

1ST SEMESTER OF STUDIES

THE HISTORY AND PHILOSOPHY OF SPORT IN ANTIQUITY: THE BIRTH OF SPORT AND ITS EVOLUTION

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	ΟΣ ΥΠ 025	SEMESTER	1 st
COURSE TITLE	The history and philosophy of sport in Antiquity: the birth of sport and its evolution		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
	Lectures	20	6
COURSE TYPE:	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3011/		

2. LEARNING OUTCOMES

Aim of the course <p>This module will examine the development of Greek and Roman sport from the Bronze Age to the demise of pagan athletic festivals in late antiquity. The lectures will follow a chronological and thematic sequence and emphasis will lie equally on both the development of formal aspects of sport (e.g. techniques and rules of individual events; prizes; historical development of Pan-Hellenic and local games etc) as well as its social ramifications. Moreover, the module will provide an introduction to the written and material evidence germane to the reconstruction of the history of sport in the ancient world and will encourage students to use that evidence critically and analytically.</p> <p>After having attended the course the postgraduates will be able to:</p> <ul style="list-style-type: none">• Realize the evolution of Physical Education from the early Minoan world until the later Roman years.• Understand the Pan-Hellenic sacred Games (Olympia, Isthmia, Nemea, Pythia) as well as their social aspects.• Comprehend the art of training, the role of gymnastics in children's education and the participation of women in physical activities.
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- Realize the connection of physical activity, education, religion, war, entertainment etc.
- Understand the social, ethical and philosophical aspects of ancient Greek sports.
- Realize the liaison between politics and sports.
- Deepen their knowledge concerning the concepts of: *agon* (struggle), Olympic truce, athletics, fair play.
- Promote their critical way of thinking by achieving a theoretical background which will enable them to evaluate and criticize contemporary athletics with the suitable arguments.

General competences

At the Master's degree program, students and professors from different countries participate. Consequently, they acquire all the following competences:

- Critical thinking
- Promotion of free, creative and inductive thinking
- Retrieve, analyze and synthesize data and information with the use of the required technologies
- Autonomous work
- Teamwork
- Decision-making process
- Work in a multidisciplinary environment
- Production of new research ideas

3. COURSE CONTENTS

1	What is 'Sport'? Definitions and beginnings. The world of ancient Greece: Historical and Geographical Background. Sources for ancient Greek and Roman athletics: Literature, epigraphy, archaeology.
2	Ancient philosophers and sport .Ancient criticism of sport. Ancient Greek athletics and democratization The concept of <i>agon</i> and agonality.
3	Before Olympia: Sport in Egypt, in the Ancient Near East, in Minoan society and in Homeric poems
4	Ancient Olympic Games: The site of Olympia. Organization of Olympic Games. Training for the Olympic Games. Qualifying for the Olympic Games
5	Athletic events. Equestrian events
6	Visitors and spectators at the Olympic Games. Women and Sport in antiquity
7	Athletes of Olympic Games - The geographical origin and the social background of ancient Olympic victors
8	Gymnasion and physical education. The institution of <i>Ephebeia</i>
9	The Olympic Games in the ancient Hellenic world apart from those in Olympia
10	The spread of Greek athletics in the Hellenistic period
11	Greek and Roman sports in late antiquity
12	Music and athletics. The coexistence of athletic games and cultural events in the ancient Greek world - The example of Panathenaic Games
13	Health perspectives through physical education athletics in the Ancient Greek World

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	In the classroom (face to face).
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<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<ul style="list-style-type: none"> • Using information technology, communication equipment and networks for enhancing organization, evaluation and exploitation of information so the students will derive contemporary and updated scientific knowledge. • Using selected Greek and international databases. Required devices for the acquisition of knowledge in understanding concepts being presented in the lectures. • All essays are submitted electronically. • With e-mails we sent to students specific educational material or URLs that enable them to derive more information for achieving the objectives of the course. 	
<p style="text-align: center;">TEACHING METHODS</p>	<p style="text-align: center;">Teaching Activities</p>	<p style="text-align: center;">Semester Workload Hours (ECTS)</p>
	<p>Interactive lectures 20 hours per week</p>	<p>40 hours (1,6 ECTS)</p>
	<p>Study of the suggested reading</p>	<p>20 hours (0,8 ECTS)</p>
	<p>Assignment</p>	<p>60 hours (2,4 ECTS)</p>
	<p>Study for the final exams (non-directed study)</p>	<p>30 hours (1,2 ECTS)</p>
	<p>Total Course workload (25 hours per credit unit)</p>	<p>150 hours (6 ECTS)</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p>	<p><i>The 60% of the evaluation is based on the final grade in the written exams, the 40% on the grade of the written assignment, as well as on their participation to the working groups and their active presence in the lectures of the course.</i></p>	

<p>5</p>	<p>RECOMMENDED READINGS</p>
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- Barringer, Judith M. (2021). *Olympia. A Cultural History*. Princeton; Oxford: Princeton University Press.
- Christesen, Paul; Kyle, Donald G. (Ed.) (2014): *A Companion to Sport and Spectacle in Greek and Roman Antiquity*. Malden, MA et al.: Wiley-Blackwell.
- Golden, Mark (2004). *Sport in the Ancient World from A to Z*. London; New York: Routledge.
- Golden, Mark (1998). *Sport and Society in Ancient Greece*. Cambridge; New York: Cambridge University Press.
- Kyle, Donald G. (1987). *Athletics in Ancient Athens*. Leiden: E.J. Brill.
- Kyle, Donald G. (2007). *Sport and Spectacle in the Ancient World*. Malden, MA; Oxford: Blackwell Pub.
- Miller, Stephen G. (2004). *Ancient Greek Athletics*. New Haven: Yale University Press.
- Miller, Stephen G. (2004). *Arete: Greek Sports from Ancient Sources*. Berkeley: University of California Press.
- Valavanis, Panos (2004). *Games and Sanctuaries in Ancient Greece: Olympia, Delphi, Isthmia, Nemea, Athens*. Los Angeles: Getty Publications.

THE MODERN OLYMPIC GAMES

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΟΣ ΥΠ 026	SEMESTER	1 st
COURSE TITLE	The modern Olympic Games (revival, historic development of the Summer and Winter Olympic Games – social, political and cultural aspects of the Olympic Games – Olympic Institutions – Olympic Law)		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		20	6
COURSE TYPE:	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
URL:	https://eclass.uop.gr/courses/3046/		

2. LEARNING OUTCOMES

<p>Aim of the course</p> <p>The purpose of this module is to explore the historical and philosophical underpinnings of the Olympic Games and their evolution. Through instruction and experiential learning activities, students will have the opportunity to analyze, compare the relationship of the Olympic Movement with the ethics and philosophy of Olympism, and apply them to different cultures and societies. Furthermore, students will critically examine the collaborations and the accomplishments achieved by the Olympic Movement, and the challenges it faces, from a variety of viewpoints.</p> <p>By the end of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Approach, broaden and apprehend the ideological currents of the Olympic Games’ revival and the ideas of Baron Pierre de Coubertin. 2. Understand the history of, and recent trends in the relationship between the Olympic Movement, globalization, and the world system. 3. Understand the theory, content and methodologies of Olympic values education using the IOC’s Olympic Values Education Toolkit as a reference. 4. Identify the challenges and opportunities for developing and implementing Olympic education initiatives in different cultural contexts. 5. Understand the meaning of Olympic Truce in the modern world, the connection between sports, peace and education and the importance of applying the Olympic ideals in everyday life.

6. Understand the legal basis for the IOC as an international non-governmental organization and its relationships with other NGOs, the UN system, governments, and corporations; and understand the legal status of the Olympic Host City Contract.
7. Understand social responsibility issues – especially the environment, volunteerism, human rights, diversity and inclusion, and multiculturalism - involved in organizing an Olympic mega-event, their importance in communications, and currently available strategies for managing them.
8. Critically reflect on the relationship between marketing and education in the Olympic Movement and the implications for the dissemination of Olympic values; critically analyze the relationship between Olympic ideals and realities.
9. Situate the Olympic Movement within global political, cultural, and economic trends of the past century, and critically analyze risks and opportunities in the near future (issues of Olympic heritage/legacy).
10. Broaden the knowledge and sharpens the critical ability of the students regarding the historical, socio-cultural, political, financial and educational dimensions of the Olympic Movement.
11. Familiarize the students with educational experiences and procedures that enable them to develop their critical thinking and conceive the deeper meaning of the Olympic Movement.
12. Apprehend and perceive the humanistic dimension of the Olympic Games.
13. Analyze with a critical approach the Olympic Games in relation with the political and economic systems

General competences

At the master's degree programme, students and from different countries acquire the following competences:

- Retrieve, analyze and synthesize data and information with the use of the required technologies.
- Respect to diversity and multiculturalism and sensitivity towards gender issues
- Respect for the natural environment
- Adjustment to new situations
- Demonstration of social, professional, and moral responsibility
- Autonomous work
- Critical thinking
- Teamwork
- Promotion of free, creative, and inductive thinking
- Work in an international environment
- Work in a multidisciplinary environment
- Production of new research ideas Design and managing projects
- Decision-making process
- Promotion of free, creative, and inductive thinking
- Improve and polish their presentation skills
- Challenge and improve their time management skills
- Practice and further develop their problem-solving skills through the use of case studies
- Improve their knowledge on history and philosophy
- Improve their skills to synthesize and produce original texts

3. COURSE CONTENTS

1	Historical presentation of the contemporary Summer Olympic Games.
2	Historical presentation of the Winter Olympic Games.
3	Historical presentation of the Paralympic Olympic Games.
4	The economic dimensions of the Olympic Games (costs and benefits of the Olympic Games).
5	The socio-cultural dimension of the Olympic Games (opening and closing ceremonies, volunteerism, etc.)
6	Female participation to the Olympic Games

7	Political dimensions of the Olympic Games (relation between politics and mega sporting events, the Olympic boycotts).
8	Educational parameters of the Olympic Games (Olympic Education programs at the Olympic and Paralympic Games).
9	The idea of truce as political or educational idea?
10	Environment and Olympic Games.
11	Legacy of the Olympic Games.
12	Olympic Games and Media.
13	Agenda 2020+5

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	<p>The following delivery methods are going to be used for knowledge-sharing:</p> <ol style="list-style-type: none"> 1. Class Lectures (face to face) taking place at the International Olympic Academy premises and the archaeological site located in Ancient Olympia 2. Guest lectures from distinguished Olympic-related topic experts (academics and sport practitioners) 3. A multi-day educational trip to various Olympic-Sport sites in Greece 4. Supervised group work and presentation on a contemporary problem/challenge of the Olympic Movement 5. Discussion Boards – through the e-learning platform – on various issues related to Ethics and the Olympic Movement 6. Guest lectures from distinguished Olympic-related topic experts (academics and sport practitioners) 7. Research-integrated learning 8. Problem solving or project work 9. Blended learning. 	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<p>Using of networks, internet sites and data bases so that the students meet research methods and the updated scientific knowledge.</p> <p>More specifically, the following are used: site of the IOA, library of the IOA, e-class, site of the Ministry of Culture, site of L.A. Foundation, IOC World Library, ISOH, etc.</p>	
TEACHING METHODS	Teaching Activities	Semester Workload Hours (ECTS)
	Interactive lectures 20 hours per week	40 hours (1,6 ECTS)
	Study of the suggested reading	30 hours (1 ECTS)
	Project	50 hours (2,2 ECTS)
	Study for the final exams (non-directed study)	30 hours (1,2 ECTS)
	Total Course workload (25 hours per credit unit)	150 hours (6 ECTS)

STUDENT PERFORMANCE EVALUATION	<p><i>The 60% of the evaluation is based on the final grade in the written exams, the 40% on the grade of the written assignment, as well as on their participation to the working groups and their active presence in the lectures of the course.</i></p> <p>Component 1 The instructor will create groups based on students' interests. Each group of students will research and report on a contemporary issue/problem for the Olympic Movement.</p> <p>PowerPoint Presentation, oral presentation & discussion</p>
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5	RECOMMENDED READING
	<ul style="list-style-type: none"> • Georgiadis, K., <i>Olympic Revival The revival of Olympic Games in modern times</i>, Athens 2003. • Barney, Robert "Ed.", <i>Rethinking the Olympics, Cultural Histories of Modern Olympic Games</i>, London, Ontario 2009. • MacAloon, John, <i>This Great Symbol.. Pierre de Coubertin at the origins of the Modern Olympic Games</i>, Routledge 2009. • Young, David, <i>The Modern Olympics: A struggle for revival</i>. Baltimore and London 1996. • Gangas, D. and Georgiadis K., (Eds.), <i>Looking forward the future with hope-60th IOA Anniversary</i>, IOA, Athens 2021. • Guttman, Allen, <i>The Olympic..A History of the modern games</i>, University of Illinois Press 2002. • Chappelet, J. – L., <i>The Governance of the Olympic System: From One to Many Stakeholders</i>, <i>Journal of Global Sport Management</i>, 2021. • Chappelet J. – L., <i>Jean Switzerland's Century-Long Rise as the Hub of Global Sport Administration</i>, <i>The International Journal of the History of Sport</i>, 2021. • Chappelet, J. – L., <i>The unstoppable rise of athlete power in the Olympic system</i>, <i>Sport in Society</i>, 2020. • Chappelet, Jean – Loup and Brenda Kubler – Mabbott., <i>The international Olympic Committee and the Olympic system: the governance of world sport</i>. London, New York: Routledge, 2008. • Preuss, Holger, Schallhorn, Christiana, Schütte, Norbert., <i>Olympic Sport Organisations in Times of Crisis and Change. Guide for Strategic Management and Good Governance</i>, Nomos open access online, 2022 • Lienhard, P. and Preuss, H., <i>Legacy, Sustainability and CSR at Mega Sports Events</i>, Wiesbaden, 2014. • Preuss, Holger., <i>The Economics of Staging the Olympics: A Comparison of the Games 1972-2008</i>, Cheltenham, 2004 • Girginov, V. (ed.), <i>Handbook of the London 2012 Olympic and Paralympic Games, Vol. 1, Making the Games</i>, Routledge, London and New York, 2013.

SPORT AND ETHICS- OLYMPIC PHILOSOPHY

COURSE OUTLINE

1. GENERAL			
SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΟΣ ΥΠ 027	SEMESTER	1 st
COURSE TITLE	Sport and Ethics-Olympic Philosophy		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		20	6
COURSE TYPE:	General background		
PREREQUISITES:	None		
TEACHING LANGUAGE:	English		
COURSE CAN BE ATTENDED BY ERASMUS STUDENTS:	Yes		
URL:	https://eclass.uop.gr/courses/3086/		

2. LEARNING OUTCOMES

<p>Aim of the course</p> <p>This course examines the philosophical foundations of sport and Olympism. It explores the relationship between the two and their core values. It also addresses key ethical dilemmas arising within sport and Olympic contexts.</p> <p>By the end of the course the students are expected to develop the following skills or learning outcomes:</p> <ul style="list-style-type: none"> • Understand the basic skills of philosophic inquiry • Acquire the specific philosophic skills of conceptual analysis, argument construction, and theory development • Describe the philosophical foundations of sport and Olympism • Comprehend the basic theoretical frameworks with which to analyze sport and Olympic issues philosophically. • Comprehend the nature and function of ethics in sport and Olympic contexts. <p>General competences</p> <ul style="list-style-type: none"> • Formulate and defend arguments • Recognize and analyze ethical dilemmas • Value and apply theoretical frameworks • Search and analysis of international literature • Promotion of critical thinking through case study analysis • Develop creative thinking

3.	COURSE CONTENTS
1	Introduction to the Philosophy of Sport, Philosophical thinking and conceptual analysis
2	The Concept of Sport
3	What's Wrong with Doping?
4	Sport and Art
5	Martial Arts Concepts
6	Olympism and Multi-culturalism
7	De Coubertin and the Religio Athletae
8	Sport for Development and Peace
9	Theories of sport, Olympism as a moral approach to sport, The inner morality of Olympism
10	The Youth Olympic Games and Olympism, Reconsidering the Olympic Program
11	Competitive sport and international relations at the Olympic Games
12	Expatriate coaching and Olympism
13	Olympism, and FIFA's ban of the hijab

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY	Lectures, Presentations, workshops, Field Trips	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Lecturing Support through e-class platform, Video and PowerPoint Projection	
TEACHING METHODS	Teaching Activities	Semester Workload Hours (ECTS)
	Interactive lectures (20 hours per week)	40 hours (1,6 ECTS)
	Study of the suggested reading	20 hours (0,8 ECTS)
	Assignment	60 hours (2,4 ECTS)
	Study for the final exams (non-directed study)	30 hours (1,2 ECTS)
	Total Course workload (25 hours per credit unit)	150 hours (6 ECTS)
STUDENT PERFORMANCE EVALUATION	1. WRITTEN EXAMS (accounts for 60% of your final grade). 2. SHORT ESSAYS up to 2.000 – 3.000 words (accounts for 40% of your final grade)	

5	RECOMMENDED READING
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Books/ Articles

- Bernard Suits, "What Is a Game," *Philosophy of Science* 34, 2 (1967): 148-156.
- Jim Parry, Doping in the UK (*Sport in Society*, 9, 2, April 2006, pp. 269-296).
- Jim Parry, Sport, Art and the Aesthetic (*Sport Science Review*, 12, 1989, pp. 15-20)
- Jim Parry, Sport and Olympism: Universals and Multiculturalism (*Journal of the Philosophy of Sport*, 33, 2006, pp. 188-204).
- Jim Parry, The 'Religio Athletae', Olympism and Peace (in Parry J, et al: *Spirituality and Sport*, Routledge 2007, pp. 201-214) – reprinted in Georgiadis K and Syrigos A, *Olympic Truce - sport as a platform for peace*. Athens: International Olympic Truce Centre, 2009, pp. 37-49.
- Robert L. Simon, "Internalism and Internal Values in Sport," *Journal of the Philosophy of Sport* XXVII (2000): 1-16.
- Robert L. Simon, "Internalism and Internal Values of Sport," *Journal of the Philosophy of Sport* 27 (2000): 1-17.
- Cesar R. Torres, "What Counts As Part of a Game? A Look at Skills," *Journal of the Philosophy of Sport* 27 (2000): 81-92.
- Cesar R. Torres, "Results or Participation?: Reconsidering Olympism's Approach to Competition," *Quest* 58 (2006): 242-254.
- Cesar R. Torres, "The Youth Olympic Games, Their Programs, and Olympism," paper written for the Olympic Studies Center-International Olympic Committee, (Lausanne, Switzerland). January 2011.
- Cesar R. Torres, "Morally Incompatible? An Analysis of the Relationship Between Competitive Sport and International Relations at the Olympic Games," *SAIS Review of International Affairs* 31 (2011): 3-16.
- Cesar R. Torres, "What Is Wrong With Playing High?," *Journal of the Philosophy of Sport* 36 (2009): 1-21.
- Cesar R. Torres, "Expatriate Coaching, Olympism and the Olympic Games," in *Olympic Ethics and Philosophy*, ed. Mike McNamee and Jim Parry (London and New York: Routledge, 2012), 187-202.
- Douglas W. McLaughlin and Cesar R. Torres, "A Moral Justification for a More Inclusive Olympic Program," *Olympika: The International Journal of Olympic Studies* 20 (2011): 55-78.
- Douglas W. McLaughlin and Cesar R. Torres, "More than Games. Olympism as a Moral Approach to Sport," in *The Olympics and Philosophy*, ed. Heather L. Reid and MichaelW Austin (Lexington, KY: The University Press of Kentucky, 2012), 101-116.
- Douglas W. McLaughlin and Cesar R. Torres, "A Veil of Separation: Intersubjectivity, Olympism, and FIFA's Hijab Saga," *International Journal of Applied Philosophy* 28, 2 (2014): 353-372.
- Torres, C. R. & Parry, J. (2017). Boxing and the Youth Olympic Games. *Diagoras: International Academic Journal on Olympic Studies*, vol 1, pp. 169-190. Retrieved from <http://diagorasjournal.com/index.php/diagoras/article/view/14/10>
- Parry, J. (2020). E-sports are not Sports. *Sport, Ethics and Philosophy*, 2019, 13, 1, 3-18.
- Parry, J. (2020). The Concept of Sport in Olympism. *Diagoras: International Academic Journal on Olympic Studies*, 4, 2020, 131–148.
- Parry, J. & Martinkova, I. (2021). The Logic of Categorisation in Sport. *European Journal of Sport Science*.
- Parry, J. (2012). The Youth Olympic Games - some ethical issues *Sport, Ethics and Philosophy*, 6, 2, 2012, pp. 138-154.
- Parry, J. (2012). The Power of Sport in Peace-making and Peacekeeping *Sport in Society*, iFirst article, 2012, 1–13.

**OLYMPIC PEDAGOGY I: DEVELOPMENT AND IMPLEMENTATION
OF OLYMPIC EDUCATION PROGRAMMES IN SCHOOL**

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΟΣ ΥΠ 028	SEMESTER	1 st
COURSE TITLE	Olympic Pedagogy I: Development and implementation of Olympic education programs in school		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		20	6
COURSE TYPE:	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
URL:	https://eclass.uop.gr/courses/3073/		

2. LEARNING OUTCOMES

<p>The aim of this course is a) to help students gain special knowledge regarding the International Olympic Academy and the National Olympic Academies' creation and their role to the development of contemporary education programs, b) to present the challenges, the need, and the opportunities nowadays for the development and implementation of Olympic Education Programs inside the school and c) to address and present ethical and social issues inside the context of physical activity/sports.</p> <p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Distinguish the points which make the Olympic Philosophy a distinct field of the Educational Philosophy. • Realize that the aim and the values of Olympic Education have been evolved upon a period of time adapted in the rapid growth of the sports and the social changes. • Comprehend the concepts of Olympic Pedagogy, Olympic Education and Olympism. • Identify the different theoretical approaches of Olympic Education and its implementation in schools. • Demonstrate the values of Olympic Education and give examples of them from the everyday life.

- Give emphasis during teaching on Olympic Education objectives and supporting their students' cognitive, emotional and motor development according to them.
- Design their own Olympic Education Program and implement it in their class.

General competences

- Retrieve, analyze and synthesize data and information with the use of the required technologies
- Respect to diversity and multiculturalism and sensitivity towards gender issues
- Respect for the natural environment
- Adjustment to new situations
- Demonstration of social, professional, and moral responsibility
- Autonomous work
- Critical thinking
- Teamwork
- Promotion of free, creative and inductive thinking
- Work in an international environment
- Work in a multidisciplinary environment
- Production of new research ideas

3. COURSE CONTENTS

1	Education for the future
2	Teaching models in physical education as contribution to sustainable curricula of Social and Moral Skills
3	What Olympism and Olympic Pedagogy is about – an introduction
4	Research problems in Olympic studies
5	Teaching Values: An Olympic education toolkit
6	Supporting students' moral development through physical education/sport
7	Social competence & Olympic education programs
8	Olympic values education in practice: Approach "Teaching Personal and Social Responsibility" (Donald Hellison)
9	Morality in Sport
10	Moral Education
11	Positive Youth development
12	Life Skills education
13	Teaching Personal and Social Responsibility

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	Teaching through lectures in classroom (face to face)
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<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<ul style="list-style-type: none"> ✓ Classroom lectures supported by PC, projector, and free internet access. ✓ All lecture notes and extra (optional) material for the lectures (such as free publications) are offered via Asynchronous eLearning Services of University of Peloponnese the e-class platform. ✓ (Where is needed) Printouts of papers and case studies are distributed to all students in order to work in groups within the class, which are also available in the e-class page. ✓ Communication of the instructor with the students is done via email and the e-class platform. ✓ There is an evaluation procedure for the module and the instructor at the end of the semester as set by the University of Peloponnese and HQA's guidelines. 	
<p style="text-align: center;">TEACHING METHODS</p>	<p style="text-align: center;">Teaching Activities</p>	<p style="text-align: center;">Semester Workload Hours (ECTS)</p>
	<p style="text-align: center;">Interactive lectures 20 hours per week</p>	<p style="text-align: center;">40 hours (1,6 ECTS)</p>
	<p style="text-align: center;">Study of the suggested reading</p>	<p style="text-align: center;">20 hours (0,8 ECTS)</p>
	<p style="text-align: center;">Study and presentation of written assignments (project)</p>	<p style="text-align: center;">60 hours (2,4 ECTS)</p>
	<p style="text-align: center;">Study for the final exams (non-directed study)</p>	<p style="text-align: center;">30 hours (1,2 ECTS)</p>
	<p style="text-align: center;">Total Course workload (25 hours per credit unit)</p>	<p style="text-align: center;">150 hours (6 ECTS)</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p>	<ul style="list-style-type: none"> - Individual written assignment– critical review of literature in a given topic (mandatory) (40%) - Written Exams (mandatory) (60%) <p>Instructions for coursework:</p> <p><u>Individual assignment:</u> The paper's length must be around 3000 words ±10%. References, tables, graphs and content are not counted in the abovementioned limit. It must be written using spacing 1.5 lines, font Times New Roman 12, and according to APA 6th edition publication manual.</p>	

5. RECOMMENDED READINGS

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- Koulouri, Ch., Georgiadis, K. (2011). The International Olympic Academy, History of an Olympic Institution, Athens.
- Naul, R., Gessmann, R., Wick, U. (2008). Olympische Erziehung in Schule und Verein, Frankfurt am Main.
- Naul, R. (2008). Olympic Education. Meyer & Meyer Verlag.
- Mueller, M. (2000). Pierre de Coubertin: Olympism, Lausanne.
- Georgiadis, K. (2014). The educational value of Olympism, in: Olympic Values: Respect for diversity, 54th International Session for Young Participants (Ancient Olympia, 15-29/6/2014), Athens, IOA/IOC, 2015 (under publication).
- Georgiadis, K. (2002). International Understanding through Olympic Education, in: Forty-second Session, (pp. 70-82), 24 July- 8 August 2002 (Ancient Olympia, 24/7-8/8/2002), Athens, IOA/IOC, 2003.
- Georgiadis, K. (2007). The Olympic Education Programme of ATHOC 2004 and the Hellenic Ministry of Education, in: 1st International Session for Olympic Medallists, 25- 30 July 2007, Proceedings, (pp. 23-57). Ancient Olympia, 25-30/7/2007), Athens, IOA/IOC, 2009.
- Georgiadis K. (Ed.), (2011). 50 Years International Olympic Academy. Inspirations and Memories (pp. 1-297). Athens: IOA.
- Bloom, B.S. et al. (1956). Taxonomy of educational objectives. I: Cognitive Domain. London: Longman.
- Kelly, V.A. (2009). The curriculum theory and practice, 6th edition. London: Sage.
- Mountakis, C. (2015). Curriculum development in Olympic education. Part I & Part II (Notices for students). Ancient Olympia.
- Tyler, R. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.
- International Olympic Academy Sessions' proceedings.
- ACSM (2022). ACSM's Guidelines for Exercise Testing and Prescription, 11th edition. Wolters Kluwer, Philadelphia, PA.
- Bauman AE, Kamada M, Reis RS, Troiano RP, Ding D, Milton K, Murphy N, Hallal PC. (2021). An evidence-based assessment of the impact of the Olympic Games on population levels of physical activity. *Lancet*, 31;398(10298):456-464. doi: 10.1016/S0140-6736(21)01165-X. Epub 2021 Jul 21. PMID: 34302766
- Council of Europe (2019). ALL IN: towards gender balance in sport. <https://rm.coe.int/all-in-toolkit-how-to-make-an-impact-on-gender-equality-in-sport-all-y/1680989ab2>
- International Olympic Committee (2023). IOC reiterates its support for the Hamburg Declaration to tackle physical inactivity. <https://olympics.com/ioc/news/ioc-reiterates-its-support-for-the-hamburg-declaration-to-tackle-physical-inactivity>.
- International Olympic Committee (2023). Olympic Values. <https://olympics.com/ioc/olympic-values>
- International Olympic Committee (2023). Retrieved July 2023. What is the role of women in the Olympic Movement? <https://olympics.com/ioc/faq/the-ioc-and-the-olympic-movement-commitment-to-integrity/what-is-the-role-of-women-in-the-olympic-movement>.
- Teaching awareness of ethical governance in sports. <http://www.tagsproject.eu/>
- World Health Organization (2020). Guidelines on physical activity and sedentary behaviour. Geneva: World Health Organization.

**RESEARCH METHODS IN SOCIAL SCIENCES
AND OLYMPIC STUDIES**

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	OΣ ΥΠ 029	SEMESTER	1 st
COURSE TITLE	Research Methods in Social Sciences and Olympic Studies		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
LECTURES		20	6
COURSE TYPE:	MANDATORY COURSE		
PREREQUISITES:	None		
TEACHING LANGUAGE:	English		
COURSE CAN BE ATTENDED BY ERASMUS STUDENTS:	No		
URL:	https://eclass.uop.gr/courses/3142/		

2. LEARNING OUTCOMES

<p>Aim of the course</p> <p>The aim of this course is to develop students' knowledge and understanding of the role and conduct of quantitative and qualitative research methods in social sciences and Olympic studies. Intellectual and methodological debates will be discussed to assist students to develop informed opinions and a critical appreciation for other's research. The imperative for ethical research practice will be presented. The course takes a step-by-step approach to the design and implementation of quantitative and qualitative techniques including case study and precedent studies, surveys, interviews, focus groups, participant observation, textual and media analysis. How to manage and analyze data (including computer assisted), and how to write up and present findings are core components of this course.</p> <p>The course equips students with the skills to review and conduct methodologically sound research as a part of their professional work. Students develop the skills to recognize and reflect on the strengths and limitations of different research methodologies, understand the links between theory and practice, critically assess research, and address ethical and practical issues. Students will be equipped with the knowledge and ability to undertake original research projects and develop a set of transferable workplace skills.</p> <p>After completing this course, students will be able to:</p>

- Acquire knowledge of the basic principles of the scientific method.
- Understand research terminology
- Locate information necessary to conduct research, to use computerized databases, and be familiar with social science, web-based, resources.
- Critically analyze and evaluate published research.
- Conduct a literature review for identifying scientific sources on their topic of interest.
- Formulate testable hypotheses/ research questions.
- Identify the different approaches regarding the selection of participants.
- Understand in depth the steps to conduct quantitative research study.
- Describe different ways to construct questionnaires and questionnaire responses.
- Understand and define reliability and different types of validity.
- Understand the principles and practice of qualitative research.
- Learn to collect data using interview and focus groups and become familiar with the techniques of thematic qualitative data analysis.
- Be aware of the ethical principles of research, ethical challenges, and approval processes.
- Design their own original research in Social Sciences and Olympic Studies
- Interact effectively with classmates, contributing ideas, giving feedback, and collaborating with others.
- Manage self-directed learning using recommended resources.

General abilities

- Retrieve, analyze and synthesize data and information with the use of the required technologies.
- Adjustment to new situations
- Design and managing projects.
- Demonstrate social, professional, and ethical responsibility.
- Decision-making process
- Autonomous work
- Critical thinking
- Teamwork
- Promotion of free, creative, and inductive thinking
- Production of new research ideas

3. COURSE CONTENTS

1	The process of conducting research using quantitative and qualitative approaches
2	Identifying a research problem
3	Reviewing the literature
4	Specifying a purpose and research questions or hypotheses
5	Collecting quantitative data
6	Analyzing and interpreting quantitative data
7	Collecting qualitative data
8	Analyzing and interpreting qualitative data
9	Reporting and evaluating research
10	Research Design: Survey & Correlational Designs
11	Research Design: Ethnographic & Narrative Designs
12	Research Design: Mixed Methods
13	Ethical issues to anticipate

4. TEACHING AND LEARNING METHODS – ASSESSMENT

TEACHING METHODS	Teaching though both lectures in classroom and Open and Distance learning (ODL) by using an electronical platform (Moodle)	
Information technology and telecommunications equipment	<ul style="list-style-type: none"> • Classroom lectures supported by PC, projector, and free internet access. • All lecture notes are offered via Asynchronous eLearning Services of University of Peloponnese the e-class platform. • Printouts of research papers and case studies are distributed to all students in order to work in groups within the class, which are also available in the e-class page. • Communication of the instructor with the students is done via email and the e-class platform. • There is an evaluation procedure for the module and the instructor at the end of the semester as set by the University of Peloponnese and HQA’s guidelines. 	
Teaching Structure	Teaching Activities	Semester Workload Hours (ECTS)
	Interactive lectures 20 hours per week	40 hours (1,6 ECTS)
	Study of the suggested reading	40 hours (0,8 ECTS)
	Study and presentation of written assignments	30 hours (2,4 ECTS)
	Study for the final exams	40 hours (1,2 ECTS)
	Total Course workload (25 hours per credit unit)	150 hours (6 ECTS)
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> ✓ Individual written assignment– critical review of literature in a given topic (mandatory) (40%) ✓ Written Exams (mandatory) (60%) <p>Instructions for coursework: <u>Individual assignment:</u> The paper’s length must be around 3000 words ±10%. References, tables, graphs and content are not counted in the abovementioned limit. It must be written using spacing 1.5 lines, font Times New Roman 12, and according to APA 6th edition publication manual. In the evaluation of both assignments the use of APA References system is mandatory and graded with 1 extra point.</p>	

5. RECOMMENDED READINGS

- Creswell, J. & Guetterman, T. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson: New York
- Creswell, J. W. (2022). *Research design: Qualitative, Quantitative and Mixed Methods Approaches* (6th Ed.) Sage Publications. ISBN: 9781071817940

2ND SEMESTER OF STUDIES

OLYMPIC PEDAGOGY II: DEVELOPMENT AND IMPLEMENTATION OF OLYMPIC EDUCATION PROGRAMMES FOR SCHOOLS

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΟΣ ΥΠ 030	SEMESTER	2 nd
COURSE TITLE	Olympic Pedagogy: Development and Implementation of Olympic education programmes for schools		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	20	7	
COURSE TYPE:	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3324/		

2. LEARNING OUTCOMES

Aim of the course The main objective of the course is to enable students to create Olympic Education curricula in their own countries, to support students' knowledge to undertake original research projects regarding Olympic Education and its implementation and to support students' ability to develop a set of transferable workplace skills. By the end of the course the students are expected to develop the following skills or learning outcomes. <ul style="list-style-type: none">• To comprehend the concepts of Olympic Pedagogy, Olympic Education and Olympism.• To be familiar with the various theoretical approaches of the Olympic education and its introduction to the schools.• To come across with the problems and challenges of the Olympic Education programme which are implemented
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- To be able to demonstrate the values of Olympic Education and to give examples of them from the everyday life.
- To be able to put Olympic Education objectives in the three domains of the pupils, the cognitive, psychomotor and affective.
- To be able to make a curriculum for one or more years in a school, school district, or sport organization in their region.
- To identify the challenges and opportunities for developing and implementing Olympic Education initiatives in different cultural contexts.
- To demonstrate the methodologies recommended for values - based teaching approaches.

General competences

At the Master's degree program, students and professors from different countries participate. Consequently, they acquire all the following abilities:

- Respect to diversity and multiculturalism and sensitivity towards gender issues
- Respect for the natural environment
- Adjustment to new situations
- Demonstration of social, professional and moral responsibility
- Autonomous work
- Critical thinking
- Teamwork
- Promotion of free, creative and inductive thinking
- Work in an international environment
- Work in a multidisciplinary environment
- Production of new research ideas

3.	COURSE CONTENTS
1	Historical presentation of Olympic Education programmes in the Summer and Winter Olympic Games.
2	The main objective of the course is to enable the students to create Olympic Education curricula in their own countries. The lectures will be focused in the following subjects:
3	To present to the students the theory of Olympic Pedagogy and the Olympic Values.
4	To present to the students main questions concerning education such as narrow and wide sense of education, who has the responsibility to decide the content of education, centralized and decentralized educational systems etc
5	To present to the students the main models for curriculum development.
6	To present to the students the theory of developing a school curriculum based on Tyler's and Bloom.
7	To discuss with the students the most appropriate model for the development of Olympic Education curricula.
8	To present to the students the methodologies recommended for values – based teaching approaches.
9	To present to the students the way Olympic Education was implemented to the Greek schools during the 2004 Olympic Games.
10	To present and critically evaluate the OVEP Olympic Values Education Programme of IOC
11	To present and critically evaluate the IOC Olympic Education Commission
12	To present and critically evaluate the IOA's Education Programme
13	To present and critically evaluate the NOA's Education Programme

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using of networks, internet sites and data bases so that the students come in contact with research methods and the updated scientific knowledge.	
TEACHING METHODS	Teaching Activities	Semester Workload Hours (ECTS)
	Interactive lectures 20 hours per week	40 hours (1,6 ECTS)
	Study of the suggested reading	30 hours (1,2 ECTS)
	Assignment	70 hours (2,8 ECTS)
	Study for the final exams (non-directed study)	35 hours (1,4 ECTS)
	Total Course workload (25 hours per credit unit)	175 hours (7 ECTS)
STUDENT EVALUATION	<p><i>The 60% of the evaluation is based on the final grade in the written exams, the 40% on the grade of the written assignment, as well as on their participation to the working groups and their active presence in the lectures of the course.</i></p>	

5	RECOMMENDED READING
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Required

- Bloom, B.S. et al. (1956). Taxonomy of educational objectives. I: Cognitive Domain. London: Longman.
- Kelly, V.A. (2009). The curriculum theory and practice, 6th edition. London: Sage.
- Mountakis, C. (2015). Curriculum development in Olympic education. Part I. & Part II (Notices for students). Ancient Olympia.
- Tyler, R. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.

Recommended:

- Hirst, P.H. and Peters, R.S. (1970). The logic of education. London: Routledge & Kegan Paul.
- Lawton, D. (1973). Social change, educational theory and curriculum planning. London: University of London Press.
- Lawton, D. (1975). Class, culture and the curriculum. London: Routledge & Kegan Paul.
- Lawton, D. (1983). Curriculum studies and educational planning. London: Edward Arnold.
- Wheeler, D.K. (1967). Curriculum Process. London: University of London Press.

**OLYMPIC GAMES AND MAJOR SPORTS EVENTS:
ORGANIZATION AND MANAGEMENT**

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate Program of Studies		
COURSE CODE	ΟΣ ΥΠ 031	SEMESTER	2 nd
COURSE TITLE	Olympic Games and major sports events: organization and management		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		20	7
COURSE TYPE:	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3334/		

2. LEARNING OUTCOMES

<p>Aim of the course</p> <p>The purpose of this module is to explore the structure and the governance and management of the Olympic Games through instructions and experiential learning activities students will have the opportunity to analyze, compare and contrast the relationship between all stakeholders. Furthermore, students will critically examine the legacy of the Olympic Games, managing the sustainability strategies of Organizing Committees and evaluating the benefits of Mega events and IOC current policies. Furthermore, the aim of this course is to develop students' knowledge and understanding of the role of media, traditional media and new in the construction of the Olympic Games as a global phenomenon as well as its fundamental role in funding the Olympic movement.</p> <ul style="list-style-type: none"> • The course broadens the knowledge of students in relation to the Organisation of Olympic Games and mega sporting events. • Sharpens the critical approach analysis of mega events in relation with the effects, the economic figures, and the benefits of the event. • The students broaden their knowledge and get a complete approach of the organization of the Olympic Games starting from the bid file submission up to the final staging of the Olympic Games.

- The students realize the relation between technology, media, etc. with the organization of the Olympic Games and they are prepared to deal with these issues in practice.

General competences

At the Master's degree program, students and professors from different countries participate. Consequently, they acquire all the following abilities:

- Retrieve, analyze and synthesize data and information with the use of the required technologies
- Respect to diversity and multiculturalism and sensitivity towards gender issues
- Respect for the natural environment
- Adjustment to new situations
- Demonstration of social, professional and moral responsibility
- Autonomous work
- Critical thinking
- Teamwork
- Promotion of free, creative and inductive thinking
- Work in an international environment
- Work in a multidisciplinary environment
- Production of new research ideas

3.	COURSE CONTENTS
1	The bid of the cities for the organization of the Olympic Games and the preparation stages of the Olympic Games
2	The relations between the Organising Committee with other international and national sporting institutions
3	The creation of the Organising Committee of Olympic Games and its relation with the government
4	The role of the host City, Planning the Games and the role of the International Federations, Structuring Games pre and Games-time Human Resource recruitment
5	Designing Olympic Venues: Temporary, Permanent, Overlays, Functional Area planning and operating mode
6	Strategic Planning of the Games, Concept of Operation, Model Venue Exercise, Designing the Operational Plan per Venue
7	Volunteer Recruiting, Training and Positioning, Competition Management and Regulating
8	Communicate, not communicate and communication theories, The Olympic Games and the Media: A symbiotic relationship, Media construction of the Games
9	The television production of the Olympics, Television audiences, Olympic Games TV rights
10	Social Media and the Olympics, The Olympic Channel, Artificial Intelligence and the Olympics: Opportunities and Challenges
11	The effects of the Olympic Games
12	The economic figures of the Olympic Games organization
13	The tangible and intangible legacy of the Olympic Games

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using of networks, internet sites and data bases so that the students come in contact with research methods and the updated scientific knowledge. More specifically, the following are used: site of the IOA, library of the IOA, e-class, site of the Ministry of Culture, site of L.A. Foundation, IOC site, ISOH, etc.	
TEACHING METHODS	Teaching Activities	Semester Workload Hours (ECTS)
	Interactive lectures	40 hours
	Study of the suggested reading	30 hours
	Project	70 hours
	Study for the final exams (non-directed study)	35 hours
	Total Course workload (25 hours per credit unit)	175 hours (7 ECTS)
STUDENT EVALUATION	<i>The 60% of the evaluation is based on the final grade in the written exams, the 40% on the grade of the written assignment, as well as on their participation to the working groups and their active presence in the lectures of the course.</i>	

5	RECOMMENDED READINGS
<ul style="list-style-type: none"> • Chappelet, Jean – Loup and Brenda Kubler – Mabbott., The international Olympic Committee and the Olympic system: The governance of world sport. London, New York: Routledge, 2008. • Preuss, Holger., The Economics of Staging the Olympics: A Comparison of the Games 1972-2008. Cheltenham 2006. • Girginov Vassil, Handbook of the London 2012 Olympic and Paralympic Games, Taylor and Francis 2013 • Lienhard, P. and Preuss, H., Legacy, Sustainability and CSR at Mega Sports Events, Wiesbaden, 2014. 	

SPORTS MARKETING AND OLYMPIC SPONSORING

COURSE SYLLABUS

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΟΣ ΥΠ 032	SEMESTER	2 nd
COURSE TITLE	Sports marketing and Olympic sponsoring		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
	Lectures	20	6
COURSE TYPE:	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3345/		

2. LEARNING OUTCOMES

<p>This course will examine the application of basic principles of marketing the sport industry. It will entail both comparison and contrast of mainstream marketing practices of sport. Emphasis is on critical analysis of marketing theories as it applies specifically to the sport industry. Topics will include: the unique nature of sport marketing, consumers and their behaviors, promotions, sponsorships with particular attention to Olympic sponsorship. The main objective of the course is to provide students with fundamental knowledge of marketing applicable to sports and Olympic movement. Specific Objectives are to advance student knowledge in the area of marketing, to provide real-life application of marketing theory/concepts into practice, to apply key marketing concepts and strategies within various settings and components of the sport industry and to identify and analyze problems/opportunities within the sport industry; develop marketing solutions addressing such problems/solutions.</p> <p>By the end of the course the students are expected to develop the following skills or learning outcomes:</p> <ul style="list-style-type: none"> • Understand the historical overview of Olympic marketing • Describe the various Olympic marketing programs • Discuss the specificities of Olympic Marketing • Identity the key elements of branding and the Olympic brand • Identify unique characteristics of sponsorship marketing • Describe the importance of sponsorship marketing. • Explain the relationship between sponsorship marketing and marketing in general.
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- Describe the overall process of attracting sponsorships.

Explain the overall implementation process of sponsorships

- Understand the historical overview of Olympic marketing
- Describe the various Olympic marketing programs
- Discuss the specificities of Olympic Marketing
- Identify the key elements of branding and the Olympic brand
- Identify unique characteristics of sponsorship marketing
- Describe the importance of sponsorship marketing.
- Explain the relationship between sponsorship marketing and marketing in general.
- Describe the overall process of attracting sponsorships.
- Explain the overall implementation process of sponsorships

General abilities

- Search and analysis of international literature
- Promotion of critical thinking through case study analysis
- Develop creativity and structured expression through international case studies analysis

3.	COURSE CONTENTS
1	Historical overview of Olympic Marketing
2	Organization of Olympic Marketing Programs
3	Sport marketing
4	Olympic marketing
5	Olympic marketing
6	The brand concept
7	Olympic branding
8	Olympic branding
9	Introduction to Sponsorship
10	Sponsorship activation
11	Sponsorship activation
12	Ambush marketing
13	Ambush marketing

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	Lectures, Presentations, workshops, Field Trips	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Lecturing Support through e-class platform, Video and PowerPoint Projection	
TEACHING METHODS	Teaching Activities	Semester Workload Hours (ECTS)

	Interactive lectures 20 hours per week	40 hours (1,6 ECTS)
	Study of the suggested reading	20 hours (0,8 ECTS)
	Project	60 hours (2,4 ECTS)
	Study for the final exams (non-directed study)	30 hours (1,2 ECTS)
	Total Course workload (25 hours per credit unit)	150 hours (6 ECTS)
STUDENT PERFORMANCE EVALUATION	1. WRITTEN EXAMS (accounts for 60% of your final grade). 2. SHORT ESSAYS up to 2.000 – 3.000 words (accounts for 40% of your final grade)	

5	RECOMMENDED READINGS
<ul style="list-style-type: none"> • Ferrand, A., Chappelet, J-L, and Séguin, B. (2012). Olympic Marketing. Routledge: London. • O'Reilly, N., Pound, D. Séguin, B., Burton, R. and Brunette, M. (2015). Global Sport Marketing. Fitness Information technology. Morgantown, West Virginia. • Séguin, B., Scassa, T. (2014). Ambush Marketing Legislation to protect Mega Sport Events: The Case of Vancouver Olympic Winter Games 2010. In Scassa, T. Intellectual Property for the 21st Century: Multidisciplinary Perspectives on Intellectual Property Law. Toronto: Irwin Law. 	

OLYMPIC MOVEMENT & INTERNATIONAL RELATIONS

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement & Quality of Life Sciences		
DEPARTMENT	Sports Organization & Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	OΣ ΕΠ 0203	SEMESTER	2 nd
COURSE TITLE	Olympic Movement & International Relations		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	20	5	
COURSE TYPE:	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3568/		

2. LEARNING OUTCOMES

Aim of the course

The course:

- Broadens the knowledge and sharpens the critical ability of the students regarding the general structure of the Olympic Movement.
- Familiarizes the students with the ongoing dialogue that takes place between governments, political and international organizations, and the Olympic Movement.
- Familiarizes the students with the ways they can communicate with the national and international political institutions and develop techniques to approach them.
- Simulates the communication between the students and institutions in order to practically implement the principles and the values of the Olympic Movement.
- Explains how sport evolved into an international relations factor.
- Explains the connection between the Olympic Games and international politics.
- Introduces the function of sport as a tool for diplomacy.

Upon the completion of this course the student will be able to:

- Provide quality services to sport organizations in the field of international relations.
- Undertake tasks related to international sport organization and global sport governance.

General competences

Participants in this master's degree program are students and professors from different countries. Consequently, they all acquire the following competences:

- Respect to diversity and multiculturalism and sensitivity towards gender issues
- Adjustment to new situations
- Demonstration of social, professional and moral responsibility
- Autonomous work
- Critical thinking
- Teamwork
- Work in an international environment
- Work in a multidisciplinary environment

3.	COURSE CONTENTS
1	Introduction
2	Benefits of sport, definition of relevant terms
3	International organization of sport
4	Function of sport in modern times
5	Interference of state policy into sport
6	International relations theories
7	Globalization and sport, the impact of globalization on sport governance
8	Development of sport into an international relations factor
9	International organizations in the field of sport (Governmental [United Nations, European Union, Council of Europe etc.], and Non-Governmental [IOC, International Federations, CAS, WADA etc.])
10	The Olympic Games as tool for international relations
11	International politics and Olympic Movement
12	Sport diplomacy
13	The origins of Olympic Truce - Myths and reality, meaning of Olympic Truce nowadays, successes and failures of Olympic Truce.

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	In the classroom (face to face).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Networks, internet sites and data bases are used so that the students understand the ecosystem of international relations and sport diplomacy.	
TEACHING METHODS	Teaching Activities	Semester Workload Hours (ECTS)
	Interactive lectures 20 hours per week	40 hours (1,6 ECTS)
	Study of the suggested reading	20 hours (0,8 ECTS)
	Assignment	40 hours (1,6 ECTS)
	Study for the final exams (non-directed study)	25 hours (1 ECTS)

	Total course workload (25 hours per credit unit)	150 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION	60% is based on the final written exams. 40% is based on their: a) written assignment, b) active participation in the lectures of the course and the working groups.	

5	RECOMMENDED READINGS
<p>Books</p> <ul style="list-style-type: none"> • Chappelet, J.L. & Kubler – Mabbott, B. (2008). <i>The International Olympic Committee and the Olympic System: the governance of world sport (Global Institutions)</i>. Routledge, London. • Chatzigianni, E. (2012). United Nations and Sport. In Nauright, J. and Parrish, Ch. (eds), <i>Sports Around the World: History, Culture and Practice</i> (pp. 69-72). Santa Barbara, CA: ABC-Clio. • Espy, R. (1979). <i>The politics of the Olympic Games</i>. Los Angeles: University of California Press. • Gangas, D. (2021). <i>Olympic Movement and international politics: a confrontational over time</i>. Athens: Sideris Publications. • Girginov, V., & Parry, J. (2005). <i>The Olympic Games explained: a student's guide to the evolution of the modern Olympic Games</i>. Chapter 10: Olympic Politics. • Houlihan, B. (1994). <i>Sport & international politics</i>. London, Harvester Wheatsheaf. Chapter 2 - International relations theory and sport: 29-54. Chapter 3 - International sport organizations and international politics: 55-81. • United Nations (2003). <i>Sport for Development and Peace: Towards Achieving the Millennium Development Goals</i>. • United Nations (2003). <i>Sport as means to promote health, education, development and peace</i>. Resolution adopted by the General Assembly <p>Scientific articles</p> <ul style="list-style-type: none"> • Chatzigianni, E. (2006). The International Olympic Committee (IOC) as an International Organization. <i>Choregia</i>, 2(1-2), 91-101 • Grix, J., & Lee, D. (2013). Soft power, sports mega events and emerging states: the lure of the politics of attraction. <i>Global Society</i>, 27(4), 521-536. • Holt, R., & Cronin, M. (2003). The globalisation of sport. <i>History Today</i>, 53(7), 26-33. • Pigman, G. A. (2014). International sport and diplomacy's public dimension: governments, sporting federations and the global audience. <i>Diplomacy & Statecraft</i>, 25(1), 94-114. • Strenk, A. (1980). Diplomats in track suits: the role of sports in the foreign policy of the German Democratic Republic. <i>Journal of Sport & Social Issues</i>, 4(1), 34-45. <p>Movie</p> <ul style="list-style-type: none"> • <i>Invictus</i> (2009). The story of South Africa's hosting and victory in the 1995 Rugby World Cup. 	

**STRATEGIC AND OPERATIONAL PLANNING
OF MAJOR SPORTS EVENTS**

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΟΣ ΕΠ 0203	SEMESTER	2 nd
COURSE TITLE	Strategic and operational planning of major sports events		
INDEPENDENT TEACHING ACTIVITIES		TEACHUNG HOURS PER WEEK	ECTS CREDITS
Lectures		20	5
COURSE TYPE:	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3353/		

2. LEARNING OUTCOMES

<p>The aim of this course is to develop students' academic and practical knowledge and understanding of the need for and importance of strategic and operational planning in major sports events. The course content and methodology equip students with relevant academic knowledge and understanding of professional policies and practices. The course extends students' understandings of the role, scope and management of sport events, from conceptualising to planning, staging, evaluating and reporting event outcomes.</p> <p>After completing this course students will be able to:</p> <ul style="list-style-type: none"> • Plan and apply appropriate strategies in corporate and business level for developing competitive advantage within sport event organizations and enterprises • Be familiar with existing strategic management tools and be able to apply them to sport event organizations and enterprises • Be informed on the contemporary theories and practices of strategic management in sport events • Understand the range of sport event stakeholders and their importance in organizing a successful event • Understand the importance of project and risk management in sport event planning.
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The lectures include a range of interactive and collaborative learning activities. Key concepts are taught using individual and group exercises, problem solving, and case studies. The course content is supported by online resources such as readings and videos. Exchange forums are provided for students to interact with each other and their professors. Students are expected to read and reflect on the educational materials provided which include research journal articles, case studies, and associated practical and academic sources. In-class sessions build on these sources through active learning and collaborative problem-based exercises.

General abilities

- Search, analyse, syntheses and present information, using appropriate technologies
- Planning and project management
- Decision making
- Autonomous work
- Team work
- Working in an international environment
- Time and project management
- Critical thinking

3. COURSE CONTENTS

1	Introduction to Strategic and Operational Planning
2	The economic and social impacts of major sport events
3	Strategy formulation, implementation and evaluation
4	Marketing of major sport events
5	Human resource of major sport events
6	Financial management of major sport events
7	Stages of a major sport event
8	Organizing committees and their stakeholders
9	Organizing committees' structures and their management
10	Feasibility study for major sport events
11	Bidding for major sport events
12	Volunteerism's role to the Strategic and Operational Planning
13	Managing the workforce including volunteers

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	Teaching through both lectures in classroom and Open and Distance learning (ODL) by using an electronic platform (Moodle)
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<ul style="list-style-type: none"> • Lectures take place in classrooms equipped with computer and wireless projector, which can be linked to computers, tablets etc • All the educational material (notes, presentations, texts, pictures, etc) is provided through the e-class platform • Communicating with students is via email and through the e-class platform, as well as via the use of e-class platform's forum which allows interaction between students and professor • There is an evaluation procedure for the course and the lecturer(s) at the end of the semester as set by the University of Peloponnese and HQA's guidelines. • Business Plan Pro software is used. This software provides everything students need to develop a professional business plan. More specifically the software features (texts, calculations and graphics) assist students create a complete Business Plan. • Blue ocean Strategy simulation software is used. Blue Ocean Strategy is a simulation software which allows students to test new strategies and methods while respecting market realities. The simulation trains students in strategic thinking and team-building, while helping them to develop the skills they need to lead a BOSS initiative in their future workplace. The BOSS experience is an invaluable step for students on their way to becoming sport managers as it offers them the opportunity to effectively implement the taught material in a series of business decisions in order to prepare for future work in business and organizations. 	
<p>TEACHING METHODS</p>	<p>Teaching Activities</p>	<p>Semester Workload Hours (ECTS)</p>
	<p>Interactive lectures 20 hours per week</p>	<p>40 hours (1,6 ECTS)</p>
	<p>Study of the suggested reading</p>	<p>20 hours (0,8 ECTS)</p>
	<p>Assignment</p>	<p>40 hours (1,6 ECTS)</p>
	<p>Study for the final exams (non-directed study)</p>	<p>25 hours (1 ECTS)</p>
	<p><i>Total Course workload (25 hours per credit unit)</i></p>	<p>125 hours (5 ECTS)</p>

<p>STUDENT PERFORMANCE EVALUATION</p>	<p><i>The 60% of the evaluation is based on the final grade in the written exams, the 40% on the grade of the written assignment, as well as on their participation to the working groups and their active presence in the lectures of the course.</i></p>
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<p>5</p>	<p>RECOMMENDED READINGS</p>
<p><u>Books</u></p> <ul style="list-style-type: none"> ▪ Masterman, G. (2022) <i>'Strategic sports event management (4th Ed.)</i>. Routledge, Abingdon, Oxfordshire. <p><u>Articles</u></p> <ul style="list-style-type: none"> ▪ Halbwirth S., & Toohey K. (2013) 'Information, Knowledge and the Organization of the Olympic Games'. In: Frawley S., Adair D. (eds) <i>Managing the Olympics</i>. Palgrave Macmillan, London. ▪ Hede, Anne-Marie, (2008), 'Managing Special Events in the New Era of the Triple Bottom Line', <i>Event Management</i>. 11 (1-2), pp. 13-22 ▪ <u>Parent, M. (2015). 'The organizing Committee's perspective'. In Parent, M. M., & Chappelet, J. L. Eds., <i>Routledge Handbook of Sports Event Management</i>, Routledge pp. 43-63</u> ▪ Eduardo Russo, Ariane Roder Figueira, Clarice Secches Kogut, and Renato Dourado Cotta de Mello (2022) 'The Tokyo 2020 Olympic Games: impacts of COVID-19 and digital transformation' <i>Cad. EBAPE.BR</i>, v. 20, nº 2, Rio de Janeiro, Mar./Apr. 2022. 	

FINANCIAL MANAGEMENT OF SPORTS ORGANIZATIONS

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate Program of Studies		
COURSE CODE	ΟΣ ΕΠ 0206	SEMESTER	2 nd
COURSE TITLE	Financial Management of Sports Organizations		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
	Lectures	20	5
COURSE TYPE:	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3569/		

2. LEARNING OUTCOMES

Aim of the course

The aim of the course "Financial Management of Sports Organizations" is to analyse how the principles of economics are applied in three major areas of the sporting environment such as (a) the environment of professional sport and private sport enterprises, (b) the environment of the non-profit sector of sport and sport clubs, and (c) the environment of sporting events.

Upon completion of the course, the student will be able to know:

The specificities of sport as an economic phenomenon; the supply of sport by the public and private sectors; the economic organization of the professional sport market; the concept of demand in sport and ways of measuring it; the concept of outcome uncertainty and competitive balance; the labour market in professional sport; the concept of the economic impact of sport events and facilities and ways of measuring it; the concept and applications of sustainability in sport.

Upon completion of the course, students should have achieved the following learning outcomes:

- Introduction to economics and sports economics
- Organisation and economic significance of sport
- The economic significance of mass sport and the theory of individual choice
- The supply of sport by the state and private individuals, application of the theory of individual choice
- Economic importance of volunteering in sport and motivation of volunteers
- The market for professional sport
- Demand for tickets for professional sport matches and what drives fans to the stadium
- Concept of uncertainty of outcome and competitive balance in leagues
- Economic impact of sports facilities
- Economic impact of sporting events in cities and countries, ways of measuring this, critical review of ex-ante and ex-ante economic impact studies

- Revenue management and budgets of sports clubs
- Sustainability and its application in sport
- Presentations of student work, drawing conclusions and reviewing concepts through questions and discussion

General competences

- ✓ *Search, analysis and synthesis of data and information, using the necessary technologies*
- ✓ *Project planning and management*
- ✓ *Adaptation to new situations*
- ✓ *Demonstrating social, professional and ethical responsibility*
- ✓ *Decision-making*
- ✓ *Autonomous work*
- ✓ *Exercising criticism and self-criticism*
- ✓ *Teamwork*
- ✓ *Promotion of free, creative and deductive thinking*
- ✓ *Working in an international environment*
- ✓ *Working in an interdisciplinary environment*
- ✓ *Generation of new research ideas*

3. COURSE CONTENTS

The content of the course revolves around the understanding of the basic principles of Sports Economics and the deepening of specific areas of the subject with emphasis on sports organisations and sporting events. More specifically, the following topics will be covered:

1	Introduction to economics and the economics of sport
2	Organisation and economic importance of sport
3	Economic importance of mass sport and sportsmen and women and consumer behaviour
4	Offer of sport by the state and private individuals
5	The market for professional sport
6	Economic importance of volunteering in sport and motivation of volunteers
7	Demand for tickets for professional sport matches
8	The concept of uncertainty of results and the competitive balance in leagues
9	Economic impact of sports facilities
10	Economic impact of sporting events in cities and countries, ways of measurement, critical review of economic impact studies
11	Revenue management and budgets of sports clubs
12	Sustainability and sport
13	Student presentations and discussion

4. TEACHING AND LEARNING METHODS-ASSESSMENT

DELIVERY	In the classroom (face to face) & online through Microsoft Teams
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<p>- The teaching of the courses is done with the use of a computer -The slides-notes of the lectures, various educational videos and instructions for the preparation of assignments are offered in electronic form to students through the electronic platform of asynchronous tele-education (e-class) -Articles-Case studies & self-assessment exercises are delivered in printed form to students for group work in class, which are also available in (e-class) - Communication with students is done via email and through the e-class platform, as well as feedback evaluation of the progress of individual or group work - The secretariat's electronic platform is used to post students' grades. - There is a procedure for the evaluation of both the course and the lecturer at the end of each semester, based on the provisions and procedures established by the institution under the supervision of the Quality Assurance Unit, for which the Information System of the Quality Assurance Unit of the University of Peloponnese is used.</p>	
<p>TEACHING METHODS</p>	<p>Teaching Activities</p>	<p>Semester Workload Hours (ECTS)</p>
	<p>Lectures</p>	<p>40 hours (1,6 ECTS)</p>
	<p>Study and analysis of literature</p>	<p>20 hours (0,8 ECTS)</p>
	<p>Preparation and writing of the paper</p>	<p>40 hours (1,6 ECTS)</p>
	<p>Examinations</p>	<p>25 hours (1 ECTS)</p>
	<p>Total course workload (25 hours per credit unit)</p>	<p>125 hours (5 ects)</p>
<p>STUDENT PERFORMANCE EVALUATION</p>	<p>Evaluation methods: I. Individual Literature Review Paper (compulsory) (25%) II.Presentation of in-class assignments by students (compulsory) (25%) III.Written examinations (compulsory) (50%)</p> <p>Instructions for the assignments: <u>For the written:</u> The length of the paper to be graded should be 3000 words (±10%). Bibliography is not included in the above mentioned limit. It should be written in 1.5 line font with 6pts. paragraph spacing before and after each paragraph and in Arial 12 font.</p> <p>The aim is to write a scientific paper on a topic of sports economics from the topics to be discussed in class. Students will become familiar with gathering and studying the literature, organizing a scientific paper and critical analysis. Thesis questions: Presentation of theory, empirical research done on the topic, use of critical thinking, developing arguments, drawing conclusions. A minimum of 10 scientific articles is required. The requirements of the paper will be discussed in detail during the course.</p> <p><u>For the oral presentation:</u> the length of the presentation in PowerPoint slides should not exceed 20 minutes and should include the following</p>	

	<p>sections: introduction, purpose, methodology, main results & discussion, indicative bibliography.</p> <p>The aim is students to present their topic and to discuss it in class.</p> <p>In writing the paper, students are required to use bibliographic citations based on the <u>APA or Harvard system</u> Note: the grade of the paper is only counted if the exam grade is at least five (5).</p>
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5 RECOMMENDED READINGS

- Leeds, M.A. & von Allmen, P. (2023). *Economics of sport*. Scientific Editors: Manassis V. & Avgerinou V. Promobos Publications.
- Matheson, V., Baumann, R. (2023). *The Economic Impact of Sport Facilities, Franchises and Events*. Springer.
- Drewes, M., Daumann, F., & Follert, F. (2022). Exploring the sports economic impact of COVID-19 on professional soccer. In *COVID-19 and the Soccer World* (pp. 130-142). Routledge.
- Thormann, T. F., & Wicker, P. (2024). Environmentally-Friendly Stadium Travel of Football Fans: A Stated Preferences Study. *Journal of Sports Economics*, 25(1), 3-29.
- Svenja Feiler, Dennis Coates, Pamela Wicker & Christoph Breuer (2023) The perceived financial situation of nonprofit sports clubs explained by objective financial measures, *Sport Management Review*, 26:4, 607-627.
- Wicker, P., & Breuer, C. (2011). Scarcity of resources in German non-profit sport clubs. *Sport management review*, 14(2), 188-201.
- Wicker, P., Hallmann, K., & Zhang, J. J. (2012). What is influencing consumer expenditure and intention to revisit? An investigation of marathon events. *Journal of Sport & Tourism*, 17(3), 165-182.
- Downward, P., Dawson, A., Dejonghe, T. (2009). *Sports Economics. Theory, evidence and policy*. London: Routledge.
- Borland, J. & MacDonald, R. (2003). Demand for Sport. *Oxford Review of Economic Policy*, 19(4), 478-502.
- Preuss, H. (2004). *The Economics of Staging the Olympics*. UK: Edward Elgar.
- Andreff, W. & Staudohar, P. (2000). The Evolving European Model of Professional Sports Finance. *Journal of Sports Economics*, 1(3), 257-276.
- Andreff, W. & Szymanski, S. (2007). *Handbook on the economics of Sport*. Edward Elgar Publishing.

-Relevant scientific journals:

- Journal of Sports Economics, International Journal of Sport Finance

INTEGRITY IN SPORT

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement & Quality of Life Sciences		
DEPARTMENT	Sports Organization & Management		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΟΣ ΕΠ 0208	SEMESTER	2 nd
COURSE TITLE	Integrity in sport		
TEACHING ACTIVITIES		HOURS PER WEEK	ECTS
LECTURES		20	5
COURSE TYPE:	Special background		
PREREQUISITE COURSES:	None		
TEACHING LANGUAGE:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
URL:	https://eclass.uop.gr/courses/3570/		

2. LEARNING OUTCOMES

<p>Aim of the course</p> <p>This course examines the philosophical foundations of sport and Olympism. It explores the relationship between these two and their core values. It also addresses key ethical dilemmas that arise in the context of sport and the Olympic Games.</p> <p>The learning outcomes of the course are:</p> <ul style="list-style-type: none">• Providing basic knowledge in the philosophy and ethics of sports.• Providing basic knowledge in matters of ethics and ethics.• students to approach and understand the concepts of Olympism, the Principles and Values of the Olympic Movement.• to meditate with a critical approach on issues such as children's participation in sports and the Youth Olympic Games.• Evaluate the principles of sport and analyze their application.• Expand their knowledge and understand the contribution of sport to the promotion of health, education and understand its humanitarian dimension.• To deepen and improve their analytical ability on issues such as gender equality, logics of doping, honesty and dishonesty in sport, commercialization in sport, children's rights in sport.• To approach and understand the educational value of Olympism as a global social and cultural idea.• To approach and understand the specificity of sports administration in relation to its values and the obligations of sports executives.

General competences

This course offers to the students the development of the following general competences:

- development of critical thinking
- fair decision-making skills
- development of individual and team-work skills
- application of Olympic values and ideals in everyday life
- shaping research on concepts such as doping, match-fixing, etc.
- respect for different social, professional and cultural backgrounds and amateur and professional skills
- promoting academic freedom
- to work and enjoy the international environment

3. COURSE CONTENTS

1	Definitions and thoughts on the philosophy and ethics of sport
2	Integrity in sport
3	Violence in sport
4	Sports betting
5	The society of the 21st century. Technology and philosophy, mutations of the institutional framework in the global village
6	The nature of sport, play and competition
7	The justification of sport
8	Olympism and the Modern Olympic Movement. Olympic map. The ethical code of the I.O.E.
9	Honesty and Dishonesty in Sports
10	Doping. Logics of Doping and Sports Ethics
11	Children's rights in sport
12	Cultural Dilemmas and Gender Equality in Sport and the Olympic Movement
13	Commercialization and integrity, its effects on sport

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY	Teaching though both lectures in classroom (face to face) and Open and Distance learning (ODL) by using electronical platforms (MS Teams, e-class)
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<p align="center">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<ul style="list-style-type: none"> • Classroom lectures supported by PC, projector, and free internet access. • All lecture notes are offered via Asynchronous eLearning Services of University of Peloponnese the e-class platform. • Printouts of research papers and case studies are distributed to all students in order to work in groups within the class, which are also available in the MS Teams. • Communication of the instructor with the students is done via email, MS Teams and the e-class platform. • There is an evaluation procedure for the module and the instructor at the end of the semester as set by the University of Peloponnese and HQA's guidelines. 	
<p align="center">TEACHING METHODS</p>	<p align="center">Teaching Activities</p>	<p align="center">Semester Workload Hours (ECTS)</p>
	<p>Interactive lectures 20 hours per week</p>	<p align="center">40 hours (1,6 ECTS)</p>
	<p>Study of the suggested reading</p>	<p align="center">20 hours (0,8 ECTS)</p>
	<p>Study and presentation of written assignments</p>	<p align="center">25 hours (1 ECTS)</p>
	<p>Study for the final exams</p>	<p align="center">40 hours (1,6 ECTS)</p>
	<p><i>Total Course workload (25 hours per credit unit)</i></p>	<p align="center">125 hours (5 ECTS)</p>
<p align="center">STUDENT PERFORMANCE EVALUATION</p>	<ul style="list-style-type: none"> ✓ The 60% of the evaluation is based on the final grade in the written exams, as well as on their participation to the working groups and their active presence in the lectures of the course, ✓ while the 40% on the grade of the written assignment in a given topic/s. <p>Instructions for coursework:</p> <p><u>Individual assignment:</u> The paper's length must be around 3000 words ±10%. References, tables, graphs and content are not counted in the abovementioned limit. It must be written using spacing 1.5 lines, font Times New Roman 12, and according to APA 6th edition publication manual.</p> <p>In the evaluation of both assignments the use of APA References system is mandatory.</p>	

5. RECOMMENDED READINGS

- **Reid, H.**, The Philosophical Athlete, Durham North Carolina 2002
- **Reid, H.**, Austin, M., The Olympics and Philosophy, University Press of Kentucky 2012
- **Simon R.**, (2004) Fairplay, The Ethics of Sport, Second Edition, Westview Press, Colorado, Oxford
- **McNamee Mike**, Sport, Ethics and Philosophy, Routledge, Taylor & Francis, October 19, 2018
- **Andy Harvey & Mike McNamee (2019)** Sport Integrity: Ethics, Policy and Practice: An Introduction, Journal of Global Sport Management, 4:1, 1-7, DOI: 10.1080/24704067.2018.1542606
- **Simon Gardiner, Jim Parry & Simon Robinson (2017)** Integrity and the corruption debate in sport: where is the integrity?, European Sport Management Quarterly, 17:1, 6-23, DOI: 10.1080/16184742.2016.1259246
- **Mike McNamee (2013)** THE INTEGRITY OF SPORT: UNREGULATED GAMBLING, MATCH FIXING AND CORRUPTION, Sport, Ethics and Philosophy, 7:2, 173-174, DOI: 10.1080/17511321.2013.791159

SPORTS POLICIES**COURSE OUTLINE****(1) GENERAL**

SCHOOL	Human Movement & Quality of Life Sciences	
DEPARTMENT	Sports Organization & Management	
LEVEL OF STUDIES	Postgraduate	
COURSE CODE	OΣ ΕΠ 0209	
COURSE TITLE	Sport policies	
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures	20	5
COURSE TYPE	Special background	
PREREQUISITE COURSES:	None	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3347/	

(2) LEARNING OUTCOMES

<p>Aim of the course</p> <p>The aim of this course is to develop student knowledge and understanding of key concepts and methodologies in the analysis of, and the analysis for, sport policy, in particular in the field of international and Olympic sport. Students will engage in intellectual and methodological debates in order to develop a critical appreciation of the contribution policy analysis can make to an understanding of the aims, means and (intended and unintended) impacts of sports policy initiatives.</p> <p>Students will be introduced to policy evaluation approaches such as the use of analytic logic models, their application to a wide range of policy contexts, and critical evaluation of their limitations.</p> <p>Students will develop an understanding of the nature and significance of changes in the macro, meso, and micro environments and their implications for sport, and of the development of strategic and operational goals, as well as selected means of policy evaluation.</p> <p>General Competences</p> <p>The module on the analysis of sport policy seeks to draw on and develop a range of generic competences including the following:</p> <ul style="list-style-type: none"> • The ability to search for, analyse and synthesise data and information, with the use of the necessary technology • The ability to employ policy analysis and evaluation tools to enable informed decision-making • Working independently and / or in teams – the course delivery provides opportunities to work both in teams and alone • Working in an international environment – staff and fellow students represent a wide range of nationalities, and course material draws on this feature as a useful resource from which teaching can benefit. • Working in an interdisciplinary environment – analysis and evaluation of policy draws on a range of disciplinary bases • Production of new research ideas
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- Respect for difference and multiculturalism, and sensitivity to gender issues is fostered throughout the programme
- Respect for the natural environment
- Developing awareness of social, professional and ethical responsibility
- Development of skills in criticism and self-criticism
- The ability to develop free, creative and inductive thinking

(3) COURSE CONTENTS & READINGS

Section A: Analysis of, and for, Sport Policy

(Professor Emeritus Ian Henry, Loughborough University (UK) i.p.henry@icloud.com)

1. Rationale for the Sport Policy Block

1.1 Sport and International Relations - The Global Context: The Clash of Civilisations and the Modernisation Context

1.2 Challenges to Western Hegemony in the 21st Century:

1.2.1 the Gulf Wars,

1.2.2 Isis and the Syrian conflict,

1.2.3 Russia, China and the West: the Ukrainian War

1.3 Sporting Implications

1.4 Seminar / Discussion Question

Is the 21st Century the dawning of a new era – the Asian Century?

Readings:

Henry, I. P. (2022). Processes of political, cultural, and social fragmentation: changes in the macro-environment of sport policy and management: c.1980–c.2022. *European Sport Management Quarterly*, 1-21. doi:10.1080/16184742.2022.2046122

2. The Relationship between Olympism and Sport for Development and Peace (SDP)

2.1 The Birth and Evolution of Olympic Solidarity

2.2 The Olympic Movement, Sport for Development and International Relations

2.3 The UN / IOC Relationship and SDP

2.4 Seminar / Discussion

In what ways can sport contribute to peace?

What are the limitations of SDP?

Readings:

Collison, H, S Darnell, R Giulianotti, and P Howe. "Introduction." In *Routledge Handbook of Sport for Development and Peace*, edited by H Collison, S Darnell, R Giulianotti and P Howe. London: Routledge, 2018.

Henry, I & Hwang, B (2018) 'SDP and Olympism' in (eds.) Collison, H, Darnell, S, Giulianotti, R and Howe, P *Routledge Handbook of Sport for Development and Peace*, London: Routledge.

Millington, R, and B Kidd. "The History of SDP." In *Routledge Handbook of Sport for Development and Peace*, edited by H Collison, S Darnell, R Giulianotti and P Howe. London: Routledge, 2018.

Peachey, J. W., N. Schulenkorf, and P. Hill. "Sport-for-Development: A Comprehensive Analysis of Theoretical and Conceptual Advancements." *Sport Management Review* 23, no. 5 (Nov 2020): 783-96. <https://doi.org/10.1016/j.smr.2019.11.002>.

Additional Readings with a more theoretical content

Saavedra, M. "SDP and Post-Colonial Theory." In *Routledge Handbook of Sport for Development and Peace*, edited by H Collison, S Darnell, R Giulianotti and P Howe. London: Routledge, 2018.

Straume, S "SDP Structures, Policies and Funding Streams." In *Routledge Handbook of Sport for Development and Peace*, edited by H Collison, S Darnell, R Giulianotti and P Howe. London: Routledge, 2018.

Zanotti, Laura, and M Stephenson Jr. "SDP and Social Theory." In *Routledge Handbook of Sport for Development and Peace*, edited by H Collison, S Darnell, R Giulianotti and P Howe. London: Routledge, 2018.

3. Sports Policies: Meta-evaluation, Analytic Logic Models and Impact Assessment

3.1 Logic Models in Policy Evaluation

- 3.1.1 The structure and key elements of an analytic logic model
- 3.1.2 Application of logic models to sports policy contexts
- 3.1.3 Strengths and limitations of logic models approaches.
- 3.1.4 Exercise: constructing a logic model

3.2 Meta-evaluation and the Assessment of Impact

- 3.2.1 Evaluation synthesis: meta-analysis and meta synthesis
- 3.2.2 Appraisal of how evaluations are undertaken: soundness of conclusions
- 3.2.3 The concept of additionality: leakage; displacement; substitution; multiplier effect

3.3 The Methodology for Meta-evaluation of the 2012 Olympics

Readings

Chen, S, Henry, I, Ko, L-M (2014) "Meta-evaluation, Analytic Logic Models and Assessment of Impacts of Sports Policies", in Henry, I & Ko, L-M (eds) *Routledge Handbook of Sport Policy*, London

The items below are reports from a series on the meta-evaluation of the 2012 London Olympics and Paralympics prepared by Grant Thornton plc, ECORYS and the Centre for Olympic Studies and Research, Loughborough University.

Report 1: Scope, research questions and data strategy: Meta-evaluation of the impacts and legacy of the London 2012 Olympic and Paralympic Games

(<https://www.gov.uk/government/publications/report-1-scope-research-questions-and-strategy-meta-evaluation-of-the-impacts-and-legacy-of-the-london-2012-olympic-games-and-paralympic-games>)

Report 2: Methods: Meta-evaluation of the impacts and legacy of the London 2012 Olympic and Paralympic Games (<https://www.gov.uk/government/publications/report-2-meta-evaluation-of-the-impacts-and-legacy-of-the-london-2012-olympic-games-and-paralympic-games-april-2011>)

Report 3: baseline and counterfactual: Meta-evaluation of the impacts and legacy of the London 2012 Olympic and Paralympic Games (<https://www.gov.uk/government/publications/report-3-baseline-and-counterfactual-meta-evaluation-of-the-impacts-and-legacy-of-the-london-2012-olympic-games-and-paralympic-games>)

Report 4: interim evaluation: Meta-evaluation of the impacts and legacy of the London 2012 Olympic and Paralympic Games (<https://www.gov.uk/government/publications/report-4-interim-evaluation-meta-evaluation-of-the-impacts-and-legacy-of-the-london-2012-olympic-games-and-paralympic-games>)

Report 5: Post Games evaluation: Meta-evaluation of the impacts and legacy of the London 2012 Olympic and Paralympic Games (<https://www.gov.uk/government/publications/report-5-post-games-evaluation-meta-evaluation-of-the-impacts-and-legacy-of-the-london-2012-olympic-and-paralympic-games>)

4. Identifying and Comparing Success Factors in Elite Sport Systems

- 4.1 Background to the SPLISS Study (Sports Policy Factors leading to International Sporting Success)
- 4.2 Methodologies employed in associating inputs and throughputs with outputs and outcomes.
- 4.3 The conversion of quantitative and qualitative data into a scoring system for factors fostering elite sporting success.
- 4.4 Strengths and Limitations of the SPLISS System.

Reading

De Bosscher, V, S Shibli, H Westerbeek, and M Van Bottenberg. *Successful Elite Sport Policies: An International Comparison of the Sports Policy Factors Leading to International Sporting Success (Spliss 2.0) in 15 Nations*. Maidenhead: Meyer and Meyer 2015.

De Bosscher, V, M van Bottenburg, and Simon Shibli. "Methodologies for Identifying and Comparing Success Factors in Elite Sport Policies." In *Handbook of Sport Policy*, edited by I Henry and L-M Ko. London: Routledge, 2013.

Henry, Ian, Mathew Dowling, Ling-Mei Ko, and Phil Brown. "Challenging the New Orthodoxy: A Critique of Spliss and Variable-Oriented Approaches to Comparing Sporting Nations." *European Sport Management Quarterly* (2020): 1-17. <https://doi.org/10.1080/16184742.2020.1719428>.

Shibli, Simon, V De Bosscher, and M van Bottenburg. "Measuring and Forecasting Elite Sporting Success." In *Handbook of Sport Policy*, edited by I Henry and L-M Ko. London: Routledge, 2013.

5. Sport and Intercultural Communication

5.1 Concepts of multiculturalism / interculturalism, nationality and citizenship and their relationship to sports policy approaches

5.2 Social integration and the social capital benefits claimed for sport

5.3 Illustrating the relationship of types of sport policies and projects to different types of social capital

5.4 The nature and quality of the evidence for social capital benefits from sport

5.5 Realist evaluation and inter-group contact theory: what causes the reduction of intergroup prejudice and the growth of inter-group trust, and how might sport be employed to achieve these ends?

Readings

Henry, I. *The Role of Sport in Fostering Open and Inclusive Societies*. Report commissioned by the European Parliament: Culture and Education Committee (Brussels: 2015).

[https://www.europarl.europa.eu/RegData/etudes/STUD/2015/563395/IPOL_STU\(2015\)563395_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2015/563395/IPOL_STU(2015)563395_EN.pdf).

Amara, M "Sport, Islam, and Muslims in Europe: in between or on the Margin?" *Religions* 2013, 4(4), 644-656; <https://doi.org/10.3390/rel4040644>

Amara, M , and I Henry. "Sport, Muslim Identities and Cultures in the Uk, an Emerging Policy Issue: Case Studies of Leicester and Birmingham." *European Sport Management Quarterly* 10, no. 4 (2010): 419-44.

Amara, Mahfoud, and Ian Henry. "Deconstructing the Debate around Sport and the 'Question' of 'Muslim Minorities' in the West." *Islam in the West: Key Issues in Multiculturalism* (2012 2012): 138-53. <Go to ISI>://WOS:000314698700011.

Henry, I. "Bridging Research Traditions and World Views: Universalisation Versus Generalisation in the Case for Gender Equity." In *Transnational and Comparative Research in Sport: Globalisation, Governance and Sport Policy*, edited by I Henry and Institute of Sport and Leisure Policy. London: Routledge, 2007.

6. The evolution of gender-related, and LGBTQ policies in Olympic sport

What are the arguments for and against the inclusion of transgender groups in elite competitive sport? Can policies be developed which are fair to all?

Readings:

Jones, B.A., Arcelus, J., Bouman, W.P. et al. Sport and Transgender People: A Systematic Review of the Literature Relating to Sport Participation and Competitive Sport Policies. *Sports Med* 47, 701–716 (2017). <https://doi.org/10.1007/s40279-016-0621-y>

To access this article <https://rdcu.be/c8rMV>

Sullivan CF. Gender verification and gender policies in elite sport: eligibility and "fair play". *J Sport Social Iss*. 2011;35(4):400–19.

Schultz, Jaime "Caster Semenya and the "Question of Too": Sex Testing in Elite Women's Sport and the Issue of Advantage." *Quest* 63, no. 2 (2011/05/01 2011): 228-43.

Reynolds, Allie, and Alireza Hamidian Jahromi. "Transgender Athletes in Sports Competitions: How Policy Measures Can Be More Inclusive and Fairer to All." [In English]. Opinion. *Frontiers in Sports and Active Living* 3 (2021-July-14 2021). <https://doi.org/10.3389/fspor.2021.704178>. <https://www.frontiersin.org/articles/10.3389/fspor.2021.704178>.

Section B Governance of international Sport and the Olympic system and organisations **(Prof Emmanuel Bayle, University of Lausanne)**

(International) Sport Organisations governance, structures and economic model

7. Introduction & objectives
8. International Sport Federations Characteristics:
IFs over time Mission & Governance structure
Organisational structure: example of the UCI Economic Model: example of the UCI tendencies
9. National Sport Federations
 - 9.1 National Sport Federations (NFs) organisation & economic models
 - 9.2 Challenges/key success factors

Social responsibility & Sustainability of global sport: From Sustainable Development to Corporate/Organizational Social Responsibility (OSR)

10. Principles and frameworks
 - Definitions
 - Profusion of principles and norms of private origin (CSR) ... contested
 - SO 26000 and sports application
 - OSR Strategies – Behaviours
 - Examples in Business and Public organizations in sport

Social/Societal performance at the heart of a new quest for global performance

11. **Implementing global performance in sport organizations**
 - The dimensions of global performance and the steering of global performance of (inter)national federations
 - What performance(s) for a professional club?
 - Responsible sport sponsorship or value marketing
 - Innovations and reporting of major events

Advocacy of Social/Sustainability Impact to question

12. Bach's Doctrine of governance
 - Sustainability
 - Solidarity
 - Impacts/Legacy
13. **Building an idea of sustainable partnership**
 - The Sri Lanka NOC example strategy and policy
 - SWOT example of National sport policy
 - Sport strategy for the country and for the NOC and national sport national federation
14. Regulation of global professional sport

- Definition of professional sport and stages in the evolution of the professional sport system
- Sports movement against sport business : 2 different logics (?)
- A framework for understanding the regulation of professional sport
 - The « SELP » model
 - Examples of international sports systems
 - The evaluation items of the 4 Levers (to be discussed)
 - Examples of graphical representation of the evaluation
 - A typology of 5 regulation's configurations
 - Which evolution scenarios? (the example of World Rugby)

15. Professional Sport/Elite Sport Relations Issues

Section C: The Olympic Movement in Non-Western Contexts

(Professor FAN Hong, Shanghai University of Sport, China; f.hong20@outlook.com)

16. The Olympic Movement in Asia: A Silent History

- 16.1 The Asian Century and Asian Sport (setting the Background)
- 16.2 The Asian Olympic Games – The Asian Games
- 16.3 The origins of Olympic ambitions:
 - The Asian Olympic Games – the Far Eastern Sports Championships 1921-1935
 - The Asian Games, Asian Sport and Asian Politics
 - GANEFO - the challenge to the Olympics (The Games of the New Emerging Forces)
 - 1964: GANEFO and the Tokyo Olympics.
 - Asian, OCA, Asian Games and the Olympic Movement: Progress of the Olympic Movement

Readings

- Fan Hong and Lu Zhouxiang. "Introduction: The Asian century and Asian sport." *The Routledge Handbook of Sport in Asia*. Edited by Fan Hong and Lu Zhouxiang, London:Routledge, 2020. 1-7.
- Fan Hong and Gong He. "The Asian games, Asian sport and Asian politics." *The Routledge Handbook of Sport in Asia*. Routledge, 2020. 493-504.
- Fan Hong. "The Origin of the Asian Games: Power and Politics." *Sport in Society* 8.3 (2005): 392-403.
- Lutan, Rusli, and Fan Hong. "The politicization of sport: GANEFO–A case study." *Sport in Society* 8.3 (2005): 425-439.
- Hong, Fan. "Communist China and the Asian Games 1951–1990: The thirty–nine year struggle to victory." *Sport in Society* 8.3 (2005): 479-492.
- Hong, Fan. "Epilogue: nationalism, orientalism and globalization: The future of the Asian Games." *Sport in Society* 8.3 (2005): 515-519.

17. China and the Olympics

- 17.1 China's role in the Olympic Games
- 17.2 China's participation in the Olympics in the 1920s
- 17.3 Two China Issues
- 17.4 China's withdrawal from the Olympic Games
- 17.5 China's return to the Games
- 17.6 China's achievement at the Games

Readings

- Fan Hong, and Zhong Yuting. "China and the Olympic Games." *The Routledge Handbook of Sport in Asia*. Routledge, 2020. 118-125.

18. China's Role in the Olympics

The Beijing 2008 Summer Olympics; and 2022 Winter Olympics

- Seminar / Class discussion
- What is the significance of China hosting and participating in the OG?
- Has the Olympic Games changed China?
- Has China changed the Olympics?
- Will China be ready for another Olympic Games in near future?

Readings

Yuting Zhong, Fan Hong, and Peter Herrmann, 'The Impact of the 2008 Beijing Olympic Games on China and the Olympic Movement: The Legacy', *The International Journal of the History of Sport* 38, no. 18 (12 December 2021): 1863–79, <https://doi.org/10.1080/09523367.2022.2054990>.

19. China’s sports policy, and system

- Elite sports
- School sports PE
- Mass sports

Readings

Fan Hong, Ping Wu, and Huan Xiong. "Beijing ambitions: An analysis of the Chinese elite sports system and its Olympic strategy for the 2008 Olympic Games." *The International journal of the history of sport* 22.4 (2005): 510-529.

Gangqiang, Huang, and Lu Zhouxiang. "The reform of China’s elite sport system: Case studies on football and table tennis." *The Routledge Handbook of Sport in Asia*. Routledge, 2020. 247-255.

Hu, X, and I Henry. "The Development of the Olympic Narrative in Chinese Elite Sport Discourse from Its First Successful Olympic Bid to the Post-Beijing Games Era." *The International Journal of the History of Sport* 33, no. 12 (2016): 1427-48. <https://doi.org/10.1080/09523367.2017.1284818>.

Hu, X. , and I. Henry. "Reform and Maintenance of Juguo Tizhi: Governmental Management Discourse of Chinese Elite Sport." [In English]. Article. *European Sport Management Quarterly* 17, no. 4 (2017): 531-53. <https://doi.org/10.1080/16184742.2017.1304433>.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face and On-line	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Networks, internet sites and data bases are used so that the students understand the ecosystem of sport policies.	
TEACHING METHODS	Teaching Activities	Semester workload Hours (ECTS)
	Interactive lectures : 16 hours per week: seminars 4 hours per week	40 hours (1.6 ECTS)
	Study of suggested readings	20 hours (0.8 ECTS)
	Assignment	40 Hours(1.6 ECTS)
	Non-directed study towards final exam	25 hours (1 ECTS)
	Course total : Total course workload (25 hours per credit unit)	125 hours (5 ECTS)

STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> ✓ Individual written assignment– critical review of literature in a given topic (mandatory) (40%) ✓ Written Exams (mandatory) (60%) <p>Instructions for coursework: <u>Individual assignment:</u> The paper’s length must be around 3000 words ±10%. References, tables, graphs and content are not counted in the abovementioned limit. It must be written using spacing 1.5 lines, font Times New Roman 12, and according to APA 6th edition publication manual.</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i> Eds. Henry, I and Ko, L-M <i>Routledge Handbook of Sport Policy</i>, Routledge 2014 Chappelet, J.-L., & Bayle, E. (2004). <i>Strategic and Performance Management of Olympic Sport Organisations: MEMOS Manual v. 1</i>. Human Kinetics. Chappelet, J. L. (2010). <i>The Autonomy of Sport in Europe</i>, Council of Europe FAN, H. L., Li (Ed.). (2023). <i>Routledge Handbook of Sport in China</i>. Routledge.</p> <p>- <i>Related academic journals:</i> <i>European Sport Management Quarterly; Journal of Sport Management; Sport Management Review; Journal of Sport Management; Asian Journal of Sport History and Culture; International Review for the Sociology of Sport; Journal of Sport and Social Issues Journal of Sport Management; Journal of Sports Economics; Sociology of Sport Journal; International Journal of Sport Policy and Politics</i></p>

**3RD SEMESTER OF STUDIES
MASTER'S DEGREE PROGRAMME THESIS**

COURSE OUTLINE

1. GENERAL

SCHOOL	Human Movement and Quality of Life Sciences		
DEPARTMENT	Sports Organization and Management		
LEVEL OF STUDIES	Postgraduate Program of Studies		
COURSE CODE	ΟΣΕΠ031	SEMESTER	EAPINO
COURSE TITLE	Master's degree programme's thesis		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
Autonomous study		750	30
COURSE TYPE:	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE WEBSITE (URL):	https://eclass.uop.gr/courses/3119/		

2. LEARNING OUTCOMES

The aim of the Postgraduate Diploma Thesis is to enable students to apply the knowledge they have acquired during their studies in the Programme of Studies by researching a contemporary problem/issue related to the subject of the MSc, which may combine quantitative and qualitative research methods as well as theory and practice.

General competences

- ✓ *Search, analysis and synthesis of data and information, using the necessary technologies*
- ✓ *Project planning and management*
- ✓ *Adaptation to new situations*
- ✓ *Demonstrating social, professional and ethical responsibility*
- ✓ *Decision-making*
- ✓ *Autonomous work*
- ✓ *Exercising criticism and self-criticism*
- ✓ *Promotion of free, creative and deductive thinking*
- ✓ *Generation of new research ideas*

3. COURSE CONTENTS

In the third (3rd) semester of the programme is devoted to the conduction of the Master's Thesis (M.Sc.). Postgraduate students choose a topic that is clearly of a research nature and that is part of the field of knowledge of the taught subjects.

The postgraduate student who has successfully completed the courses of the previous semesters is entitled to submit an application for the assignment of an thesis topic, in which the suggested title of the thesis, the suggested supervisor (with his/her consent) and a short summary of the thesis are indicated.

Postgraduate students may choose between a structured literature review of a topic, an empirical research and a model development. The thesis topic and content should not be related to or be a development or evolution of existing work and under no circumstances should the same material be used twice. The thesis is distinguished for its scientific excellence and is an autonomous scientific creation. The thesis is written according to the Master's degree programme's guidelines for writing it.

In any case, the thesis must be completed within the maximum time allowed for the completion of postgraduate studies.

4. TEACHING AND LEARNING METHODS – ASSESSMENT		
DELIVERY	Remotely via the Microsoft Teams video conferencing platform.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> - Using the e-class -use of the SPSS statistical package - use of Turnitin text matching software -presentation of the MDA via the MS Teams platform -use of MS Teams for mentoring by the supervisor 	
TEACHING METHODS	Teaching Activities	Semester Workload Hours (ECTS)
	Submission of title, first abstract and research proposal, preparation of the M.Sc.	520 hours (20,8 ECTS)
	Processing of results	130 hours (5,2 ECTS)
	Writing of the thesis	80 hours (3,2 ECTS)
	Preparation of presentation and support	20 hours (0,8 ECTS)
	Total Course Load (25 hours of workload per credit)	750 hours (30 ECTS)
STUDENT PERFORMANCE EVALUATION	<p>The MA is assessed on the basis of:</p> <ul style="list-style-type: none"> ✓ the scientific quality (originality of the subject-matter, positioning and documentation of the objectives in relation to existing international literature, clear and precise positioning of the questions to which an attempt is made to answer, substantiation of opinions and arguments, abstract and synthetic ability, logical structure and consistency, clarity of the methodological approach, interpretation and critical evaluation of results, drawing conclusions and justified proposals for further study), 	

	<ul style="list-style-type: none">✓ the excellence of the writing of the thesis (careful wording, correct writing, correct drafting, overall diligence, clear and comprehensible structure, adherence to the rules and guidelines for writing the thesis), and✓ the oral presentation (organisation of the presentation, fluency, adherence to time constraints, response to questions and comments from the members of the three-member committee).✓ After the examination, the members of the three-member examination committee mark the thesis taking into account all the above criteria and complete the special M.Sc. evaluation form
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5 RECOMMENDED READING

Guidelines for the preparation of assignments and the M.Sc. which is posted on the MSc website and on the M.Sc. source in e-class