

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
<b>ACADEMIC UNIT</b>	ECONOMICS		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	NK51	<b>SEMESTER</b>	5 <sup>th</sup>
<b>COURSE TITLE</b>	INTERNATIONAL ECONOMICS I		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		4	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBSITE (URL)</b>			

## (2) LEARNING OUTCOMES

### Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course International Economics helps students to gain a more comprehensive and critical thinking about economic policy in an international environment.

### 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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Decision-making

Working independently

Criticism and self-criticism

Production of free, creative and inductive thinking

## (3) SYLLABUS

The core curriculum of International Economics aims to introduce students to the concepts of international trade. The course is structured in a way that students become familiar and analyze

issues related to the impact of international trade on a country's welfare, the major benefits it provides to both people and nations, and the most serious challenges it faces using mathematical models and diagrams. The effects of barriers to trade and other protectionist policies are also presented. Furthermore, students learn about the determinants of short- and long-run equilibrium exchange rates. The course International Economics helps students to gain a more comprehensive and critical thinking about economic policy in an international environment.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Support the learning process through the online platform e-class	
<p><b>TEACHING METHODS</b> <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.</i></p> <p><i>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>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	Lectures	52
	Individual Study	98
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <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>	Writing Exam (100%)	

**(5) ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:  
Krugman, P. R., & Obstfeld, M. (2009). International Economics: Theory and Policy. 8<sup>th</sup> Edition. Pearson Education.