

## COURSE OUTLINE

### (1) General information

<b>FACULTY/SCHOOL</b>	Maritime and Industrial Studies		
<b>DEPARTMENT</b>	Maritime Studies		
<b>LEVEL OF STUDY</b>	Bachelor		
<b>COURSE UNIT CODE</b>	NA 71	<b>SEMESTER</b>	Winter semester elective
<b>COURSE TITLE</b>	Ports and Regional Development		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>	4	6	
<b>COURSE TYPE</b> <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	General Knowledge		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION:</b>	GREEK		
<b>LANGUAGE OF EXAMINATION/ASSESSMENT:</b>			
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.unipi.gr/courses/NAS101">https://eclass.unipi.gr/courses/NAS101</a>		

## (2) LEARNING OUTCOMES

### **Learning Outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail.

It is necessary to consult:

#### **APPENDIX A**

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

#### **APPENDIX B**

- Guidelines for writing Learning Outcomes

A macroeconomic approach of the role of ports is analyzed in this course. Since the early years, ports were poles of attraction for commerce as well as for industry (2<sup>nd</sup> generation ports). The query which arises is if the contemporary ports are still this kind of poles for the region where port exist, or if the new trends of global port industry are leading to new spatial standards, while at the same time new long-term effects are happening on the economic systems of a port area.

On the basis of, these new conditions, is examined the impact of a port in the economic development of a local area (port city) as well as in the surrounding area.

The reasons of the development of Port or Maritime Clusters are part of this macroeconomic approach of a port.

The key role of a port in the regional development is analyzed in this course. This analysis is attempting to be examined in combination with European Union (EU) Policies for transport and environmental protection.

In this context, with the help of case studies, it is highlighted the dynamic relations that had been shaped over the years between urban areas (cities) and the port. The relationship that is developed is contradiction between these 2 dynamic systems, but with one common target: the maximization of utility for both of them.

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

- to be aware of the dynamic relationship and the different balances that exist between port and its city (port city) during the new trends of transport for people or goods
- to know the impact of the port industry on regional development (knowledge)
- to know the port impact in their hinterland (understanding)
- with the knowledge of macro-economic theory to contribute to the economic development of a city port or its regional development (knowledge, evaluation)
- to understand and consider the way EU is using ports as "machines" for economic development
- to be trained in the methodology of handling any contradiction between cities and ports, but having as a target mutual benefits for both of them

### **General Competences**

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,

Project planning and management  
Respect for diversity and multiculturalism  
Environmental awareness

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Individual/Independent work</i> <i>Group/Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Introduction of innovative research</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Development of free, creative and inductive thinking</i> ..... <i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i> .....
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision Making</li> <li>• Individual work or Team Work throughout the Papers they need to accomplish</li> <li>• Critical thinking</li> <li>• Development of free, creative and inductive thinking</li> </ul>	

### (3) COURSE CONTENT

<ol style="list-style-type: none"> <li>1. Economic Development definition</li> <li>2. Gross Domestic Product (GDP)</li> <li>3. The components of GDP</li> <li>4. Sustainable Development</li> <li>5. Economic Region</li> <li>6. The regional issue</li> <li>7. Spatial theories and transportation costs</li> <li>8. Concentration economies</li> <li>9. The impact of the ports in the region</li> <li>10. Microeconomic and macroeconomic impacts of the ports</li> <li>11. Port Investment</li> <li>12. Characteristics of port investments</li> <li>13. Ports – local economy – hinterland of ports</li> <li>14. Costs and benefits for local economies</li> <li>15. Ports as poles of development <ol style="list-style-type: none"> <li>i) Ports as industrial areas</li> <li>ii) 1<sup>st</sup> and 2<sup>nd</sup> Generation Ports</li> <li>iii) Free Ports – Free Economic Zones</li> </ol> </li> <li>16. Contemporary theories about development centers</li> <li>17. Port Cluster</li> <li>18. 3<sup>rd</sup> and 4<sup>th</sup> Generation ports and their contribution to development</li> <li>19. EU policies for the role of ports as “machines” for development</li> <li>20. City port</li> </ol>
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### (4) TEACHING METHODS--ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	In-class lecturing  Face to face (for queries for the lesson or the exercises being given)
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Use of ICT in teaching (e-class) <ul style="list-style-type: none"> <li>• notes of the lesson</li> <li>• communication with students</li> </ul>

<p><i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>													
<p><b>COURSE DESIGN</b>  <i>Description of teaching techniques, practices and methods:  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><i>The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.in</i></p>	<table border="1" data-bbox="683 436 1345 660"> <thead> <tr> <th><b>Activity/Method</b></th> <th><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>52</td> </tr> <tr> <td>Case studies</td> <td>10</td> </tr> <tr> <td>Projects</td> <td>30</td> </tr> <tr> <td>Non-guided study</td> <td>58</td> </tr> <tr> <td><b>Total</b></td> <td><b>150</b></td> </tr> </tbody> </table>	<b>Activity/Method</b>	<b>Semester workload</b>	Lectures	52	Case studies	10	Projects	30	Non-guided study	58	<b>Total</b>	<b>150</b>
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<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b>  <i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>The teaching of the course as well as the evaluation is in Greek language.</p> <p>Oral Exam (100%)</p> <ul style="list-style-type: none"> <li>• short-answer questions</li> <li>• open-ended questions</li> </ul>												

**(5) SUGGESTED BIBLIOGRAPHY:**

*-Suggested bibliography:*

1. *Piraeus Port. Its timeless transformations and its development contribution. Aggeliki Pardali, 2012, Diplographia Publications, Athens*
2. *Specified notes and sources uploaded in e-class platform*
3. *Scientific Magazines*

***International Journal of Tourism Research***

[www.interscience.wiley.com/cgi-bin/jhome/10009388](http://www.interscience.wiley.com/cgi-bin/jhome/10009388)

***Journal of Regional Science***

[www.blackwell-](http://www.blackwell-synergy.com/servlet/useragent?func=showIssues&code=jors)

[synergy.com/servlet/useragent?func=showIssues&code=jors](http://www.blackwell-synergy.com/servlet/useragent?func=showIssues&code=jors)

**Marine Policy**

[www.sciencedirect.com/science/journal/0308597X](http://www.sciencedirect.com/science/journal/0308597X)

**Maritime Policy & Management**

[http://taylorandfrancis.metapress.com/\(uqr2ej55egfz1z55iggn103x\)/app/home/](http://taylorandfrancis.metapress.com/(uqr2ej55egfz1z55iggn103x)/app/home/)

**Tourism Geographies**

<http://taylorandfrancis.metapress.com/link.asp?id=104407>