

COURSE OUTLINE

1. GENERAL

SCHOOL		Physical Education & Sport Sciences	
DEPARTMENT		Physical Education & Sport Sciences	
LEVEL OF STUDIES		Master Degree	
COURSE CODE	T 206	SEMESTER	1 st
COURSE TITLE	Economics and Techniques in Organizing Event Management.		
Professor	George Costa		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, lab setc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	7.5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH IN ERASMUS STUDENTS		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/PHYED7B101/		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The purpose of the course is the students to understand the fundamental theories of economics in the frame work of sport event management. Provide knowledge about the basic economic characteristics for an event management company. During the lectures the students will have the opportunity to apply simple economic models to event and recreation projects. Also students should be able to apply techniques for better organization of sport and recreation events. The goal is to develop skills in utilizing sport and recreation events.

After completing the course and its assignments, students should be able to:

- Know and understand the principles of economics in the frame work of event management.
- Know and understand the fundamental theories of event management and how these theories affect the behavior of participants, the recreation business and the local society.
- Know and understand the important role that event management has in our contemporary society and the economic influence.
- Know and describe the techniques and operation of event management companies
- Synthesize information the way companies are evaluated in the event industry.
- Carry out small scale recreation events.

General Skills

Name the desirable general skills upon successful completion of the module	
Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning
Search, analysis and synthesis of data and information Leveraging technology to search for information Group work Demonstration of social, professional and ethical responsibility and sensitivity to issues of gender, minorities and diversity Exercise criticism and self-criticism Promotion of free, creative and inductive thinking Decision making	

3. COURSE CONTENT

1. Finance and Economics (1). (Credit capacity).
2. Finance and Economics (2). (Value of money).
3. Finance and Economics (3). (Return value and loans).
4. Finance and Economics (4). (Bank loans).
5. Finance and Economics (5). (Calculating true value).
6. International principles of research and development.
7. Transferring knowledge into business entrepreneurship.
8. Managing holistic quality approach to education and event management.
9. Organizing events for disable. (1)
10. Organizing events for disable. (2)
11. The importance of volunteers in event management.
12. Evaluation event management.
13. Future trends in event management.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face Distance learning: synchronous Distance learning: asynchronous Case studies	
	USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	40
	Case studies	20
	Bibliographic search & analysis	30
	Project 1	40
	Project 2	57.5
	Total	187.5

STUDENT EVALUATION	
<p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Team project (25%)</p> <p>Personal project (25%)</p> <p>Participation (10%)</p> <p>Exams (40%)</p>

5. SUGGESTED BIBLIOGRAPHY

1. Alexandris, K, Kouthouris, C, Funk, D, & Giovani, C. (2009). Segmenting winter sport tourists by motivation: the case of recreational skiers. *Journal of Hospitality Marketing & Management*, 18, 480–499.
2. Alexandris, K., & Tsiotsou, R.H. (2012). Segmenting soccer spectators by attachment levels: A psychographic profile based on team self-expression and involvement. *European Sport Management Quarterly*, 12(1), 65-81.
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5. Avourdiadou S. & Theodorakis, N.D. (2014). The development of loyalty among novice and experienced customers of sport and fitness centres. *Sport Management Review*, 17, 419-431.
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16. Funk D.C. & James J. (2006). Consumer loyalty: The meaning of attachment in the development of sport team allegiance. *Journal of Sport Management*, 20: 189-217.
17. Funk D.C., Filo K., Beaton A.A. & Pritchard M. (2009). Measuring the motives of sport event attendance: Bridging the academic-practitioner divide to understanding behavior. *Sport Marketing Quarterly*, 18(3): 126-138.
18. Funk, D.C. & Filo, K.R. (2012). *Sport promotion through communication: A mass media perspective* στο: Routledge Handbook of Sport Management. United Kingdom: Routledge, pp. 281-295.
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32. Tsitskari, E., Tsiotras, D. & Tsiotras, G. (2006). Measuring service quality in sport services. *Total Quality Management*, 17(5), 623-631.
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ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	George Kosta
Contact details:	gkosta@phyed.duth.gr Office 25310 39701 Mobile 6975026875 Office hours Monday 18:00 – 21:00 After communication in platform TEAMS
Supervisors: (1)	Yes
Evaluation methods: (2)	Written exams though distance learning methods
Implementation Instructions: (3)	<p>The course's exams will be held for all its students, on the exam day that will be set, at 21:00 and for just two hours.</p> <p>The examination will be conducted through M.S. Teams. The link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have taken note of the distance learning terms.</p> <p>Students must log in to the exam room through their institutional account, otherwise they will not be able to participate. They will also participate in the examination with a camera which they will have open during the examination. Before the start of the exam, students will show their ID to the camera so that they can be identified.</p> <p>Each student will have to answer</p> <p>A) Three questions that combine theory with practice. Case Studies. B) Multiple Choices. C) True and False. D) Matching.</p>

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* and/or *exercises*
- *written or oral examination with distance learning methods*, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and

any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.