

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Finance and Statistics		
ACADEMIC UNIT	Department of Banking and Financial Management		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	XPETP01	SEMESTER	6° & 8°
COURSE TITLE	Finance Lab		
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	7.5	
<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>	Elective course		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • 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
<p>After completing the teaching cycle of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of the institutional framework (e.g., supervisory authorities) and its role in a country's financial system. • Understand the relationship between democracy and economic growth. • Understand the causes and economic effects of corruption in a country's financial system. • Understand the impact of modern finance on the economy. • To understand the theory of business cycles. • Understand the impact of competition policy on economic development. • Finally, combining all the above, they should be able to understand the motivations, dilemmas and strategic choices of all those involved in the banking system.
<p>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></p>

<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>Others...</i>
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Decision making • Autonomous working assignment • Grouped working assignment and case studies 	

(3) SYLLABUS

- The role of the banking system on the economic development of a country.
- Money supply and demand as well as their connection to the economic development.
- Analysis of the relationship between institutions and the financial system. Case studies of countries (e.g., developed and developing economies) with strong and weak institutions.
- Relationship between democracy and economic growth.
- Analysis of corruption in the financial system and its impact on a country's economy. Critical thinking and suggestions for dealing with the phenomenon.
- Impact of modern finance on economic growth. Case Study - Cryptocurrencies.
- Introduction to the business cycles theory.
- Business Cycles Synchronization.
- Effect of competition policy on economic development.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Laboratory education	
<p>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></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>	Activity	Semester workload
	Lectures	52
	In class assignments	26
	Study and analysis of bibliography	26
	Laboratory practice	26
	Standalone studying	57.5
	Course total	187.5
<p>STUDENT PERFORMANCE EVALUATION <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Students will be assessed through a written exam, a working assignment and participation in the case studies.	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Acemoglu, D. and Robinson, J. A. (2013). Why Nations Fail: The Origins of Power, Prosperity, and Poverty. Crown Publishing Group. • Bahoo, S. (2020). Corruption in banks: A bibliometric review and agenda, Finance Research Letters, 35, 101499. • Degiannakis, S., Duffy, D. and Filis, G. (2014). Business Cycle Synchronization in EU: A Time-Varying Approach. Scottish Journal of Political Economy, 61 (4), 348-370. • Gerring, J., Bond, P., Barndt, W. T. and Moreno, C. (2005). Democracy and Economic Growth: A Historical Perspective. World Politics, 57(3), 323–364. • Mankiw, N.G. (1989). Real Business Cycles: A New Keynesian Perspective. Journal of Economic Perspectives, 3(3), 79-90. • Miller, S. (2018). The Global Banking Sector: Corruption, Institutional Purpose and Economic Justice. Business & Professional Ethics Journal, 37(1), 13–44. • Papaioannou, E. and Siourounis, G. (2008). Democratisation and Growth. The Economic Journal, 118(532), 1520–1551. • Przeworski, A., Alvarez, M. E., Cheibub, J. A. and Limongi, F. (2000). Democracy and Development: Political Institutions and Well-Being in the World, 1950–1990. Cambridge University Press. • Shy, O. (2001). The Economics of Network Industries. Cambridge University Press.
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