

Course Title	Management of Protected Areas				
Course Code	DLCLIMA510				
Course Type	Compulsory				
Level	MSc				
Year / Semester	1 st year/2 nd semester				
Teacher's Name	Dr Constantinos Kounnamas & Dr Malamati Papakosta				
ECTS	7.5	Lectures / week		Laboratories/week	
Course Purpose	<p>Environmental degradation due to the overuse of natural resources, which resulted in a dramatic decrease in biodiversity, necessitated the establishment of a network of protected areas. These areas have unique ecological characteristics, and their protection is not self-evident. Integrated management approaches are required, depending on the purpose of their establishment, as well as on the prevailing social conditions and the need for sustainable development of these areas. Protected areas should not be considered as isolated areas without any human intervention. Any efforts made in the past to manage them as isolated from human activities did not have positive results. Modern concepts of active protection require the presence and participation of local communities.</p> <p>In the context of this course, students will examine the purpose of establishing protected areas, focusing on their importance for nature protection, their contribution to climate change mitigation, and their role in human well-being. In addition, they will study the different categories of protected areas and the legal framework governing their designation and management. They will then examine the functioning of natural ecosystems to understand the complexity of biodiversity interactions and will explore best practices for managing these areas, including the use of innovative technologies. Additionally, they will discuss the future of protected areas in terms of the opportunities and challenges arising from the recent adoption of the new global, European, and national biodiversity conservation targets.</p> <p>Upon completion of the course, participants will have developed a deep understanding of the important role of protected areas in modern society and the role in biodiversity conservation.</p>				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recognize the main characteristics of protected areas at the global, European, and national levels. • Describe the historical background of the development and establishment of protected areas. • Define the importance of protected areas as a means of protecting biodiversity. • Describe how protected areas contribute to climate change mitigation. 				

	<ul style="list-style-type: none"> • Explain the ways in which protected areas contribute to human well-being. • Describe the different categories of protected areas, as officially recognized at the global level by the International Union for Conservation of Nature (IUCN). • Analyze the main differences between these categories in terms of natural resource protection and management practices. • Explain the process of designing and designating protected areas. • Identify the relevant legislative framework at the European and national levels. • Identify the main categories of anthropogenic pressures recorded in protected areas. • Analyze the potential factors that drive the various anthropogenic pressures within protected areas. • Explain how anthropogenic pressures affect biodiversity and natural resources within protected areas. • Document the most important parameters for evaluating protected areas. • Assess the effectiveness of protected areas for different wildlife species using research methods. • Describe the ecological model for managing a protected species. • Identify the pressures/threats to wildlife within a specific protected area. • Propose management measures to address threats/pressures to wildlife in protected areas. • Distinguish the main wildlife management measures in protected areas. • Describe successful management practices for protected areas. • Define the importance of active participation of local communities in the management of protected areas, giving examples from areas where this model is applied with positive results. • List a number of new technologies that can be used to manage protected areas, citing the benefits that accrue from them. 		
Prerequisites	None	Corequisites	None
Course Content	<p>In this course, students will examine the purpose of establishing protected areas, focusing on their importance for the protection of nature, their contribution to addressing climate change, and their role in human well-being. They will then study the different categories of protected areas and the legal framework governing their designation and management. They will examine the functioning of natural ecosystems and best practices for managing these areas. Finally, they will discuss the future of protected areas and the challenges posed by the new biodiversity targets for 2030.</p>		
Teaching Methodology	<p>The course is structured based on the principles of distance learning, good practices as well as the directions of the regulatory authority, and finally the</p>		

	<p>Pedagogical Framework developed and employed by our university. Also, through the design and development of the Distance Learning courses, interaction, communication and collaboration are implemented in 3 levels: 1) between instructor-students, 2) among students, and 3) between students-content. The course is entirely taught online through the Moodle LMS platform. Required and additional readings (e.g. books, articles, websites, newsletters, open educational resources, case studies) in combination with lecture notes are available for students to use via the LMS. Additionally, a variety of appropriate educational material is available to students via the LMS platform such as narrated presentations, annotated presentations, interactive presentations and videos, interactive, learning scenarios, gamification activities, use of avatars and digital twins, podcasting documents, online quizzes and midterms). Numerous new and emergent technologies are employed such as communication tools (e.g. videoconferencing, audio conferencing and text conferencing), collaboration tools (e.g. discussion forums, blogs and wikis) and content development tools.</p> <p>Students are encouraged to interact with their peers and the instructor via the platform and various technological tools, aiming to become active members of the online learning community developed within the course. Finally, the use of various technological tools, is expected by the students in order to develop their own learning community. More information in regards to Distance Learning at Frederick University, the Pedagogical Framework that is developed and applied, as well as the Digital Toolbox employed, can be found in the following website: About Distance Learning - Frederick University</p>
<p>Bibliography</p>	<ul style="list-style-type: none"> • Andevski, J., Tavares, J. (compilers) 2017. European Species Action Plan for the conservation of the Cinereous Vulture <i>Aegypius monachus</i> (2018-2028). European Commission Technical Report xxx-2018. • Bakaloudis, D., Vlachos, C., Chatzinikos, E., Bontzorlos, V. & Papakosta, M. (2009) Breeding habitat preferences of the turtledove (<i>Streptopelia turtur</i>) in the Dardia-Soufli National Park and its implications for management. <i>European Journal of Wildlife Research</i>, 55(6), 597-602. • Bishop, K. (2004). Speaking a common language: The uses and performance of the IUCN system of management categories for protected areas. IUCN. • Bonesi, L., & Palazon, S. (2007). The American mink in Europe: status, impacts, and control. <i>Biological conservation</i>, 134(4), 470-483. • Christopoulou, O., & Kesary, E. (2007). Evaluation of current policy about protected areas in Greece. <i>WIT Transactions on Ecology and the Environment</i>, 102. • Cumming, G.S., Rogers, A.A., Collins, T.G., Cuttler, M., Elrick-Barr, C.E., Gliottone, I., Kongwarakom, S., Lowe, R.J., Mendez Angarita, V., Navarro, M.L., Pauli, N., Wilson, S.K. (2025). Social-ecological contributions of protected areas to their surroundings, <i>One Earth</i>, Volume 8, Issue 12, 101462, ISSN 2590-3322, https://doi.org/10.1016/j.oneear.2025.101462

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Assessment	<ul style="list-style-type: none"> • Weekly Educational Activities (15 %) • Assignment 1(15 %) • Assignment 2 (20 %) • Final Exam (50 %)
Language	Greek / English