

SPECIAL TOPICS ON FLORICULTURE

1. GENERAL

SCHOOL	AGRICULTURAL SCIENCES		
ACADEMIC UNIT	CROP SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	CRS_805	SEMESTER	8 th
COURSE TITLE	Special Topics on Floriculture		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
lectures	3		
Tutorial	1		
TOTAL	4	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge, skills development		
PREREQUISITE COURSES:	Typically, there are not prerequisite course.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. Teaching may be performed in English in case foreign students attend the course.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 																
<ul style="list-style-type: none"> • The aim of the course is to provide the student with basic knowledge about cultivation methods of cut flowers and ornamental plants which can be used for park, garden and/or interior building projects. 																
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>
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<p>By the end of this course the student will, furthermore, have developed the following skills (general abilities):</p> <ul style="list-style-type: none"> • they will recognize the most common ornamental plants • they will know the most common cultivation techniques for flowers' harvesting and preservation • they will be able to choose the most suitable ornamental plants for all types of gardening projects. 																

<p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Project planning and management</i></p>
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3. SYLLABUS

<ol style="list-style-type: none"> 1. Cultivation of roses in pot and for cut flowers purpose 2. Cultivation of carnation plants in pot and for cut flowers purpose 3. Cultivation of gerbera in pots and for cut flowers purpose 4. Lilies, and Dahlia cultivation in pots and for cut flowers purpose 5. Chrysanthemum cultivation in pots and for cut flowers purpose 6. Alstroemeria cultivation in pots and for cut flowers purpose 7. Lisianthus cultivation in pots and for cut flowers purpose 8. Orchid plant cultivation in pots and for cut flowers purpose 9. Packaging and preservation of cut flowers 10. Cultivation of potted plants Gardenia, Azalea, Camellia 11. Cultivation of garden plants. 12. Cultivation of park plants 13. Cultivation of indoor plants
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4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face lectures and laboratory exercises.	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. • Use of ICTs in student communication (learning support through the e-class platform). 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Semester workload</p>
	Lectures (4 conduct hours per week x 13 weeks)	52
	Hours for private study of the student and preparation for mid-term or/and final examination – Participation in the examinations	73
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hours (total student work-load)

**STUDENT PERFORMANCE
EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

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

1. Written examination after the end of the semester. The evaluation procedure is conducted with short answer questions and/or open-ended questions and/or multiple choice questionnaires and/or oral examination, as well as questions based on laboratory exercises (unless the student has successfully participated the mid-term examinations). Minimum passing grade: 5.
2. All the above are taking place in Greek.

5. ATTACHED BIBLIOGRAPHY

Proposed literature (indicative and not restrictive):

1. Boodley James. 1999. Θερμοκηπιακές εγκαταστάσεις - Επιχειρηματική Ανθοκομία. Εκδόσεις ΙΩΝ.

Proposed research journals for further reading (indicative and not restrictive):

2. Floriculture International magazine, FCI