

## COURSE OUTLINE

### (1) GENERAL

|   |   |                              |                |
|---|---|------------------------------|----------------|
| <b>SCHOOL</b>   | OF SCIENCES   |                              |                |
| <b>ACADEMIC UNIT</b>  | OF BIOLOGY  |                              |                |
| <b>LEVEL OF STUDIES</b>   | UNDERGRADUATE   |                              |                |
| <b>COURSE CODE</b>  | BIO_HE16  | <b>SEMESTER</b>              | 6/8            |
| <b>COURSE TITLE</b>   | FAUNA OF GREECE   |                              |                |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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> |
| Lectures, lab exercises and field trip  |   | 3                            | 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><br><i>general background, special background, specialised general knowledge, skills development</i>  | Specific scientific field, development of skills  |                              |                |
| <b>PREREQUISITE COURSES:</b>  | None, although a good knowledge of Zoology is highly recommended                                  |                              |                |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>  | Greek   |                              |                |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>  | Yes   |                              |                |
| <b>COURSE WEBSITE (URL)</b>   | <a href="https://eclass.upatras.gr/courses/BIO203/">https://eclass.upatras.gr/courses/BIO203/</a> |                              |                |

### (2) LEARNING OUTCOMES

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| <p><b>Learning outcomes</b><br/><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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>   |
| <p>By the end of the course, the students will have the ability to comprehend the reasons behind the large diversity of the Greek fauna, to discuss the general distribution patterns of its endemism and diversity, to recognize its most important constituents, focusing on terrestrial vertebrates (amphibians, reptiles, birds, mammals) and to understand the methodologies applied for recording and sampling terrestrial fauna. At the same time, they will have gained the capability to assess the threats and pressures sustained by the threatened and endemic species of the terrestrial fauna and a deeper knowledge of biodiversity and its values.</p> <p>In addition, they will have developed the following skills:</p> <ul style="list-style-type: none"> <li>- Acquaintance with the procedures followed during field work, in order to record and/or capture terrestrial species of the Greek fauna with the use of different approaches and specialized equipment.</li> <li>- Species identification of representatives of the Greek fauna, particularly of terrestrial</li> </ul> |

vertebrates (amphibians, reptiles, birds, mammals), that are encountered/captured in the field, taking advantage of the theoretical part of the course and using specialized field guides. Familiarization with Red Data Books and application of the IUCN criteria in assessing the threat status of animal species.

**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?*

|   |   |
|---|---|
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i>  |
| <i>Adapting to new situations</i>   | <i>Respect for difference and multiculturalism</i>  |
| <i>Decision-making</i>  | <i>Respect for the natural environment</i>  |
| <i>Working independently</i>  | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> |
| <i>Team work</i>  | <i>Criticism and self-criticism</i>   |
| <i>Working in an international environment</i>  | <i>Production of free, creative and inductive thinking</i>                                      |
| <i>Working in an interdisciplinary environment</i>  | <i>.....</i>  |
| <i>Production of new research ideas</i>   | <i>Others...</i>  |
|   | <i>.....</i>  |

Adaptation to new situations

Autonomous work

Development of teamwork skills

Respect of the natural environment

Promotion of free, creative and conductive thought

**(3) SYLLABUS**

The richness of the Greek fauna, Effects of paleogeography, paleoclimate and geology on the formation of the Greek fauna. Speciation in the Greek area. Animal biodiversity in Greece and distribution patterns, focusing on Vertebrates. Endemic, threatened, rare and protected species of the Greek fauna. Threats and pressures, faced by the Greek fauna and respective conservation measures. Application of the IUCN criteria, in order to assess the threat status of animals

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

| <p style="text-align: center;"><b>DELIVERY</b><br/><i>Face-to-face, Distance learning, etc.</i></p>   | <p>In person</p>  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
|---|---|--|-----------------|--------------------------|----------|----|---------------|----|-----------------------------|---|---------------------------------|----|---|----|---|----|--|--|--|--|--|--|--------------|------------|
| <p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br/><i>Use of ICT in teaching, laboratory education, communication with students</i></p>   | <p>Use of video projections during lectures and lab work. Enhancement of teaching by using video streaming technologies over the internet (such as Youtube).</p> <p>Creation of digital photograph archives of the animals and their habitat, by the students, during the field trip.</p> <p>Support of the educational process and communication with the students, using the online eclass platform of the University of Patras.</p>  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| <p style="text-align: center;"><b>TEACHING METHODS</b><br/><i>The manner and methods of teaching are described in detail.<br/>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>                                   | <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;">22</td> </tr> <tr> <td>Lab exercises</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Literature review and study</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Participation in the field trip</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Essay preparation regarding the results of the field trip</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Independent study and exams preparation by the students</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>150</b></td> </tr> </tbody> </table> |  | <i>Activity</i> | <i>Semester workload</i> | Lectures | 22 | Lab exercises | 11 | Literature review and study | 9 | Participation in the field trip | 18 | Essay preparation regarding the results of the field trip | 45 | Independent study and exams preparation by the students | 45 |  |  |  |  |  |  | Course total | <b>150</b> |
| <i>Activity</i>   | <i>Semester workload</i>  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| Lectures  | 22  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| Lab exercises   | 11  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| Literature review and study   | 9   |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| Participation in the field trip   | 18  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| Essay preparation regarding the results of the field trip   | 45  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| Independent study and exams preparation by the students   | 45  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
|   |   |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
|   |   |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
|   |   |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| Course total  | <b>150</b>  |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |
| <p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b><br/><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> | <p>Written exam, requiring short or longer replies.</p> <p>Written report on the results and impressions of the field trip</p> <p>The written exam and the written report contribute equally to the total course grade (by 50% each).</p>   |  |                 |                          |          |    |               |    |                             |   |                                 |    |   |    |   |    |  |  |  |  |  |  |              |            |

#### (5) ATTACHED BIBLIOGRAPHY

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| <p>- Suggested bibliography:<br/>Notes for the course 'Fauna of Greece' in MS Powerpoint – G. Mitsainas.<br/>- Related academic journals:</p> |
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