

FACULTY/SCHOOL	FACULTY OF ENVIRONMENT		
DEPARTMENT	FOOD SCIENCE AND TECHNOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE UNIT CODE	FST931	SEMESTER	7
COURSE TITLE	SENIOR SEMINAR		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
Lectures	3		

Total	3	5	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Background knowledge, Scientific expertise, General Knowledge, Skills Development	Scientific expertise, Skills Development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION:	Greek		
LANGUAGE OF EXAMINATION/ASSESSMENT:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (In Greek/English)		
COURSE WEBSITE (URL)			

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

The course aims to train students in:

- Selecting and developing a topic
- Primary data collection or secondary data analysis from diverse information sources
- Synthesis of information and redaction of a report
- Oral presentation before an audience

After successfully completing the course, students must be able to:

- Comprehend the difference between a review paper and a research paper
- Plan the approach to a topic and organize the writing process
- Research and evaluate relevant and recent literature during the writing process
- Structure and organize a well-rounded report following scientific style

- Appreciate the principles of science ethics and integrity
- Manage citations and references systems
- Justify why the report advances knowledge in the respective discipline

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,

Adapting to new situations

Decision-making

Individual/Independent work

Group/Team work

Working in an international environment

Working in an interdisciplinary environment

Introduction of innovative research

Project planning and management

Respect for diversity and multiculturalism

Environmental awareness

Social, professional and ethical responsibility and sensitivity to gender issues

Critical thinking

Development of free, creative and inductive thinking

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(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)

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1. Researching, analyzing, and synthesizing data and information with the use of suitable technologies
2. Decision making
3. Autonomous work
4. Teamwork
5. Exercising criticism and self-criticism
6. Promoting free, creative, and deductive reasoning

COURSE CONTENT

The lectures are comprised of several thematic units, such as: how to approach the topic under investigation, how to break down a topic into manageable components, how to formulate and argue research questions, how to research the literature, and how to evaluate and utilize literature sources. Additionally, students are briefed on the basic principles of communication, sampling, statistical concepts, and data analysis. Instructions are provided on the methodology and stages of writing, style and structure, how to organize data and present results in tables and graphs, how to manage citations and references. Finally, instructions are given on how to prepare a presentation, how to organize material for presentation and presentation techniques. The course concludes with instructions on how to compose a CV and prepare for an interview.

TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Face-to-face, in-class lecturing, at the field part of lab work</p>	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Power point presentation, Whiteboard writing, Communication with students through e-class and e-mails</p>	
<p>COURSE DESIGN <i>Description of teaching techniques, practices and methods:</i></p>	<p>Activity/Method Lectures</p>	<p>Semester workload 39</p>

<i>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> <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.</i>	Individual project	45
	Team project	33
	Total contact hours and training	117

<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures: 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>Theory: 50%</p> <p>Final written examination that includes:</p> <ul style="list-style-type: none"> -multiple choice questions -fill-in the blanks questions -short answer questions <p>Individual or group project: 50%</p>
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SUGGESTED READING:

- ASA, CSSA, and SSSA. (2020) Publications handbook and style manual. Available online at <https://www.agronomy.org/files/publications/style/style-manual.pdf> (verified 24 Jan. 2021).
- Bell, J. (2005) Doing your Research Project. 4th ed. McGraw-Hill, Maidenhead, England.
- Bush, V. (July 1945) As we may think. Atlantic Monthly. Available online at <https://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/> (verified 24 Jan. 2021).
- Connolly, D. (2000) A little history of the World Wide Web [Online]. Available at <http://www.w3.org/History.html> (verified 24 Jan. 2021).
- Ong, W. J. (2012) Orality and Literacy. Routledge, Oxon, United Kingdom.
- Tierney, E. (1998) 101 Ways to Better Communication, Kogan Page, London.
- Sterling, B. (February 1993). Short history of the internet. The Magazine of Fantasy and Science Fiction. Available online at <http://www.usask.ca/art/a352/short.htm> (verified 24 Jan. 2021).

Performance Statistics of the last 2years			
Grade (descending order)	absolute frequency	relative frequency %	sum of success rates per class
REDACTION OF SCIENTIFIC REPORTS			
10	2	1%	1%
9	17	11%	12%
8	45	28%	40%
7	41	26%	66%
6	54	34%	100%
	159	100%	