

COURSE MODULE OUTLINE

(1) General information

SCHOOL	SOCIAL SCIENCES		
PROGRAM COURSE	CRIMINOLOGICAL AND PENAL LAW PERSPECTIVES ON CORRUPTION, ECONOMIC AND ORGANIZED CRIME (PED)		
LEVEL OF STUDY	POSTGRADUATE		
COURSE UNIT CODE	PED 63	YEAR OF STUDIES	2nd
COURSE TITLE	INTERDISCIPLINARY WORKSHOP		
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 TEACHN HOURS	CREDITS
21.53 hours x 13 weeks		280	10 ECTS
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Compulsory,Optional, Optional mandatory	COMPULSORY		
PREREQUISITE COURSES:	In order to choose to declare the TE, students must have declared the previous ones		
LANGUAGE OF INSTRUCTION AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.eap.gr/education/postgraduate/biannual/criminological-and-criminal-approaches-to-corruption-economic-and-organized-crime-ped/topics/#p63 https://courses.eap.gr/course/view.php?id=388		

(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

With the completion of PED 63 students are expected to be able to utilize the appropriate sources and tools of research, study and technology, in order to correctly apply every time the institutional framework on different cases etc., to solve problems related to the subjects of the MA.

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

social Introduction of innovative research awareness, altruism etc.)

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

(Other.....citizenship, spiritual freedom,

Individual / Independent work, working in an interdisciplinary environment, Introduction of innovative research, Respect for diversity and multiculturalism, Critical Thinking, Development of free, creative and inductive thinking, Social Awareness

(3) COURSE CONTENT

The Interdisciplinary Workshop is a distinct Thematic Unit, mainly interactive, which is carried out through the elaboration of a case/ scenario by each student, and the presentation of the results orally during a Seminar. The goal of the Interdisciplinary Workshop is for students to apply the knowledge they have acquired during their studies and to understand the importance of interdisciplinary perspective. The Workshop has the same duration as the thematic units of the MA, it is structured in phases and the realization of a Seminar towards the end of the teaching period. The Seminar is implemented and coordinated by the Teaching Staff members of THE PED 63 and is open to other students and academics to participate. During the Seminar, the students of PED 63 present the case they have undertaken to work on.

In particular, within the framework of PED 63, the students:

a) They undertake to elaborate the elements and parameters of a case - scenario which is part of the subjects, which have been taught in the previous Thematic Units.

b) At the beginning of the teaching period, a series of cases - scenarios are announced and the students choose one to work on.

b) When working on the case, they apply knowledge acquired in the previous thematic units of the MA and

c) They present their work orally at the Interdisciplinary Seminar. The Interdisciplinary Seminar is the second phase of the Interdisciplinary Workshop.

The Interdisciplinary Seminar is interactive and interdisciplinary in nature, it takes place over a two-day or three-day period depending on the number of students (total duration 24-32 hours).

The students prepare for their participation in the Interdisciplinary Laboratory (THE PED 63) based on a predetermined general topic and specific case(s) they have chosen, which they work on.

The thematic unit PED 63 is structured in three stages concerning the processing and analysis of each specific case: 1. The stage of preparation, 2. The stage of processing the material - elements and data, in the context of which the progress of the processing is presented of the case first with the Interim Report and then with the Final Report which are discussed in the 2nd and 3rd Group Counseling Meeting. 3. The stage of presenting the results - Interdisciplinary Seminar.

(4) TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance learning education with three 4-hours Group Counseling Meetings (GCM) during the semester, on weekends.</p>												
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>The Group Counseling Meeting (OSS in Greek) are conducted with video conferencing tools (webex) and the professors/counselors use slide presentations (ppt). A special educational platform is also used, where the digitized, compulsory, and additional educational materials are presented, distributed according to the processing stage of the students' work, with instructions and announcements for the information and preparation of the students, the processing of topic they have chosen etc.</p>												
<p>COURSE DESIGN <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 selfdirected study are given following the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th><i>Activity/Method</i></th><th><i>Semester workload</i></th></tr> </thead> <tbody> <tr> <td>3 Group Counseling Meetings X 4 hours</td><td>12</td></tr> <tr> <td>3 Interim reports</td><td>(3X15)45</td></tr> <tr> <td>1 project report and oral presentation</td><td>93</td></tr> <tr> <td>Individual study</td><td>130</td></tr> <tr> <td>Total workload of the course (hours)</td><td>280</td></tr> </tbody> </table>	<i>Activity/Method</i>	<i>Semester workload</i>	3 Group Counseling Meetings X 4 hours	12	3 Interim reports	(3X15)45	1 project report and oral presentation	93	Individual study	130	Total workload of the course (hours)	280
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<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <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>The students are graded for their overall presence, participation and placement during the Workshop, based on specific criteria that are known, which are determined and announced together with the theme of the Workshop, by the Teaching Staff.</p> <p>The grading is unitary and includes the evaluation for:</p> <p>a) for the proper understanding and correct analysis perspective of the case, based on the General Plan for processing the case.</p> <p>b) the adequacy/completeness of the processing of the case, in terms of answering questions, the thorough and critical development of theoretical and practical issues, the utilization of legislation, theory, the formulation of new issues, methodological consistency, the highlighting of problems for further investigation.</p> <p>c) the adequacy during the oral presentation of the case (e.g., logical sequence of the issues it deals with, the assembled structure, correct and complete answers to questions, etc.), and finally,</p>												

	<p>d) the score for the Final Report. Final Report is submitted after the oral presentation of the case (see above) and is evaluated proportionally, as the semester papers are evaluated.</p> <p>Students can be informed of evaluation criteria by reading the Students' Guide, which is accessible on the educational platform of the Thematic Unit, and the Studies' Guide of the University, pp. 561: https://www.eap.gr/wp-content/uploads/2022/09/Οδηγός%20Σπουδών_2022-2023.pdf</p>
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(5) SUGGESTED BIBLIOGRAPHY:

Daniel S. Lawrence, Camille Gourdet, Duren Banks, Michael G. Planty, Dulani Woods, Brian A. Jackson, 2019, Prosecutor Priorities, Challenges, and Solutions, RAND
https://www.rand.org/pubs/research_reports/RR2892.html

Βιδάλη Σ., Κουλούρης, Ν., Παπαχαράλαμπος, Χ. (επιμ.). (2019). *Εγκλήματα των ισχυρών. Διαφθορά, Οικονομικό και Οργανωμένο Έγκλημα*, Αθήνα: Εκδόσεις ΕΑΠ.

Αλοσκόφης Ουίλ, Η κοινωνική έρευνα της εγκληματικότητας των ισχυρών. Σε Βιδάλη, Κουλούρης, Παπαχαράλαμπος (επιμ.). (2019). *Εγκλήματα των ισχυρών. Διαφθορά, Οικονομικό και Οργανωμένο Έγκλημα*, Αθήνα: Εκδόσεις ΕΑΠ. 87-110.

Σοφία Βιδάλη, "Οι αλήθειες του εγκληματολογικού λόγου: αντιφάσεις, περιορισμοί και προβλήματα στη θεώρηση του «εγκληματικού ζητήματος». Σε Αρτινοπούλου, Β., Βιδάλη, Σ., Γεωργούλας, Σ., Θεμελή, Ο., Κουλούρης, Ν. Κ., Παπανικολάου, Γ. (επιμ.) (2018). *Εξουσίες, επιστημονική ουδετερότητα και εγκληματολογικός λόγος. 50 χρόνια Howard Becker "Whose side are we on?"*. Συμβολές στο πρώτο συνέδριο της Ελληνικής Εταιρείας Μελέτης του Εγκλήματος και του Κοινωνικού Ελέγχου. Αθήνα 24-27 Μαΐου 2016. Αθήνα:

ΕΕΜΕΚΕ.Προσβάσιμο: <http://doccdn.simplesite.com/d/c4/dc/284571206475963588/238110b2-96a1-4ae9-86a6-8f060fd2044b/ΕΕΜΕΚΕ%2B1%2B.pdf>

Apart from these, depending on the scenario specific literature is recommended