



**COURSE GUIDE STUDY YEAR** 2022/2023

**SECTION A (TO BE COMPLE TED BEFORE THE START OF THE ACADEMIC YEAR)**(move the cursor over the sections to see more information)

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| **GENERAL COURSE INFORMATION** |
| A1 | [Course name](#_top) | Applied land and marine spatial planning on/for islands |
| A2 | [Course unit code](#_top) | GEO714 |
| A3 | [Description](#_top) (Ocasys) | This course introduces land and marine spatial planning on islands and for islands. Land planning has been a well-established discipline within geography and planning sciences. In this course the geography of islands, including their physical, economic, societal and symbolic characteristics, will be brought into the planning process for land on islands. Specificities related to their size and physical limits are discussed and their influence on land planning is presented in detail with many examples of how these are dealt with under different planning and governance contexts and systems. Urban and tourism pressures have a special place within a context of sustainable development on islands.Marine spatial planning on the other hand, has been a relatively new addition to spatial planning theory and practice. It is similar to land planning in the sense that it has to propose what type of activities can and should be located, but it is also much more three dimensional, in the sense that depth is an issue of great importance. The importance of marine spatial planning increases as the need for sea and sea bottom resources increases and therefore issues of limits and location gain importance. Islands in this context become central, due to their place and importance in the international legal system. Disputes in marine land planning around the globe prove the point. In this course, marine spatial planning principles and applications are presented and discussed within a context of sustainable use of marine resources and students are asked to study and review practices and contexts and apply them in a marine (or land) planning case study on (or around) islands. |
| A4 | [Level](#_top) |

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|[ ]  Propaedeutic phase |
|[ ]  Bachelor 2nd year |
|[ ]  Bachelor 3rd year |
|[x]  Master’s  |
|[ ]  Master’s 2nd year |

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| A5 | [Degree programme(s)](#_top) |

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|[x]  Research Master’s degree programme ISLANDS |

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| A7 | [Compulsory/ optional](#_top) |

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|[x]  Compulsory |
|[ ]  Elective |
|[ ]  Related elective |

 Explanation (optional): Compulsory for the ISLANDS Erasmus Mundus programme student |
| A8 | [Open](#_top) |

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|[ ]  Open for students from other faculties. |
| For: all other Masters FRW  |
|[ ]  Not open for students from other faculties. |

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| A9 | [Maximum number of students](#_top) | Only applicable in exceptional cases after consultation with the programme director. |
| A10 | [Language of instruction](#_top) |

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|[x]  English |

Explanation (optional): Click here to enter text. |
| A11 | [Assessment language](#_top) |

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|[x]  English |

Explanation (optional): Click here to enter text. |
| A12 | [Semester](#_top) |

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|[ ]  1a |[ ]  2a |[ ]  1a/1b |[ ]  1b/2b |  |  |  |
|[ ]  1b |[x]  2b |[ ]  2a/2b |[ ]  Whole year |  |  |  |

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| A13 | [ECTS](#_top)  |

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|[x]  5 |[ ]  15 |[ ]  30 |
|[ ]  10 |[ ]  20 |
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| A14 | [Entry requirements](#_top) | Students must have completed the following study components in order to be admitted to the course unit:Click here to enter text.  |
| A15 | [Modes of assessment](#_top) |

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|  |  | Digital |
|[ ]  Active participation |[ ]
|[ ]  Individual assignments |[x]
|[ ]  Group assignments |[x]
|[ ]  Interim test with open questions |[ ]
|[ ]  Interim test with multiple choice questions |[ ]
|[ ]  Examination with open questions |[ ]
|[ ]  Examination with multiple choice questions |[ ]
|[ ]  Oral presentation |[ ]
|[ ]  Thesis |[ ]
|[ ]  Other modes of assessment |[x]
|  | Namely GIS story maps |

Explanation (optional): Click here to enter text. |
| A16 | [Modes of instruction](#_top) |

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|[x]  Lectures |
|[ ]  Seminars |
|[ ]  Guest lectures |
|[ ]  Practicals |
|[ ]  Computer practicals |
|[ ]  Excursions |
|[ ]  Fieldwork |
|[ ]  Learning Communities |
|[ ]  Placement |
|[x]  Independent study |
|[ ]  Other modes of instruction |
|  | Namely Click here to enter text. |

Explanation (optional): Click here to enter text. |
| A17 | [Contact hours](#_top)  | Average number of contact hours per teaching week:4 |
| A18 | [Compulsory literature](#_top) | Books:Articles:Click here to enter text.Russell, S., Brinklow L., Kizos, T., Sentas, S., Randall, J. (2021) Island identities? Comparing the perceptions of islanders towards governing institutions and quality of life, Small States & Territories, 4(2), 325-348, https://www.um.edu.mt/library/oar/handle/123456789/83369 Derdemezi, E.-T., Tsilimigkas, G., Kizos, T. (2021) Mining activity and island landscape issues: evidence from Cyclades islands, Greece, European Planning Studies, 2021, https://doi.org/10.1080/09654313.2021.1958172 Kizos, T., P. H. Verburg, M. Bürgi, D. Gounaridis, T. Plieninger, C. Bieling, and T. Balatsos. 2018. From concepts to practice: combining different approaches to understand drivers of landscape change. Ecology and Society 23(1):25. https://doi.org/10.5751/ES-09910-230125 Tsilimigkas, G., Kizos, T., Gourgiotis, A. (2018) Unregulated Urban Sprawl And Spatial Distribution Of Fire Events. Evidence from Greece, Environmental Hazards, https://doi.org/10.1080/17477891.2018.1430554 Beckham Hooff, S., Botetzagias, I., Kizos, T. (2017) Seeing the Wind (Farm): Applying Q-methodology to Understand the Public’s Reception of the Visuals Around a Wind Farm Development. Environmental Communication A Journal of Nature and Culture, DOI:10.1080/17524032.2017.1292937Kizos, T., Tsilimigkas, G., Karampela, S. (2017) What Drives Built-Up Area Expansion on Islands? Using Soil Sealing Indicators to Estimate Built-Up Area Patterns on Aegean Islands, Greece. Tijdschrift voor Economische en Sociale Geografie, 4, Vol. 108, No 6, pp. 836–853, DOI:10.1111/tesg.12244Karampela, S., Kizos, T., Spilanis, I., (2014) Accessibility of islands: Towards a new geography based on transportation modes and choices. Island Studies Journal, 9(2):293-306.Tsilimigkas, G., Kizos, T. (2014) Space, pressures and the management of the Greek landscape. Geografiska Annaler Series B Human Geography, 96(2), DOI:10.1111/geob.12043Armstrong, H.W., Giordano, B., Kizos, Τ., Macleod, C., Olsen, L.S. and Spilanis, I. (2012) The European Regional Development Fund and Island Regions: An Evaluation of the 2000-06 and 2007-13 Programs, Island Studies Journal, Vol. 7, No. 2, 2012, pp.177-198.1. Spilanis, I., Kizos T., Koulouri M., Kondili, J., Vakoufaris, H., & Gatsis, I. (2009). Monitoring Sustainability in Insular Areas, *Ecological Indicators*, 9, pp. 179-187.

Warrington, E. & Milne, D. (2007) ‘Island Governance’ in G. Baldacchino (ed.) *A World of Islands: An Island Studies Reader*, Canada and Malta, Institute of Island Studies and Agenda, pp. 379-428Online:Click here to enter text.Other:  |
| A19 | [Coordinator](#_top) |

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| Name | prof. dr. T. (Thanasis) BallasProf. dr. G. (Georgios) TsilimigkasProf dr. I. (Ioannis) Spilanis |
| E-mail address | akizos@aegean.gr Tsilimigkas Giorgos gtsil@aegean.gr Spilanis Ioannis ispil@aegean.gr  |

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| A20 | [Lecturers](#_top) | prof. dr. T. (Thanasis) BallasProf. dr. G. (Georgios) TsilimigkasProf dr. I. (Ioannis) Spilanis |
| A21 | [Remarks](#_top) (Ocasys) | The course is primarily aimed at students of the ISLANDS Erasmus Mundus programme.  |
| **OBJECTIVES** |
| A22 | [Learning outcomes](#_top) | After successfully completing the course unit, students are able to (learning outcomes followed by the related outcome at programme level in brackets):1(c)2(b)4(a)5(b)6(b)The aim of the course is to develop students’ analytical understanding of land and sea spatial planning on islands and relevant inter-disciplinary themes. The course will be taught from the perspective of theories and analytical frameworks, which will then be extended to real-world examples and cases. The objectives of the course are such that students will be able to coherently analyse complex spatial socio-economic phenomena pertaining to planning on/for islands, including climate change, vulnerability and resilience , governance, sustainable development as well as policy making and local environments.  |

**SECTION B (TO BE COMPLETED BY THE BEGINNING OF THE COURSE)**

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| **WORK FORMS** |
| B1 | [Group size](#_top) |

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|[ ]  Small (< 20 students) |
|[x]  Medium (20-60 students) |
|[ ]  Large (> 60 students) |

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| B2 | [Distribution of student workload](#_top) | Total workload: 140 hours (5 ECTS)- Lectures and workshops: 32 hours- Computer Assignments and exam preparation: 88 hours- Lecture Preparation and Follow-up reading: 20 hours |
| B3 | [Position of the course unit](#_top) | Click here to enter text.A key course for the ISLANDS Erasmus Mundus programme, introducing students to Island Studies and particular issues relating to the partners and associated partners of the ISLANDS consortium.  |
| B4 | [Weekly timetable](#_top) | See attached course programme (also available on Nestor) |
| B5 | [Attendance requirement](#_top) | Click here to enter text. |
| B6 | [Repeaters](#_top) | Repeat the whole course |
| B7 | [Suggested reading](#_top) | Click here to enter text. |
| B8 | [Course unit evaluation](#_top) | Click here to enter text. |
| B9 | [E-learning](#_top) |

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|  |  | Explanation (optional) |
|[ ]  Flipped classroom |   |
|[x]  Brightspace |   |
|[ ]  Digital assessment |   |
|[x]  GIS |   |
|[ ]  Virtual fieldwork |   |
|[ ]  Other, namely Click here to enter text. |

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| B10 | [Research-driven Education](#_top) |

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|  |  | Explanation (optional) |
|[x]  *Learning from research* | Click here to enter text. |
|[ ]  *Learning about doing research* | Click here to enter text. |
|[x]  *Learning to do research* | Click here to enter text. |
|[ ]  *Developing an investigative attitude* | Click here to enter text. |
|[x]  *Social communicative skills* | Click here to enter text. |
|[ ]  *Professional orientation* | Click here to enter text. |
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| B11 | [Academic integrity](#_top) | Click here to enter text. |
| B12 | [Employability](#_top) | The theoretical debates and frameworks covered in this course are of great relevance to spatial decision making in both the private and public sector.  |
| **ASSESSMENT** |
| B13 | [Link between learning outcomes and modes of assessment](#_top) | The course will be assessed through a group assignment, an individual assignment and a GIS story map relating to all learning outcomes. |
| B14 | [Examination pass mark](#_top) | 5.5 |
| B15 | [Aids in examinations](#_top) | Click here to enter text.N/A |
| B16 | [Assessment criteria for assignments](#_top) | Click here to enter text. |
| B17 | [Calculation of the final mark](#_top) | 30% group assignment; 50% individual assignment; 20% story map |
| B18 | [Times and deadlines](#_top) | To be confirmed |
| B19 | [Examples of tests](#_top) | There are no examples of tests available on Nestor as the assignments are new. |
| B20 | [Cheating](#_top) | In the event of cheating, the provisions of the OER apply. The Board of Examiners is always informed in cases of suspected cheating.Click here to enter text. |
| B21 | [Second examiner](#_top) | Dr Frans Sijtsma  |