# COURSE OUTLINE

## 1. GENERAL

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| **SCHOOL** | School of Technology | | |
| **DEPARTMENT** | Department of Forestry, Wood Sciences and Design (Karditsa) | | |
| **LEVEL** | *Undergraduate* | | |
| **CODE** | KM611 | **STUDENT SEMESTER** | 6th |
| **COURSE TITLE** | Protected Areas Management | | |

| **ACTIVITIES** | **WEEKLY HRS** | **ECTS** |
|---|---|---|
| Lectures | 2 | |
| Exercise | 1 | |
| **TOTAL** | **3** | **5** |
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| **TYPE OF COURSE** | Generic knowledge and Skills Development |
| **PREREQUISITES:** | None |
| **LANGUAGE TEACHING AND EXAMINATION:** | Greek or English |
| **THE COURSE IS OFFERED TO ERASMUS STUDENTS** | Yes |
| **WEBPAGES COURSE (URL)** | |

## 2. LEARNING OUTCOMES

**Learning Outcomes**

The aim of the course is to understand the values and functions of protected areas and to highlight the importance of their sustainable management for future generations and biodiversity conservation, at a time when the natural environment are still under significant threats and pressures from human activities, political decision and climate change. Upon successful completion of the course, the students will be able to:

- Understand basic concepts of the relevant national, European and international legislation.
- Recognize the basic categories of protected areas.
- Know the basic principles for the selection and declaration of an area as protected.
- Understand and be able to evaluate protected area management principles and practices, including human activities that can contribute to biodiversity conservation and act as management tools.
- Understand the basic principles of identification and assessment of ecosystem services.
- To know the work of the Protected Areas Management Bodies in Greece and in other countries and to understand the process of drafting-implementing-evaluating-reviewing the management plan of a protected area.
- To determine the framework for the implementation of a scientific monitoring system of a protected area.
- Have basic knowledge of (a) the restoration and rehabilitation of disturbed protected areas, (b) participatory and adaptive management, and (c) job creation in the field of management, protection and enhancement of the natural environment.
- Distinguish the important points in good examples of protected area management, both at the level of protected objects and at the level of human involvement in it.

**General Skills**

Upon successful completion of the course, the students will be able to develop and cultivate basic professional and social skills:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision making
- Teamwork
- Work in an interdisciplinary environment
- Demonstration of social, professional and moral responsibility
- Project design and management
- Respect for the natural environment
- Promoting free, creative and inductive thinking

## 3. COURSE CONTENT

The **theoretic part** of the course includes:
Conceptual approach to protected areas - key definitions. Categories of protected areas at global, European and national level (e.g. according to the Ramsar Convention on Wetlands of International Importance especially as Waterfowl Habitats, the EU Natura 2000 network, National Parks, aesthetic forests, natural monuments, wildlife refuges, controlled hunting areas, high nature value areas). Basic principles for selecting and declaring an area as protected. International treaties, conventions and standards, European directives and national legislation for the protected species and habitats of a protected area, including landscapes and cross-border areas. Management principles and techniques, integration of economic activities in the management of protected areas (e.g. organic farming, extensive livestock, forestry, fisheries, beekeeping). Basic principles of identification and evaluation of ecosystem services (Mapping and Assessment of Ecosystem Services). Management Bodies of protected areas in Greece and other countries. Compilation-implementation-evaluation-revision of the management plan of a protected area and implementation of a scientific monitoring system (for habitat types, specific species of flora and fauna, identification of new pressures and threats). Elements of restoration of disturbed protected areas, participatory (stakeholder involvement) and adaptive management, green jobs in the field of management, protection and promotion of the natural environment.

The **course exercises** take place once a week (1 hour per week) and focus on the presentation of good examples of protected areas management and restoration in Europe (e.g. through the implementation of LIFE projects) both in the sense of successful protection of species and ecosystems and the successful involvement of humans in it. Students are asked to select and present a good example of protected area management from the globe and highlight what they think is more important in every particular case. Attendance of the exercises by the students is mandatory by at least 50%, while the course also includes a mandatory excursion to different types of wetland ecosystems in combination or not with excursions of other courses of the Department. Directions and material on the course are posted in the e-class platform.

## 4. TEACHING AND LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY METHOD</td><td>Combined educational methods and techniques are applied aiming at enhancing the active participation of students and at increasing the effectiveness of "face to face" teaching: enriched presentations, questions - answers, discussion, exercises, working groups, study and demonstration of case studies, educational visit.</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Use of video projector for the lectures as well as thecourse page on the e-class platform for posting (a) notes, (b) internet links, and (c) announcements.</td></tr>
<tr><td>MANAGEMENT OF TEACHING</td><td>
<table>
<tr><th>Activity</th><th>SemesterWorkload</th></tr>
<tr><td>Lectures</td><td>30</td></tr>
<tr><td>Term assignment preparation and presentation</td><td>25</td></tr>
<tr><td>Excursion</td><td>10</td></tr>
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| | Individual and work study for term assignment | 60 |
| | ***Course Total*** | ***125*** |
| **STUDENT EVALUATION** | Student assessment takes place at the end of the semester by means of:<br>(a) written examination for the theoretical part of the course (65% of the final grade – right and wrong as well as multiple choice questions) provided that the student has participated to the educational excursions of the course, and<br>(b) grading of the essay – presentation of the particu;ar case study selected by the student(s) for the exercise part of the course (35% of the final grade) provided that the student has participated to the educational excursions and to – at least – 50% of the exercise courses. | |

## 5. RECOMMENDED-BIBLIOGRAPHY

Books offered to students through the *Eudoxus* platform:

- Vagiona, D. 2018. Environmental Impact Assessment Studies. DISIGMA Editions, Thessaloniki (Eudoxus code: 77118264, *in Greek*)
- Dimopoulos, P., E. Bergmeier, E. Eleftheriadou, K. Theodoropoulos, M. Panitsa and M. Tsiafouli. 2014. Identification, Interpretation and Management of Forest Habitats of Greece. Terzis Bros Editions, Kiato, Greece (Eudoxus code: 41964456, *in Greek*).

Books offered besides the *Eudoxus* platform:

- Catsadorakis, G. and H. Källander (eds). 2010. The Dadia-Lefkimi-Soufli Forest National Park: Biodiversity, Management and Conservation. WWF Greece, Athens, 316 pp.
- Crivelli, A.J. and G. Catsadorakis (eds). 1997. Lake Prespa, Northwestern Greece: A unique Balkan wetland. Reprinted from Hydrobiologia, vol. 351, Kluwer Academic Publishers, 196 pp.
- Jones, W. 2006. LIFE and European forests. European Commission, Environment Directorate-General. pp 66.
- Jones, W., J. Eldridge, J.P. Silva and N. Schiessler. 2007. LIFE and Europe's rivers – Protecting and improving our water resources. European Commission, Environment Directorate-General. pp 50.
- Silva, J.P., W. Jones, J. Eldridge and E. Sarvan. 2006. LIFE and the marine environment – Promoting sustainable management of Europe's seas. European Commission, Environment Directorate-General. pp 54.
- Silva, J.P., L. Phillips, W. Jones, J. Eldridge and E. O'Hara. 2007. LIFE and Europe's wetlands – Restoring a vital ecosystem. European Commission, Environment Directorate-General. pp 66.
- Silva, J.P., J. Toland, W. Jones, J. Eldridge, E. Thorpe, M. Campbell and E. O'Hara. 2008. LIFE and endangered plants – Conserving Europe's threatened flora. European Commission, Environment Directorate-General. pp 50.
- Silva, J.P., J. Toland, W. Jones, J. Eldridge, E. Thorpe and E. O'Hara. 2008. LIFE and Europe's grasslands – Restoring a forgotten habitat. European Commission, Environment Directorate-General. pp 53.
- Task Force on Economic Benefits of Protected Areas of the World Commission on Protected Areas (WCPA) of IUCN, in collaboration with the Economic Service Unit of IUCN. 1998. *Economic Values of Protected Areas: Guidelines for Protected Area Managers*. IUCN, Gland, Switzerland and Cambridge, UK. Xii+52pp.
- Zalidis, G. T.L. Crisman and P.A. Gerakis (editors). 2002. Restoration of Mediterranean Wetlands. Ministry of Environment, Land Planning and Public Works, Greek Biotope-Wetland Center.