation creation and 2D animation design and production software. The course will also analyze case studies of good use of animation in communication (advertising, information, education). Students will also encounter commercial and/or open-source software for creating two-dimensional animation (e.g., After effects, Adobe Animate, Synfig) and producing visual effects through laboratory exercises and implementation of completed tasks.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Understand and compare the different types of animation, the basic principles of their creation and the advanced techniques used in the production process. • Evaluate and suggest the appropriate type of animation for the transmission of targeted messages for communication purposes (promotion, information and awareness, education). • Evaluate and select the appropriate software and techniques to create the desired animation. • Combine animation and visual effects production software in combination with vector graphic creation software that were taught in previous years. • Create different types of 2D animation (cel animation, keyframe animation) using appropriate software. • Adapt to the developments in the field of animation creation.
General Skills
<ul style="list-style-type: none"> • Autonomous or Teamwork • Decision making • Creativity • Critical thinking

- Promoting free and inductive thinking
- Work in an interdisciplinary environment
- Search, analysis, and synthesis of data and information, using the necessary technologies
- Production of new research ideas

3. COURSE CONTENTS

Indicative sections:

- History of the development of the animation
- The role of animation in communication
- The animation techniques (Pixillation, moving dolls, animation with plasticine, Cartoon animation etc.)
- Animation on the computer. Types of 2D computer animation (cel animation, path based animation)
- Techniques for creating animation on the computer such as key framing, rigging, motion recording, deformation (morphing, warping), simulation, etc.)
- 2D animation software (commercial & open source) (Adobe After Effects, Animate and Synfig, Blender)
- Online animation software.
- Create 2D animation animation (and animated gif) using appropriate software packages and other vector graphics software taught in previous semesters

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students come into contact animation design software (e.g., Adobe animate, After Effects, Synfig). Learning process support through the electronic platform e-class. Learning process support with video lessons and instructional videos. Utilization of the internet, as students will be introduced to the theory of using specialized digital tools.														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for attending the course</td> <td>19</td> </tr> <tr> <td><i>Lab Exercises</i></td> <td>26</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the course	19	<i>Lab Exercises</i>	26	Preparation and writing of individual or group work and presentation	24	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	26														
Preparation for attending the course	19														
<i>Lab Exercises</i>	26														
Preparation and writing of individual or group work and presentation	24														
Exam preparation	30														
Total Workload	125														
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (50% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (20% or 0%)</p> <ul style="list-style-type: none"> - Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester. 														

III. Laboratory exercises (30% or 0%).

- The laboratory work will include an examination of the required skills that the student should have in animation design software

5. RECOMMENDED READING

- Recommended Book Resources:

- Eleni Mouri, (2009) Frame by Frame, Nexus publications (In Greek)
- G. Vassiliadis, (2007) Animation-The animation, Capricorn (In Greek)
- T. White, (1989) The animated sketch, Dudumi (In Greek)
- George Pleios, (1993) "Animation and artistic communication", Delfini (In Greek)
- Adobe After Effects CC Step by Step (2019), Brie Gyncild, Lisa Fridsma, Giourda Publications (In Greek)
- Adobe Creative Team (2013), Adobe Flash CS6 Professional Step by Step. (In Greek)
- Zahra, Dowlatabadi, Catherine, Winder, (2011), Producing Animation
- Marcia, Kuperberg, (2002), A Guide to Computer Animation

- Additional Teaching Material:

- Lazarinis, Fotios (2015), Theory of Digital 3D Graphics & Drawing, Greek Academic Electronic Textbooks and Aids - "Kallipos" Repository (In Greek)
(<https://repository.kallipos.gr/handle/11419/2050>)
- Rodriguez D. (2012), Animation Methods, CreateSpace Independent Publishing Platform.
- Winder, C., Dowlatabadi, Z., (2011), Producing Animation, Focal Press
- Romanelli D. (2005) Draw the Looney Tunes, Chronicle Books.
- Goldberg E. (2008) Character Animation Crash Course, Silman-James Press.
- Parent R. (2012) Computer Animation: Algorithms and Techniques, Morgan Kaufman, MA, USA.
- Krasner Jon (2013) Motion Graphic Design: Applied History and Aesthetics, Focal Press, Burlington.
- Blair, P., (1989) Cartoon animation, Walter Foster Publishing
- Lasseter, J., (1987) Principles of Traditional Animation Applied to 3D Computer Animation ", Computer Graphics, pp. 35-44, July, SIGGRAPH 87.
- Richard Williams, (2001) The animator's survival kit, Faber and Faber
- Siakas, S., (2006). The Methodology for the Development of an Animation Educational Project. Drama Short Film Festival.
- Thomas, F., & Johnston, O., (1981), Disney Animation, The illusion of life. Abbeville
- Whitaker, H., Hallas, J., (1990) Timing for animation, Focal press

- Recommended Papers/Articles:

- Gao Y. (2013), Web Animation Design Teaching Based on Reverse Analysis Method, Proceedings of the 2nd International Conference on Green Communications and Networks 2012 (GCN 2012): Volume 2, Lecture Notes in Electrical Engineering Volume 224, 2013, pp 793-800
- Xiaoping Liu; Li, Lin; Lu, Jinting; Du, Lin; Shen, Guangting (2010), A preliminary study on collaborative methods in animation design, 14th Int. Conf. on Computer Supported Cooperative Work in Design, Shanghai, pp 764-771
- J. Pan, J.J. Zhang (2011), Sketch-Based Skeleton-Driven 2D Animation and Motion Capture, Transactions on Edutainment VI, Lectures Notes on Computer Science 675, pp. 164-181.
- Daniel Fallman and Camille Moussette. (2011). Sketching with stop motion animation Interactions 18 (2), pp. 57-61.
- Tingting Yin; Danli Wang; Kun Yu; Hao Wang (2010), Sketch Animation Techniques and Applications Based on Mobile Devices, Asia Pacific Conf. on Wearable Computing Systems, 17-18 Apr. Shenzhen, pp. 78-81.
- Moscovich, T., Hughes, J.F. (2003) Animation sketching: An approach to accessible animation. Technical report, Brown University.
- Davis R., (2002) Sketch Understanding in Design: Overview of Work at the MIT AI Lab, 2002 AAAI Spring Symposium on Sketch Understanding, 24-31.

- Brad Myers, Sun Young Park, Yoko Nakano, Greg Mueller, Andrew Ko (2008) How Designers Design and Program Interactive Behaviors, IEEE Symposium on Visual Languages and Human-Centric Computing, pp. 177-184

ONLINE GOVERNANCE, ONLINE DEMOCRACY, AND POLITICAL CAMPAIGNS ON THE INTERNET

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6124	SEMESTER OF STUDY	6th
COURSE TITLE	ONLINE GOVERNANCE, ONLINE DEMOCRACY, AND POLITICAL CAMPAIGNS ON THE INTERNET		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
			5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The subject of the course is the study of the digital maturation of national and European public bodies, organizations and services in terms of e-government and e-Democracy as well as the study of the use of new technologies for Political Campaigns. More specifically, the purpose is to study: (a) the requirements for organizational change, (b) the study and evaluation of digital applications to increase citizen participation, (c) the study and evaluation of transparency in decision-making and cooperation in (d) improving the provision of services to citizens and businesses, and (e) international, European and national e-government policy development; (f) international and national online political campaigns level as well as in periods of pre-election or parliamentary action.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • know how the internet has changed the way government and individual public bodies communicate with citizens • present the basic functions of public administration and the redesign of administrative procedures and how the internet has transformed and strengthened the democratic process • appreciate the benefits of digital maturation in improving public services and developing one-stop shops for citizens and businesses

<ul style="list-style-type: none"> ● know interoperability standards and explains interoperability models at national and cross-border level ● explain what knowledge management and e-government, e-democracy, e-participation, e-voting, and e-public consultation mean. ● evaluate online services and the use of digital media by government agencies and agencies ● compare and contrasts through case studies e-government programs and applications ● know the framework of e-government in the European Union. ● design and implements Internet Political Campaigns
General Skills
<ul style="list-style-type: none"> ● Exercise criticism ● Teamwork ● Adaptation to new situations ● Search, analysis and synthesis of data and information, using the necessary technologies ● Work in an interdisciplinary environment ● Promoting free, creative and inductive thinking ' ● Search, analysis ● Production of new research ideas

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● European and National e-Government Strategy ● Maturity levels of e-government ● Factors for a successful transition to e-government ● International Criteria for Assessing Digital Maturity of Public Sector and Services ● Risks of security and invasion of privacy through the use of e-government services ● Content and evaluation criteria of the E-Government Development Index (EGDI) ● Interoperability, transparency and open data in e-government ● Methods for developing interoperable models ● National open data policy ● Types of open public data and transparency ● Electronic participation of citizens in decision making (E-participation, e-voting, e-public consultation) ● Information infrastructure of the Greek public sector (Public sector network and central computing infrastructure) ● Government e-services ● Cases of Political Campaigns on the Internet

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class.												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay Design</td> <td>13</td> </tr> <tr> <td>Essay</td> <td>36</td> </tr> <tr> <td>Independent Study</td> <td>37</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Essay Design	13	Essay	36	Independent Study	37	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	39												
Essay Design	13												
Essay	36												
Independent Study	37												
Total Workload	125												
ASSESSMENT METHODS	<p>I. Written final exam (70%) which includes:</p> <ul style="list-style-type: none"> - Essay development questions - Multiple choice questions - Short answer questions <p>II. Essay (30%)</p>												

5. RECOMMENDED READING

- Recommended Book Resources:

- M.Z. Sobaci (2016) *Social Media and Local Governments*, Springer International Publishing, Code Eudox 75492622
- B. Patrut, M. Patrut (2014) *Social Media in Politics: Case Studies on the Political Power of Social Media*, Springer International Publishing, Code Eudox 73254738
- Gohar F. Khan (2017) *Social Media for Government*, Springer Singapore, Code Eudox 75492623
- S. Nepal, C. Paris, D. Georgakopoulos (2015). *Social Media for Government Services*, Springer International Publishing, Code Eudoxus 73266705
- Bertot, J., Jaeger, P.T., Grimes J.M. (2010). Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies, *Government Information Quarterly*, Vol 27 (3), pp. 264-271.
- Costopoulou, C., Ntaliani, M., Karetos, S., Tambouris, E. & Tarabanis, K. (2011). Towards Electronic and Mobile Government Service Provision for Agriculture, in Zacharoula Andreopoulou, Basil Manos, Nico Polman, Davide Viaggi (eds), *Agricultural and Environmental Informatics, Governance and Management: Emerging Research Applications*, IGI-Global, USA, pp 262-286
- Al-Qawasmeh, E. (2011). Assessment of the Jordanian E-Government: An Empirical Study, *Journal of Emerging Trends in Engineering and Applied Sciences (JETEAS)*, 2 (4): 594-600.
- Hujran, O., Debei, M., Chatfield, A., Migdadi, M. (2015). The imperative of influencing citizen attitude towards e-government adoption and use. *Computers in Human Behavior*, 53: 189-203.
- Lee, B.L., Porumbescu, G. (2019). Engendering inclusive e-government use through citizen IT training programs, *Government Information Quarterly*, 36 (1): 69-76.
- Mergel, I. (2012): *Social Media in the Public Sector: Participation, Collaboration, and Transparency in a Networked World*, Jossey-Bass / Wiley, San Francisco, CA.
- Mergel, I. & Greeves, W. (2012). *Social Media in the Public Sector Field Guide: Designing and Implementing Strategies and Policies*, Jossey-Bass / Wiley, San Francisco, CA.
- Mergel, I. (2011). *Using Wikis in Government: A Guide for Public Managers*, IBM - The Center for the Business Government
<http://www.businessofgovernment.org/sites/default/files/Using%20Wikis%20in%20Government.pdf>
- Ntaliani, M., Costopoulou, C., Karetos, S., Tambouris, E., Tarabanis, K. (2009). Agricultural e-government services: An implementation framework and case study, *Computers and Electronics in Agriculture*, Vol 7, Issue 2, pp. 337- 347.
- Putra, D., Azmi Jasmi, K., Basiron, B., Huda, M., Maselena, A., Shankar, K., Aminudin, N. (2018). Tactical steps for e-government development. *International Journal of Pure and Applied Mathematics*, 119 (15): 2231-2258.
- Rana, N., Dwivedi, Y. (2015). Citizen's adoption of an e-government system: Validation extended social cognitive theory (SCT). *Government Information Quarterly*, 32 (2): 172-181.
- Janssen, M., Rana, N., Slade, E. & Dwivedi, Y. (2017). Trustworthiness of digital government services: deriving a comprehensive theory through interpretive structural modeling, *Public Management Review*, 20 (5): 647-671.
- Yannas, P. & Lappas, G. (2013). *E-Government and E-Democracy in Local Greek Government*. In Gouliamos, K, Theoharous, A., Newman P. (eds) *Political Marketing: Strategic Campaign Culture*, Routledge Taylor and Francis
- Yannas, P. & Lappas, G. (2010). *Evaluating Local E-Government: A Comparative Study of Greek Prefecture Websites*. In Safeullah Soomro (Ed.), *E-learning experiences and future*, ISBN: 978-953-307-092-6, INTECH
- Venkatesh, V., Thong, J., Chan, F., Hu, P (2016). Managing citizens 'uncertainty in e-government services: The mediating and moderating roles of transparency and trust. *Information Systems Research*, 27 (1) <https://doi.org/10.1287/isre.2015.0612>
- General Secretariat for Digital Policy (2016). *National Digital Strategy 2016-2021*. Ministry of Digital Policy, Telecommunications and Information.
- Georgiadou E., Triantafyllou Ev., Economidis An. (2010). *e - Economy-Trade-Marketing-Governance*. Athens: Tziola Publications.
- European Commission (2016). *EU e-Government Action Plan 2016-2020. Accelerating the digital transformation of governance*. Brussels 19.4.2016. COM (2016) 179 final.
- European Commission (2019). *Digital Economy and Society Index (DESI)*.

- European Commission (2017). Europe Digital Progress Report (EDPR) for 2017.
- Paraskevas, M., Asimakopoulos, G., Triantafyllou, V. (2015). Information society. [electric book] Athens: Association of Greek Academic Libraries. Available at: <http://hdl.handle.net/11419/378>
- Pomportsis A. (2006) Introduction to e-government (E-government), Tziola Publications

-Related scientific journals:

- Information Technology and Politics, Taylor and Francis
- Government Information Quarterly, Elsevier
- Journal of E-Governance, IOS Press
- EGOV Conference Proceedings

POLITICS AND CULTURE

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6225	SEMESTER OF STUDY	6th
COURSE TITLE	POLITICS AND CULTURE		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
			5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	Greek		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	<<eclass url>>		

2. LEARNING OUTCOMES

Learning Outcomes

The course studies the political phenomenon in different cultural contexts. More specifically, it focuses on the ways in which human societies in different historical times allocate the available resources and organize relations of power. Special emphasis is given to the era of modernity and how politically different versions of Western Civilization have evolved. This course follows an interdisciplinary approach and makes use of conceptual tools from the fields of History, Political Science, Social Anthropology and Sociology.

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

- know in depth the different aspects of the political phenomenon as it is determined historically and socially
- define the concepts civilization and culture and distinguish their differences.
- explain the interaction of politics with religious beliefs and practices and the mentalities and values of different societies
- understand how different cultures are linked to specific political practices (involving either compromise or violent conflict)

General Skills
<ul style="list-style-type: none"> ● Individual work ● Critical thinking ● Free, creative, and inductive thought ● Respect to multi-culturalism and difference

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The concepts of culture and politics ● The political phenomenon in food-collecting societies. ● The political organization of the first organized rural societies (Ancient Egypt, Mesopotamia, etc.) ● The legitimacy of state power through religion and religious rituals ● From the Renaissance to the European Enlightenment: The Advent of Modernity and Its Significance ● Political liberalism and democratic regimes ● The gradual domination of nation-states and the emergence of the importance of a common language for the political organization of human societies ● Colonialism and Orientalism ● Gender relations depending on the cultural context and the development of the feminist movement

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform								
TEACHING METHODS	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Individual study</td> <td style="text-align: center;">86</td> </tr> <tr> <td>Total Workload</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Individual study	86	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>								
Lectures	39								
Individual study	86								
Total Workload	125								
ASSESSMENT METHODS	Mid-term assessment (30%) Final written exam (70%)								

5. RECOMMENDED READING

<p>- Recommended Book Resources:</p> <ul style="list-style-type: none"> ● Heywood A. (2006) Introduction to Politics (in Greek). Athens, Polis. ● Heywood A. (2007) Political ideologies (in Greek). Athens, Epikentro. ● Minogue, K. (2006) Politics (in Greek). Athens, Ellinika Grammata. ● Enzensberger M., H. (2000) Politics and Culture (in Greek). Athens, Scripta. ● Burke P. (2009) What is cultural history? (in Greek) Athens, Metechmio. ● Michail D. (2003) Worlds that get lost (in Greek). Thessaloniki, Ant. Stamouli. ● Hall S. and Gieben B. (eds.) (1992), The Formations of Modernity. London, Wiley. ● Lewellen, T.C. (2009). Political Anthropology: An Introduction (in Greek). Athens, Kritiki. ● Smith P. (2006) Cultural Theory: An introduction (in Greek). Athens, Kritiki. ● Huntington S. (2001) The Clash of Civilizations and the Remaking of World Order (in Greek). Athens, Terzopoulos. ● Weber M. (2006) The Protestant Ethics and the spirit of capitalism (in Greek). Athens, Gutenberg. ● Athanassiou A. (ed.) 2006. Feminist Theory and Cultural Criticism (in Greek). Athens, Nissos. ● Finley M. (1996) Politics in the Ancient World (in Greek). University of Crete Publishing. ● Stoker G. (2009) Why Politics matters (in Greek). Athens, Kastaniotis. ● Geertz, C. (2003) The Interpretation of Cultures (in Greek). Athens, Alexandria. ● Laqueur T. (2003) Constructing the Gender (in Greek). Athens, Polytropon. ● Said W. E. (1996) Orientalism (in Greek). Athens, Nefeli.

<ul style="list-style-type: none"> Joy H. (2011). The worlds we share: An Introduction to Cultural and Social anthropology (in Greek). Athens, Kritiki. <p><i>-Recommended Journals:</i></p> <ul style="list-style-type: none"> History and Anthropology International Political Anthropology Political and Legal Anthropology Review

MEDIA RELATIONS IN THE DIGITAL AGE

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF SUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6235	SEMESTER OF STUDY	6th
COURSE TITLE	MEDIA RELATIONS IN THE DIGITAL AGE		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
<p>The purpose of this course is to familiarize students with the ways through which public relations and communication practitioners of organizations are managing their relations with the media and journalists in order to multiply the communication channels and enhance the positive publicity of their organization. The theories of agenda building, and agenda setting are analyzed highlighting the role of public relations as information subsidies. The course emphasizes on the changes in the media landscape that affect the practice of public relations. The various traditional and new media tools that public relations practitioners can utilize to approach media professionals are presented and analyzed.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> understand the emerging new media landscape in Greece and abroad. discuss the new trends in media relations. interpret the agenda building and agenda setting theories in the context of new media relations. differentiate the various new tools for managing the relations with journalists. formulate media relations programs incorporating new research techniques and digital tactics. assess the effectiveness and impact of media relations programs involving both conventional and new media tools based on a thorough analysis of case studies. 	
General Skills	<ul style="list-style-type: none"> Teamwork Decision making Critical thinking

- Creativity
- Free, creative and inductive thought
- Search and analysis
- Demonstrate social, professional and ethical responsibility as well as gender sensitivity

3. COURSE CONTENTS

The course is organized around topics such as:

- Media Relations: concept and goals
- The journalist-PR Practitioner relationship.
- New trends in media relations
- Theoretical Frameworks in Media Relations: Framing, Information Subsidies, Agenda-building and setting, Priming.
- Media Landscape in Greece and abroad.
- Media Relations program.
- Online media relations tools: email news release, social media news release, online newsrooms, social media newsroom, newsletter, press kit, online press kit, online news conferences.
- Media Metrics and Assessment of Media Plans.
- Case studies.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<ul style="list-style-type: none"> • Learning process support through the electronic platform e-class 																
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Research on the internet and study</td> <td>12</td> </tr> <tr> <td>Preparation for attending the course</td> <td>12</td> </tr> <tr> <td>Preparation and writing of individual or group project and presentation</td> <td>20</td> </tr> <tr> <td>Preparation and writing of (individual or group) assignments on case studies</td> <td>12</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Research on the internet and study	12	Preparation for attending the course	12	Preparation and writing of individual or group project and presentation	20	Preparation and writing of (individual or group) assignments on case studies	12	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>																
Lectures	39																
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Preparation for attending the course	12																
Preparation and writing of individual or group project and presentation	20																
Preparation and writing of (individual or group) assignments on case studies	12																
Exam preparation	30																
Total Workload	125																
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination which could include:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions <p>II. Student participation in lectures, individual or group projects and exercises.</p>																

5. RECOMMENDED READING

- *Recommended Book Resources:*

- Howard, C., Mathews, W., and Horsley, S. (2021), *On Deadline: Managing Media Relations* (6th Edition), Waveland Press Inc.
- Supa, D. W., & Zoch, L. M. (2021). *Strategic Media Relations in the Age of Information: An Evidence-based Approach*. Oxford University Press.

- Smith, R. D. (2019). *Becoming a public relations writer: Strategic writing for emerging and established media*. Routledge.
- Newsom, D. and Haynes, J. (2017), *Public Relations Writing: Strategies and Structures (11th Edition)*, Cengage Learning.
- Johnston, J. (2013), *Media Relations: Issues and Strategies (2nd Edition)*, Allen and Unwin.
- Wilcox, D. and Reber, R. (2014), *Public Relations: Writing and Media Techniques*, Pearson Education Limited.

-Recommended Papers/Articles:

- Clementson, D. E. (2019). Do public relations practitioners perceptually share ingroup affiliation with journalists?. *Public Relations Review*, 45(1), 49-63.
- Koch, T., Obermaier, M., & Riesmeyer, C. (2020). Powered by public relations? Mutual perceptions of PR practitioners' bases of power over journalism. *Journalism*, 21(10), 1573-1589.
- Fisher, C., Park, S., & Lee, J. Y. (2019). Who writes a press release? Changing audience perceptions of journalists as marketers of news, not just reporters. *Journalism*, 1464884919847803.
- Obermaier, M., Koch, T., & Riesmeyer, C. (2018). Deep impact? How journalists perceive the influence of public relations on their news coverage and which variables determine this impact. *Communication research*, 45(7), 1031-1053.
- Zerfass, A., & Schramm, D. M. (2014). Social Media Newsrooms in public relations: A conceptual framework and corporate practices in three countries. *Public Relations Review*, 40(1), 79-91.
- Bruce, S. (2012). Modern media relations and social media newsrooms. *Share This: The Social Media Handbook for PR Professionals*, 101-111.
- Verčič, A. T., & Colić, V. (2016). Journalists and public relations specialists: A coorientational analysis. *Public Relations Review*, 42(4), 522-529.
- Macnamara, J., Lwin, M., Adj, A., & Zerfass, A. (2016). 'PESO' media strategy shifts to 'SOEP': Opportunities and ethical dilemmas. *Public Relations Review*, 42(3), 377-385.
- Zerfass, A., Verčič, D., & Wiesenberg, M. (2016). The dawn of a new golden age for media relations?: How PR professionals interact with the mass media and use new collaboration practices. *Public relations review*, 42(4), 499-508.
- Alfonso, G. H., & de Valbuena Miguel, R. (2006). Trends in online media relations: Web-based corporate press rooms in leading international companies. *Public Relations Review*, 32(3), 267-275.
- Sissons, H. (2016). Negotiating the News: Interactions behind the curtain of the journalism–public relations relationship. *Journalism Studies*, 17(2), 177-198.
- Jackson, D., & Moloney, K. (2016). Inside churnalism: PR, journalism and power relationships in flux. *Journalism Studies*, 17(6), 763-780.
- Waters, R. D., Tindall, N. T., & Morton, T. S. (2010). Media catching and the journalist–public relations practitioner relationship: How social media are changing the practice of media relations. *Journal of Public Relations Research*, 22(3), 241-264.
- DeLorme D, Fedler F (2003). "Journalists' hostility toward public relations: an historical analysis", *Public Relations Review* 29, 99-124.
- Cheng, Y., Huang, Y. H. C., & Chan, C. M. (2017). Public relations, media coverage, and public opinion in contemporary China: Testing agenda building theory in a social mediated crisis. *Telematics and Informatics*, 34(3), 765-773.
- Bajkiewicz, T. E., Kraus, J. J., & Hong, S. Y. (2011). The impact of newsroom changes and the rise of social media on the practice of media relations. *Public Relations Review*, 37(3), 329-331.
- Kiousis, S., Popescu, C., & Mitrook, M. (2007). Understanding influence on corporate reputation: An examination of public relations efforts, media coverage, public opinion, and financial performance from an agenda-building and agenda-setting perspective. *Journal of Public Relations Research*, 19(2), 147-165.
- Kiousis, S., Popescu, C., & Mitrook, M. (2007). Understanding influence on corporate reputation: An examination of public relations efforts, media coverage, public opinion, and financial performance from an agenda-building and agenda-setting perspective. *Journal of Public Relations Research*, 19(2), 147-165.
- Carroll, C. E., & McCombs, M. (2003). Agenda-setting effects of business news on the public's images and opinions about major corporations. *Corporate reputation review*, 6(1), 36-46.

- Scheufele, D, Tewksbury(2007).”Framing, Agenda Setting and Priming: The Evolution of Three Media Effects Models,” , Journal of Communication, 57, 9-20.

CYBERSPACE CULTURE

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6245	SEMESTER OF STUDY	6th
COURSE TITLE	CYBERSPACE CULTURE		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	OPTIONAL MANDATORY		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course addresses the individual's identity construction in the digital world through an in depth understanding of web and social networking experience. The study includes, inter alia, the cognitive, emotional and behavioral reactions on the internet due to the use of different digital communication forms. Concerns will be raised about the ways internet acts as an interface in self-perception, along with the consequences of the anonymity on the web on personal identity. In parallel, issues about networking and multicultural communication through internet communication, ethics, science, and internet esthetics, are to be addressed. Meanwhile we will investigate the potential limits between human and digital life.</p> <p>Upon successful completion of the course students will be able to :</p> <ul style="list-style-type: none"> • Appreciate the complexity and the emerging correlation between the identity configuration and cyberspace virtual reality • Perceive the concepts of digital self and virtual community • Assess through critical and creative thinking the value of internet new technologies and the growing interference of human in the future • Understanding the philosophical implications of the new cyberspace culture • Make a critical evaluation about the impact of modern digital world on technology, ethics, esthetics and science.
General Skills

- Teamwork
- Decision making
- Critical thinking
- Promoting free and inductive thinking

3. COURSE CONTENTS

Indicative sections:

- The internet and the user
- Culture and subculture on the Internet
- Information storm
- Crowd creation
- Popular movements on the internet
- Wiki culture
- Loneliness and connection on digital reality
- Virtual communities
- Internet policy
- Internet broadband

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class.														
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the course</td> <td>20</td> </tr> <tr> <td>Small group essay writing</td> <td>16</td> </tr> <tr> <td>Analysis of case studies in small groups</td> <td>20</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the course	20	Small group essay writing	16	Analysis of case studies in small groups	20	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	39														
Preparation for attending the course	20														
Small group essay writing	16														
Analysis of case studies in small groups	20														
Exam preparation	30														
Total Workload	125														
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements. <p>II. Group Work and presentation</p> <ul style="list-style-type: none"> - Student participation during the semester, which will be assessed through homework or assignments, or a progressive assignment given by the instructor during the semester. 														

5. RECOMMENDED READING

- *Recommended Book Resources:*

- Koskinas, A. and Brailas A. (2015), The culture of the internet: The collective narrative of a networked life, Published by: Laboratory of Potential Reality Department of Psychology, Panteion University Athens
- Castells, M. (2005). The internet galaxy: Reflections on the internet, business and society, Kastaniotis Publications, Athens
- Gordo-Lopez, A. and Parker, I. (2008). Cyberpsychology, Papazisis Publications, Athens
- Spyridakis, M., Koutsoukou, I. and Marinopoulou, A. (2018). Cyber Society, Sideris Publications

- Kokkonis, M., Bandimaroudis, F. and Paschalidis, G. (2010). Digital Media, Kritiki Publications SA, Athens
- Hanson, M., Lenoir, T. (2006). New Philosophy for New Media. The MIT Press, Cambridge, Massachusetts.
- Holeyton, R. (1998). Composing Cyberspace: Identity Community and Knowledge in the Electronic Age. McGraw-Hill, Boston and New York.
- Micah Hester, D., Ford, P. (2000). Computers and Ethics in Cyberspace Prentice Hall, New Jersey.
- Johnson, S. (1999). Interface culture: How new technology transforms the way we create and communicate. Basic Books, Inc.

- Recommended Papers/Articles:

- Stratton, J. (2013). Cyberspace and the Globalization of Culture. In Internet culture (pp. 253-275). Routledge.
- Olivier, B. (2011). Facebook, cyberspace, and identity. Psychology in Society, Vol. 41, pp. 40-58.
- Abbasi, A., & Chen, H. (2008). Writeprints: A stylometric approach to identity-level identification and similarity detection in cyberspace. ACM Transactions on Information Systems (TOIS), Vol. 26 No.2, p. 7.
- Stokes, C. E. (2007). Representin' in cyberspace: Sexual scripts, self-definition, and hip hop culture in Black American adolescent girls' home pages. Culture, Health & Sexuality, Vol. 9 No. 2, pp. 169-184.
- Cumberland, S. (2003). Private uses of cyberspace: Women, desire, and fan culture. Rethinking media change: The aesthetics of transition, pp. 261-279.
- Suler, J. R. (2002). Identity management in cyberspace. Journal of applied psychoanalytic studies, Vol. 4 No.4, pp. 455-459.
- Mantovani, G., & Spagnolli, A. (2000). Imagination and culture: what is it like being in the cyberspace?. Mind, Culture, and Activity, No. 7 No. 3, pp. 217-226.
- Slavoj Z. (1997). Cyberspace, or, the unbearable closure of being," Pretexts: Studies in Writing and Culture, Vol. 6, No. 1, pp. 53-79.

WEB POLICIES, PERSONAL DATA, AND REGULATORY FRAMEWORK

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6255	SEMESTER OF STUDY	6th
COURSE TITLE	WEB POLICIES, PERSONAL DATA AND REGULATORY FRAMEWORK		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	OPTIONAL MANDATORY		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is students' introduction into the emerging regulatory framework on relations between individuals and personal data protection. Students will understand the key legal issues resulting from interaction between people, companies and organizations in the internet. The course, inter alia, focuses on legal aspects and regulations on the protection of intellectual property rights, anonymity, data protection, e-Commerce, electronic documents, website registration, accessibility on public applications and websites for portable devices.</p> <p>Upon successful completion of the course students will be able to :</p> <ul style="list-style-type: none"> • Understand the fundamental principles of Internet law • Decide, by virtue of new legal issues about the use of the internet • Analyze the European Union's and other states' policies relating to Internet's framework • Distinguish the legal problems relating to the protection of intellectual property rights • State the accessibility regulatory framework of public applications and websites.
General Skills
<ul style="list-style-type: none"> • Decision making • Work in an interdisciplinary environment • Adjustment to new conditions • Work in international environment

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Fundamental principles of law • The issue of anonymity of the websites and the legal feasibilities • The protection of intellectual property rights in the era of the Internet • Legal arrangements regarding electronic transactions, electronic documents and signatures • Infringements of the personality on the Internet • The validity of the evidence with legal implications on the Internet • The regulation about name registration of websites • Established rules regarding electronic consent • E-justice • GDPR in European Union and in Greece • The legislative framework of e-Government In Greece and other countries • The legislative framework of accessibility on public applications and websites for portable devices.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Learning process support through the electronic platform e-class.</p> <p>PowerPoint</p> <p>Review exams on Google forms</p>								
TEACHING METHODS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e1e5e7;"><i>Method description</i></th> <th style="background-color: #e1e5e7;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">86</td> </tr> <tr> <td>Total Workload</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Autonomous study	86	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>								
Lectures	39								
Autonomous study	86								
Total Workload	125								
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions 								

5. RECOMMENDED READING

- Recommended Papers/Articles:

- Akester, P. (2004). Authorship and Authenticity in Cyberspace. *Computer Law & Security Review*, 20(6): 436-444.
- Caudill, E. M., & Murphy, P. E. (2000). Consumer Online Privacy: Legal and Ethical Issues, *Journal of Public Policy & Marketing*, 19(1): 7-19.
- Chaudri, A. (2008). Internet Domain Names and the Interaction with Intellectual Property. *Computer Law & Security Review*, 23(1): 62-66.
- Finocchiaro, G. (2003). European Law and Consumer Protection in the Information Age. *Information & Communication Technology Law*, 12(2): 111-123.
- Forder, J. (2010). The inadequate legislative response to e-signatures, *Computer Law & Security Review*, 26(4): 418-426.
- Sorge, C. (2014). The legal classification of identity-based signatures. *Computer Law & Security Review*, 30(2): 126-136.
- Sullivan, C., Burger, E. (2017). E-residency and blockchain, *Computer Law & Security Review*, 33(4): 470-481.

MEDIA ORGANIZATION AND POLITICS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6265	SEMESTER OF STUDY	6th
COURSE TITLE	MEDIA ORGANIZATION AND POLITICS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
Total		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	Greek		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)	<<eclass url>>		

2. LEARNING OUTCOMES

Learning Outcomes

The aim of the course is for students to understand the structure and operation of the modern communication field both globally and in Greece as it emerged after the globalization, the deregulation of the media, as well as the rise of the internet. Particular emphasis is placed on the organization, institutions, and ownership of the broadcasting industry in America, Europe, and Greece with a focus on television.

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

- analyze the contemporary Media field, underlining the basic structural powers that led to the restructuring of the communication field in Greece and worldwide.

<ul style="list-style-type: none"> critically evaluate the effects of the restructuring of the Media field, taking into consideration the transformations caused by the technological evolutions and the emergence of the internet. compare the ownership schemes in the broadcasting industry between Greece and other European countries. understand the relationship between power, control, and authority in the Media. interpret the contemporary Media ecosystem in the light of the rather recently emerged social media.
General Skills
<ul style="list-style-type: none"> Individual work Critical thinking Free, creative, and inductive thought

3. COURSE CONTENTS

Indicative sections:
<ul style="list-style-type: none"> Structure and operation of broadcast media in America, Europe and Greece Globalization and reform (deregulation) of Mass Media The contribution of technology and the internet to the structural changes of Mass Media The ownership status of Mass Media Power, Control and Power of the media Social Media in the field of Communication Television and Measurements Digital television Public Television

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class The lectures of the course topics will be presented using supervisory means and the projection of digital lessons through the projector of the classroom.								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform								
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Individual study</td> <td>86</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Individual study	86	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>								
Lectures	39								
Individual study	86								
Total Workload	125								
ASSESSMENT METHODS	Mid-term assessment (30%) Final written exam (70%)								

5. RECOMMENDED READING

- <i>Recommended Book Resources:</i>
<ul style="list-style-type: none"> Papathanassopoulos, S. (2005), Television in the 21st century (in Greek). Athens, Kastaniotis. Curran J. (2005), Communication Media and Power (in Greek). Athens, Kastaniotis. Papathanassopoulos, S. (2020), Between 4 Screens (in Greek). Athens, Kastaniotis. Hallin D. C. and Mancini P. (2004) Comparing Media Systems. Three Models of Media and Politics. Cambridge, Cambridge University Press. Hallin D. C. and Mancini P. (2012) Comparing Media Systems beyond the Western World. Cambridge, Cambridge University Press. Sorogkas E. (2004), Audienceship Theories (in Greek). Athens, Kastaniotis. Panagiotopoulou, R. (2004), Prefectural and Local Television in Greece (2nd edition) (in Greek). Athens, Kastaniotis. Papathanassopoulos, S. (2005), Politics and the Media (in Greek). Athens, Kastaniotis. Albarran A. (2004), Economics of the Media (in Greek), UNIVERSITY STUDIO PRESS.

- Napoli, P. (2019), *Social Media and the Public Interest: Media Regulation in the Disinformation Age*, Columbia University Press
- Heretakis M. (2007), *Audienceship* (in Greek). Athens, Patakis.
- Doyle, G. (2002). *Media ownership: The economics and politics of convergence and concentration in the UK and European media*. Sage.
- Hitchens, L. (2006). *Broadcasting pluralism and diversity: A comparative study of policy and regulation*. Bloomsbury Publishing.

-Recommended Papers/Articles:

- Ali, C., & Puppis, M. (2018). When the watchdog neither barks nor bites: Communication as a power resource in media policy and regulation. *Communication Theory*, 28(3), 270-291.
- Napoli, P., & Caplan, R. (2017). Why media companies insist they're not media companies, why they're wrong, and why it matters. *First Monday*, 22(5).
- Fengler, S., Eberwein, T., Alsius, S., Baisnée, O., Bichler, K., Dobek-Ostrowska, B., ... & Heikkilä, H. (2015). How effective is media self-regulation? Results from a comparative survey of European journalists. *European journal of communication*, 30(3), 249-266.
- Flew, T., & Waisbord, S. (2015). The ongoing significance of national media systems in the context of media globalization. *Media, Culture & Society*, 37(4), 620-636.
- Foros, Ø., Kind, H. J., & Sjørgard, L. (2015). Merger policy and regulation in media industries. In *Handbook of media economics* (Vol. 1, pp. 225-264). North-Holland.
- Raboy, M., & Padovani, C. (2010). Mapping global media policy: Concepts, frameworks, methods. *Communication, Culture & Critique*, 3(2), 150-169.
- Arsenault, A. H., & Castells, M. (2008). The structure and dynamics of global multi-media business networks. *International Journal of Communication*, 2, 43.
- Puppis, M. (2010). Media governance: A new concept for the analysis of media policy and regulation. *Communication, Culture & Critique*, 3(2), 134-149.
- Harcourt, A. J. (1998). EU media ownership regulation: conflict over the definition of alternatives. *JCMS: Journal of Common Market Studies*, 36(3), 369-389.

MEDIA AND CHILDREN

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6275	SEMESTER OF STUDY	6th
COURSE TITLE	MEDIA AND CHILDREN		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		

MODULE WEB PAGE (URL)	
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2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims to understand the ways in which children are exposed, interpreted and ultimately influenced by the media. The potential effects of television, video games, the internet and social media on critical issues such as self-perception, gender identity, moral and social values, violence, racism, aggression, learning are examined. and consumerism. Reference will be made to the modern way of life, to the mutating structures of the modern family and to their effects on the child's psyche. At the same time, emphasis will be placed on the utilization of SMEs in innovative and creative training programs.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • understand the role of the media in the modern daily life and development of children • understand the historical, economic and cultural context that has shaped the children's media industry such as film, television, comics, video games and the internet • recognize the cognitive, social and emotional aspects of children's media monitoring including issues such as violence, delinquency and stereotypes and attitudes • apply critical thinking in order to identify appropriate research methods regarding media use and children's behavior • compose the characteristics of the media and the educational objectives in order to develop appropriate educational programs utilized by the media
General Skills
<ul style="list-style-type: none"> • Teamwork • Decision making • Exercise criticism • Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Protection and autonomy of childhood • The Media in the life of modern children • Media and the rights of minors • Child and consumer culture • Child and advertising • Media and mental development of the child • The media and the parent-child relationship • Education in the media • Learning and digital games • Cinema as an educational tool • Analysis of cases of training programs in the media

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class.																
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for the course</td> <td>20</td> </tr> <tr> <td>Group Work Writing</td> <td>14</td> </tr> <tr> <td>Case Analysis in small groups</td> <td>20</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for the course	20	Group Work Writing	14	Case Analysis in small groups	20	Exam preparation	30	Exams	2	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>																
Lectures	39																
Preparation for the course	20																
Group Work Writing	14																
Case Analysis in small groups	20																
Exam preparation	30																
Exams	2																
Total Workload	125																
ASSESSMENT METHODS	I. Written final examination that includes:																

	<ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Questions of application of course theories in cases and problems. <p>II. Preparation and Presentation of Teamwork</p>
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5. RECOMMENDED READING

- Recommended Book Resources:

- Davou, M. (2015), Childhood and the Media, Papazisis Publications
- Kourti, E. (2011), Childhood and Mass Media, Stamouli Publications, Athens
- Pappa, V. (2008), Parents, Children and the Media A Guide to Parental Behavior, Kastaniotis Publications, Athens
- Lemish, D. (2009), Children and Television: A Global Perspective, Motif Editorial Place-Publications, Athens
- Buckingham, D. (2008). Media Education: Literacy, Learning & Contemporary Culture. Athens: Greek Letters.
- Buckingham D. & Bragg S. (2007). Youth, Sex and the Media: The Facts of Life? Athens: Mast.
- Doukeri, T. (2004), The image of the child in television and in the Greek press: Elements of empirical research from 1973-2003, Gutenberg Publications, Athens

-Related scientific journals:

- Radesky, J. S., Schumacher, J., & Zuckerman, B. (2015). Mobile and interactive media use by young children: the good, the bad, and the unknown. Pediatrics, Vol. 135 No.),pp. 1-3.
- O'Keeffe, G. S., & Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. Pediatrics, Vol. 127 No.4, pp. 800-804.
- Bushman, B. J., & Huesmann, L. R. (2006). Short-term and long-term effects of violent media on aggression in children and adults. Archives of Pediatrics & Adolescent Medicine, Vol. 160 No. 4, pp. 348-352.
- Marshall, S. J., Biddle, S. J., Gorely, T., Cameron, N., & Murdey, I. (2004). Relationships between media use, body fatness and physical activity in children and youth: a meta-analysis. International journal of obesity, Vol. 28 No.10, pp. 1238.

INTRODUCTION TO VISUAL PROGRAMMING AND PROGRAMMING ENVIRONMENTS

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES AND HUMANITIES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6285	SEMESTER OF STUDY	6th
COURSE TITLE	INTRODUCTION TO VISUAL PROGRAMMING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS CREDITS
		Lectures	2
		Lab exercises	2
		Total	4
COURSE TYPE:	Core Elective		
PRE-REQUISITE COURSES:	-		

TEACHING AND EXAMS LANGUAGE::	Greek
COURSE DELIVERY TO ERASMUS STUDENTS	Yes (in English through project work)
COURSE WEBPAGE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

The aim of the course is to introduce students to the concepts and basic principles of programming through visual programming environments that are specifically designed for beginners.

Scratch and Kodu are environments that aim to teach programming concepts to beginners by allowing them to create games, videos & interactive videos, music etc.

Students will also be introduced to programming environments for creating applications for mobile devices, on Android and IOS operating systems such as App Inventor.

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

- understand and apply the basic concepts and principles of visual programming
- understand the capabilities of visual environments designed for introduction to programming, and to compare and evaluate these environments.
- create applications using visual programming environments

General Skills

- Teamwork
- Decision making
- Creativity
- Critical thinking
- Free, creative and inductive thought
- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections

- Visual environments for programming introduction, Overview.
- The Scratch Visual Environment. Introduction to the basic tools of Scratch
- Basic concepts and programming structures. Sequence structure, selection structure, iteration structures, etc.
- Application creation with Scratch
- The Kodu Visual Environment. Introduction to the basic tools of Kodu
- Creating applications in Kodu
- Other visual application development environments (eg GDevelop)
- Visual environments for creating applications for mobile devices
- The Visual Environment of the App Inventor. Introduction to the basic tools of App Inventor
- Application creation with App Inventor

4. TEACHING & LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students work with web site design and development software. Support of the learning process through the e-class platform Support of the learning process through multimedia video-courses.

TEACHING METHODS AND ORGANIZATION	Method Description	Semester work load
	Lectures	26
	Preparation for course attendance	19
	Lab exercises	26
	Preparation for completing and presenting individual and team assignments	24
	Exam preparation	30
	Total work load	125
ASSESSMENT	Final Examination (60 - 100%) that may include: <ul style="list-style-type: none"> - Short answer questions - Essay questions - Multiple choice questions - Comparative analysis of theoretical issues - Case study questions Lab exercises and examination (0-40%)	

5. RECOMMENDED READING

-Suggested Bibliography:

- Scratch by Example [electronic resource], Eduardo A. Vlieg, 2016, Apress Publications, HEAL-Link Springer ebooks
- Creating games in MS Kodu, <http://www.koduplay.gr/>

CULTURAL HERITAGE MANAGEMENT TECHNOLOGIES

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6295	SEMESTER OF STUDY	6th
COURSE TITLE	CULTURAL HERITAGE MANAGEMENT TECHNOLOGIES		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
Total		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
<p>The new technologies and their utilization by museums and other institutions that promote culture are the subject of the course. Today there is a wide range of technologies used in the field of culture for information, promotion and promotion.</p> <p>There are, for example, technologies for highlighting and displaying monuments, museum exhibits and collections, in real or virtual (Virtual) space, interactive multimedia applications and audiovisual productions, digitization and documentation technologies, representation technologies, etc. The course will cover extensively these technologies as well as case studies of innovative uses of technology by cultural actors.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● analyze and categorize the various technologies that find applications in culture ● judge, evaluate, select, combine the appropriate technologies for the most effective promotion of objects and places of cultural interest as well as bodies related to culture. ● evaluate and compare applications (web, multimedia, interactive, virtual and augmented reality applications, Web 2.0 applications, social networks, etc.) related to culture (for museums, archeological sites, etc.). ● adapt to technological developments related to the field of culture 	
General Skills	
<ul style="list-style-type: none"> ● Autonomous Teamwork ● Decision making ● Creativity ● Exercise criticism ● Promoting free and inductive thinking ● Work in an interdisciplinary environment ● Search, analysis ● Production of new research ideas 	

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● History of new technologies in the field of culture ● Interactive multimedia applications for culture, Interactive Exhibitions, information kiosks, interactive games, automatic guides ● Virtual and Augmented Reality in culture. Applications for the promotion of our cultural wealth e.g., virtual tourism and virtual museums) ● Audiovisual productions (Documentary Video or Video Art), ● Virtual 3D simulation of monuments and objects, virtual reconstruction of historical monuments and objects. ● Educational applications (for researchers and students of history and culture, the educational activities of the Museums, etc.) ● Geolocation apps to enhance the visitor experience of a museum or archeological site. ● Creation and management of digital collections, digitization and documentation technologies (documents, images, audio files). Digital libraries for culture ● 3D scanning of objects and spaces. Equipment and techniques. ● Peculiarities of Website Design for Museums and Cultural Content. ● Web 2.0 applications - social networks for collaborative content creation, exchange of impressions and experiences of visitors of Museums and other places of cultural interest. ● Case studies ● Developments and future trends in the field of new technologies for culture 	
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Lesson support with a wide range of software and online tools used in learning - Learning process support through the electronic platform e-class

	Learning process support with video lessons (some of them can be created by the teaching staff and students of the department).														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>29</td> </tr> <tr> <td>Preparation for the course</td> <td>24</td> </tr> <tr> <td>Laboratorial exercises</td> <td></td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>35</td> </tr> <tr> <td>Exam preparation</td> <td>37</td> </tr> <tr> <td>Total Workload</td> <td>126</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	29	Preparation for the course	24	Laboratorial exercises		Preparation and writing of individual or group work and presentation	35	Exam preparation	37	Total Workload	126
	<i>Method description</i>	<i>Semester Workload</i>													
	Lectures	29													
	Preparation for the course	24													
	Laboratorial exercises														
	Preparation and writing of individual or group work and presentation	35													
	Exam preparation	37													
Total Workload	126														
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> -Short Answer Questions -Open Answer Questions -Essay development questions -Comparative evaluation of theory data <p>II. Preparation of Individual or Group Work and presentation (40% or 0%)</p>														

5. RECOMMENDED READING

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> • Technology in the service of cultural heritage, A. Bounia, N. Nikonanou, M. Economou, 2008, published by ALEXANDRA K. APOSTOLAKI & CO OE • Ioannis Lyritzis (2008) New technologies in the archaeological sciences, Gutenberg - George & Costas Dardanos. • Digital applications in Museum environments, Mary Kampouropoulou, Ioanna Efstathiou, 2014, K. BABALIS SOLE SHAREHOLDER LTD <p>-<i>Related scientific journals:</i></p> <p>Numerous articles and works from:</p> <ul style="list-style-type: none"> • Journal of Cultural Heritage <p>Proceedings from the conferences:</p> <ul style="list-style-type: none"> • Scanning for Cultural Heritage Recording • Conference on Cultural Heritage and new Technologies • Visual Heritage • Digital Heritage • New technologies in the promotion of cultural heritage

CUSTOMER RELATIONSHIP INFORMATION SYSTEMS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6305	SEMESTER OF STUDY	6th
COURSE TITLE	CUSTOMER RELATIONSHIP INFORMATION SYSTEMS		

COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>Customer Relationship Management (CRM) is a widely used strategy for managing a business's interactions with its customers. This includes the use of technology to organize, automate and synchronize processes - mainly related to sales activities, marketing, customer service and technical support.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • have theoretical knowledge about Relationship Marketing and Customer Focus • know the basic characteristics of an information management and marketing system. • understand the role of marketing for the proper functioning of an e-CRM. • have sufficient knowledge to apply the CRM philosophy and information system in a business. • manage business applications, which focus on two-way communication with customers and information mining and analysis. • evaluate customer relationship management systems • develop technical knowledge regarding the use of a CRM software.
General Skills
<ul style="list-style-type: none"> • Autonomous or Teamwork • Decision making • Creativity • Critical thinking • Promoting free and inductive thinking • Work in an interdisciplinary environment • Search, analysis, and synthesis of data and information, using the necessary technologies • Production of new research ideas

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Relationship marketing. • Customer-centric philosophy. • Current trends in customer business relationships. • Introduction to CRM. • Definitions and CRM research approaches. • The role of technology in the implementation of CRM. • Customer Satisfaction / Retention / Loyalty. • Complaints management. • CRM building blocks - CRM development phases.
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- CRM strategy.
- Levels (types) and CRM functions.
- Business value chain and CRM.
- CRM benefits. Failure / success factors.
- Application examples.
- CRM software components.
- Presentation of software packages.
- Creation of performance measures. Indicative CRM metrics.
- Presentation and analysis of Greek and international literature on CRM. Case studies. Best practices in the adoption of CRM systems by companies and organizations.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Lesson support with a wide range of software and online tools used in learning Learning process support through the electronic platform e-class Learning process support with video lessons (some of them can be created by the teaching staff and students of the department)												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>29</td> </tr> <tr> <td>Preparation for attending the course</td> <td>24</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>35</td> </tr> <tr> <td>Exam preparation</td> <td>37</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	29	Preparation for attending the course	24	Preparation and writing of individual or group work and presentation	35	Exam preparation	37	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	29												
Preparation for attending the course	24												
Preparation and writing of individual or group work and presentation	35												
Exam preparation	37												
Total Workload	125												
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination (60% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Essay development questions - Comparative evaluation of theory elements. <p>II. Individual or Group Work and presentation (20% or 0%)</p>												

5. RECOMMENDED READING

- *Recommended Book Resources:*
- Fitsilis Panagiotis, (2018) Modern Business Information Systems ERP-CRM-BPR 2nd edition, Broken Hill Publishers Ltd,
 - Stafyla, A. (2013), Customer and Supplier Relations Management, Stafyla Publications A.
 - DIMITRIOS V. KOSMATOS, (2011) CRM - CUSTOMER RELATIONS MANAGEMENT: PRINCIPLES AND TECHNOLOGIES, KLIDARITHMOS LTD
 - Brechopoulos, A. (2008), Electronic Customer Relationship Management, Sideris Publications.
 - P. Wallace, (2014), Management Information Systems, 1st edition, P. Hatzoglou, Kritiki Publications
- *Recommended Papers/Articles:*
- International Journal of Electronic Customer Relationship Management, Inderscience.
 - International Journal of Customer Relationship Marketing and Management , IGI Global.
 - Effective CRM using Predictive Analytics [electronic resource], Chorianopoulos, HEAL-Link Wiley ebooks, 2016

ANALYSIS OF JOURNALISTIC WRITING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 6315	SEMESTER	6th
COURSE TITLE	JOURNALISTIC DISCOURSE ANALYSIS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES :	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (following instructor's reference)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of this course is the introduction to journalistic discourses and their analysis. Throughout the course students will be presented the theoretical framework of the scientific field of discourse analysis and learn how to discern the different genres of journalistic discourse, the distinct communication objectives and their linguistic features. Through comparative textual analysis the explicit but also the implicit uttering of ideology in journalistic texts is revealed. This theoretical understanding is applied to the production of different texts for different communication contexts.</p> <p>Upon successful completion of the course students will be able to :</p> <ul style="list-style-type: none"> • know the theoretical background of the scientific field of discourse analysis • identify the journalistic genre and its sub-genres • discern the communication purposes for every journalistic discourse through the analysis of its linguistic features. • critically evaluate the agenda of each medium • understand the relation between the linguistic and non linguistic scientific fields • apply theoretical approaches to the analysis of empirical data • analyze verbal and written communication, • effectively produce journalistic discourses on different communication contexts
General Skills
<ul style="list-style-type: none"> • Decision making • Work in an interdisciplinary environment • Adjustment to new conditions • Work in international environment

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Mass Media features.
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- The elements of journalistic and news discourse.
- Analysis of journalistic discourse genres.
- Study of language and layers of discourse analysis in journalistic texts.
- Syntactic analysis and lexical choices.
- Explicit and implicit ideology in journalistic texts.
- Communication theory of language: applications in journalistic discourses

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform										
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method Description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Group project preparation and write-up Case study analysis in small student groups</td> <td>36</td> </tr> <tr> <td>Autonomous study</td> <td>50</td> </tr> <tr> <td>Total Workload</td> <td>130</td> </tr> </tbody> </table>	<i>Method Description</i>	<i>Semester Workload</i>	Lectures	39	Group project preparation and write-up Case study analysis in small student groups	36	Autonomous study	50	Total Workload	130
	<i>Method Description</i>	<i>Semester Workload</i>									
	Lectures	39									
	Group project preparation and write-up Case study analysis in small student groups	36									
	Autonomous study	50									
Total Workload	130										
ASSESSMENT METHODS	<p>I. End of Semester Formal Examination includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions <p>II. Attendance and participation in the course</p> <p>III. Optional presentation of individual or group work.</p> <p>The evaluation criteria are announced to the students from the 1st lesson and are accessible on the e-class electronic platform.</p>										

5. RECOMMENDED READING

Recommended Books / Papers / Articles:

- Politis P., 2008, The discourse of mass communication: the Greek example, Thessaloniki: Institute of Modern Greek Studies (Eudoxus Book Code: 3253)
- Goutsos D., 2012, Language – Text, Variety, System, Athens: Kritiki Publications (Eudoxus Book Code: 22712315)
- Kovach B., Rosenstiel T., 2004, Introduction to Journalism, Athens: Kastaniotis Publications (Eudoxus Book Code: 16757)
- Politis P., 2014, The language of television information, Thessaloniki: Institute of Modern Greek Studies (Eudoxus Book Code: 32998160)
- Goutsos D., Georgakopoulou A., 2011, Text and Communication, Athens: Pataki Publications (Eudoxos Book Code: 12797194)
- Nakas Th., Gavriilidou Zoi, 2007, Journalism and Neology, Athens: Pataki Publications (Eudoxus Book Code: 21504)
- Pavlidou Th.-S., 2008, Levels of linguistic analysis, Thessaloniki: Institute of Modern Greek Studies (Eudoxus Book Code: 3252)
- Fairclough N., 1995, Media Discourse, London: Edward Arnold.
- Hatzisavvidis S. (1999), Greek language and journalistic discourse, Athens: Gutenberg Publications (Eudoxus Book Code: 31375)
- Fowler R., 1991, Language in the News. Discourse and Ideology in the Press, London: Routledge.
-

CRISIS MANAGEMENT IN THE EU: OPERATIONAL CAPABILITIES AND MECHANISMS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	COMMUNICATION AND DIGITAL MEDIA		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE		SEMESTER	6th
COURSE TITLE	Crisis Management in the EU: Operational Capabilities and Mechanisms		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core elective		
PREREQUISITES :	No		
LANGUAGE OF INSTRUCTION/EXAMS:	Greek		
COURSE DELIVERED TO ERASMUS STUDENTS	Yes (In English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is for the students to get to know the different types of crises faced by the European Union (EU), the phases of crises (before, during and after the crisis), the stages of crisis management (prevention and preparation, management readiness , response, recovery) but also the

European agencies - organizations that, in cooperation with other supranational governmental and non-governmental organizations, are tasked with effective crisis management.

The study of crises focuses on the analysis of the EU's crisis management capacities during the different phases of a crisis such as crisis recognition, decision-making, cooperation and coordination with other actors, communication and accountability as well as policies and care actions towards the groups and/or populations affected by the crisis. Identifying crises enables students to analyze and delve into the criteria used by the EU to judge the importance of events and attribute crisis characteristics to them. The decision-making process in the EU will introduce students to basic theoretical approaches to European integration, to the dynamics of the supranational entity called the European Union, to the interdependent relationships between EU institutions and to the way in which responsibilities are distributed by thematic case and actions between the EU and national authorities. In crisis management, students will understand the problems and difficulties that arise in the pursuit of cooperation and coordination required on a case-by-case basis between the EU and the relations it establishes on a case-by-case basis with state authorities, supranational organizations and non-governmental organizations. Finally, students understand the impact of crises on various social groups and understand that the road to recovery from the negative aspects of crises and disasters is time-consuming and includes care policies and actions implemented through EU funding programs to international and local NGOs -government organizations.

The EU's capacities are inextricably linked to the mechanisms and tools the EU has put in place for crisis prevention and management. Indicatively, students will gain knowledge about the mechanisms and institutions of the European Union for crisis management such as the Civil Protection Mechanism, the Integrated Civil Crisis Management Mechanism (IPCR), the Emergency Response Coordination Center Coordination Center (ERCC), the European External Action Service's Crisis Response System which includes the Crisis Platform, the EU Situation Room, and the Crisis Management Board), the European Office for the Management of Operational Cooperation at the External Borders (Frontex), the European Asylum Support Office (EASO), the European Border and Coast Guard, the European Police (Europol), the European Center for Disease Prevention and Control (European Center for Disease Prevention and Control).

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

- Recognize events as crises, distinguish the different types of crises faced by the EU and analyze individual mechanisms and actions at each stage of crisis development
- Evaluate the European Union's crisis management mechanisms
- They discuss the ways in which the EU and also the member states manage and with the help of supranational organizations and non-governmental organizations (at all levels e.g. government, municipalities etc) different types of crises such as terrorist attacks, natural disasters, pandemics, refugee crisis, etc.
- They argue for the effectiveness of the crisis management methods of the EU and also of the member states
- They evaluate the care policies and actions of the EU during and after the easing of the crisis

General skills

- Teamwork
- Decision making

- Criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

Indicative sections:

- Types, Phases and Stages of Crises
- EU Institutions and Decision Making Process
- Theories of European Integration and Crisis Management (Intergovernmentalism, Neo-Functionalism, Post-Functionalism)
- European Organizations-Services – Between Intergovernmentalism and Federalization
- European External Action Service
- EU Crisis Management Bodies and Mechanisms
- Integrated EU Arrangements for dealing with complex crises
- Case studies of crisis management by the EU and Member States
- Cross-border crises (transboundary crisis) of the EU – Migrant-Refugee as a matter of national or human security
- Case study. The Management of Migration Flows (mainly at sea borders in the Mediterranean) and Migration and Asylum Policies
- Case study. The Management of Natural Disasters (fires, floods, earthquakes) – Disaster Risk Management Knowledge Centre, EU Solidarity Fund
- Case study. The EU's Management of the Coronavirus Health Crisis

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Hybrid: Lectures in class and distant													
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the e-class online platform													
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method Description</i></th> <th style="background-color: #d9ead3;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>22</td> </tr> <tr> <td>Preparation for work and exercises</td> <td>20</td> </tr> <tr> <td>Preparing to attend the course</td> <td>14</td> </tr> <tr> <td>Προετοιμασία για Εξετάσεις</td> <td>30</td> </tr> </tbody> </table>		<i>Method Description</i>	<i>Semester workload</i>	Lectures	39	Study-Individual Research (Internet Research)	22	Preparation for work and exercises	20	Preparing to attend the course	14	Προετοιμασία για Εξετάσεις	30
<i>Method Description</i>	<i>Semester workload</i>													
Lectures	39													
Study-Individual Research (Internet Research)	22													
Preparation for work and exercises	20													
Preparing to attend the course	14													
Προετοιμασία για Εξετάσεις	30													

	Total workload	125
ASSESSMENT METHOD	I. Final written exam (70%) II. Group exercises (30%)	

5. RECOMMENDED READING

-Recommended books/ articles:

In Greek:

- Andreou, G. (2022), *European governance in the age of multiple crises*, Kritiki Publications.
- Papakonstantis, M. (2016), *The policies of the EU*, Sakkoula Publications SA
- Dimitriadis A., Malamidis, X (ed.) (2022). *European Values and Refugee 'Crisis'. The case of Greece*. Nissos Publishing
- Kapola P Kouzelis G., Konstantas, O. (ed). (2020). *Local ITH Impressions in Moments of Danger*. Ed. Nissos - Society for the Study of Human Sciences.
- Maraveyas N., (ed) (2016), *European Union, Creation, Evolution, Perspectives, editions Criticism*
- Rosamond Ben (2006), *Theories of European Integration*, translated by: A. Theodorakakou, published by Metaichmio
- Chrysochoou D. (2003), *Theory of European Unification*, Papazisi publications
- Maraveyas N, Tsinisizelis M, (ed) (1995). *The Integration of the European Union, Institutional, Political and Economic Aspects*, ed. Themelio

In English:

- Riddervold, M., Trondal, J., Newsome, A. (eds) (2021) *The Palgrave Handbook of EU Crises*. Palgrave Studies in European Union Politics. Palgrave Macmillan,
- Pollak, J., Slominski, P. (eds) (2021). *The Role of EU Agencies in the Eurozone and Migration Crisis*. European Administrative Governance. Palgrave Macmillan,
- McGindy, R., Poggota, S., Richmond, O (2021). *The EU Crisis Response*. UK: Manchester University Press
- Fernandez Rojo D (2021). *EU migration agencies: the operation and cooperation of Frontex, EASO and Europol*. Cheltenham, England: Edward Elgar Publishing
- Rivera Jason D (2021) *Disaster and emergency management methods: social science approaches in application*. New York: Routledge.
- Lilleker, D., Coman, I., Gregor M., and Novelli, E. (eds.) (2021). *Political Communication and COVID-19. Governance and Rhetoric in Times of Crisis*. London and New York: Routledge.
- Brack Natalie and Seda Gurkan (2020). *Theorizing the Crises of the European Union*. New York: Routledge
- Centemeri L., Topcu S., Burgess J.P (eds.) (2022) *Rethinking post-disaster recovery: socio-anthropological perspectives on repairing environments*. London and New York: Routledge

Articles:

- Loschi, C & Slominski, P. (2022) *The EU hotspot approach in Italy: strengthening agency governance in the wake of the migration crisis?* *Journal of European Integration*, 1-18.
- Kalogiannidis, S., Tosca, E., Chatzitheodoridis, F., Kalfas, D. (2022). *Using School Systems as a Hub for Risk and Disaster Management: A Case Study of Greece*. *Risks* 10, 1-18.
- Jordana, J., & Triviño-Salazar, J. C. (2020). *EU agencies' involvement in transboundary crisis response: Supporting efforts or leading coordination?* *Public Administration*, 98(2), 515-529.

- Blondin, D., & Boin, A. (2020). *Cooperation in the face of transboundary crisis: A framework for analysis. Perspectives on Public Management and Governance*, 3(3), 197-209.
- Nastos, G (2021). *The Role of European Agencies in Transboundary Crises: Perspectives in the Post COVID-19 Era. HAPSc Policy Brief Series*, 2(1), 166-174.
- Nastos, G (2020). *European response to COVID-19 health crisis. HAPSc Policy Brief Series*, 1(1), 123-129.
- Hooghe L and Gary Marks G (2019). *Grand Theories of European Integration in the twentieth-first century. Journal of European Public Policy*, 26(8), 1113-1133.
- Σουλτάνη, Ο (2018). *Ιστορικό Πλαίσιο των Μεταναστευτικών και Προσφυγικών Ροών στην Ευρώπη και την Ελλάδα. Αθήνα. Ευρωπαϊκό Κέντρο Αριστείας Jean Monnet, ΕΚΠΑ.*<https://jmce.gr>
- Backman, S., & Rhinard, M. (2018). *The European Union's capacities for managing crises. Journal of Contingencies and Crisis Management*, 26(2), 261-271.
- Beaussier, A. L., & Cabane, L. (2020). *Strengthening the EU's response capacity to health emergencies: Insights from eu crisis management mechanisms. European Journal of Risk Regulation*, 11(4), 808-820.
- Morsut, C. (2014). *The EU's Community Mechanism for Civil Protection: Analysing Its Development. Journal of Contingencies and Crisis Management*, 22(3), 143-149.
- Christensen, T., Andreas Danielsen, O. L. E., Laegreid, P., & H. RYKKJA, L. I. S. E. (2016). *Comparing coordination structures for crisis management in six countries. Public Administration*, 94(2), 316-332.
- Pavlov, N. (2015). *Conceptualizing EU crisis management. European Foreign Affairs Review*, 20(1). 23-42.
- Kuipers, S., & Boin, A. (2015). *Exploring the EU's role as transboundary crisis manager: The facilitation of sense-making during the ash crisis. In European Civil Security Governance (pp. 191-210). Palgrave Macmillan, London.*
- Boin, A., Rhinard, M. and Ekengren, M. (2014). *Managing Transboundary Crises: The Emergence of European Union Capacity. Journal of Contingencies and Crisis Management* 22(3),131-142.
- Ansell, C., Boin,A., and Ann Keller. A (2010). *Managing Transboundary Crises: Identifying the Building Blocks of an Effective Response System. Journal of Contingencies and Crisis Management* 18(4), 195-207.
- Wendling, C. (2010). *Explaining the Emergence of Different European Union Crisis and Emergency Management Structures. Journal of Contingencies and Crisis Management* 18(2),74-82.

C7. 7th Semester Courses

RESEARCH METHODOLOGY AND OF SCIENTIFIC PROJECT WRITING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7115	SEMESTER OF STUDY	7th
COURSE TITLE	RESEARCH METHODOLOGY AND OF SCIENTIFIC PROJECT WRITING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		Total	3
			5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course gives students the opportunity to work in groups on a research project and to develop research skills. The course was designed to synthesize the knowledge and skills acquired by students during their studies at the Department. They are given the opportunity to apply their knowledge and gain valuable experience and research skills by undertaking to carry out a research project on an innovative subject of the Department's cognitive object under the guidance of course supervisors. Students follow a research plan, apply research methodologies, learn bibliographic review procedures around their topic, are trained in the effective presentation of research results to the public, and learn the process of completing a research paper. The course also contributes to the preparation of students who wish to prepare their Thesis.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • have a critical understanding of all the procedures and methodologies involved in conducting research • have a critical understanding of the requirements and expectations that the student must meet for a successful scientific project • conduct effective bibliography review on a research topic • utilize scientific research and previous knowledge in research projects under preparation • identify and formulate research questions and sub-questions for a research topic • frame the research questions with relevant scientific literature • plan and implement research on a topic • judge, evaluate and decide on the appropriate research methods that are suitable for seeking answers to research questions • support theoretical approaches with argumentation • communicate research ideas and work effectively with supervisors and other researchers • communicate effectively the presentation of research results • write effective research reports and papers.
General Skills
<ul style="list-style-type: none"> • Teamwork

- Work in an interdisciplinary environment
- Promotion of free, creative and inductive thinking
- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision Making
- Project Planning and Management
- Production of New Research Ideas

3. COURSE CONTENTS

The course was designed in the form of a workshop with extensive dialectical feedback between students and teachers. Dialectical approaches are enhanced by additional meetings between students and supervisors. As the weekly objectives of the course are demanding, the active participation and proper preparation of the students for the achievement of the objectives is expected. Laboratory exercises focus on supervision per group / individual to solve research problems and achieve research objectives.

Indicative sections:

- What is research work
- What is the contribution of research work
- Research Ethics
- Introduction to the literature review
- Bibliographic review methodologies
- Use of Library Resources
- Online Resources
- Structure and Organization of a Scientific Article
- References and Bibliography
- Formation of Research Teams
- Presentation of available research topics by teachers for undertaking assignments
- Research Requirements of the topics
- Assignment of research topics to groups of students
- Bibliographic Overview to find research-related literature
- Scientific Journals, Articles, Conference Proceedings
- Submission by students of a bibliographic review related to their research.
- Group supervision and bibliography evaluation
- Selection and Assignment of an appropriate article for analysis in each group
- Critical reading and writing of a summary report of the selected article
- Submission of summary reports
- Group supervision and discussion of the summary reports with a focus on the summary of the main idea, work contribution, types of methodology used, principal researchers in the literature, findings, conclusions and guidelines for future research.
- Writing the theory from the bibliographic review of the topic of the work
- Submission of the theory of the subject of the work
- Group supervision, generating ideas from the literature and discussing research approaches to job promotion
- The Research Plan
- Research Methods
- Qualitative and Quantitative Research
- Comparative Research
- Content Analysis
- Interviews
- Data Analysis
- Submission of a Research Plan for each project with defined research actions (objectives, actions, expected results, estimates for the contribution of the work)
- Presentation and critical discussion in the classroom of research plans
- Modifications and revisions of research plans
- Group supervision of the progress of the research
- Supervision by group of research results
- Preparing a research presentation
- Instructions for presenting a scientific work

- Utilization of technology in presentation
- The role of the team
- The role of the class as a presentation audience with active participation
- Methodology of job commentary
- Case studies of good presentation practices
- Final Presentations of the Research Papers from each group
- Active participation of the class as an audience and critical commentary of presentations
- Supporting research positions with arguments
- Feedback and comments of supervisors and teachers on the presentations
- Preparation for writing a research paper
- Fundamental References for writing a Scientific Paper
- Structure of the Scientific Work
- Case Studies of good practices in writing scientific papers
- Submission of Scientific Paper

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Research support by searching scientific literature through subscription databases.</p> <p>Learning process support through the electronic platform e-class</p> <p>Learning process support with powerpoint presentations.</p>												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for the course</td> <td>25</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>30</td> </tr> <tr> <td>Exam preparation</td> <td>31</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for the course	25	Preparation and writing of individual or group work and presentation	30	Exam preparation	31	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	39												
Preparation for the course	25												
Preparation and writing of individual or group work and presentation	30												
Exam preparation	31												
Total Workload	125												
ASSESSMENT METHODS	<ul style="list-style-type: none"> ● Research Design and Development 20% ● Research Presentation 20% ● Thesis Writing 20% ● Final Exam 40% 												

5. RECOMMENDED READING

- Recommended Book Resources:
- Zafeiropoulos Costas (2015) How to do a scientific paper, Kritiki Publications
 - Halikias Miltiadis, Samanta Iriini (2016) Introduction to the Research Methodology of Scientific Papers, Modern Editorial Ltd.
 - Rainer Schnell, Paul Hill, Elke Esser (2014) Methods of Empirical Social Research, PROPOMPOS Publications
 - Papanis Efstratios (2010) Research Methodology and Internet, Andreas Sideris & Ioannis Sideris.
 - Bell Judith (2007) How to write a scientific paper: A Guide to Research Methodology, Borderline
 - Bourliaskos V. (2010) How to Write a Scientific Paper: Writing a scientific paper and bibliographic research, Dionikos Publications
 - Theofilidis Ch. (2005) The writing of a scientific paper, Typothito
 - Tsipiltaris, TH.K. Babalis (2011), Ten Examples of Scientific Research Methodology: From theory to practice, Interaction Publications
 - Mantzaris Ioannis (2012) Scientific Research, Self-published.
 - Dimitropoulos Efstathios (2009) Introduction to the Methodology of Scientific Research: Towards a Systemic Dynamic Model of Scientific Research Methodology, Ellin Publications.

- Bryant, M. T. (2004). The portable dissertation advisor. Thousand Oaks, CA: Corwin Press.
- Creswell, J. (2003). Research design: Qualitative, quantitative, and mixed methods approaches. (2nd edition.) Thousand Oaks, CA: Sage.
- S. Peyton Jones, "Research Skills," <http://research.microsoft.com/simonpj/Papers/giving-a-talk/giving-a-talk.html>
- H. Schulzrinne, "Writing Technical Articles," <http://www.cs.columbia.edu/hgs/etc/writing-style.html>.
- G.M. Whitesides, "Whitesides' Group: Writing a Paper," <http://www.che.iitm.ac.in/misc/dd/writepaper.pdf>.
- T. Roscoe, "Writing Reviews for Systems Conferences," <http://people.inf.ethz.ch/troscoe/pubs/review-writing.pdf>.
- S. Keshav, "How to Read a Paper", <http://www.cs.princeton.edu/courses/archive/fall08/cos561/papers/paper-reading.pdf>
- M.J. Hanson, "Efficient Reading of Papers in Science and Technology", <http://www.cs.princeton.edu/courses/archive/fall08/cos561/papers/efficient-reading.pdf>

-Related scientific journals:

- D' Urso S. (2009) The Past, Present, and Future of Human Communication and Technology Research: An Introduction, Journal of Computer-Mediated Communication, Volume 14, Issue 3, pages 708–713.
- Andrew Bennett and Colin Elman (2007), "Case Study Methods in International Relations Subfield, Comparative Political Studies, Vol. 40, pp. 170-195
- John Gerring (2007), "Is There a (Viable) Crucial-Case Method?" Comparative Political Studies, Vol. 40, pp. 231-253.
- Krathwohl, D. R. (1998). Methods of educational and social science research: An integrated approach. Long Grove, IL: Waveland Press.
- Janet Buttolph Johnson and Richard A. Joslyn, Political Science Research Methods, Washington D.C.: CQ Press, 2001.
- W. Phillips Shively, The Craft of Political Research, Prentice Hall, 2001.
- Evan S. Lieberman (2005), "Nested Analysis as a Mixed-Method Strategy for Comparative Research," American Political Science Review, Vol. 99, pp. 435-452.
- Tom Wengraf (2001), Qualitative Research Interviewing, London: Sage Publications, pp. 152-181.

In addition, students search for and submit a number of scholarly articles and research papers related to their research topic.

CONFLICT AND CRISIS MANAGEMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7125	SEMESTER OF STUDY	7th
COURSE TITLE	CONFLICT AND CRISIS MANAGEMENT		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Compulsory		
PREREQUISITES:	-		

LANGUAGE OF INSTRUCTION/EXAMS:	GREEK
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is, through the combination of theoretical approaches and case studies, to introduce students to the philosophy of communicative crisis management and to highlight the main communication tools for dealing with them. The course analyzes the basic communication theories of crisis management (such as image repair theory, situational crisis communication theory, apology theory, issue management, risk communication theory) emphasizing the application of these theories at the level of organizations . Particular emphasis is placed on the study of crisis management communication strategies, the factors that determine the choice of the appropriate strategy and the changes that new technologies and social media bring to traditional theories of crisis management communication. During the course, the importance of the Crisis Management Communication Plan, the formation and operation of the Crisis Management Team are examined, while a series of crises are analyzed, which are considered representative, in terms of their causes, their intensity and the strategy followed. At the same time, the role of media relations, the press representative and crisis management communication plans are analyzed. Students will deal with writing press releases, announcements, preparing press representatives for interviews, organizing press interviews. An important part of the course is devoted to the analysis of risk communication in Europe, the management of media by European actors, institutions and organizations during crises. The purpose of the course is to outline a European model of organizational crisis management communication.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● To categorize the different forms of crises. ● To formulate alternative scenarios for the preventive treatment of crises. ● To integrate the theoretical approaches of crisis communication management in the communication of the business/organization/product during crises. ● To design crisis management communication programs and plans. ● To compare and contrast the effectiveness of the various crisis management communication strategies. ● To compose a European model of organizational crisis management communication. ●
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Exercise criticism ● Promoting free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● Classification of crises and forms of corporate crises. ● The importance of effective crisis management for corporate image and reputation. ● Risk assessment and alternative scenarios for preventive crisis management. ● Crisis management plan. ● Typology of strategies for effective communicative crisis management. ● Coombs' Situational Crisis Communication Theory ● The role of the crisis management team and the spokesperson. ● Media relations management before, during and after the crisis. ● Analysis of case studies of communication crisis management of European agencies and institutions. ● Media relations in the EU during crises.

- Risk communication in the European Union (comparative studies, European Food Safety Authority cases)
-

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>12</td> </tr> <tr> <td>Individual or Collaborative Exercises</td> <td>12</td> </tr> <tr> <td>Preparation and writing of individual or group work</td> <td>20</td> </tr> <tr> <td>Preparing for class</td> <td>12</td> </tr> <tr> <td>Exam Preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	12	Individual or Collaborative Exercises	12	Preparation and writing of individual or group work	20	Preparing for class	12	Exam Preparation	30	Total Workload	125
	<i>Method description</i>	<i>Semester Workload</i>															
	Lectures	39															
	Study-Individual Research (Internet Research)	12															
	Individual or Collaborative Exercises	12															
	Preparation and writing of individual or group work	20															
	Preparing for class	12															
	Exam Preparation	30															
Total Workload	125																
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Questions for applying theories and models of crisis management in cases and problems. <p>II. Individual or Group Work (20% or 0%)</p> <p>III. Participation in Individual or Collaborative Exercises (20% or 0%)</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Heath, Robert (1998), Crisis Management: Effective Techniques for Business Readiness, (ed. George Gantzias), Athens: Giourdas, pp. 114-128.
- Kovoou-Misra S. (2020), Διαχείριση Κρίσεων- Ανθεκτικότητα και Αλλαγή, Εκδόσεις Broken Hill.
- Sfakianakis, M. (1998), Crisis Management, G. Parikos & Co. EE, Athens.
- Filolia, A., Papageorgiou, H., and Stefanatos, S. (2005), Integrated Crisis Management System and Human Factor, A EVE Law Library, Athens.
- Coombs, T. (2015), Ongoing Crisis Communication: Planning, Managing, and Responding, 4th Edition, Sage Publications.
- Ulmer, R., Sellnow, T., Seeger, M. (2015), Effective Crisis Communication: Moving from Crisis to Opportunity, Sage Publications.
- Austin, L., and Jin, J. (2018), Social Media and Crisis Communication, Taylor and Francis Group.
- Fearn-Banks, K. (2016), Crisis Communications: A Casebook Approach (Routledge Communication Series), Taylor and Francis Group.
- Kenneth, C. and Joan, G. (2014), RESOLUTION OF CONFLICTS IN THE WORKPLACE, LEGAL LIBRARY SA
- Galanakis, M., Kyriazos, Th., And Stalikas, A. (2016), Conflict Management, S. PATAKIS SOCIETE ANONYME PUBLISHING AND DISTRIBUTION COMPANY.
- Nikolopoulos, A. (2014), The Strategy of Negotiations: Only Against All, COMPANY FOR THE UTILIZATION AND MANAGEMENT OF THE PROPERTY OF THE ATHENS UNIVERSITY OF ECONOMICS SA.
- Triantari, S. (2019), From Conflict to Mediation, IOANNIS ARCH. HARPANTIDIS.

-Related scientific journals:

- Cheng, Y. (2018). How social media is changing crisis communication strategies: Evidence from the updated literature. *Journal of Contingencies and Crisis Management*, 26(1), 58-68.
- Kim, Y., & Park, H. (2017). Is there still a PR problem online? Exploring the effects of different sources and crisis response strategies in online crisis communication via social media. *Corporate Reputation Review*, 20(1), 76-104.
- Eriksson, M., & Olsson, E. K. (2016). Facebook and Twitter in crisis communication: A comparative study of crisis communication professionals and citizens. *Journal of Contingencies and Crisis Management*, 24(4), 198-208.
- Roshan, M., Warren, M., & Carr, R. (2016). Understanding the use of social media by organisations for crisis communication. *Computers in Human Behavior*, 63, 350-361.
- DiStaso, M. W., Vafeiadis, M., & Amaral, C. (2015). Managing a health crisis on Facebook: How the response strategies of apology, sympathy, and information influence public relations. *Public Relations Review*, 41(2), 222-231.
- Einwiller, S. A., & Steilen, S. (2015). Handling complaints on social network sites—An analysis of complaints and complaint responses on Facebook and Twitter pages of large US companies. *Public Relations Review*, 41(2), 195-204.
- Coombs, T. W., & Holladay, J. S. (2014). How publics react to crisis communication efforts: Comparing crisis response reactions across sub-arenas. *Journal of Communication Management*, 18(1), 40-57.
- Liu, B. F., & Fraustino, J. D. (2014). Beyond image repair: Suggestions for crisis communication theory development. *Public Relations Review*, 40(3), 543-546.
- Ki, E. J., & Nekmat, E. (2014). Situational crisis communication and interactivity: Usage and effectiveness of Facebook for crisis management by Fortune 500 companies. *Computers in Human Behavior*, 35, 140-147.
- Coombs, T. W., & Holladay, J. S. (2014). How publics react to crisis communication efforts: Comparing crisis response reactions across sub-arenas. *Journal of Communication Management*, 18(1), 40-57.
- Jin, Y., Liu, B. F., & Austin, L. L. (2014). Examining the role of social media in effective crisis management: The effects of crisis origin, information form, and source on publics' crisis responses. *Communication Research*, 41(1), 74-94.
- Liu, B. F., Austin, L., & Jin, Y. (2011). How publics respond to crisis communication strategies: The interplay of information form and source. *Public Relations Review*, 37(4), 345-353.
- Claeys, A. S., Cauberghe, V., & Vyncke, P. (2010). Restoring reputations in times of crisis: An experimental study of the Situational Crisis Communication Theory and the moderating effects of locus of control. *Public Relations Review*, 36(3), 256-262.
- Coombs, W. T. (2007), Protecting Organization Reputations during a Crisis: The Development and Application of Situational Crisis Communication Theory, *Corporate Reputation Review*, Vol. 10, No. 3, pp. 163-176.

PUBLIC IMAGE AND LEADERSHIP

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7215	SEMESTER OF STUDY	7th
COURSE TITLE	PUBLIC IMAGE AND LEADERSHIP		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	

	<i>Total</i>	3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
<p>The aim of the course is to understand the nature and object of political marketing as well as to present the methods of effective communication management of problems - issues related to the image of a candidate / politician.</p> <p>The course addresses political marketing strategies, the importance and ways of understanding the market, the development of the personal brand of the candidate and the political party, issues of image formation and communication both during the election campaign and during the period of government. There is also a historical review of the implementation (or not) of political marketing and the evolution of political communication in Greece.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● understand the role and importance of topic management in a person's communication strategy. ● analyze and evaluate potential risks and problems that may turn into issues that will damage a person's reputation ● develop and support issue management programs for both prevention and response. ● include the shaping of the image in the communication program of a pre-election campaign of candidates / parties. 	
General Skills	
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Exercise criticism ● Promotion of free, creative and inductive thinking 	

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The concept of political marketing ● Political marketing strategies ● Understanding and targeting the audience ● The shaping of the public image ● Study of the issue management process. ● Communication within the political party and to the volunteers ● Designing a program for the election campaign of candidates / parties. ● The role of political marketing during the governance period ● Critical approach of political marketing-reflections ● Case study

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class	
TEACHING METHODS	<i>Method description</i>	<i>Semester Workload</i>

	Lectures	39
	Preparation for the course	20
	Group Work Writing	14
	Case analysis in small groups	20
	Exam preparation	30
	Exams	2
	Total Workload	125
ASSESSMENT METHODS	I. Written final examination that includes: - Short Answer Questions - Open Answer Questions - Communication problem solving questions. II. Preparation and Presentation of Teamwork	

5. RECOMMENDED READING

- Recommended Book Resources:

- Lees-Marshment J. (2013), Political Marketing-Principles and Applications, University Studio Press, A.E.
- Lakopoulos, G. (2018), The direction of the public figure, Kastaniotis Publications, Athens
- Kountouri, FM, (2011), Political Publicity and Power, Typothito Publications
- Cheretakis, M. (2008), Three Texts on Political Advertising, University Studio Press
- Cheretakis, M. (2003), Political Advertising, University Studio Press
- Doukeri, T. (2016), The idol, Papazisis Publications
- Negrine, A., Mancini, P., Holtz-Bacha, C. and Papathanasopoulos, S., (2007), The Professionalization of Political Communication, Intellect Publications, USA
- Sigrun, E. (2009), Event Marketing, Propompos Publications, Athens.
- Perloff, R.M. (2014), The Dynamics of Political Communication: Media and Politics in a Digital Age, Routledge Publications

-Related scientific journals:

- Effing, R., Van Hillegersberg, J., & Huibers, T. (2011, August). Social media and political participation: are Facebook, Twitter and YouTube democratizing our political systems?. In International conference on electronic participation (pp. 25-35). Springer, Berlin, Heidelberg.
- Lipsitz, K., Trost, C., Grossmann, M., & Sides, J. (2005), What Voters Want From Political Campaign Communication, Political Communication, Vol. 22, No. 3, pp. 337-354.
- O'Cass, A. (2002). Political advertising believability and information source value during elections. Journal of Advertising, Vol. 31, No. 1, pp. 63-74.
- Smith, G. (2005), Positioning Political Parties: The 2005 UK General Election, Journal of Marketing Management, Vol. 21, Nos. 9-10, pp. 1135-1149.
- Valentino, N. A., Hutchings, V. L., & Williams, D. (2004). The impact of political advertising on knowledge, Internet information seeking, and candidate preference. Journal of Communication, Vol. 54, No. 2, pp. 337-354.
- Johnston, A., & Kaid, L. L. (2002). Image ads and issue ads in US presidential advertising: Using videostyle to explore stylistic differences in televised political ads from 1952 to 2000. Journal of Communication, Vol. 52, No. 2, pp. 281-300.
- Heath, R. L. (2002), Comment: Issues Management: Its Past, Present And Future, Journal of Public Affairs, Vol. 2, No. 4, pp. 209-214.
- Lauzen, M. (1997), Understanding the Relations between Public Relations and Issues Management, Journal of Public Relations Research, Vol. 9, pp. 65-82.
- Greening, D. W., & Gray, B. (1994), Testing a Model of Organizational Response to Social and Political Issues, Academy of Management Journal, Vol. 37, No. 3, pp. 467-498.

CONTEMPORARY GREEK HISTORY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7225	SEMESTER OF STUDY	7th
COURSE TITLE	CONTEMPORARY GREEK HISTORY		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
			5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course seeks to examine the main economic, social, political and cultural components that shape Greek society from the beginning of the twentieth century until today. In this context, the conflicts that Greek society is aware of, the ideological parameters that accompany or even prepare the social contradictions and their role are studied.</p> <p>The aim is for the students to have understood after the end of the semester the basic sections of modern Greek History and the way in which they "marked" Greek society and made the world in which we live today. Thus, history is not treated as a sum of information about a world that has left but a system of complementary and / or conflicting ideas and meanings that shape our perceptions of the present time and space. In other words, the aim of the course is to show students how History is constantly "present" in our daily lives, in the way we think and act today.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● know the basic historical events-sections of modern Greek history ● explain the influences in the Greek society of the intellectual currents of the 20th century ● understand how the wider world and European international environment influenced the historical developments that shaped modern Greece ● evaluate the historical events with the criterion of their influence on the creation of the modern Greek culture ● use the historical knowledge in the study of other courses and in the writing of works.
General Skills
<ul style="list-style-type: none"> ● Teamwork / Independent Work ● Practice critical thinking ● Promotion of free, creative and inductive thinking ● Work in an interdisciplinary environment

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The " long" 19th century (Modern Greek Enlightenment, Greek Revolution, basic elements for the Greek political life and society of the 19th century)
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- The Macedonian Struggle and the Balkan Wars
- The role of Greece in the First World War and the National Divide.
- The Asia Minor Catastrophe and its significance
- The Greek Interwar period and the great changes in the daily life of the people
- Greece in World War II (National Resistance and the second great division of the Greeks)
- Civil War and its significance (causes, characteristics, effects)
- Post-civil war Greece
- The Dictatorship of the Colonels (causes and consequences)
- Post-dictatorship Greece (social and political components)
- Greece and the European Union
- The "national issues" (Greek-Turkish relations, Cyprus issue, Macedonian issue)

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Analysis of case studies</td> <td>20</td> </tr> <tr> <td>Essay</td> <td>20</td> </tr> <tr> <td>Independent Study</td> <td>46</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Analysis of case studies	20	Essay	20	Independent Study	46	Total Workload	125
	<i>Method description</i>	<i>Semester Workload</i>											
	Lectures	39											
	Analysis of case studies	20											
	Essay	20											
	Independent Study	46											
Total Workload	125												
ASSESSMENT METHODS	Essay (30%) Written Final Exam (70%)												

5. RECOMMENDED READING

- Recommended Book Resources:

- Hatziosif, Chr. (ed.), History of Greece of the 20th century, Bibliorama, Athens
- History of the Greek Nation, Ekdotiki Athinon, Athens 1977, vol. ΙΓ' -ΙΣΤ'.
- Panagiotopoulos, Vas. (Ed.), History of Modern Hellenism, 1770-2000, Greek Letters, Athens 2003.
- Richard Clogg, Concise History of Greece, 1770 -2000 Athens: Katoptro, 2003.
- Thanos Veremis - Giannis Koliopoulos, Greece. The modern continuity. From 1821 until today, Athens, Kastaniotis, 2006
- Dertilis V. George "The history of modern and contemporary Greece 1750 - 2015", University Publications of Crete
- Kostis Costas, "The" spoiled "children of History", Its formation Greek state, 18th-21st century, Polis
- Nikolakopoulos Elias, Cachectic Democracy. Parties and elections 1946-1967, Athens, Patakis
- Gianoulopoulos Giannis, "Our noble blindness...", Foreign policy and 'national issues'. From the defeat of 1897 to the Asia Minor catastrophe, Bibliorama, Athens, 2001.
- Voglis Polymeris, The Impossible Revolution. The social dynamics of the civil war, Alexandria publications.
- Hering, G., The political parties in Greece 1821-1936, MIET, Athens 2004.
- Gallant, Th., Modern Greece. From the War of Independence to the present day, Sci. curated by D. Lambropoulou-K. Gardika, Athens, Pedio, 2017.
- Vassilis Gounaris, Iakovos Michailidis, George Angelopoulos (ed.) Identities in Macedonia, Papazisis.
- Veremis, Thanos, The military interventions in Greek politics (1916-1936), Athens, Odysseas
- Sotiris Rizas, Konstantinos Karamanlis - Greece from the Civil War to the Metapolitism (published by Metaichmio)
- Mavrogordatos George, Pressure Groups and Democracy, Athens, Patakis
- Fleischer Hagen, Crown and Swastika: Greece of Occupation and Resistance, 1941-1944 Athens, Papazisis

- Herakleidis Alexis, The Macedonian issue, 1878-2018. From National Claims to Conflicting National Identities, Foundation, 2018
- Mavrogordatos George, After 1922: The extension of the division, Patakis, 2017
- Mavrogordatos G., Chatziiosif Chr. (ed.), Venizelismos and urban modernization, Publisher: University Publications of Crete, 1992
- Albanian Raymond, Slavic speakers and refugees. State and political identities in Macedonia during the interwar period, Epicenter, 2019
- Pleios Giorgos, The "national issues" in the vortex of the media: The Macedonian, Greek-Turkish Relations and the Cyprus issue in television and the press, Sideris, 2010
- Davis N. Z., "The Possibilities of the Past", The Journal of Interdisciplinary History XII: 2 (1981) 267-275
- Foucault M., "Truth and Power", in: Power / Knowledge. Selected Interviews and Other Writings 1972-1977, New York 1980, pp. 109-133
- Ginzburg C., "The Possibilities of the Past [A Comment]", Journal of Interdisciplinary History 12 (Autumn 1981) 277-278.

INTERNET APPLICATIONS PROGRAMMING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7235	SEMESTER OF STUDY	7th
COURSE TITLE	INTERNET APPLICATIONS PROGRAMMING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Laboratory		2	
<i>Total</i>		4	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course provides an introduction to web programming with a selected programming language (Python, Javascript and PHP).</p> <p>The course covers the basic concepts and structures of programming such as sequence, selection and repetition structures.</p> <p>The course also covers topics of client-server technologies, connection and retrieval of data from web databases (MySQL, mariaDB etc.) using SQL.</p> <p>Upon successful completion of the course the student will be able to:</p>

<ul style="list-style-type: none"> ● understand the possibilities of web programming and the differences with static web design (HTML) technologies ● compare and evaluate the available technologies for creating web applications (static web pages, dynamic web pages and applications) ● understand client side and server side technologies. ● understand the basic concepts and structures of programming (sequence structure, selection, repetition) ● create simple web applications with selected programming languages (Python, PHP) ● create programs with connection and retrieval of data from web databases (MySQL, MariaDB).
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity ● Exercise criticism ● Promotion of free and inductive thinking ● Work in an interdisciplinary environment

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● Dynamic websites. Differences from static websites ● Client side and Server side technologies ● Web programming languages ● Introduction to selected languages (e.g., Python) ● Basic concepts and programming structures in a selected language ● Create programs in selected language. Laboratory exercises and implementation of tasks ● Connection to online databases. Data retrieval and website display. Data modification and storage

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Students come into contact with online programming languages (python, PHP etc)</p> <p>Learning process support through the electronic platform e-class</p> <p>Learning process support with video lessons</p>														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for attending the Course</td> <td>19</td> </tr> <tr> <td>Laboratory exercises</td> <td>26</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the Course	19	Laboratory exercises	26	Preparation and writing of individual or group work and presentation	24	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	26														
Preparation for attending the Course	19														
Laboratory exercises	26														
Preparation and writing of individual or group work and presentation	24														
Exam preparation	30														
Total Workload	125														
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> -Short Answer Questions -Open Answer Questions -Essay development questions -Comparative evaluation of theory data. <p>II. Preparation of Individual or Group Work and presentation (20% or 0%)</p> <p>III. Laboratory exercises (20% or 0%).</p>														

5. RECOMMENDED READING

- *Recommended Book Resources:*

- The book of Python, Samaras Nikolaos, Tsiplidis Konstantinos, 2019, Kritiki publications
- Introduction to Computer Programming with Python, Panetsos Spyros, 2019, Tziola Publications
- Typed PHP, HEAL-Link Springer ebooks, 2016

DIGITAL STORYTELLING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7245	SEMESTER OF STUDY	7th
COURSE TITLE	DIGITAL STORYTELLING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The object of the course is to acquire the necessary knowledge to create digital narratives for communication purposes. The course will introduce the concept of storytelling, historical background in the aspects of storytelling, and will also cover the transition from storytelling to digital storytelling as well as the types of digital storytelling (personal stories, narration of historical events through personal perspective, etc.).

Special emphasis will be given to the processes, techniques and tools for creating integrated digital narratives, from the conception of the idea, the creation of the script to the final production. Tools typically used in the production of a multimedia digital narrative that have been taught in previous semesters such as digital image and video editing software, vector graphic creation and editing software, 2D animation software, audio editing software will be used in combination within the course. Further, the possibilities offered by other modern technologies in digital narration such as virtual and augmented reality, interactive video, location-based applications (location based apps) etc. will be examined.

The course will also analyze extensively the use of digital storytelling in various areas of communication (e.g., information, advertising & marketing, public relations, political communication, education, public speaking) through case studies.

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

- understand how storytelling has been used over time and how the transition to digital storytelling has taken place.
- understand the meaning of digital storytelling and its differences from other digital creations (documentaries, video presentation, etc.)

<ul style="list-style-type: none"> ● create digital storytelling scenarios with techniques and tools for creating scripts (storyboard, empathy map, brainstorming) ● evaluate, select and use combinational software and techniques taught in previous curriculum courses to create digital narratives (create video, capture and edit photo, create vector graphics, animation, etc.) ● identify, compare and evaluate good digital narration practices in various fields of communication (information, information, education, advertising-promotion, political communication, etc.)
General Skills
<ul style="list-style-type: none"> ● Autonomous Teamwork ● Decision making ● Creativity ● Exercise criticism ● Promotion of free and inductive thinking ● Work in an interdisciplinary environment ● Search, analysis ● Production of new research ideas

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● Historical evolution of narration and Digital Narration ● The types of digital narratives. Personal stories narration of events through a personal look. ● Case studies of digital narrative ● Digital Storytelling in education ● Digital Storytelling in Advertising - Promotion, Public Speaking and Political Communication ● Creating an empathy map and scripts for digital storytelling. StoryBoarding. ● Techniques and creation of Digital Narratives using video and photo editing software ● Techniques and creation of Digital Narratives using software for creating vector graphics and animation.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures i																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Students will be exposed to multimedia creation software (image editing, vector graphics, video creation, audio editing) to create digital narratives</p> <p>Learning process support through the electronic platform e-class</p> <p>Learning process support with video lessons (some of them can be created by the teaching staff and students of the department)</p>																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Individual Study - Research (Internet Research)</td> <td>12</td> </tr> <tr> <td>Individual or Cooperative Exercises</td> <td>12</td> </tr> <tr> <td>Preparation and writing of individual or group assignments</td> <td>20</td> </tr> <tr> <td>Preparing to attend a course</td> <td>12</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Individual Study - Research (Internet Research)	12	Individual or Cooperative Exercises	12	Preparation and writing of individual or group assignments	20	Preparing to attend a course	12	Exam preparation	30	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>																
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Preparing to attend a course	12																
Exam preparation	30																
Total Workload	125																
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> -Short Answer Questions -Open Answer Questions -Essay development questions -Comparative evaluation of theory data. 																

	II. Preparation of Individual or Group Work and presentation (40% or 0%)
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5. RECOMMENDED READING

- Recommended Book Resources:

- Digital Storytelling in Higher Education, Springer International Publishing, 2017
- Technologies for Interactive Digital Storytelling and Entertainment, Lecture Notes in Computer Science, 2006

SPECIAL ISSUES ON SOCIAL INFORMATICS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7255	SEMESTER OF STUDY	7th
COURSE TITLE	SPECIAL ISSUES ON SOCIAL INFORMATICS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The special topics of Social Informatics deepen in an interdisciplinary approach that includes areas of Informatics and Social Sciences. The aim is for students to delve into specific topics that may include:

- the study of social data with computer methods
- the study of the interaction and role between electronic platforms and social phenomena,
- the study of computer applications in various social phenomena,
- the application of social science methods and the transfer of social representations to the design of information systems,
- the design and study of systems of social interest.

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

- acquire the necessary theoretical and practical background to study and explore the interaction and role between various social phenomena and information technology
- apply modern theories for the study of Social Informatics issues

General Skills

- Decision making
- Promotion of free, creative and inductive thinking
- Work in an international environment
- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Project Planning and Management
- Production of new research ideas

3. COURSE CONTENTS

Indicative Social Informatics Topics to Study may include:

- Theories, methods and objectives in Social Informatics
- Computational Models for the study of Social Phenomena and for the modeling of behaviors
- Social Collaborative Systems
- Network Social Network Analysis
- Data Mining from the World Wide Web and Social Networks
- Quantification and modeling of social phenomena through online data
- Extraction of Opinion from Social Networks
- Reliability of web content, Fake News
- Virtual Virtual communities
- Analysis and Prediction of social phenomena and behaviors from web data
- Digital and Computational Demography
- Internet of Things
- Web Development

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay Design</td> <td>20</td> </tr> <tr> <td>Essay Conduct</td> <td>20</td> </tr> <tr> <td>Study</td> <td>46</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Essay Design	20	Essay Conduct	20	Study	46	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	39												
Essay Design	20												
Essay Conduct	20												
Study	46												
Total Workload	125												
ASSESSMENT METHODS	I. Essay (30%) II. Written Final Examination (70%) which includes: - Short Answer Questions - Development Questions												

5. RECOMMENDED READING

- *Recommended Book Resources:*

- Veneris G. (2019). Imitation Informatics: Concepts and Technologies, Tziola Publications
- Kadushin C. (2019) Social Networks, Critique Publications
- Avdikos E. (2016). Internet Cultures, Field Publications
- Apostolakis I., Tzanavaras D. (2015) Collaborative Applications on the Internet, Papazisis Publications
- Giovanni Luca Ciampagli, Afra Mashhadi, Taha Yasseri (2017) Social Informatics, Springer International Publishing, Code of Eudoxus 75492613
- Tie-Yan Liu, Christie Napa Scollon, Wenwu Zhu (2015) Social Informatics, Springer International Publishing, Edox Code 73266703
- Rokia Missaoui, Talel Abdessalem, Matthieu Latapy (2017) Trends in Social Network Analysis, Springer International Publishing, happy code 75494712
- L. M. Mahoney, T. Tang (2016) Strategic Social Media: From Marketing to Social Change, John Wiley & Sons, Code Eudox 80503058

- M.Z. Sobaci (2016) Social Media and Local Governments, Springer International Publishing, Code Eudox 75492622
- B. Patrut, M. Patrut (2014) Social Media in Politics: Case Studies on the Political Power of Social Media, Springer International Publishing, Code Eudoxus 73254738
- Khan (2017) Social Media for Government, Springer Singapore, happy code 75492623
- Yun Fun (2014) Human-Centered Social Media Analytics, Springer International Publishing, Code of Eudoxus 73241272
- Gabriele Meiselwitz (2017) Social Computing and Social Media. Human Behavior, Springer International Publishing, Eudoxus Code 75492599
- Panagiotis Germanakos, Marios Belk (2016) Human-Centered Web Adaptation and Personalization: From theory to practice, Code Eudox 75487003
- Gabriele Meiselwitz (2017) Social Computing and Social Media. Applications and Analytics, Springer International Publishing, Eudoxus Code 75492598
- Jalal Kawash, Nitin Agarwal, Tansel Özyer (2017), Prediction and Inference from Social Networks and Social Media, Springer International Publishing, Edox Code 75490880
- J. A. Dator, J. A. Sweeney, A. M. Yee (2015) Mutative Media: Communication Technologies and Power Relations in the Past, Present and Futures, Springer International Publishing, Edox Code 73265283
- J. Kawash (2014) Online Social Media and Visualization, Springer International Publishing, Code of Eudoxus 73248805
- M. Medhat Gaber, M. Cocea, N. Wiratunga, A. Goker (2015) Advances in Social Media Analysis, Springer International Publishing, Code of Eudoxus 73261504
- Akhdar, B., Staniforth, A., Waddington, D. (2017) Application of Social Media in Crisis Management, Springer International Publishing, Eudoxus Code 75481795
- Y. Baek, R. Ko, T. Marsh (2014) Trends and Applications of Serious Gaming and Social Media, Springer Singapore, Code of Eudoxus 73259609

3D ANIMATION - MOTION CAPTURE DESIGN: THEORY AND IMPLEMENTATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7265	SEMESTER OF STUDY	7th
COURSE TITLE	3D ANIMATION - MOTION CAPTURE DESIGN: THEORY AND IMPLEMENTATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		2	
Laboratory		2	
<i>Total</i>		4	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
<p>3D motion refers to the 3D movement of characters and objects in 3D spaces. 3D animation is widely used in computer games, virtual and augmented reality and a number of other communication applications such as presentations, 3D videos and movies, Digital Storytelling and more.</p> <p>The aim of the course is to introduce the student to the types and technologies and techniques of creating 3D animation,</p> <p>Students will also be introduced to 3D animation software through laboratory exercises and implementation of completed tasks. These software are commercial (Maya, Motion Builder) or open source (Blender).</p> <p>Students will also be in contact with Motion Capture equipment available in the Communication and Digital Media department and will be involved in transferring motion data in 3D characters (Avatars) using appropriate software (e.g., Motion Builder).</p> <p>Students will use the knowledge gained from the 3D graphic design course to create characters (Avatars) suitable for movement.</p> <p>Finally, students will come in contact with good practices of using 3D animation in areas of communication (advertising-promotion, information, education)</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● understand and compare the different types of 3D animation, the basic principles of their creation and the advanced techniques used in the production process. ● understand the differences and peculiarities in the production of 3D animation from 2 ● evaluate and propose the appropriate type of animation for the transmission of targeted messages for communication purposes (promotion, information and awareness, education). ● evaluate and select the appropriate software and techniques for creating 3D animation. ● combine software for the production of 3D graphics that were taught in previous years with programs for the production of 3D motion. ● understand the operating principles of Motion Capture equipment, record motion through equipment and transfer motion to specially designed 3D characters (Avatars) or objects ● adapt to the developments in the field of creating 3D animation. 	
General Skills	
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity ● Exercise criticism ● Promotion of free and inductive thinking ● Work in an interdisciplinary environment 	

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The role of 3D animation in communication ● The techniques of creating 3D animation (rendering, lighting, texture, rigging etc) ● 3D animation production software. Commercial and open-source software ● Combined use of 3D graphic and animation design programs ● Carrying out laboratory exercises and implementation of integrated tasks ● Motion recording equipment. Understand how to operate, record and transfer motion in 3D characters (Avatars) and objects. 	
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Students come into contact with 3D motion creation software and motion capture equipment</p> <p>Learning process support through the electronic platform e-class</p>

	Learning process support with video lessons (can be created by the staff of the department and students)														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for attending the Course</td> <td>19</td> </tr> <tr> <td>Laboratorial exercises</td> <td>26</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the Course	19	Laboratorial exercises	26	Preparation and writing of individual or group work and presentation	24	Exam preparation	30	Total Workload	125
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	Preparation and writing of individual or group work and presentation	24													
	Exam preparation	30													
Total Workload	125														
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> -Short Answer Questions -Open Answer Questions -Essay development questions -Comparative evaluation of theory data. <p>II. Preparation of Individual or Group Work and presentation (20% or 0%)</p> <p>III. Laboratory exercises (20% or 0%).</p>														

5. RECOMMENDED READING

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> • Understanding 3D Animation Using Maya, John Edgar Park, 2005, Springer New York • Beginning Blender [electronic resource], Lance Flavell, 2010, Εκδόσεις Apress, HEAL-Link Springer ebooks

GROUP PSYCHOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7275	SEMESTER OF STUDY	7th
COURSE TITLE	GROUP PSYCHOLOGY		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		

MODULE WEB PAGE (URL)	
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2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is for students to understand the basic theories and models that have been developed for the study of group psychology. The course focuses on the way teams function, develop and dynamize, the interactions between individuals and the roles within the group. At the same time, issues related to communication, decision making and the emotions that take place in the groups are analyzed.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • understand the mechanisms of group influence on the perception and behavior of individuals. • describe the different phases of a group's life. • distinguish the different emotions that appear in everyday groups. • compare the effectiveness and the factors that influence the decision making of the individual compared to the group. • incorporate theories and principles about the influence of groups on the behavior of individuals in various fields of reference (eg in education, the workplace, counseling, and administration). • apply group "animator" techniques to hypothetical work scenarios.
General Skills
<ul style="list-style-type: none"> • Teamwork • Search, analysis and synthesis of data and information, using the necessary technologies • Promoting free, creative and inductive thinking • Respect for diversity and multiculturalism

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Field theory and team dynamics • The effect of the group on the individual. • The relations between the teams • The emotions that develop in groups • The different forms of influence of the groups • Effective decision making in groups • Communication in groups • Team leader characteristics and animator techniques.
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>12</td> </tr> <tr> <td>Thesis Writing and Presentation</td> <td>20</td> </tr> <tr> <td>Hypothetical work scenarios in small groups</td> <td>12</td> </tr> <tr> <td>Preparing for class</td> <td>12</td> </tr> <tr> <td>Exam Preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	12	Thesis Writing and Presentation	20	Hypothetical work scenarios in small groups	12	Preparing for class	12	Exam Preparation	30	Total Workload	125
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Exam Preparation	30																
Total Workload	125																
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions <p>II. Presentation of Group / Individual Work (20% or 0%)</p>																

III. Participation in individual or group work of hypothetical scenarios (20 or 0%)

5. RECOMMENDED READING

- Recommended Book Resources:

- BLANCHET, A., and TROGNON, A. (2002), Team Psychology, A & S SAVVALAS SA
- Marouda-Hatzouli, A. 2009, Need of Belonging, Polytropon SA Creative Design and Publishing
- Navridis K. (2005), Team Psychology, PAPAZISI PUBLICATIONS SA
- Theodoratou - Bekou M. (2006), Maturation and Team Dynamics, ROSILI EMPORIKI - EDITORIAL LTD.
- Forsyth, D., Group Dynamics, Cengage Learning.
- Paulus, P. B. (2015). Psychology of group influence. Psychology Press.
- Sherif, M. (2015). Group conflict and co-operation: Their social psychology. Psychology Press.

-Related scientific journals and articles:

- Wakefield, J. R., Bowe, M., Kellezi, B., McNamara, N., & Stevenson, C. (2019). When groups help and when groups harm: Origins, developments, and future directions of the “Social Cure” perspective of group dynamics. *Social and Personality Psychology Compass*, 13(3), e12440.
- Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. In *Advances in experimental social psychology*(Vol. 34, pp. 379-440). Academic Press.
- Greenaway, K. H., Haslam, S. A., Cruwys, T., Branscombe, N. R., Ysseldyk, R., & Heldreth, C. (2015). From “we” to “me”: Group identification enhances perceived personal control with consequences for health and well-being. *Journal of Personality and Social Psychology*, 109(1), 53.
- Smith, E. R., & Mackie, D. M. (2016). Group-level emotions. *Current Opinion in Psychology*, 11, 15-19.

INTERNATIONAL POLICY, DIPLOMACY, AND INTERNATIONAL RELATIONS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7285	SEMESTER OF STUDY	7th
COURSE TITLE	INTERNATIONAL POLICY, DIPLOMACY, AND INTERNATIONAL RELATIONS		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
			5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course analyzes the theoretical currents of International Relations (realism, liberalism, constructivism, Marxist approaches) in order to understand the different perspectives of the international system. In particular, the study of the main theoretical schools of thought and the methodological tools that determine the scientific field of International Relations help to familiarize students with the main factors of the international system in combination with basic concepts in the field of International, national, national, mild power, hard power, diplomacy, globalization). The interaction between state and non-state actors as well as the historical development of International Relations during the last century is also critically studied. The course examines some international issues and global threats to peace such as terrorism, global inequality in the distribution of wealth, climate change, etc.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • understand the concepts of International Politics, Diplomacy and International Relations. • describe and analyze the basic theoretical approaches of International Relations and distinguish their differences • analyze and critically evaluate the role of various forms of power in modern international politics. • understand and critically analyze the impact of globalization on contemporary international politics. • apply existing views in order to compare and evaluate current international events • understand the importance of nationalism and national identities and critically contrast these concepts with cosmopolitanism and cosmopolitan identity.
General Skills
<ul style="list-style-type: none"> • Teamwork / Independent Work • Exercise criticism • Promotion of free, creative and inductive thinking • Work in an interdisciplinary environment

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • Basic schools of thought and theoretical currents (realism, liberalism, constructivism, Marxism) • The concept of power (mild and hard power) and the balance of power in the theory and practice of international relations • The concept of nationalism and the importance of national identities • International organization and international organizations • Non-governmental organizations and their importance in world politics • Diplomacy and international law • The different approaches to the concept of Globalization • A Global threats and international relations

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class												
TEACHING METHODS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e1e5e7;"><i>Method description</i></th> <th style="background-color: #e1e5e7;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Analysis of case studies</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Independent Study</td> <td style="text-align: center;">46</td> </tr> <tr> <td>Total Workload</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Analysis of case studies	20	Work	20	Independent Study	46	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	39												
Analysis of case studies	20												
Work	20												
Independent Study	46												
Total Workload	125												
ASSESSMENT METHODS	Essay (30%) Written Final Exam (70%)												

5. RECOMMENDED READING

- Recommended Book Resources:

- Baylis, J., Smith, S. & Owens, P., 2013. The Globalization of International Politics: An Introduction to International Relations. Thessaloniki: Epikentro Publications.
- Heywood, A., 2013. International Relations and Politics in the World Era. Athens: Kritiki Publications.
- Heraclides, A., 2000. The International Society and Theories of International Relations. Athens: Sideris Publications.
- Gikas V., Papakonstantinou A., Prokakis K. (2005), Communication Diplomacy, Ed. Ant. N. Sakkoula, Athens.
- NyeJ. (2005), Mild Power, Papazisis Publications, Athens.
- Jackson, R. & Sorensen, G., 2006. Theory and Methodology of International Relations: The Contemporary Discussion. Athens: Gutenberg Publications.
- Kouloumbis, Th., 2008. International Relations: Power and Justice. 2nd edition. Athens: Papazisis Publications.
- Yfantis, K., 2012. International Political Theory: The Charm of Realistic Reason. Athens: Sideris Publications.
- Hatzikonstantinou, K., Sarigiannidis, M. & Baxevanis, Ch., 2012. Theoretical Starting Points in International Relations. Athens-Thessaloniki: Sakkoula Publications.
- Wight, M., 1998. International Theory: The Three Streams of Thought. Athens: Quality Publications.
- Tsinisizelis, M. & Yfantis, K., 2000. Contemporary Problems of International Relations, State Sovereignty: Threats and Challenges. Athens: Sideris Publications.

ONLINE JOURNALISM

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7295	SEMESTER OF STUDY	7th
COURSE TITLE	ONLINE JOURNALISM		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
The course deals with emerging forms of journalism in new media and how to use new technologies to create news in the digital environment. The search and evaluation of online sources, the new forms of digital messaging, the interactivity, the peculiarities of writing texts for the internet and the alternative forms of presenting the news with the integration of audiovisual material and live links are examined. Special mention

is made of social media and the interaction of a journalist and an internet user regarding the shaping of the content of the news. In addition, students are familiar with the codes of journalistic ethics in the digital environment.

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

- understand concepts and practices of online journalism
- understand the unique challenges, opportunities but also the ethical and legal limitations of online journalism.
- critically evaluate the impact of the internet on the science and profession of journalism
- write blog posts with effective titles, appropriate structure, links and keywords
- utilize social media as a means of publicity and engagement of the internet user
- design effective multimedia productions for digital media, using text, image, charts, links, photos, audio and video

General Skills

- Independent Work
- Decision making
- Creativity
- Exercise criticism
- Promotion of free and inductive thinking

3. COURSE CONTENTS

Indicative sections:

- The dimensions of digital journalism
- Digital convergence: Social, technological and epistemological implications
- Digital narration
- The concept of online journalism
- Types of online journalism
- Features of online journalism
- The digital press centers
- Blogs and vlogs
- The role of video in digital news
- Writing news articles for the internet
- Journalism and social media
- Ethics and ethics of digital journalism

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Method description</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Preparation for attending the Course</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Group Work Writing</td> <td style="text-align: center;">14</td> </tr> <tr> <td>Case analysis in small groups</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Exam preparation</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Total Workload</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the Course	20	Group Work Writing	14	Case analysis in small groups	20	Exam preparation	30	Exams	2	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>																
Lectures	39																
Preparation for attending the Course	20																
Group Work Writing	14																
Case analysis in small groups	20																
Exam preparation	30																
Exams	2																
Total Workload	125																
ASSESSMENT METHODS	<p>I. Written final examination that includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Questions on the application of theories and principles of online journalism in cases and problems. <p>II. Elaboration of Teamwork</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Kalodzy, J. (2015), *The Journalism of Convergence A Practical Introduction to Article Writing for All Media: Print, Audiovisual, Digital*, Key Number Publications, Athens.
- Pleios, G. (2021), *Fake news*, Publications: G. DARDANOS - K. DARDANOS and SIA EE, Athens
- Hall, J. (2001). *Online journalism: A critical primer*. Pluto Press.
- Ward, M. (2013). *Journalism online*. Routledge.
- Friend, C., & Singer, J. (2015). *Online Journalism Ethics: Traditions and Transitions: Traditions and Transitions*. Routledge.
- Dewolk, R. (2000). *Introduction to online journalism: Publishing news and information*. Prentice Hall Professional Technical Reference.
- Hatzikonstantinou, K., Sarigiannidis, M. & Baxevanis, Ch., 2012. *Theoretical Starting Points in International Relations*. Athens-Thessaloniki: Sakkoula Publications.

-Related scientific journals:

- Deuze, M. (2001). *Online journalism: Modelling the first generation of news media on the World Wide Web*. *First Monday*, Vol. 6 No. 10.
- Steensen, S. (2011). *Online journalism and the promises of new technology: A critical review and look ahead*. *Journalism studies*, Vol. 12 No. 3, pp. 311-327.
- Mitchelstein, E., & Boczkowski, P. J. (2009). *Between tradition and change: A review of recent research on online news production*. *Journalism*, Vol. 10 No. 5, pp. 562-586.
- Manosevitch, E., & Walker, D. (2009, April). *Reader comments to online opinion journalism: A space of public deliberation*. In *International Symposium on Online Journalism* (Vol. 10, pp. 1-30).
- Domingo, D., & Heinonen, A. (2008). *Weblogs and journalism*. *Nordicom review*, Vol. 29 No. 1, pp. 3-15.
- Matheson, D. (2004). *Weblogs and the epistemology of the news: Some trends in online journalism*. *New media & society*, Vol. 6 No. 4, pp. 443-468.
- Deuze, M. (1999). *Journalism and the Web: An analysis of skills and standards in an online environment*. *Gazette (Leiden, Netherlands)*, Vol. 61 No.5, pp. 373-390.
- Schultz, T. (1999). *Interactive options in online journalism: A content analysis of 100 US newspapers*. *Journal of Computer-Mediated Communication*, Vol. 5 No. 1, JCMC513.
- Spyridou, L. P., Masiola, M., Veglis, A., Kalliris, G., & Dimoulas, C. (2013). *Journalism in a state of flux: Journalists as agents of technology innovation and emerging news practices*. *International communication gazette*, 75(1), 76-98.
- Podara, A., Masiola, M., Maniou, T., & Kalliris, G. (2019). *News usage patterns of young adults in the era of Interactive Journalism*. *Strategy & Development Review*.

TOURISM INDUSTRY AND DIGITAL MEDIA

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7305	SEMESTER OF STUDY	7th
COURSE TITLE	TOURISM INDUSTRY AND DIGITAL MEDIA		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5

COURSE UNIT TYPE	Core Elective
PREREQUISITES:	-
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is for students to understand the phenomenon of tourism and to know the structure, operation and organization of the tourism industry as well as the contribution of new media to the development of the tourism product. Special emphasis is given to the analysis of marketing techniques and promotion of the tourism product with the use of new technologies (mobile phones, internet advertising, search engines, social networks). At the same time, the course focuses on the case of Greek Tourism and the structure of the Greek tourism industry.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> distinguish the various forms of organization of tourism businesses and intermediaries. differentiate the Greek tourist market according to the type of tourist product and the type of tourist. propose the integration of individual technological applications and digital media for the digital transformation and the digital development of tourism enterprises design innovative programs for the promotion of tourism businesses and destinations by incorporating new technologies.
General Skills
<ul style="list-style-type: none"> Independent Work Search, analysis and synthesis of data and information, using the necessary technologies Promoting free, creative and inductive thinking Respect for diversity and multiculturalism

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> The tourism phenomenon: tourist typologies and forms of tourism Features of tourist offer Economic Organization of tourism companies and intermediaries E-commerce and tourism business Electronic customer management Marketing the tourism product using new technologies (mobile phones, advertising, social media, search engines) Marketing of tourist destination with the use of new technologies Smart tourist destination

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class						
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class						
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>12</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	12
<i>Method description</i>	<i>Semester Workload</i>						
Lectures	39						
Study-Individual Research (Internet Research)	12						

	Thesis Writing and Presentation	20
	Hypothetical work scenarios in small groups	12
	Preparing for class	12
	Exam Preparation	30
	Total Workload	126
ASSESSMENT METHODS	I. Written final exam (60% or 100%) which includes: - Short Answer Questions - Open Answer Questions II. Presentation and Participation in Group / Individual Work (40% or 0%)	

5. RECOMMENDED READING

<p><i>- Recommended Book Resources:</i></p> <ul style="list-style-type: none"> ● Katsoni, V. (2017), e-Tourism, AP. IF. KPETΣH O.E. ● Katsoni, V. (2017), Entrepreneurship and communication in tourism, AP. IF. KPETΣH O.E. ● Varvaresos, S. (2013), Economics of Tourism, "PROPOMPOS Publications" KIMERIS K. THOMAS. ● Lagos, D. (2018), Tourist Economics, KRITIKI PUBLICATIONS SA ● Long, P., & Morpeth, N. D. (Eds.). (2016). Tourism and the Creative Industries: Theories, policies and practice. Routledge. ● Sigala, M., Christou, E., & Gretzel, U. (Eds.). (2012). Social media in travel, tourism and hospitality: Theory, practice and cases. Ashgate Publishing, Ltd .. ● Goeldner, C. R., & Ritchie, J. B. (2007). Tourism principles, practices, philosophies. John Wiley & Sons. ● Hudson, S., & Hudson, L. (2017). Marketing for tourism, hospitality & events: a global & digital approach. Sage. <p><i>-Related scientific journals:</i></p> <ul style="list-style-type: none"> ● Sotiriadis, M. D. (2017). Sharing tourism experiences in social media: A literature review and a set of suggested business strategies. International Journal of Contemporary Hospitality Management, 29(1), 179-225. ● Jansson, A. (2018). Rethinking post-tourism in the age of social media. Annals of Tourism Research, 69, 101-110. ● Hudson, S., & Thal, K. (2013). The impact of social media on the consumer decision process: Implications for tourism marketing. Journal of Travel & Tourism Marketing, 30(1-2), 156-160. ● Hays, S., Page, S. J., & Buhalis, D. (2013). Social media as a destination marketing tool: its use by national tourism organisations. Current issues in Tourism, 16(3), 211-239. ● Leung, D., Law, R., Van Hoof, H., & Buhalis, D. (2013). Social media in tourism and hospitality: A literature review. Journal of travel & tourism marketing, 30(1-2), 3-22. ● Moro, S., & Rita, P. (2018). Brand strategies in social media in hospitality and tourism. International Journal of Contemporary Hospitality Management, 30(1), 343-364. 	
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DISSERTATION (1/2)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 7315	SEMESTER OF STUDY	7 th
COURSE TITLE	DESSERTATION		

COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		-	
<i>Total</i>		-	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	NO		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

In the context of completing the studies for obtaining an undergraduate diploma of the Department of Communication and Digital Media, the elaboration of the dissertation is included. Writing the dissertation is one of the most creative and demanding challenges of the curriculum of this undergraduate. The dissertation offers the student the opportunity to prove that he / she has the ability to use the knowledge and skills acquired in the previous semesters of the study program and to complete a study on his / her own, under the supervision and coordination of the supervising professor. In addition, it provides the student with the opportunity to explore in depth a topic that interests him / her (always in agreement with the supervising teacher) applying the methodical, systematic and scientific approach.

Upon completion of the dissertation the student should:

- To have acquired systematic knowledge about theoretical approaches in the field of communication and more specifically in the subjects treated by the Department.
- To have acquired the ability to apply a specific methodology for the analysis of the topic he has chosen.
- To have acquired the possibility of systematic empirical / research examination of the theory.
- To have acquired the ability to combine theory-critical discussion of theory and research findings, in order to draw conclusions.

General Skills

- Individual / Group Work
- Search, analysis and synthesis of data and information, using the necessary technologies
- Promoting free, creative and inductive thinking
- Promoting criticism and combinatorial thinking

3. COURSE CONTENTS

The counseling meetings between supervising professors and students aim to familiarize the students with the process of implementing their dissertation. Under this logic are discussed issues related to the structure and content of the work, the organization of the implementation schedule of the dissertation, the collection of information from academic sources, the synthetic presentation of this information in the context of theory, the selection of appropriate research method of research, presentation / presentation of research results and writing conclusions.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Regular meetings (either live or online) between supervising teachers and students.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support for the Learning process through the electronic e-class platform, as well as through live and online meetings between supervising teachers and students.

TEACHING METHODS	Method description	Semester Workload
	Consulting meetings	15 hours
	Study-Individual Research (bibliographic sources research, empirical data collection research)	50 hours
	Thesis Writing and Presentation	60 hours
	Course Completion with Homework	125 hours
ASSESSMENT METHODS	I. Written work 10000-15000 words (100%)	

5. RECOMMENDED READING

- Recommended Book Resources:

- Chalkias M., Samantha E. (2016). Introduction to the Research Methodology of Scientific Papers. Athens: Modern Publishing Ltd.
- Danos, A. (2016). Methodology for writing random works and scientific studies. Athens: Modern Publishing Ltd.
- Zafeiropoulos, K. (2015). How is a consignment work done? Athens: Kritiki Publications SA. Schnell, R., Hill, P., Esser, E. (2014). Μέθοδοι Εμπειρικής Κοινωνικής Έρευνας. Αθήνα: Εκδόσεις Προπομπός.
- Becker, H.S. (2007). Writing for Social Scientists. How to start and finish your thesis, book or article. 2nd edition. Chicago and London: The University of Chicago Press.

FRAMING CRISES: A EUROPEAN APPROACH

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE		SEMESTER OF STUDY	7th
COURSE TITLE	Framing Crises: A European Approach		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
			5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	No		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

4. LEARNING OUTCOMES

Learning Outcomes

The aim of the course is to analyze the main forms of framing and communication strategies used by stakeholders in different types of crises in Europe. Specifically, the course focuses on the way in which various bodies of the EU but also of the member states such as European institutions, governmental authorities at national level, municipalities, and local authorities, politicians, MEPs, political leaders, and prime ministers-presidents, mayors, organizations of civil society in Europe communicate during crises. Indicative cases related to the pandemic, terrorist attacks and natural disasters will be mentioned in the course. A significant part of the course is devoted to the concept of public leadership during crises and disasters in Europe. The course will focus on how the media in Europe frame crises such as the refugee crisis but also other man-made crises and natural disasters. At the same time, through case studies, a comparative analysis of the framing of SMEs in various European countries will be carried out with an emphasis on cross-border crises. Issues related to crisis and disaster journalism and visual coverage and storytelling of such events will also be discussed. Through an inclusive approach, the voices, stories, experiences and feelings of victims, strategies and work of non-profit organizations supporting citizens from affected areas, representatives of local agencies and organizations, and volunteers will be presented.

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

- 1. Recognize the different forms of framing used by the media when covering crises and natural disasters.
- 2. To interpret the behavior of Europe's leaders and public figures during crises based on public crisis leadership models.
- 3. Contrast the ways in which cross-border crises are framed by the media of various European countries and distinguish common points and differences.
- 4. To contrast the communication strategies of NGOs, victims, but also agencies during crises and disasters in the EU.
- 5. Analyze the key components of crisis and natural disaster journalism in the EU.
- 6. To integrate the media framing strategies into a European crisis and natural disaster framing model.

General Skills

- Teamwork
- Decision making
- Criticism
- Promotion of free, creative and inductive thinking

5. COURSE CONTENTS

Indicative sections:

- Forms and types of framing
- Media and cross-border crises
- Journalism of crises and natural disasters
- Narratives of victims of cross-border crises
- The framing of the refugee crisis by the mass media in Europe
- Crisis communication by NGOs in Europe
- Terrorist attacks and communication of European bodies and governments
- Public leadership during crises

The teaching of the course will be based on innovative teaching methods such as case studies focusing on student decision-making, role-playing and crisis simulations, simulations using social media, participation in groups, creating emergency messages through videos and messages social networking, simulating press conferences and interviews with journalists, writing press releases, participating in group work and research activities. Participating in research activities may involve data collection, conducting interviews and questionnaire surveys. The courses will be enriched with lectures by experts from organizations and bodies in Greece and Europe in general.

TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Hybrid: Lectures in class and distant														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>22</td> </tr> <tr> <td>Preparation for work and exercises</td> <td>20</td> </tr> <tr> <td>Preparing to attend the course</td> <td>14</td> </tr> <tr> <td>Exam Preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	22	Preparation for work and exercises	20	Preparing to attend the course	14	Exam Preparation	30	Total Workload	125
	<i>Method description</i>	<i>Semester Workload</i>													
	Lectures	39													
	Study-Individual Research (Internet Research)	22													
	Preparation for work and exercises	20													
	Preparing to attend the course	14													
	Exam Preparation	30													
Total Workload	125														
ASSESSMENT METHODS	I. Written final exam 70% II. Presentation and Participation in Group Work 30%														

6. RECOMMENDED READING

- Recommended Book Resources:

- Anagnou, M (2020), Refugee/Migration Crisis Management Policies, Papazisi Publications.
- Balomenos, K. (2017), International Terrorism and Strategic Communication, Vasiliki Gyftaki Publications.
- Konstantopoulou, X. (2017) Narratives of the Crisis, Myths and realities of modern society, Papazisi Publications.
- Kountouri Fani (2015). Public Issues on the Political Agenda.
<https://repository.kallipos.gr/handle/11419/4426>
- Chouliaraki L. (2012), The spectacle of suffering, ITE-UNIVERSITY PUBLICATIONS OF CRETE
- Lecheler, S., & De Vreese, C. H. (2019). News framing effects: Theory and practice (p. 138). Taylor & Francis.
- Ride, A., & Bretherton, D. (2011). Community resilience in natural disasters. Palgrave Macmillan.
- Belair-Gagnon, V. (2015). Social media at BBC news: The re-making of crisis reporting. Routledge.
- Boin, A., Stern, E., & Sundelius, B. (2016). The politics of crisis management: Public leadership under pressure. Cambridge University Press.

-Related scientific journals:

- Tierney, K., Bevc, C., & Kuligowski, E. (2006). Metaphors matter: Disaster myths, media frames, and their consequences in Hurricane Katrina. *The annals of the American academy of political and social science*, 604(1), 57-81.
- Nilsson, S., & Enander, A. (2020). "Damned if you do, damned if you don't": Media frames of responsibility and accountability in handling a wildfire. *Journal of Contingencies and Crisis Management*, 28(1), 69-82.
- Saldaña, M. (2022). Who is to blame? Analysis of government and news media frames during the 2014 earthquake in Chile. *Journalism Studies*, 23(1), 25-47.
- Chernobrov, D. (2018). Digital volunteer networks and humanitarian crisis reporting. *Digital Journalism*, 6(7), 928-944.
- Kotišová, J. (2017). Cynicism ex machina: The emotionality of reporting the 'refugee crisis' and Paris terrorist attacks in Czech Television. *European Journal of Communication*, 32(3), 242-256.
- Kotisova, J. (2020). When the crisis comes home: Emotions, professionalism, and reporting on 22 March in Belgian journalists' narratives. *Journalism*, 21(11), 1710-1726.
- Zhang, X., & Hellmueller, L. (2017). Visual framing of the European refugee crisis in Der Spiegel and CNN International: Global journalism in news photographs. *International Communication Gazette*, 79(5), 483-510.
- Bal, H. M., & Baruh, L. (2015). Citizen involvement in emergency reporting: A study on witnessing and citizen journalism. *Interactions: Studies in Communication & Culture*, 6(2), 213-231.

- Dempsey, K. E., & McDowell, S. (2019). Disaster depictions and geopolitical representations in Europe's migration 'Crisis'. *Geoforum*, 98, 153-160.
- Pantti, M. (2019). The personalisation of conflict reporting: Visual coverage of the Ukraine crisis on Twitter. *Digital Journalism*, 7(1), 124-145.
- Jong, W. (2021). Public leadership in times of crisis: Lessons to learn from a crisis communication point of view. *Communication Teacher*, 35(2), 86-92.
- Plaček, M., Špaček, D., & Ochrana, F. (2020). Public leadership and strategies of Czech municipalities during the COVID-19 pandemic—municipal activism vs municipal passivism. *International Journal of Public Leadership*.

C8. 8th Semester Courses

INTEGRATED COMMUNICATIONS STRATEGY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8215	SEMESTER OF STUDY	8th
COURSE TITLE	INTEGRATED COMMUNICATIONS STRATEGY		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		<i>Total</i>	3
ECTS Credits	5		
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The aim of the course is for students to understand the process of corporate communication management as well as the importance of designing a complete communication program. The aim of the course is for students to understand the new model of corporate communication, the concept, forms and axes of integration of communication in organizations. The course is organized in such a way as to present in detail the ways of managing relationships with the important stakeholders of an organization (shareholders, employees, local community, media, government and customers) in the light of an integrated approach to the various communication functions of the organization.

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

- distinguish the differences regarding the concepts of corporate communication, integrated communications and integrated marketing communications.
- recognize the importance of an integrated approach to managing corporate communication.
- understand the different forms of integration of corporate communication in terms of their advantages and disadvantages depending on the type of organization.
- compare and contrast the contribution of each communication function to the design of an integrated communications program.

- divide an organization's stakeholder groups based on their power and degree of interest in the business.
- adapt theoretical approaches to the selection of appropriate strategies for communicating with different stakeholder groups.
- compose integrated communication programs for various stakeholders in companies and organizations.
- design corporate social responsibility programs.
- interpret the results of integrated communication programs through the analysis of case studies.

General Skills

- Autonomous and Teamwork
- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision making
- Exercise criticism
- Promoting free, creative and inductive thinking
- Demonstration of social, professional, and moral responsibility
- Project design and management

3. COURSE CONTENTS

Indicative sections:

- Introduction to the concepts of corporate communication, integrated communication and integrated marketing communication.
- The new model of corporate communication.
- The role of integrated communication in communication programming and the axes of integration.
- The concept of corporate communication and stakeholder groups.
- The power-interest matrix.
- Stages of integrated communications program.
- The contribution of research in the design of integrated communication programs.
- Managing relationships with various stakeholder groups.
- Analysis of case studies of integrated communication programs.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>12</td> </tr> <tr> <td>Preparation, Paper Writing and Presentation of Teamwork</td> <td>20</td> </tr> <tr> <td>Preparation and writing of individual exercises / assignments</td> <td>12</td> </tr> <tr> <td>Preparing for class</td> <td>12</td> </tr> <tr> <td>Exam Preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>126</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	12	Preparation, Paper Writing and Presentation of Teamwork	20	Preparation and writing of individual exercises / assignments	12	Preparing for class	12	Exam Preparation	30	Total Workload	126
<i>Method description</i>	<i>Semester Workload</i>																
Lectures	39																
Study-Individual Research (Internet Research)	12																
Preparation, Paper Writing and Presentation of Teamwork	20																
Preparation and writing of individual exercises / assignments	12																
Preparing for class	12																
Exam Preparation	30																
Total Workload	126																
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Questions of application of theories and models of integrated communication in cases and problems. <p>II. Presentation of Group / Individual Work (20% or 0%)</p> <p>III. Participation in Individual / Group Exercises (20% or 0%).</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Cornelissen, J. (2016), *Corporate Communication: A Theory and Practice Guide*, Diavlos Publications.
- Hendrix, J. (2008), *Public Relations: Case Studies*, G. Parikos & Co. EE, Athens.
- Argenti, P. (2016), *Corporate Communication (7th Edition)*, McGraw-Hill.
- Van Riel, C. B., & Fombrun, C. J. (2007). *Essentials of corporate communication: Implementing practices for effective reputation management*. Routledge.

-Related scientific journals:

- <https://painepublishing.com/measurementadvisor/wp-content/uploads/sites/4/2016/10/TCB-1611-RR-Commun-and-Marketing-Integration.pdf>
- Palazzo, M., Foroudi, P., Kitchen, P. J., & Siano, A. (2018). Developing corporate communications: an exploratory study. *Qualitative Market Research: An International Journal*. (Article in Press)
- Miles, S. (2017). Stakeholder theory classification: A theoretical and empirical evaluation of definitions. *Journal of Business Ethics*, 142(3), 437-459.
- Zerfass, A., & Viertmann, C. (2017). Creating business value through corporate communication: a theory-based framework and its practical application. *Journal of Communication Management*, 21(1), 68-81.
- Cho, M., Furey, L. D., & Mohr, T. (2017). Communicating corporate social responsibility on social media: Strategies, stakeholders, and public engagement on corporate Facebook. *Business and Professional Communication Quarterly*, 80(1), 52-69.
- Lim, J. S., & Greenwood, C. A. (2017). Communicating corporate social responsibility (CSR): Stakeholder responsiveness and engagement strategy to achieve CSR goals. *Public Relations Review*, 43(4), 768-776.
- Zerfass, A., Verčič, D., & Volk, S. C. (2017). Communication evaluation and measurement: Skills, practices and utilization in European organizations. *Corporate Communications: An International Journal*, 22(1), 2-18.
- Ots, M., & Nyilasy, G. (2015). Integrated Marketing Communications (IMC): Why Does It Fail?: An Analysis of Practitioner Mental Models Exposes Barriers of IMC Implementation. *Journal of Advertising Research*, 55(2), 132-145.
- Lovejoy, K., Waters, R. D., & Saxton, G. D. (2012). Engaging stakeholders through Twitter: How nonprofit organizations are getting more out of 140 characters or less. *Public Relations Review*, 38(2), 313-318.
- Gregory, A. (2007). Involving stakeholders in developing corporate brands: the communication dimension. *Journal of Marketing Management*, 23(1-2), 59-73.
- Schultz, D. E. (1996), *The Inevitability of Integrated Communications*, *Journal of Business Research*, Vol. 37, No. 3, pp. 139-146.
- Foreman, J., & Argenti, P. A. (2005). How corporate communication influences strategy implementation, reputation and the corporate brand: an exploratory qualitative study. *Corporate Reputation Review*, 8(3), 245-264.
- Cornelissen, J. (2000), 'Integration' in *Communication Management: Conceptual and Methodological Considerations*, *Journal of Marketing Management*, Vol. 16, No. 6, pp. 597-606.

BIG DATA AND WEB INTELLIGENCE

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8225	SEMESTER OF STUDY	8th

COURSE TITLE	BIG DATA AND WEB INTELLIGENCE		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS Credits	
	Lectures	3	
	<i>Total</i>	3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course examines Web Intelligence applications that exploit Big Data sources that arise from a variety of platforms and devices with which users interact, such as social media, mobile devices, sensors, platforms VR, new web platforms as well as other sources. At the heart of the course is a practical approach to their use in areas such as online advertising, marketing, personalized communication, business intelligence, political communication, forecasting benefits or risks and other areas of the social sciences. Web intelligence is an expanding area of growing research activity that aims to explore the fundamental role and practical impact of advanced information technologies and artificial intelligence (knowledge representation, knowledge discovery, data mining, intelligent agents, and social networks) to explore and harness the of big data in various fields of life, business and science.</p> <p>The aim of the course is to prepare students in these advanced approaches and provide the foundations for further research and professional opportunities related to the growing field of web intelligence and big data.</p> <ul style="list-style-type: none"> • <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • To know and exploit the possibilities that exist in big data by using appropriate tools for dealing with, understanding, classifying, characterizing and usefully exploiting such data. • To acquire the necessary theoretical and practical background to study and utilize the various techniques of online intelligence in the fields of communication science and digital media •
General Skills
<ul style="list-style-type: none"> • Decision making • Promotion of free, creative and inductive thinking • Work in an international environment • Search, analysis and synthesis of data and information, using the necessary technologies • Adaptation to new situations • Project Planning and Management • Production of new research ideas

3. COURSE CONTENTS

<p>Indicative Big Data and Web Intelligence Topics for Study may include:</p> <ul style="list-style-type: none"> • Big Data in Advertising, Marketing, Business Intelligence, Political Communication, Personalized Communication, Crisis Management and other social science fields • Uses of big data and business intelligence in the business world • Web and Social Network Data Mining Tools • Social Network Analysis Tools • Opinion and Sentiment Mining Tools from Social Networks • Big data collection, processing and analysis tools

- Natural speech understanding tools and methods
- Machine learning tools
- Web Intelligence Case Studies in Advertising, Marketing, Business Intelligence, Personalized Communication, and Other Social Science Areas
-
-

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class												
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay Design</td> <td>20</td> </tr> <tr> <td>Essay Conduct</td> <td>20</td> </tr> <tr> <td>Study</td> <td>46</td> </tr> <tr> <td>Total Workload</td> <td>126</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Essay Design	20	Essay Conduct	20	Study	46	Total Workload	126
<i>Method description</i>	<i>Semester Workload</i>												
Lectures	39												
Essay Design	20												
Essay Conduct	20												
Study	46												
Total Workload	126												
ASSESSMENT METHODS	Project												

5. RECOMMENDED READING

- Recommended Book Resources:

- Wouter van Atteveldt, Damian Trilling, Carlos Arcila Calderon (2022), Computational Analysis of Communication | Wiley. (n.d.). Wiley.Com.
- Kaya, M., & Alhadj, R. (Eds.). (2019). Influence and Behavior Analysis in Social Networks and Social Media. Springer International Publishing. Book Eudoxus 91690997
- Robles-Morales, J. M., & Córdoba-Hernández, A. M. (2019). Digital Political Participation, Social Networks and Big Data: Disintermediation in the Era of Web 2.0. Springer International Publishing. Eudoxos Ebook 91689110
- Kyrkos Efstathios (2016) Business Intelligence and Data Mining, "Kallipos" Repository
- Nikolaos Matsatsinis (2020) Business Intelligence, Big Data Analytics and Analysis for Decision Making, New Technologies Publishing. Eudoxos 9470211
- Alex Gonçalves (2017) Social Media Analytics Strategy: Using Data to Optimize Business Performance, success code 75492621
- Dimitrios Fuskakis (2021) Data Analysis using R, TSOTRAS PUBLISHERS, Eudoxos 102073862
- Sander Klous, Nart Wielaard (2016) We are Big Data: The Future of Information Society, Atlantis Press, Code Eudoxos 75495120
- Kun MaAjith AbrahamBo YangRunyuan Sun (2016) Intelligent Web Data Management: Software Architectures and Emerging Technologies, Eudoxos Code 75487654
- Lei Chen, Christian S. Jensen, Cyrus Shahabi, Xiaochun Yang, Xiang Lian (2017) Web and Big Data, Springer International Publishing, Access Code 75495131
- Shaoxu Song, Matthias Renz, Yang-Sae Moon (2017) Web and Big Data, Springer International Publishing, Eudoxou Code 75495130
- Albert Y. Zomaya, Sherif Sakr (2017) Handbook of Big Data Technologies, Springer International Publishing, Eudoxou Code 75486565
- V. Srinivasan (2016) The Intelligent Enterprise in the Era of Big Data, John Wiley & Sons
- J. P. Isson (2016) People analytics in the Era of Big Data: Changing the Way you Attract, Acquire, Develop and Retain Talent, John Wiley & Sons
- X. Cheng, W. Ma, H. Liu, H. Shen, S. Feng, X. Xie (2017) Social Media Processing, Springer Singapore, Eudoxus Code 75492628
- Shaoxu Song, Matthias Renz, Yang-Sae Moon (2017) Seeing Cities through Big Data, Springer International Publishing, Eudoxou Code 75492284

- Alex Goncalves (2017) Social Media Analytics Strategy: Using Data to Optimize Business Performance, Apress, Code Eudoxos 75492621
- Jalal Kawash, Nitin Agarwal, Tansel Özyer (2017), Prediction and Inference from Social Networks and Social Media, Springer International Publishing, Eudoxou Code 75490880
- M. Atzmueller, A. Chin, C. Scholz, C. Trattner (2015). Mining, Modeling, and Recommending 'Things' in Social Media, Springer International Publishing, Eudoxos Code 73265095
- Tan Pang - Ning, Steinbach Michael, Kumar Vipin, Verikios Vassilios (2018) Introduction to Data Mining, Giola Publications
- Stalidis G, Kardaras D. (2016) Data Management and Business Intelligence, "Kallipos" Repository
- Jalal Kawash, Nitin Agarwal, Tansel Özyer (2017), Prediction and Inference from Social Networks and Social Media, Springer International Publishing, Eudoxou Code 75490880
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SPECIAL ISSUES IN ADVERTISING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8235	SEMESTER OF STUDY	8th
COURSE TITLE	SPECIAL ISSUES IN ADVERTISING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
Total		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	Adverstising		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course gives the opportunity to students who have already been exposed to the course of Advertising, to immerse themselves in special techniques, modern trends and innovative methods. The influence of postmodernity on the formation of advertising, the relationship between Art and advertising, international advertising, the use of branded protagonists, male and female stereotypes, the placement of products in movies and TV series, advergames and advertising are discussed. augmented and virtual reality. At the same time, applications of neuroscience are presented in the evaluation of the effectiveness of advertising, while concerns are raised about its economic role and its social dimension.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • analyze how advertising affects the consumer

<ul style="list-style-type: none"> ● define the framework of cooperation between the company and the advertising agency ● understand in depth the social, economic and business dimension of advertising ● appreciate the role of the cultural environment and culture in shaping international advertising ● understand the effects of modernity and postmodernity on advertising ● appreciate the modern challenges of advertising in the digital environment ● understand the applications of advertising on the internet and social media ● evaluate the appropriateness of modern advertising and promotion techniques to attract the target audience ● compare and compare different advertising programs through the analysis of case studies
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity ● Exercise criticism ● Promotion of free and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The effect of advertising on the consumer ● Organization and operation of the advertising company ● Postmodernism and advertising ● The display of advertising ● Art and advertising ● International advertising ● Internet advertising ● Advertising on social media ● The placement of products in movies and series ● Advergames ● Augmented and virtual reality advertising ● Neuroscience and advertising ● Critical approach to advertising ● The stereotypes in advertising ● Political advertising ● Analysis of case studies on contemporary, specific advertising issues.
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for attending the Course</td> <td>20</td> </tr> <tr> <td>Group Work Writing</td> <td>14</td> </tr> <tr> <td>Case Analysis in small groups</td> <td>20</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Preparation for attending the Course	20	Group Work Writing	14	Case Analysis in small groups	20	Exam preparation	30	Exams	2	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>																
Lectures	39																
Preparation for attending the Course	20																
Group Work Writing	14																
Case Analysis in small groups	20																
Exam preparation	30																
Exams	2																
Total Workload	125																
ASSESSMENT METHODS	<p>I. Written final examination that includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Questions of application of theories and principles of advertising in cases and problems. <p>II. Preparation and presentation of Teamwork</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Zotos, G., Zotou, A., Kyrousi, A., Boutsouki, Ch., Palla, T. and Chatzithomas, L. (2018), Advertising, Design, Development, Efficiency, 6th Edition, University Studio Press SA, Thessaloniki.
- Tsakarestou, M. (2016), Co-creation in Advertising, Pedio Publications, Athens
- Kavoura, A. (2016), Communication and Advertising on Social Media, Tsakouridou and Co. Publications, Athens
- Alexiadis M., (2014), Print Advertising and Popular Culture, Armos Publications, Athens
- Hairetakis, M. (2015), Media, Advertising and Consumption: The Greek Case 2000-2010, Hellenic Society of Political Science
- Belch, G. and Belch, M. (2016), Advertising and Promotion (10th Edition), A. Tziola & Sons Publications OE, Thessaloniki.
- Arens, C., Arens, M., Weigold, M., Scheafer, D. (2015), Effective Advertising, Rosili Publications.
- Bonanz, K., and Thomas, S. (1995), Don Juan or Pavlov-An Essay on Advertising, Pendulum Publications-Christina Zisi
- Doulkeri, T. (2003), The Sociology of Advertising, Papazisis Publications Athens
- Chatzithomas, L. (2008), Humor in television advertising, University Studio Press, Thessaloniki

-Related scientific journals:

- Tsihla, E., & Zotos, Y. (2016). Gender portrayals revisited: searching for explicit and implicit stereotypes in Cypriot magazine advertisements. *International Journal of Advertising*, 35(6), 983-1007.
- Zotos, Y. C., & Tsihla, E. (2014). Female stereotypes in print advertising: A retrospective analysis. *Procedia-social and behavioral sciences*, Vol. 148, pp. 446-454.
- Okazaki, S., & Taylor, C. R. (2013). Social media and international advertising: theoretical challenges and future directions. *International marketing review*, Vol. 30, No. 1, pp. 56-71.
- Okazaki, S., & Taylor, C. R. (2013). Social media and international advertising: theoretical challenges and future directions. *International Marketing Review*, Vol. 30 No. 1, pp. 56-71
- Huettl, V., & Gierl, H. (2012). Visual art in advertising: The effects of utilitarian vs. hedonic product positioning and price information. *Marketing Letters*, Vol. 23 No. 3, pp. 893-904.
- Lipsman, A., Mudd, G., Rich, M., & Bruich, S. (2012). The power of “like”: How brands reach (and influence) fans through social-media marketing. *Journal of Advertising research*, Vol. 52, No. 1, pp. 40-52.
- An, S., & Stern, S. (2011). Mitigating the effects of advergimes on children. *Journal of Advertising*, Vol. 40 No. 1, pp. 43-56.
- Cauberghe, V., & De Pelsmacker, P. (2010). Advergimes. *Journal of advertising*, Vol. 39 No. pp. 5-18.
- Wise, K., Bolts, P. D., Kim, H., Venkataraman, A., & Meyer, R. (2008). Enjoyment of advergimes and brand attitudes: The impact of thematic relevance. *Journal of Interactive Advertising*, Vol. 9 No. 1, pp. 27-36.
- Hetsroni, A., & Tukachinsky, R. H. (2005). The use of fine art in advertising: A survey of creatives and content analysis of advertisements. *Journal of Current Issues & Research in Advertising*, Vol. 27 No. 1, pp. 93-107.
- d'Astous, A., & Chartier, F. (2000). A study of factors affecting consumer evaluations and memory of product placements in movies. *Journal of Current Issues & Research in Advertising*, Vol. 22 No. 2, pp. 31-40.
- Gupta, P. B., & Lord, K. R. (1998). Product placement in movies: The effect of prominence and mode on audience recall. *Journal of Current Issues & Research in Advertising*, Vol. 20 No 1, pp. 47-59.

VIRTUAL AND AUGMENTED REALITY APPLICATIONS THEORY AND DESIGN

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8245	SEMESTER OF STUDY	8th
COURSE TITLE	VIRTUAL AND AUGMENTED REALITY APPLICATIONS THEORY AND DESIGN		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
<i>Total</i>		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to introduce the student to the basic concepts, material and means of modern technologies of virtual, augmented and augmented reality. More specifically, the student will be taught what Virtual and Augmented Reality means, what the basic hardware and software requirements are for their implementation, and what kind of content can be created. Students will also be familiar with the interface elements that allow the handling of such applications, in which areas the OP applications are applied, while examples of implementations and innovative applications of these technologies in communication will be given. The Department of Communication and Digital Media has virtual and augmented reality devices for this purpose.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● understand the concepts of virtual, augmented and mixed reality ● know, compare and evaluate the various virtual and augmented reality technologies. ● understand how these technologies work today and know the historical evolution of these technologies. ● understand the role of other technologies taught in other curricula such as 3D graphics and 3D animation in creating virtual and augmented reality applications. ● create scenarios for virtual and augmented reality applications and create applications with special software. ● integrate 3D graphics, 3D animation in virtual and augmented reality applications ● integrate video and other elements (eg 360c images) into virtual and augmented reality applications ● identify, compare and evaluate good practices of virtual and augmented reality in various fields of communication (Advertising, marketing, information, information, education, etc.) ● adapt to technological developments in these areas
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity

- Exercise criticism
- Promotion of free and inductive thinking
- Work in an interdisciplinary environment

3. COURSE CONTENTS

Indicative sections:

- Historical evolution of virtual and augmented reality technologies
- Basic concepts of virtual, augmented and augmented reality (Virtual Reality VR and Augmented Reality AR).
- Virtual Reality Technologies today and basic operating principles of PC-connected Virtual Reality HeadSets, Mobile Virtual Reality HeadSets (Oculus, Google Cardboard, etc.), Immersion environments. VR content (virtual environments, 360 video)
- Augmented Reality technologies today and basic operating principles Augmented reality applications for mobile devices, location based AR applications, augmented reality headset with PC connection (eg MagicLeap), standalone HeadSets (Hololens). Image recognition, object recognition and tracking, Markerless Tracking technology -SLAM, augmented reality with geo-identification.
- Creating virtual reality applications with appropriate software (eg Cospaces, Google VR Tour Creator, etc.). Create 360o video or 360o content content.
- Creating augmented reality applications with appropriate software (eg HP Reveal, MergeCube, Metaverse etc)
- Integration of 3D graphics (scan or drawing objects), 3D animation and video in virtual and augmented reality applications.
- Virtual and augmented reality applications in Advertising-Marketing of products and services
- Virtual and augmented reality applications in education.
- Future trends in the field of virtual and augmented reality.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students come into contact with virtual and augmented reality software Learning process support through the electronic platform e-class Learning process support with video lessons														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Preparation for attending the Course</td> <td>19</td> </tr> <tr> <td>Laboratory exercises</td> <td>26</td> </tr> <tr> <td>Preparation and writing of individual or group work and presentation</td> <td>24</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>126</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	26	Preparation for attending the Course	19	Laboratory exercises	26	Preparation and writing of individual or group work and presentation	24	Exam preparation	30	Total Workload	126
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	26														
Preparation for attending the Course	19														
Laboratory exercises	26														
Preparation and writing of individual or group work and presentation	24														
Exam preparation	30														
Total Workload	126														
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> -Short Answer Questions -Open Answer Questions -Essay development questions ● Comparative evaluation of theory data. <p>II. Preparation of Individual or Group Work and presentation (20% or 0%)</p> <p>III. Laboratory exercises (20% or 0%).</p>														

5. RECOMMENDED READING

- Recommended Book Resources:

- FOKIDIS EMMANOUIL, ATSIKPASI PINELOPI, (FULLY Immersed) VIRTUAL REALITY, LEARNING AND EDUCATION, 2022, MARKOU AND CO. LTD.
- Hughes/Van Dam/McGuire/Sklar/Foley/Feiner/Akeley, GRAPHICS AND VIRTUAL REALITY, 2020, GREGORIOS CHRYSOSTOMOU FOUNDAS Publications
- GEORGIOS LEPOURAS, ANGELIKI ANTONIOU, NIKOS PLATIS, DIMITRIS CHARITOS, DEVELOPMENT OF VIRTUAL REALITY SYSTEMS, 2016, Greek Academic Electronic Books and Aids - "Kallipos" Repository
- SPYRIDON VOSINAKIS, VIRTUAL WORLDS 2016, Greek Academic Electronic Books and Aids - "Kallipos" Repository
- KONSTANTINOS MOUSTAKAS, IOANNIS PALIOKAS, DIEMTRIOS TZOVARAS, ATHANASIOS TSAKIRIS, GRAPHICS AND VIRTUAL REALITY, 2016, Greek Academic Electronic Books and Aids - "Kallipos" Repository
- Augmented Reality Virtual Reality and Computer Graphics, Lucio Tommaso De Paolis / Patrick Bourdot / Antonio Mongelli, 2017, Lecture Notes in Computer Science (HEAL-Link Springer ebooks)
- Virtual Augmented and Mixed Reality, Stephanie Lackey / Jessie Chen, 2017, Lecture Notes in Computer Science (HEAL-Link Springer ebooks)

POLITICAL AND DIPLOMATIC REPORTING

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8255	SEMESTER OF STUDY	8th
COURSE TITLE	POLITICAL AND DIPLOMATIC REPORTING		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
Total		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The aim of the course is for students to become familiar with the meaning and characteristics of political news and the various forms of political reporting (parliamentary, party, ministry). At the same time, they understand the different ways of writing political news, organizing and producing political programs as well as being introduced to the various ways of seeking information collection. Also, students become familiar with the ways of writing news related to foreign policy and diplomacy issues with special emphasis on Greek-Turkish Relations.

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

- recognize the different forms of political reporting and adapt the way news is written for each of them.
- look for sources and information for writing political and diplomatic news.
- discuss and analyze political news at national and international level as well as diplomatic news.
- discuss new trends and challenges in political reporting.
- compare news coverage of political issues between countries.
- compose sources (political and diplomatic) for the writing of political and diplomatic news.
- interpret the influence of the media on diplomatic practice.
- compile news concerning Greek-Turkish relations, the international political scene, and the European Union

General Skills

- Teamwork
- Applying knowledge in practice
- Search, analysis and synthesis of data and information, using the necessary technologies
- Promoting free, creative and inductive thinking
- Production of new research ideas

3. COURSE CONTENTS

Indicative sections:

- Definition and examples of political news
- Objectives of political authors
- Various forms of political reporting (parliamentary, party, government, ministry)
- Political reporting in the print media
- Organization and production of political programs
- Different political reasons
- Informing a government representative
- Writing news related to countries' foreign policy and international issues
- Greek-Turkish relations

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>12</td> </tr> <tr> <td>Thesis Writing and Presentation</td> <td>20</td> </tr> <tr> <td>Participation in short group work</td> <td>12</td> </tr> <tr> <td>Preparing for class</td> <td>12</td> </tr> <tr> <td>Exam Preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>126</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	12	Thesis Writing and Presentation	20	Participation in short group work	12	Preparing for class	12	Exam Preparation	30	Total Workload	126
<i>Method description</i>	<i>Semester Workload</i>																
Lectures	39																
Study-Individual Research (Internet Research)	12																
Thesis Writing and Presentation	20																
Participation in short group work	12																
Preparing for class	12																
Exam Preparation	30																
Total Workload	126																
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions <p>II. Presentation and Participation in Group / Individual Work (40% or 0%)</p>																

5. RECOMMENDED READING

- Recommended Book Resources:

- Stratakis M. (1997), Political Reportage, GERMANOU FOTINI.

- Komninou, M. and Papathanassopoulos, S. 2000. Issues of journalistic ethics, ATHANASIOS A. KASTANIOTIS SA
- Veremis, Th. 2005. History of Greek-Turkish Relations, ANDREAS SIDERIS-IOANNIS SIDERIS & CO OE
- Bakounakis, N. (2014), Journalist or reporter. Narration in Greek newspapers, 19th-20th century, POLIS PUBLICATIONS LTD.
- Kuhn, R., & Neveu, E. (Eds.). (2003). Political journalism: New challenges, new practices. Routledge.
- Ekström, M., & Patrona, M. (Eds.). (2011). Talking Politics in Broadcast Media: Cross-cultural perspectives on political interviewing, journalism and accountability (Vol. 42). John Benjamins Publishing.
- De Vreese, C., Esser, F., & Hopmann, D. N. (Eds.). (2016). Comparing political journalism. Routledge.
- Williams, K. (2011). International journalism. Sage.
- McNair, B. (2012). Journalism and democracy: An evaluation of the political public sphere. Routledge.
- Seib, P. M., & c Seib, P. (1997). Headline diplomacy: How news coverage affects foreign policy. Greenwood Publishing Group.

-Related scientific journals and articles:

- Gilboa, E. (1998). Media diplomacy: Conceptual divergence and applications. Harvard International Journal of Press/Politics, 3(3), 56-75.
- Wetzstein, I. (2010). Mediated conflicts: Capacities and limitations of 'mediative journalism' in public diplomacy processes. International Communication Gazette, 72(6), 503-520.
- Gilboa, E. (2000). Mass communication and diplomacy: A theoretical framework. Communication theory, 10(3), 275-309.
- Tunstall, J. (2002). 12 Trends in news media and political journalism. Political Journalism, 227.
- Seib, P. (2010). Transnational journalism, public diplomacy, and virtual states. Journalism Studies, 11(5), 734-744.
- Ozgunes, N., & Terzis, G. (2000). Constraints and remedies for journalists reporting national conflict: The case of Greece and Turkey. Journalism Studies, 1(3), 405-426.
- Archetti, C. (2012). The impact of new media on diplomatic practice: an evolutionary model of change. The Hague Journal of Diplomacy, 7(2), 181-206.

RESEARCH JOURNALISM

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8265	SEMESTER OF STUDY	8th
COURSE TITLE	RESEARCH JOURNALISM		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		Total	3
			5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		

COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>This course is addressed to students who have been exposed to Journalism courses and discusses the strategies of conducting in-depth journalistic research to approach key issues of criminological, political, economic and human-centered content with a strong impact on society. Methods and techniques of finding information and critically evaluating it, issues of relationship management and protection of sources and the journalist himself, while emphasizing the importance of documentation and verification of the content of the news. In addition, the course includes the presentation and exploitation of the possibilities offered by the internet for journalistic research, such as the effective use of databases, news sources from around the world, financial reports and public documents.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● appreciate the importance of conducting a journalistic investigation ● evaluate and select stories with a strong impact on society ● develop skills of searching and utilizing information from the internet ● acquire skills of cross-checking and verifying the content of the news ● understand the importance of cultivating relationships with resources ● understand the limitations of publishing content dictated by the Code of Ethics ● improve interviewing skills with experts from around the world
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Creativity ● Exercise criticism ● Promotion of free and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● The strategic methodology of journalistic research ● Verification of the news ● Evaluation of issues ● Research based on historical data ● Research through interviews ● Journalistic research and privacy ● The portraits ● The omitted ● Relations with the police and politicians ● The discussion off the record ● Confidential documents and information ● Ethics and ethics in journalistic research ● Investigative journalism and new media

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class	
TEACHING METHODS	Method description	Semester Workload
	Lectures	39

	Preparation for attending the Course	13
	Group Work Writing	15
	Preparation for individual and group exercises	10
	Exam preparation	46
	Exams	2
	Total Workload	125
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions <p>II. Presentation and Participation in Group / Individual Work (40% or 0%)</p>	

5. RECOMMENDED READING

<p>- <i>Recommended Book Resources:</i></p> <ul style="list-style-type: none"> ● Stratakis, M. (2006), Investigative Journalism, Germanos Publications, Thessaloniki ● Spiteri, Z. (2009), The journalist and his powers, Kastaniotis Publications, Athens ● Ramone, I. (2011), The Explosion of Journalism: From the Media to the Mass Media, Twenty-First Publications, Athens ● Stratakis, M. (1997), Political Reportage, Germanos Publications, Thessaloniki ● Demertzis, N. (2002), Political Communication, Risk, Publicity, Internet, Papazisis Publications, Athens ● Michalakis, T. (1999), Reportage, an aid for journalists, Ellin Publications, Athens ● De Burgh, H. (2008). Investigative journalism. Routledge. ● Aucoin, J. (2007). The evolution of American investigative journalism. University of Missouri Press. ● Pilger, J. (2011). Tell me no lies: Investigative journalism and its triumphs. Random House. ● Spark, D. (2012). Investigative reporting: A study in technique. Routledge. <p>-<i>Related scientific journals and articles:</i></p> <ul style="list-style-type: none"> ● Coddington, M. (2015). Clarifying journalism's quantitative turn: A typology for evaluating data journalism, computational journalism, and computer-assisted reporting. Digital journalism, Vol. 3 No.3, pp. 331-348. ● Parasie, S. (2015). Data-driven revelation? Epistemological tensions in investigative journalism in the age of "big data". Digital Journalism, Vol. 3 No. 3, pp. 364-380. ● Stetka, V., & Örnebring, H. (2013). Investigative journalism in Central and Eastern Europe: Autonomy, business models, and democratic roles. The International Journal of Press/Politics, Vol. 18 No.4, pp. 413-435. ● Houston, B. (2010). The future of investigative journalism. Daedalus, Vol. 139 No. 2, pp. 45-56. ● Feldstein, M. (2006). A muckraking model: Investigative reporting cycles in American history. Harvard International Journal of Press/Politics, Vol. 11 No. 2, pp. 105-120. ● Knight, A. (2000). Online investigative journalism. Australian Journalism Review, Vol. 22 No. 2, p. 48. ● Glasser, T. L., & Ettema, J. S. (1989). Investigative journalism and the moral order. Critical Studies in Media Communication, Vol. 6 No. 1, pp. 1-20. ● Ettema, J. S., & Glasser, T. L. (1988). Narrative form and moral force: The realization of innocence and guilt through investigative journalism. Journal of Communication, Vol. 38 No. 3, pp. 8-26.

ORGANIZATIONAL PSYCHOLOGY

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8275	SEMESTER OF STUDY	8th
COURSE TITLE	ORGANIZATIONAL PSYCHOLOGY		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		Total	3
ECTS Credits	5		
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims to introduce students to the concept and subject matter of work and organizational psychology and to study their application in companies and organizations. The interaction of the individual with the environment and the object of his work is examined, as well as the relationships that develop between individuals in the work environment. The concepts of organizational culture, leadership, work attitudes, workplace personality, motivation and motivation, emotional intelligence and psychometric evaluation are presented. In addition the course deals with the effects of job satisfaction and dissatisfaction, burnout and work stress. Finally, emphasis is placed on theories of learning and training in the workplace.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • understand theories about the design and culture of organizations • explain the role of work psychology in companies and organizations • distinguish the types of leadership and their effects on employee psychology • understand motivations and behaviors in the workplace • apply theories and models of work psychology in order to improve attitudes, performance and behavior in the work environment • critically evaluate motivation theories • appreciate the value of psychometric evaluation in the work environment • they design the framework and conditions for the successful implementation of educational programs in the workplace.
General Skills
<ul style="list-style-type: none"> • Teamwork • Decision making • Critical thinking • Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> • The concept and the cognitive object of work psychology • Historical development of work psychology • Psychology of individual differences • Psychometric evaluation

- Emotional intelligence in the workplace
- Personality and workplace
- Stereotypes in the workplace
- Motivation in the work environment
- Attitudes and behaviors in the workplace
- Stress and burnout
- Learning and training in the workplace
- The dynamics of teams

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	lectures in class																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>38</td> </tr> <tr> <td>Preparation for the course</td> <td>20</td> </tr> <tr> <td>Group Work Writing</td> <td>15</td> </tr> <tr> <td>Case analysis in small groups</td> <td>20</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	38	Preparation for the course	20	Group Work Writing	15	Case analysis in small groups	20	Exam preparation	30	Exams	2	Total Workload	125
	<i>Method description</i>	<i>Semester Workload</i>															
	Lectures	38															
	Preparation for the course	20															
	Group Work Writing	15															
	Case analysis in small groups	20															
	Exam preparation	30															
	Exams	2															
Total Workload	125																
ASSESSMENT METHODS	<p>I. Written final examination that includes:</p> <ul style="list-style-type: none"> - Short Answer Questions - Open Answer Questions - Questions for applying theories and models of work psychology in cases and problems. <p>II. Preparation and presentation of Teamwork</p>																

5. RECOMMENDED READING

- *Recommended Book Resources:*

- Vakola, M. and Nikolaou, I. (2011), Organizational Psychology and Behavior, Rosili Publications, Athens
- Galanakis, M. (2012), Work Psychology, New Approaches and Practical Interventions, Stamouli Publications, Athens
- Greenberg, J., Robert, B.A. and Antoniou AS (2013), Organizational Psychology and Behavior, Gutenberg Publications, Athens
- Coolican, H. (2008), Occupational Psychology, Papazisis Publications, Athens
- Robbins, S.P. and Judge, T.A. (2018), Organizational Behavior Basic Concepts and Contemporary Approaches, Kritiki Publications, Athens
- Antoniou, AS (2014), Introduction to Industrial and Organizational Psychology, Pedio Publications, Athens
- Fanariotis, P. (1996), Human Relations in the Work Environment Introduction to Contemporary Business Psychology, Stamouli Publications, Athens
- Giannoulas, M.P. (1998), Behavior and Interpersonal Communication in the Workplace, Hellenic Letters Publications, Athens

- *Related scientific journals and articles:*

- Tremblay, M. A., Blanchard, C. M., Taylor, S., Pelletier, L. G., & Villeneuve, M. (2009). Work Extrinsic and Intrinsic Motivation Scale: Its value for organizational psychology research. Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, Vol. 41 No.), p. 213.
- Halbesleben, J. R., & Buckley, M. R. (2004). Burnout in organizational life. Journal of management, Vol. 30 No. 6, pp. 859-879.

- Thomas, A., Buboltz, W. C., & Winkelspecht, C. S. (2004). Job characteristics and personality as predictors of job satisfaction. *Organizational Analysis*, Vol. 12 No. 2, pp. 205-219.
- Van Dick, R. (2001). Identification in organizational contexts: Linking theory and research from social and organizational psychology. *International Journal of Management Reviews*, Vol. 3 No. 4, pp. 265-283.
- Cascio, W. F. (1995). Whither industrial and organizational psychology in a changing world of work?. *American psychologist*, Vol. 50 No. 11, p. 928.
- Triandis, H. C. (1994). Cross-cultural industrial and organizational psychology. In H. C. Triandis, M. D. Dunnette, & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (pp. 103-172). Palo Alto, CA, US: Consulting Psychologists Press.
- Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. *Handbook of industrial and organizational psychology*, Vol 1 No. 2, pp. 75-130.
- Weiss, H. M. (1990). Learning theory and industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (pp. 171-221). Palo Alto, CA, US: Consulting Psychologists Press.

VISUAL ANTHROPOLOGY AND COMMUNICATION

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8285	SEMESTER OF STUDY	8th
COURSE TITLE	VISUAL ANTHROPOLOGY AND COMMUNICATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
Total		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS			
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The students come into contact with the perspective of anthropology in relation to various aspects of human behavior through the visual medium. The methods of visual anthropology are utilized in the research and teaching of human and cultural expression, interaction and communication.

Upon successful completion of the course the students:

- will have acquired knowledge in the field of "Visual Anthropology" and will recognize the ways of using visual material in the anthropology of communication.
- will be able to analyze and research social issues through visual stimuli.

<ul style="list-style-type: none"> ● will have discovered new and creative ways of presenting and utilizing visual ethnographic data as a means of communication. ● will discover best practices to interpret human behavior across cultural and social boundaries. ● will be able to use visual anthropology as a method of analyzing diverse aspects of human otherness in all its forms (racial, ethnic, ethnic, religious, ability / disability, etc.).
General Skills
<ul style="list-style-type: none"> ● Promotion of free, creative and inductive thinking ● Expanding thinking in relation to basic concepts in the field of visual anthropology in relation to communication

3. COURSE CONTENTS

This course focuses on the use of visual anthropology as a tool to address communication and message issues in a variety of cultural contexts. The course examines a wide variety of visual media, such as painting, photography, film, video and digital technologies, to explore the ways in which they, as a means of communication, shape both the perception and experience of cultural differences.

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	lectures in class								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class								
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Independent Study</td> <td>86</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Independent Study	86	Total Workload	125
<i>Method description</i>	<i>Semester Workload</i>								
Lectures	39								
Independent Study	86								
Total Workload	125								
ASSESSMENT METHODS	I. Written final exam (100%) which includes: <ul style="list-style-type: none"> - Short Answer Questions - Development Questions II. Work (100%)								

5. RECOMMENDED READING

- Recommended Book Resources:

- Vakola, M. and Nikolaou, I. (2011), *Organizational Psychology and Behavior*, Rosili Publications, Athens
- Galanakis, M. (2012), *Work Psychology, New Approaches and Practical Interventions*, Stamouli Publications, Athens
- Greenberg, J., Robert, B.A. and Antoniou AS (2013), *Organizational Psychology and Behavior*, Gutenberg Publications, Athens
- Coolican, H. (2008), *Occupational Psychology*, Papazisis Publications, Athens
- Robbins, S.P. and Judge, T.A. (2018), *Organizational Behavior Basic Concepts and Contemporary Approaches*, Kritiki Publications, Athens
- Antoniou, AS (2014), *Introduction to Industrial and Organizational Psychology*, Pedio Publications, Athens
- Fanariotis, P. (1996), *Human Relations in the Work Environment Introduction to Contemporary Business Psychology*, Stamouli Publications, Athens
- Giannouleas, M.P. (1998), *Behavior and Interpersonal Communication in the Workplace*, Hellenic Letters Publications, Athens

-Related scientific journals and articles:

- Tremblay, M. A., Blanchard, C. M., Taylor, S., Pelletier, L. G., & Villeneuve, M. (2009). Work Extrinsic and Intrinsic Motivation Scale: Its value for organizational psychology research. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, Vol. 41 No.), p. 213.
- Halbesleben, J. R., & Buckley, M. R. (2004). Burnout in organizational life. *Journal of management*, Vol. 30 No. 6, pp. 859-879.

- Thomas, A., Buboltz, W. C., & Winkelspecht, C. S. (2004). Job characteristics and personality as predictors of job satisfaction. *Organizational Analysis*, Vol. 12 No. 2, pp. 205-219.
- Van Dick, R. (2001). Identification in organizational contexts: Linking theory and research from social and organizational psychology. *International Journal of Management Reviews*, Vol. 3 No. 4, pp. 265-283.
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- Triandis, H. C. (1994). Cross-cultural industrial and organizational psychology. In H. C. Triandis, M. D. Dunnette, & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (pp. 103-172). Palo Alto, CA, US: Consulting Psychologists Press.
- Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. *Handbook of industrial and organizational psychology*, Vol 1 No. 2, pp. 75-130.
- Weiss, H. M. (1990). Learning theory and industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (pp. 171-221). Palo Alto, CA, US: Consulting Psychologists Press.

THEORY AND DESIGN OF DIGITAL GAMES

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8295	SEMESTER OF STUDY	8th
COURSE TITLE	THEORY AND DESIGN OF DIGITAL GAMES		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
		Lectures	3
		Total	3
ECTS Credits	5		
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)		
MODULE WEB PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

Digital games (DS) are environments that attract large numbers of users, as well as research interest in fields such as psychology, sociology, neuroscience, education, economics, and computer science.

The aim of the course is to introduce the student to the theory of games and gamification, the interdisciplinary approach to the study of video games and the role of games and gaming in the fields of communication (Advertising-Marketing, Education), information and and in the overview of the relevant research.

The course will also focus on creating scripts and games for entertainment and communication purposes.

For this purpose students will come in contact with game production software (GDevelop, Scratch, Kodu etc) for this purpose.

Also in the course students will come in contact with case studies, will play, study and analyze digital games studying their structure, function, influence on society and communication.

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

- understand the role of digital games and gamification in communication
- compare and evaluate digital games to achieve communication goals
- design and implement digital games using software (free or open source eg GDevelop, Scratch, Kodu)
- use the knowledge gained from other curriculum courses (eg vector graphics design, audio capture and editing, image editing) to create digital games
- design game scenarios to achieve communication purposes
- design gamification scenarios for other areas (eg education, advertising)
- create educational material with digital games (Game Based Learning) and material based on game principles
- develop collaborative, creative and critical thinking skills through digital literacy and interdisciplinary approach

General Skills

- Autonomous or Teamwork
- Decision making
- Creativity
- Exercise criticism
- Promotion of free and inductive thinking
- Work in an interdisciplinary environment
- Search, analysis
- Production of new research ideas

3. COURSE CONTENTS

- Indicative sections:
- Historical evolution of games. Popular games in the history of gaming
 - The concept of gaming.
 - Basic game categories and the main differences of the gameplay
 - Ways to utilize human emotions and instincts from digital games
 - Communication dimensions of digital games. Digital games and their role in society and in the fields of communication (Marketing, education, etc.). Education, health, business and social media gaming: interpretations, examples and reviews
 - Artificial intelligence and games
 - Digital games and playmaking as learning tools. Overview of Learning based on Digital Game
 - Basic principles of game design
 - Creating scenarios for digital games. Implementation of digital games using software (eg Kodu, Scratch, GDevelop, Game Builder etc.).
 - Utilizing the knowledge gained by students in other subjects (eg vector graphic design, audio and video editing) for game production
 - Creating scenarios and implementing digital games to achieve communication goals (eg training).

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	lectures in class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Students will be exposed to multimedia creation software (image editing, vector graphics, video creation, audio editing) to create digital narratives Learning process support through the electronic platform e-class Learning process support with video lessons (some of them can be created by the teaching staff and students of the department)

TEACHING METHODS	Method description	Semester Workload
	Lectures	32
	Preparation for attending the Course	26
	Laboratory exercises	
	Preparation and writing of individual or group work and presentation	37
	Exam preparation	31
	Total Workload	125
ASSESSMENT METHODS	<p>I. Written final exam (60% or 100%) which includes:</p> <ul style="list-style-type: none"> -Short Answer Questions -Open Answer Questions -Essay development questions -Comparative evaluation of theory data. <p>II. Preparation of Individual or Group Work and presentation (40% or 0%)</p>	

5. RECOMMENDED READING

<p>- Recommended Book Resources:</p> <ul style="list-style-type: none"> • Digital Games, Giannis Skarpelos, John Richard Sageng, Elias Stouraitis, Iro Voulgari, Eleana Pandia, Elina Roinioti, Haris Papaevangelou, Petros Petridis, Georgios N. Giannakakis, Antonios Liapis 2019, O • VIDEO GAMES: INDUSTRY AND DEVELOPMENT, KOSTAS ANAGNOSTOU, KLIDARITHMOS PUBLICATIONS LTD, 2009 • Simulation and Serious Games for Education, Yiyu Cai / Sui Lin Goei / Wim Trooster, 2017, Springer Singapore, HEAL-Link Wiley ebooks • Serious Games and Edutainment Applications, Minhua Ma / Andreas Oikonomou, 2017, Springer International Publishing
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CULTURAL AND CREATIVE INDUSTRIES

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8305	SEMESTER OF STUDY	8th
COURSE TITLE	CULTURAL AND CREATIVE INDUSTRIES		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		3	
Total		3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		

LANGUAGE OF INSTRUCTION/EXAMS:	GREEK
COURSE DELIVERED TO ERASMUS STUDENTS	YES (in English)
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is for students to understand the structure, mode of operation, environment and characteristics of the main cultural and creative industries such as the performing arts and visual arts (eg museums), film, music, book etc. The institutions as well as the implemented policies at European and National Level in the cultural and creative industries are analyzed. At the same time, the use of new technologies in the process of production, distribution, and promotion of products of the cultural and creative industries is analyzed.</p> <p>Upon successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> distinguish the special characteristics for each of the main cultural and creative industries. judge the effectiveness of existing management policies of the cultural and creative industries. integrate new technologies both in the production and in the communication and promotion of cultural goods. interpret and discuss the impact of digital technology on the domestic and global cultural market.
General Skills
<ul style="list-style-type: none"> Teamwork Search, analysis and synthesis of data and information, using the necessary technologies Promoting free, creative and inductive thinking Production of new research ideas

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> The environment of Cultural and Creative (CRE) industries Characteristics of PKD industries Structure and Functioning of PKD organizations The concept of cultural experience Policies to support PKD industries at European and National level Museums and Cultural Spectacle Film Industry Music industry Marketing and Communication Strategies of cultural organizations New technologies and PKD of organizations

4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	lectures in class														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the electronic platform e-class														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>12</td> </tr> <tr> <td>Thesis Writing and Presentation</td> <td>20</td> </tr> <tr> <td>Participation in short group work</td> <td>12</td> </tr> <tr> <td>Preparing for class</td> <td>12</td> </tr> <tr> <td>Exam Preparation</td> <td>30</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	12	Thesis Writing and Presentation	20	Participation in short group work	12	Preparing for class	12	Exam Preparation	30
<i>Method description</i>	<i>Semester Workload</i>														
Lectures	39														
Study-Individual Research (Internet Research)	12														
Thesis Writing and Presentation	20														
Participation in short group work	12														
Preparing for class	12														
Exam Preparation	30														

	Total Workload	125
ASSESSMENT METHODS	I. Written final exam (60% or 100%) which includes: - Short Answer Questions - Open Answer Questions II. Presentation and Participation in Group / Individual Work (40% or 0%)	

5. RECOMMENDED READING

- Recommended Book Resources:

- Bandimaroudis, F. (2011), Cultural communication, Publications: Kritiki, Athens
- Monastiridis, P. (2021), Marketing, Innovation and Culture, Publications: ASSET UTILIZATION AND MANAGEMENT COMPANY OF THE MACEDONIAN UNIVERSITY OF ECONOMIC AND SOCIAL SCIENCES, Thessaloniki
- Vernikos, N., Daskalopoulou, S., Bandimaroudis F., Boumbaris N., Papageorgiou D. (Ed.) (2015), Cultural Industries, EDITIONS KRITIKI SA
-
- Avdikos, V. (2013), The cultural and creative industries in Greece, Epikentro Publications SA
- Kolb, B. M. (2016). Marketing strategy for creative and cultural industries. Routledge.
- R. Caves (2010) Creative Industries, Cambridge Mass., Harvard University Press
- D. Throsby (2001) Economics and Culture, Cambridge, Cambridge University Press
- Hill, E., O'Sullivan, T., & O'Sullivan, C. (2012). Creative arts marketing. Routledge.
- Kerrigan, F. (2017). Film marketing. Routledge.

-Related scientific journals and articles:

- Peltoniemi, M. (2015). Cultural industries: Product–market characteristics, management challenges and industry dynamics. *International journal of management reviews*, 17(1), 41-68.
- Gonzalez, R., Llopis, J., & Gasco, J. (2015). Social networks in cultural industries. *Journal of Business Research*, 68(4), 823-828.
- Galloway, S., & Dunlop, S. (2007). A critique of definitions of the cultural and creative industries in public policy. *International Journal of Cultural Policy*, 13(1), 17-31.
- McNichol, T. (2005). Creative marketing strategies in small museums: up close and innovative. *International Journal of Nonprofit and Voluntary Sector Marketing*, 10(4), 239-247.
- Psomadaki, O., Matsiola, M., Dimoulas, C. A., & Kalliris, G. M. (2022). The Significance of Digital Network Platforms to Enforce Musicians' Entrepreneurial Role: Assessing Musicians' Satisfaction in Using Mobile Applications. *Sustainability*, 14(10), 5975.

COMPUTATIONAL LINGUISTICS

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8315	SEMESTER OF STUDY	8th
COURSE TITLE	COMPUTATIONAL LINGUISTICS		
COURSEWORK BREAKDOWN	TEACHING WEEKLY HOURS	ECTS Credits	
	Lectures	3	
	Total	3	5

COURSE UNIT TYPE	Core Elective
PREREQUISITES:	-
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK
COURSE DELIVERED TO ERASMUS STUDENTS	Upon consultation with the professor
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course the students:</p> <ul style="list-style-type: none"> • will know the theoretical framework of the science of computational linguistics, • will have acquired a general view of the structure of the language system, • will understand the relationship of language with other subjects, • will compile and process language data with electronic tools, • will be able to analyze speech using a combination of electronic tools and data, • will have developed knowledge acquisition skills necessary to pursue further studies with a high degree of autonomy, • will be able to communicate information, ideas, problems and solutions to both specialized and non-specialized audiences.
General Skills
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Autonomous work • Teamwork • Work in an interdisciplinary environment • Production of new research ideas • Project design and management • Promoting free, creative and inductive thinking

3. COURSE CONTENTS

<p>This course is an introduction to the science of computational linguistics. It also focuses on natural language editing tools and applications. It includes, in short, the following sections:</p> <ul style="list-style-type: none"> • Introduction to Artificial Intelligence and Computational Linguistics. • Text analysis techniques at morphological, syntactic and semantic level: linguistic data and electronic tools. • Text bodies: design and creation of electronic text bodies, with emphasis on texts drawn from news content sites and social media. • Methodological tools for the analysis and processing of text bodies: frequency lists, context tables, locating lexical clusters and keywords. • Electronic dictionaries: structure, construction and implementation of electronic dictionaries for the analysis of text bodies. • Automatic finite states and grammar creation. • Natural language editing and content analysis. • Applications of computational linguistics: ontologies, text production, text classification, information mining, opinion mining, emotion analysis, machine learning, machine translation.
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Lectures in class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of online resources to support and enrich teaching. Use of computer tools in teaching. Use a video projector in the room to view audiovisual material. Use of e-mail to communicate with

	students. Teaching process support through the electronic platform e-class.										
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Writing individual or group optional work / study</td> <td>41</td> </tr> <tr> <td>Autonomous Study</td> <td>45</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Writing individual or group optional work / study	41	Autonomous Study	45	Total Workload	125
	<i>Method description</i>	<i>Semester Workload</i>									
	Lectures	39									
	Writing individual or group optional work / study	41									
	Autonomous Study	45									
Total Workload	125										
ASSESSMENT METHODS	The final evaluation of the course results from the set of the following parameters:										
	I. Written final examination which usually includes:										
	- Short answer questions										
	- Free development questions										
	- Multiple choice questions										
	II. Presence and participation in the course										
	III. Optional presentation of individual or group work.										
	The evaluation criteria are announced to the students from the 1st lesson and are accessible on the electronic platform e-class.										

5. RECOMMENDED READING

- <i>Recommended Book Resources:</i>
<ul style="list-style-type: none"> ● Tantos, A., Markantonatou, S., Anastasiadis-Symeonidis, A., Kyriakopoulou, P., 2015. Computational linguistics. [electric book] Athens: Association of Greek Academic Libraries. ● Goutsos, D., Fraggaki, G., 2015. Introduction to the linguistics of text bodies. [electric book] Athens: Association of Greek Academic Libraries. ● Frantzi K., 2012, Introduction to Text Editing, Athens: Ion Publications (Book Code in Eudoxus: 22768951) ● Goutsos D., 2012, Language - Text, Variety, System, Athens: Kritiki Publications (Book Code in Eudoxus: 22712315) ● Pavlidou TH.-S., 2008, Levels of linguistic analysis, Institute of Modern Greek Studies. (Book Code in Eudoxus: 3252) ● Ralli A., 2005, Morphology, Patakis Publications (Book Code in Eudoxus: 21783) ● Klairis Ch. - Babiniotis G., 2011, Grammar of Modern Greek Structural - Communication, Publications: Center for Lexicology (Book Code in Eudoxus: 12983291) ● Claire Ch. - Babiniotis G., 2011, Concise Grammar of Modern Greek, Publications: Center for Lexicology (Book Code in Eudoxus: 12983310) ● Chomsky N., 1965, Aspects of the Theory of Syntax, The MIT Press ● Gross M., 1997, "The Construction of Local Grammars", in E. Roche Y. Schabès. Finite-State Language Processing, MIT Press, pp.329-354 ● Harris, Z., 1968, Mathematical Structures of Language, New York: Interscience Publishers, John Wiley and Sons. ● Claire Ch., 2012, Functional Linguistics. Nefeli Publications (Book Code in Eudoxus: 22771765) ● Mackridge P., Filippaki-Warburton E., 2007, Basic grammar of the modern Greek language, Patakis Publications (Book Code in Eudoxus: 21399)

DESSERTATION (2/2)

COURSE OUTLINE

5. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION

LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	CDM 8325	SEMESTER OF STUDY	8 th
COURSE TITLE	DESSERTATION		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures		-	
<i>Total</i>		-	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	-		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		
COURSE DELIVERED TO ERASMUS STUDENTS	NO		
MODULE WEB PAGE (URL)			

6. LEARNING OUTCOMES

Learning Outcomes

In the context of completing the studies for obtaining an undergraduate diploma of the Department of Communication and Digital Media, the elaboration of the dissertation is included. Writing the dissertation is one of the most creative and demanding challenges of the curriculum of this undergraduate. The dissertation offers the student the opportunity to prove that he / she has the ability to use the knowledge and skills acquired in the previous semesters of the study program and to complete a study on his / her own, under the supervision and coordination of the supervising professor. In addition, it provides the student with the opportunity to explore in depth a topic that interests him / her (always in agreement with the supervising teacher) applying the methodical, systematic and scientific approach.

Upon completion of the dissertation the student should:

- To have acquired systematic knowledge about theoretical approaches in the field of communication and more specifically in the subjects treated by the Department.
- To have acquired the ability to apply a specific methodology for the analysis of the topic he has chosen.
- To have acquired the possibility of systematic empirical / research examination of the theory.
- To have acquired the ability to combine theory-critical discussion of theory and research findings, in order to draw conclusions.

General Skills

- Individual / Group Work
- Search, analysis and synthesis of data and information, using the necessary technologies
- Promoting free, creative and inductive thinking
- Promoting criticism and combinatorial thinking

7. COURSE CONTENTS

The counseling meetings between supervising professors and students aim to familiarize the students with the process of implementing their dissertation. Under this logic are discussed issues related to the structure and content of the work, the organization of the implementation schedule of the dissertation, the collection of information from academic sources, the synthetic presentation of this information in the context of theory, the selection of appropriate research method of research, presentation / presentation of research results and writing conclusions.

8. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Regular meetings (either live or online) between supervising teachers and students.										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support for the Learning process through the electronic e-class platform, as well as through live and online meetings between supervising teachers and students.										
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Consulting meetings</td> <td>15 hours</td> </tr> <tr> <td>Study-Individual Research (bibliographic sources research, empirical data collection research)</td> <td>50 hours</td> </tr> <tr> <td>Thesis Writing and Presentation</td> <td>60 hours</td> </tr> <tr> <td>Course Completion with Homework</td> <td>125 hours</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Consulting meetings	15 hours	Study-Individual Research (bibliographic sources research, empirical data collection research)	50 hours	Thesis Writing and Presentation	60 hours	Course Completion with Homework	125 hours
<i>Method description</i>	<i>Semester Workload</i>										
Consulting meetings	15 hours										
Study-Individual Research (bibliographic sources research, empirical data collection research)	50 hours										
Thesis Writing and Presentation	60 hours										
Course Completion with Homework	125 hours										
ASSESSMENT METHODS	I. Written work 10000-15000 words (100%)										

6. RECOMMENDED READING

- Recommended Book Resources:

- Chalkias M., Samantha E. (2016). Introduction to the Research Methodology of Scientific Papers. Athens: Modern Publishing Ltd.
- Danos, A. (2016). Methodology for writing random works and scientific studies. Athens: Modern Publishing Ltd.
- Zafeiropoulos, K. (2015). How is a consignment work done? Athens: Kritiki Publications SA. Schnell, R., Hill, P., Esser, E. (2014). Μέθοδοι Εμπειρικής Κοινωνικής Έρευνας. Αθήνα: Εκδόσεις Προπομπός.
- Becker, H.S. (2007). Writing for Social Scientists. How to start and finish your thesis, book or article. 2nd edition. Chicago and London: The University of Chicago Press.

EMERGING TECHNOLOGIES IN COMMUNICATION CRISIS MANAGEMENT

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DIGITAL MEDIA AND COMMUNICATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE		SEMESTER OF STUDY	8th
COURSE TITLE	Emerging Technologies in Communication Crisis Management		
COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
	Lectures	3	
	Total	3	5
COURSE UNIT TYPE	Core Elective		
PREREQUISITES:	No		
LANGUAGE OF INSTRUCTION/EXAMS:	GREEK		

COURSE DELIVERED TO ERASMUS STUDENTS	Yes (in English)
MODULE WEB PAGE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of the course is to present students with the role of new technologies in crisis management and communication. A significant part of the course is devoted to the way new media are used by the various stakeholders such as authorities, organizations and citizens to communicate crises and disasters in Europe. The communication models used by the European authorities and organizations, the national authorities of EU member states and public figures in social media will be analyzed in order to outline a European communication model of crisis and disaster management in the new media. In addition, emphasis will be placed on the risks associated with the use of new media during crises such as the concept of fake news, disinformation, misinformation, and malinformation). Also, guidelines will be presented on how to use social media during crises and natural disasters by the authorities as well as citizens. Particular emphasis will be placed on the ways of exploiting new technologies by the EU services. Another section of the course deals with and analyzes the platforms and applications that have been developed in Europe but also at the global level for crisis and disaster management, the role of metrics (social media analytics) as well as the importance of artificial intelligence, virtual and augmented reality for the future of communication crisis management. Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the role of new media in crisis management and crisis communication management in Europe. 2. They highlight the advantages and disadvantages of the use of social media by EU bodies. 3. They judge the role of social media in the communication management of crises by the European agencies and organizations. 4. They compose techniques for using the new media by EU institutions, persons and organizations. 5. Form models of the use of new media for the communication management of crises and natural disasters in Europe. 6. To create guidelines for the correct use of new media during crises by citizens and institutions in Europe.
General Skills
<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Criticism ● Promotion of free, creative and inductive thinking

3. COURSE CONTENTS

<p>Indicative sections:</p> <ul style="list-style-type: none"> ● Social media and communication crisis management: Advantages and Disadvantages ● Communication crisis management models in social media ● Cases of use of social media for crisis and natural disaster communication by agencies in Europe. ● Utilization of new technologies by EU Services ● Cases of use of social media for the communication of crises and natural disasters by European agencies and organizations. ● The use of augmented and virtual reality in crisis management in Europe. ● Artificial intelligence and crisis management. ● - The concept of misinformation and fake news in crisis communication. <p>The teaching of the course will be based on innovative teaching methods such as case studies focusing on student decision-making, role-playing and crisis simulations, simulations using social media, participation in groups, creating emergency messages through videos and messages social networking, simulating press conferences and interviews with journalists, writing press releases, participating in group work and research activities. Participating in research activities may involve data collection, conducting interviews and questionnaire surveys. The courses will be enriched with lectures by experts from organizations and bodies in Greece and Europe in general.</p>
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4. TEACHING METHODS - ASSESSMENT

MODE OF DELIVERY	Hybrid: Lectures in class and distant														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Learning process support through the e-class online platform														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Method description</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-Individual Research (Internet Research)</td> <td>22</td> </tr> <tr> <td>Preparation for work and exercises</td> <td>20</td> </tr> <tr> <td>Preparing to attend the course</td> <td>14</td> </tr> <tr> <td>Exam preparation</td> <td>30</td> </tr> <tr> <td>Total Workload</td> <td>125</td> </tr> </tbody> </table>	<i>Method description</i>	<i>Semester Workload</i>	Lectures	39	Study-Individual Research (Internet Research)	22	Preparation for work and exercises	20	Preparing to attend the course	14	Exam preparation	30	Total Workload	125
	<i>Method description</i>	<i>Semester Workload</i>													
	Lectures	39													
	Study-Individual Research (Internet Research)	22													
	Preparation for work and exercises	20													
	Preparing to attend the course	14													
	Exam preparation	30													
Total Workload	125														
ASSESSMENT METHODS	I. Final written exam (70%) II. Group exercises (30%)														

6. RECOMMENDED READING

- Recommended Book Resources:

- Austin, L. L., & Jin, Y. (Eds.). (2018). Social media and crisis communication. New York: Routledge
- Hornmoen, H., & Backholm, K. (Eds.). (2018). Social media use in crisis and risk communication: Emergencies, concerns and awareness. Emerald Group Publishing.
- Kaufhold, M.A. (2021). Information refinement technologies for crisis informatics: user expectations and design principles for social media and mobile apps. Springer Nature.
- Tolios, G. (2021), Digital Age, Motivo Publishing.
- Schmidt and Cohen, The new digital age, Dialos SA, Book Publishing

-Recommended articles:

- Backfried, G., Schmidt, C., Aniola, D., Meurers, C., Mak, K., Göllner, J., ... & Glanzer, M. (2016). A general framework for using social and traditional media during natural disasters: Quoima and the central European floods of 2013. In Fusion Methodologies in Crisis Management (pp. 469-487). Springer, Cham.
- Reuter, C., Ludwig, T., Kaufhold, M. A., & Spielhofer, T. (2016). Emergency services' attitudes towards social media: A quantitative and qualitative survey across Europe. International Journal of Human-Computer Studies, 95, 96-111.
- Reuter, C., & Spielhofer, T. (2017). Towards social resilience: A quantitative and qualitative survey on citizens' perception of social media in emergencies in Europe. Technological Forecasting and Social Change, 121, 168-180.
- Reuter, C., & Kaufhold, M. A. (2018). Fifteen years of social media in emergencies: a retrospective review and future directions for crisis informatics. Journal of contingencies and crisis management, 26(1), 41-57.
- Reuter, C., Hughes, A. L., & Kaufhold, M. A. (2018). Social media in crisis management: An evaluation and analysis of crisis informatics research. International Journal of Human-Computer Interaction, 34(4), 280-294.
- Brynielsson, J., Granåsen, M., Lindquist, S., Narganes Quijano, M., Nilsson, S., & Trnka, J. (2018). Informing crisis alerts using social media: Best practices and proof of concept. Journal of contingencies and crisis management, 26(1), 28-40.
- Lovari, A., & Bowen, S. A. (2020). Social media in disaster communication: A case study of strategies, barriers, and ethical implications. Journal of Public Affairs, 20(1), e1967.
- Eriksson, M. (2018). Lessons for crisis communication on social media: A systematic review of what research tells the practice. International Journal of Strategic Communication, 12(5), 526-551.
- Nilsson, S., Brynielsson, J., Granåsen, M., Hellgren, C., Lindquist, S., Lundin, M., ... & Trnka, J. (2012). Making use of new media for pan-european crisis communication. In Ninth International

Conference on Information Systems for Crisis Response and Management (ISCRAM 2012), Vancouver, Canada, April 2012. ISCRAM.

- Brattberg, E., & Rhinard, M. (2013). Actorness and effectiveness in international disaster relief: The European Union and United States in comparative perspective. *International Relations*, 27(3), 356-374.
- Weyrich, P., Ruin, I., Terti, G., & Scolobig, A. (2021). Using serious games to evaluate the potential of social media information in early warning disaster management. *International journal of disaster risk reduction*, 56, 102053.
- Kaufhold, M. A., Gizikis, A., Reuter, C., Habdank, M., & Grinko, M. (2019). Avoiding chaotic use of social media before, during, and after emergencies: Design and evaluation of citizens' guidelines. *Journal of Contingencies and Crisis Management*, 27(3), 198-213.
- Karagiannis, G. M., Saini, K. S., & Synolakis, C. E. (2014, July). Lessons from the first European Union tsunami simulation exercise. In *Proceedings of the International Emergency Management Society USA Conference. Global Response for Capacity Building of Disaster Preparedness*, Hattiesburg, MI.