

COURSE OUTLINE

(1) GENERAL

SCHOOL	Economics and Political Sciences		
ACADEMIC UNIT	Economics		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ECO314	SEMESTER	3rd
COURSE TITLE	Theories of economic growth		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures		4	7
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Core Elective Course)		
PREREQUISITE COURSES:	Indicative prerequisites: • Political Economy of Development and Growth • Macroeconomic Theory I and II • Mathematics I and II • Dynamic Mathematics		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ECON982/		

(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

Upon successful completion of the course and assessment, students are expected to acquire specific knowledge: (i) understanding of the fundamental concepts related to economic growth and economic development; (ii) ability to select the appropriate statistical data and variables for describing and analyzing economic growth; (iii) a solid grasp of the evolution of economic growth theories and the competence to appraise them; (iv) awareness of recent trends in macroeconomic policy issues; (v) ability to construct and solve basic mathematical models of economic growth and use the results to interpret empirical data; (vi) ability to select an appropriate model for the qualitative analysis of current economic conditions

General Competences <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>	
<i>Search for, analysis and synthesis of data and information, 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>Project planning and management</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>.....</i> <i>Others...</i> <i>.....</i>
Beyond the aforementioned specific knowledge, upon completing the course and its assessment, students are expected to possess: <u>General skills</u>: (i) data skills: using the library and the internet as sources of information; knowing how to identify relevant data, extract appropriate data, analyze it, and present material; (ii) Ability to study and understand relevant literature; (iii) mathematical/statistical skills: using/applying mathematics and diagrams in economic analysis; understanding statistical data analysis; (iv) Presentation skills for research papers. <u>Cognitive skills</u>: fundamental abilities in (i) analytical thinking, reasoning, and application; (ii) critical, creative, and strategic thinking; (iii) problem-solving; (iv) skills for producing independent and group work.	

(3) SYLLABUS

▪ The mathematics of economic growth ▪ Historical background, conceptual definitions, and the stylized facts of growth ▪ The Harrod–Domar model ▪ The Solow–Swan model ▪ The Ramsey–Cass–Koopmans model ▪ Technological progress and economic growth ▪ Endogenous growth theories ▪ The concept of convergence ▪ Data collection and processing in the context of economic growth ▪ Study of academic journal articles and preparation of a written assignment

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of projector for PowerPoint-style presentations Use of e-class platform for uploading teaching material and announcements. Use of email for communication with students						
TEACHING METHODS <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>	<table> <tr> <th>Activity</th><th>Semester workload</th></tr> <tr> <td>Lectures</td><td>13 weeks × 4 h = 52 h</td></tr> <tr> <td>Study & literature review</td><td>20 h</td></tr> </table>	Activity	Semester workload	Lectures	13 weeks × 4 h = 52 h	Study & literature review	20 h
Activity	Semester workload						
Lectures	13 weeks × 4 h = 52 h						
Study & literature review	20 h						

<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>	Preparation and presentation of a written assignment	50 h
	Independent study	80 h
	Course total	172 hours
STUDENT PERFORMANCE EVALUATION <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written examination Written assignment	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Theodorakis N. & L. Tserkezis: Notes on the Theory of Economic Growth, 2009 (freely available in the course documents)
- Kalaitzidakis P. & S. Kalyvitis: Economic Growth Theory and Policy, 2008, Kritiki Publications
- Robert M. Solow: Growth theory: an exposition, 2nd edn, Oxford University Press, New York, 2000.
- Charles I. Jones: Introduction to economic growth, 2nd edn, W.W. Norton, New York, 2002.
- Kollintzas T. & Tsoukalas K: Theory of Economic Growth, Kritiki Publications, 2001.
- Romer D.: Advanced macroeconomics, McGraw Hill, 2012.

- Related academic journals:

- American Economic Review
- Journal of Economic growth
- Journal of Macroeconomics
- Economica
- World Bank Economic Review