

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	NATURAL SCIENCES		
<b>ACADEMIC UNIT</b>	BIOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>BIO_ZA2</b>	<b>SEMESTER</b>	5/7
<b>COURSE TITLE</b>	ENVIRONMENTAL ANIMAL PHYSIOLOGY		
<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>	
Lectures, Laboratory Exercises	2 (lec)	3	
<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>	Field of Science Skills Development		
<b>PREREQUISITE COURSES:</b>	There are no prerequisites.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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>At the end of the course the student is will have acquired a basic knowledge of environmental physiology; including:</p> <p>The subject of research for Environmental Animal Physiology and Biometeorology, the role of biorhythms, temperature and humidity in living organisms, the effects of altitude and radiation in living organisms, the subject of research for Environmental Toxicology, the main heavy metal effects including lead, cadmium, asbestos, mercury, manganese, etc</p>
<p><b>General Competences</b></p> <p><i>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></p> <p><i>Search for, analysis and synthesis of data and information, Project planning and management</i></p>

<i>with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
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At the end of the course, the student will have developed the following skills/competences:

- Be a team player, capable retrieve related scientific information on Environmental Physiology.
- To write essays on Environmental Physiology
- To work as part of a team
- To prepare power-point presentations.

### (3) SYLLABUS

<ol style="list-style-type: none"> <li>1. Environmental Pysiology-Subject of research</li> <li>2. Chronobiology and Biorrhythms</li> <li>3. Biometeorology</li> <li>4. Altitude</li> <li>5. Radiation</li> <li>6. Environmental Toxicology</li> </ol>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures (using power-point presentations).	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures (13 weeks x 2 hours per week)	26
	Home study	49
	Course total	<b>75</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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</i>	<p>Written exams at the end of semester (85% and oral presentations 15 % or 100 % without assay and oral presentation ).</p> <p>Final Course Grade: Theory Grade x 0.85 + x 0.15 assay and oral presentation or only Theory Grade</p>	

*presentation, laboratory work, clinical examination of patient, art interpretation, other*

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

Grading scale: 1-10. Passing grade  $\geq 5$   
Grading  $\leq 3$  correspond to ECTS grade F.  
Grade 4 corresponds to ECTS grade FX.  
Passing grades correspond to ECTS grades as follows:  
5=E, 6=D, 7=C, 8=B,  $\geq 9$ =A.

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. *Performing in Extreme Environments* Armstrong LE. (in greek) "TELETHRION"  
Publ.,2011.

- Related academic journals: