

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Economics and Management Science		
<b>ACADEMIC UNIT</b>	Department of Economics		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	501	<b>SEMESTER</b>	7 <sup>th</sup>
<b>COURSE TITLE</b>	Labour Economics		
<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 ECTS	
<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>	Special background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek – English for Erasmus students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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 student will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand the concept of the labor market</li> <li>▪ understand and analyze the determinants of supply and demand for labor</li> <li>▪ analyze the structure of the labor market and understand how does it operate</li> <li>▪ understand and analyze the determinants of unemployment</li> <li>▪ analyze the impact of different policies on employment and/or unemployment</li> <li>▪ understand the phenomenon of immigration and analyze its effects on employment and wages</li> </ul>								
<p><b>General Competences</b> <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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> </table>	<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>
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<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>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
Working independently Working in an international environment Working in an interdisciplinary environment Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking	

### (3) SYLLABUS

1. Introduction - Labor and labor market 2. Labor supply 3. Labor demand 4. Equilibrium in the labor market 5. Human capital 6. Discrimination in the labor market 7. The role of unions in the labor market 8. Immigration 9. Unemployment 10. Employment policies
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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>	E-mail is used for the communication with the students and an electronic platform is used for posting students' grades	
<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	40*3=120
	Directed study	20*1=20
	Non-directed study	10*1=10
	Course total	150
<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 presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written final exam in Greek language.  Written weekly work (questions, problem solving) in English for Erasmus students.	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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**(5) ATTACHED BIBLIOGRAPHY**

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| <ol style="list-style-type: none"><li>1. Borjas J.G., Οικονομικά της Εργασίας, εκδ. Κριτική, Αθήνα, 2003.</li><li>2. Λιανός Θ και Νταούλη – Ντεμούση Α, Οικονομική της Εργασίας, εκδ. Ευγ. Μπένου, Αθήνα.</li><li>3. Borjas J.G., Labor economics, McGraw Hill (for Erasmus Students)</li></ol> |
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