# **COURSE OUTLINE**

### 1. GENERAL

SCHOOL	School of Applied Economics and Social Sciences				
ACADEMIC UNIT	Department of Agricultural Economics and Rural Development-MBA Food &				
	Agribusiness				
LEVEL OF STUDIES	Postgraduate Studies				
COURSE CODE	410009	SEMESTER 1 <sup>st</sup>			
COURSE TITLE	Applied Statistics for Managerial Decisions				
INDEPENDENT TEACHING ACTIVITIES 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			WEEKLY TEACHING HOU	JRS	CREDITS
			3		4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).					
COURSE TYPE general background, special background, specialised general knowledge, skills development	Scientific Area, Skills Development				
PREREQUISITE COURSES:					
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No				
COURSE WEBSITE (URL)	http://mba.aua.gr/en/category/education/courses/				

### 2. LEARNING OUTCOMES

#### Learning outcomes

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

- 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

The aim of the MSc course is to describe the most widespread methods of statistical data analysis in a simple way without unnecessary mathematical proofs and formulas, so that it is possible to understand the course by all students of different directions who will deal with the Management of Food Businesses. For this reason, particular emphasis has been placed on examples, exercises and case studies that are presented and analyzed in a suitably configured computer lab.

The aim of the course is for MSc students to acquire econometric analysis skills to answer questions posed by microeconomics and macroeconomics.

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

• Understand how the various statistical/econometric models depend on the nature of the dependent variable and the type of data and when it is appropriate to use each of the models

• Have knowledge regarding the basics of econometric analysis for microeconomic and macroeconomic data

• Is able to interpret the results and respond through analysis to essential questions posed by microeconomics and macroeconomics

Applications of these econometric methods are expected to:

• improve the MSc student's understanding of theoretical issues but also their judgment for solving problems in the agricultural economy and in particular in the management of food businesses.

• Assist the student to communicate information, results and solutions based on the application of appropriate econometric methods to both qualified and non-qualified audiences.

In addition, to gain valuable background knowledge in statistics/econometrics that will undoubtedly be needed by those who decide to continue with doctoral studies and research.

General Competences						
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?						
Search for, analysis and synthesis of data and information, w	vith the Project planning and mai	Project planning and management				
use of the necessary technology	Respect for difference and Respect for the natural of	d multiculturalism				
Decision-making	Showing social, professio	nal and ethical responsibility and sens	sitivity to gender			
Working independently	issues	, ,	y 0			
Team work Working in an international environment	Criticism and self-criticism Production of free creati	m we and inductive thinking				
Working in an interdisciplinary environment						
Production of new research ideas	Others					
• Search, analyze and synthesize data and in	formation					
Autonomous Work						
• Team work						
Decision making						
Exercise criticism and self-criticism						
Promotion of free, creative and inductive thinking						
3. SYLLABUS						
Descriptive statistics						
Point and confidence interval estimation						
Hypothesis testing						
Non-Parametric Analysis						
Simple regression						
Multiple regression						
<ul> <li>Violation of basic assumptions</li> </ul>						
<ul> <li>Pseudo-variables</li> </ul>						
4. TEACHING and LEARNING METHODS - EVALUATION						
<b>DELIVERY</b> Face-to-face, Distance learning, etc.	At class					
USE OF INFORMATION AND	• Learning process support through the e-class electronic platform					
COMMUNICATIONS TECHNOLOGY	Presentation of the lesson with Power-Point					
Use of ICT in teaching, laboratory education,						
communication with students	Activity	Somoston workload				
The manner and methods of teaching are described in	Lectures	26				
detail.	Computer practice	10				
Lectures, seminars, laboratory practice, fieldwork, study and analysis of hibliography tutorials placements clinical	Self-study	64				
practice, art workshop, interactive teaching, educational	ben bludy					
visits, project, essay writing, artistic creativity, etc.						
The student's study hours for each learning activity are		100				
given as well as the hours of non-directed study according to the principles of the ECTS	Course total	100				
<b>STUDENT PERFORMANCE EVALUATION</b> Description of the evaluation procedure	Final written exam (100%)					
Lanauage of evaluation, methods of evaluation summative						
or conclusive, multiple choice questionnaires, short-						
answer questions, open-ended questions, problem solving,						
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.						

## 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Gerald Keller, Statistics for Economics and Business Administration ed. EPIKENTRO, Georgios Halkos, , Statistics - Related academic journals:

### Journal of Econometrics