

COURSE OUTLINE: ECONOMIC GROWTH

GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	ECONOMICS		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OA502	SEMESTER	6th
COURSE TITLE	ECONOMIC GROWTH		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	ECONOMIC ANALYSIS, SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://www.econ.uth.gr/		

LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>

Learning

Upon completing the lectures and successfully passing the course, students will be able to:

- Have a deeper understanding of the key concepts related to economic growth and economic development.
- Be capable of selecting the appropriate statistical data and variables to describe, understand, and analyze the phenomenon of economic growth.
- Have a deeper understanding of the evolutionary development of economic growth theories and evaluate them.
- Be capable of developing and solving basic mathematical models of economic growth and applying the results to interpret empirical data.
- Be able to select the appropriate model for qualitative analysis of the current economic situation.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Search, analysis, and synthesis of data and information, along with critical evaluation of findings.
- Decision-making.
- Independent work.
- Generation of new research ideas.
- Exercising critical thinking and self-criticism.
- Promotion of free, creative, and inductive thinking.

SYLLABUS

The aim of the course on Economic Growth is to introduce students to a methodology of thinking that leads to the understanding of a fundamental issue in macroeconomic research: why and how economies grow.

On this basis, we develop the conceptual discussion of economic development, the methodology for recording the phenomenon, and its significance for the welfare of consumers. After the conceptual introduction, we develop the neoclassical model of economic growth, examining whether it answers the key questions and captures the essential characteristics of economic growth. By delving deeper into the study of the phenomenon and concluding with the analysis of exogenous growth models, we introduce micro-foundations and analyze the model of optimal economic growth.

The discussion concludes with an introduction to endogenous economic growth models, with a specific focus on technology, human capital, and government spending.

TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face</p>										
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Utilization of the e-class electronic platform for posting (a) lecture materials, (b) announcements, (c) exercises, case studies, and relevant articles. • Use of electronic tools for lecture presentations (PowerPoint). 										
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">109</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Study and analysis of bibliography	109	Exams	2	Course total	150
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p>	<p>The final course grade is determined by:</p> <ul style="list-style-type: none"> • Written examinations at the end of the semester, accounting for 100% of the final grade, including multiple-choice questions, essay-type questions, and critical analysis. 										

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The aforementioned evaluation criteria are communicated to students during the first lecture of the course and remain continuously accessible through related announcements on the course's e-class platform.</p> <p>Erasmus students follow the same examination methods but are taught and assessed in English.</p>
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ATTACHED BIBLIOGRAPHY

- Καλαϊτζιδάκης Παντελής και Καλυβίτης Σαράντης “Οικονομική Μεγέθυνση Θεωρία και Πολιτική” (2008) Εκδόσεις Κριτική
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Επιπλέον βιβλιογραφία / αρθρογραφία προτείνεται κατά τη διάρκεια των διαλέξεων.