STUDY GUIDE

Master's Degree Program

"Educational Sciences:

Educator as reflective professional and modern educational environment

2025-2026

PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION

University of Ioannina

https://sed.ptde.uoi.gr

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Welcome by the Director of the master's program in Educational Sciences: Educator as reflective professional and modern educational environment

Dear students,

Welcome to the Postgraduate Program in Educational Sciences: Educator as Reflective Professional and Modern Educational Environment at the Department of Primary Education, University of Ioannina.

The establishment of the Master's program "Education Sciences: Educational Sciences: Educator as Reflective Professional and Modern Educational Environment " is a scientific and social necessity for many reasons. The Master's program is oriented to form educators and educator candidates with the necessary formal and substantive qualifications, who can effectively fulfill the goals of the demanding and complex educational systems of the present and the future, but also to make sense of the educational process in new terms and new ways. Among other objectives, this MASTER'S PROGRAM is intended to prepare new generations of researchers in education and educational sciences who will be able to contribute to the production of new scientific knowledge in the relevant fields and to ensure the interdependence of research and teaching.

The Master's Program is aimed at prospective and current educators of all levels who recognize the need to specialize with new scientific knowledge and skills—pedagogical, teaching, and research—that will enable them to not only become proficient in their formally defined educational and teaching work, but also to function as active agents who recognize and interpret change; with the ability to redefine their assumptions and with skills that go beyond the transmission of knowledge and extend to the creation of favorable learning environments that allow for the development of students' thinking, skills, and subjectivity; Finally, with skills to solve management problems and cover both the quantitative and qualitative dimensions of effectiveness.

The Master's Program, designed with strong research orientation and emphasis on practical training, aims to further promote scientific knowledge and holistically shape the identity of the educator, considering the country's development needs within the complex international context of the present and the future.

The main focus of the Master's Program is the specialization and preparation of educatsr so that they are able to deal with scientific competence and dynamic perception a) students with typical development, across the entire spectrum of their differences and characteristics, b) students with distinct cultural differences, which affect both their socialization and their learning process, and c) students with distinct learning and developmental problems, who require more specialized knowledge and skills from the educator.

Maria Liakopoulou

Associate Professor

Director of the Master's Program

Subject - Purpose – Description

The Master’s Program "Education Sciences: Educational Sciences: Educator as Reflective Professional and Modern Educational Environment" aims to train educators and prospective educators with the necessary formal and substantive qualifications who can effectively fulfill the demanding and complex educational systems of the present and the future and conceptualize the educational process in new terms and new ways. Among other objectives, this Master’s Program is intended to prepare new generations of researchers in education and educational sciences who will be able to contribute to the production of new scientific knowledge in the relevant fields and to ensure the interdependence of research and teaching.

The target group of the Master’s Program is prospective and current educators of all levels who recognize the need to specialize with new scientific knowledge and skills—pedagogical, teaching, and research—that will enable them not only to become proficient in their formally defined educational and teaching work, but also to function as active subjects who recognize and interpret changes; with the ability to redefine their assumptions and with abilities that go beyond the transmission of knowledge and extend to the creation of favorable learning environments that allow for the development of students' thinking, skills, and subjectivity; Finally, with skills to solve management problems and cover both the quantitative and qualitative dimensions of effectiveness.

This specific postgraduate program, with its strong research orientation and emphasis on practical training, aims to further promote scientific knowledge and holistically shape the identity of educators, considering the country's development needs within the complex international context of the present and the future.

The main focus of the program is the specialization and preparation of future educators so that they are able to deal with scientific competence and dynamic perception a) students with typical development, across the entire spectrum of their differences and particularities, b) students with distinct cultural differences, which affect both their socialization and their learning process, and c) students with distinct learning and developmental problems, who require more specialized knowledge and skills from the educator.

The Master’s Program "Education Sciences: Educational Sciences: Educator as Reflective Professional and Modern Educational Environment" aims to contribute to the renewal of the educational landscape by utilizing the contemporary scientific perspective on educators and educational work. The aim of the program is to offer graduates who can pursue a career in education:

a. scientific expertise in a wide range of educational sciences

b. research knowledge and skills, so that they can contribute to the production of new knowledge in their fields of specialization, and

c. professional knowledge, skills, and criteria, so that they can cope with the complex demands of modern educational work.

The proposed Master's Program was established to address the need to:

- provide high-level specialized knowledge in Educational Sciences, in line with the modern scientific, academic, and social context

- promote scientific research
- prepare teachers, trainers, and education executives to respond creatively to contemporary, demanding, and rapidly changing educational and social needs
- to develop interdisciplinarity and prepare graduates for doctoral studies in original topics.

At the same time, it responds to contemporary educational needs for the preparation of highly trained professional educators who can take on multiple roles and work autonomously in a constantly changing environment with numerous challenges.

Furthermore, this postgraduate program fills a gap in the pedagogical and didactic training of teachers working in secondary education.

In conclusion, this postgraduate program provides:

- High-level postgraduate studies
- A combination of academic knowledge and practical skills, theory, scientific methodology, and pedagogical and teaching applications
- Opportunities for postgraduate students and teachers to participate in research projects
- Opportunities for the development of both basic and applied research
- Opportunities for active involvement of postgraduate students in established Greek and international conferences and research activities
- The cognitive background for doctoral studies and research activity in the field of Education Sciences
- Training of scientists with the necessary skills and theoretical and empirical background for creative engagement and successful careers in the private and public sectors.

Characteristics of Master's Program

Classification of Master's Program*:* M.Ed.

Education Sector *ISCED-2013, UNESCO:* 0111-Education science

Level of Studies ISCED-2011, UNESCO: 7

Postgraduate Degree

The Master's Program awards a Master's Degree (M. Ed.) in "Educational Sciences"

Admission requirements

The Master's Program, on dates set by the Assembly, announces positions through an open process (call for expressions of interest) for the admission of graduates to the program. The

announcement is published in print and/or electronic media, as well as on the website of the Program and the Institution.

Eligibility Requirements

Holders of degrees from the university or former technological sector of Higher Education, or academically recognized titles from foreign higher education institutions, are accepted into the Master's Program. Foreign nationals must have sufficient knowledge of Greek, which is ensured in two ways: either by having studied in a Greek-speaking department in Greece or abroad, or by having a certificate of proficiency in Greek at least at level C1.

Candidates are required to submit the following to the Secretariat of the Postgraduate Program electronically: a curriculum vitae, copies of academic qualifications, a detailed certificate of undergraduate studies (listing all courses successfully completed and their grades), as well as foreign language certificates.

The verification of the academic equivalence of foreign degrees will be carried out in accordance with the applicable legislation.

Greek graduates must have a sufficient knowledge of a foreign language. Candidates are required to submit proof of knowledge of the respective language, at a level of at least B2, in order to verify this knowledge.

The courses of the Master's Program will be taught in Greek. Lectures may also be held in English.

The selection of candidates for admission to the Master's Program is as follows:

A. Submission of an application file, which includes the following:

1. Supporting documents (application form, photocopy of police ID card or passport, copy or copies of degrees, detailed transcript, certification of good knowledge of a foreign language).

2. Curriculum vitae

3. Statement of purpose and motivation for participating in the Master's Program

4. Affidavit by the candidate that they have read and accept the internal regulations of the program.

5. All candidates are required to submit a sworn statement regarding the accuracy and authenticity of the supporting documents they have submitted.

B. Interview and evaluation of the candidate's file:

The selection of admitted candidates is based on the evaluation of their application file according to the following criteria:

· Degree grade: 20%

· Master's degree: 6%

· Doctorate degree: 8%

· Performance in thesis, where applicable in the first cycle of studies: 5%

· Possession of a second degree in the first or second cycle of studies: 4%

Certified knowledge of ICT use: 2%

Publications in scientific journals or conference proceedings (peer-reviewed): 5%

Presentations at peer-reviewed scientific conferences: 5%

Research activity: 5%

Participation in the organization of innovative programs at school and/or in transnational exchange programs: 5%

Other writing related to educational topics (e.g., textbooks, educational material): 5%

Oral interview: 30%

Based on the overall criteria, the Coordinating Committee compiles the student evaluation table and submits it to the Assembly for approval. The final list of selected students is posted on the Program's website (https://sed.ptde.uoi.gr).

Successful applicants must register with the Secretariat of the Postgraduate Program within thirty (30) days of the Assembly's decision. In the event of a tie, all those with the same score are selected as supernumeraries at a rate not exceeding 10% of the admissions.

In case of non-enrollment of one or more students, the runners-up, if any, will be invited, based on their order in the approved evaluation list, to enroll in the Program.

The minimum number of admissions is set at twenty-five (25) and the maximum at eighty (80).

Language of instruction

The language of instruction and preparation of the thesis is Greek. English may also be used. In cases that justify the necessity of writing the thesis in another language with a documented recommendation of the supervisor, the Assembly of the Department decides on the matter.

Duration and monitoring

The duration for the award of the Postgraduate Diploma of Specialisation (P.D.S.) is set at four (4) academic semesters. During this period, students are required to complete the teaching practice and a Master's Thesis. The program mandates full-time attendance. The maximum allowable time for completing the studies is 2n semesters, subject to a student's request and approval by the Assembly of the Department of Primary Education at the University of Ioannina.

Extensions may be granted in exceptional cases (illness, pregnancy/maternity leave, military service, etc.)

The possibility of part-time study is available upon a justified request from the student and approval by the Assembly.

The duration of part-time study cannot exceed eight (8) academic semesters, and the maximum study duration applies in this case as well.

Students are required to declare the courses they will attend each semester online at https://classweb.uoi.gr/ . The declaration, which also constitutes a renewal of their registration, is made on dates determined by a decision of the Departmental Assembly

Each semester includes 13 (thirteen) weeks of teaching. Postgraduate students are required to attend all the activities of the Master's Program. Attendance of the programme's courses, active participation in workshops, research activities of the Master's Program, seminars, practical exercises, etc. is compulsory for the postgraduate students.

A postgraduate student who has attended a course for less than 80% of the scheduled teaching hours per semester is considered not to have successfully completed the course and is required to attend the course in the next semester.

The examination of each course may be oral, written, with assignments or in any other way that the lecturer will determine, unless otherwise decided by the Assembly of the Department.

The Departmental Assembly decides on issues of review of courses in due courses or deletion of courses after a proposal by the Director, who decides on the conditions of review and the reasons for deletion. Indicatively, conditions for review and reasons for deletion may be:

I. insufficient progress of the postgraduate student (documented by nonparticipation in the educational process: attendance, examinations),

II. failure to fulfil the obligations laid down by the relevant Regulation, I

II. the adoption and application of academically unethical practices, (including but not limited to plagiarism) and

IV. the application of the postgraduate student himself/herself.

The registration of admitted postgraduate students begins after an announcement by the Department's Secretariat, which specifies the duration of the registration and the required registration documents. Postgraduate students have all the rights, benefits and facilities provided for first cycle students, except for the right to free textbooks.

Postgraduate students with disabilities or special educational needs are provided with accommodations regarding the way of examination, access to the classrooms and laboratories.

The examinations are held at the end of each academic semester, with repeat examinations in September.

Each postgraduate student may be examined in each course a maximum of two times. If he/she is failed the second time, the student is referred to the Director. The Director, after examining the student's overall performance, recommends to the Department Assembly that the student be withdrawn from the Master's Program or that an additional examination be allowed, if there are exceptional reasons that justify the student's reduced performance or the student's repeating the course in the next semester.

Postgraduate students are required to participate in the examinations' supervision, as well as in the assessment of the courses of the Postgraduate Studies Programme, according to the

needs of the Department. Failure of postgraduate students to meet the above obligations will be subject to sanctions.

Postgraduate students may be assigned special auxiliary work (tutorial support, laboratory courses, etc.) following a decision of the Departmental Assembly

For each postgraduate student, the Assembly appoints one member of the faculty, from among those who have been assigned a postgraduate project, as an academic advisor. The academic advisor is responsible for monitoring the progress of the postgraduate student's studies (see the Academic Advisor's Regulations).

Teaching is done face-to-face, but the law 4957/2022 allows for distance learning. The provision of distance learning is intended to facilitate the needs of working students. Attendance is compulsory. Absence from more than 20% of the teaching hours means that the postgraduate student is excluded from the examinations for the course in question and must attend the course from the outset.

Curriculum

a. The courses are delivered through lectures/seminars, exercises and workshops, conducted both in-person and remotely (synchronous and asynchronous). They are divided into two categories: Compulsory Courses and Elective Courses.

b. There are three (3) teaching hours per course, whereas to obtain the Master's Degree, students must complete one hundred and twenty (120) ECTS in total. Throughout the studies, postgraduate students are required to attend and successfully complete coursework, engage in research activities, author scientific papers, and complete a Master's thesis.

c. Students must attend nine (9) courses: Seven (7) Compulsory (C) and two (2) Elective (E), as outlined in the indicative curriculum. Practical training and the completion of a Master's thesis are also compulsory.

Attendance in the program is **compulsory,** and students may not be absent for more than 20% of the lectures for each course. Only in fully justified cases, the Coordination Committee approve a higher number of absences. The responsibility for recording attendance lies with the program's administration, the instructors, or the student representatives.

For the successful completion of the Master's program, practical training is mandatory. The aim of this training is to expose students to professional environments, allowing them to reflect on their experiences and understand the connection between theory and practice. The practical training is conducted during the first and second year as part of specific courses. Its duration is 500 hours, with 300 hours carried out in educational institutions. It includes scientific, laboratory, and tutorial support from faculty members, along with professional supervision. It is governed by ethical and scientific standards, with students committed to confidentiality and the protection of sensitive personal data. The competent department of the Ministry of Education is informed about the students' practical training. Practical training in educational institutions corresponds to 30 ECTS credits (see the detailed information in the following table) and 300 hours.

Students, in collaboration with the Master's program faculty, engage in participatory observation, action research and educational interventions in the afore-mentioned

structures. They actively participate in course workshops and submit a portfolio containing: a) Case studies of the educational structures, b) systematic observations using structured and unstructured research tools, c) a final assignment based on the collected data and the reflective pedagogical comments on the interventions conducted. The master's program ensures the training of graduate students, preparing them in the design, organization, implementation, and evaluation of teaching methods and educational programs.

Indicative Curriculum

A SEMESTER				
Code	Course title	Teaching Hours	Course type	ECTS
MEAY101	The educator as a researcher and reflective professional	39 (3*13)	Compulsory	10
MEAY102	Epistemology & Research Methodology in Educational Sciences	39 (3*13)	Compulsory	10
	One elective	39 (3*13)	Elective	10
	Total			30
	B SEMESTER			
MEAY201	Critical and Alternative Approach to Teaching and Learning (with practical training)	39 (3*13)	Compulsory	10
MEAY202	Diversity, Inclusion, and the Creation of Inclusive Learning Environments	39 (3*13)	Compulsory	10
	One elective	39 (3*13)	Elective	10
	Total			30
	C SEMESTER			
MEAY301	Teaching Practice: Microteaching	39 (3*13)	Compulsory	10
MEAY302	Teaching practice: Teaching-education-research (in the field)	300 hours	Compulsory	20
	Total			30
	D SEMESTER			
MEAY401	Development of Research Skills - Preparation of the Master's Thesis	15 (3*5)	Compulsory	5
MEAY402	Master's Thesis		Compulsory	25
	Total			30

	Overall total			120

LIST OF ELECTIVE COURSES	
Course codes	Course titles
MEAE501	Statistics in Social Sciences
MEAE502	Development & management of change & innovations in education
MEAE503	Leadership & educational Effectiveness
MEAE504	Special Education - Inclusive Education
MEAE505	From learning assessment to assessment as learning
MEAE506	The Arts in education
MEAE507	Pedagogical approaches through Digital Technologies
MEAE508	Education for citizenship & sustainability
MEAE509	Teaching the Modern Greek Language
MEAE510	Teaching History
MEAE511	Teaching Mathematics
MEAE512	Teaching Natural Sciences

The courses in the above indicative Curriculum may be updated in accordance with the applicable legislation at any given time.

Short course description:

Compulsory courses (55 ECTS)

1. **Epistemology & Research Methodology in Educational Sciences (10 ECTS)**

The objective of the course is to provide students with an understanding of research methodology in the social sciences. The overarching objective of this course is to facilitate the comprehension of the following concepts by students:

a) the epistemological prerequisites of empirical research,

b) the fundamental concepts of research methodology,

c) the fundamental differences between quantitative and qualitative approaches,

d) the advantages and disadvantages of qualitative and quantitative research,

e) the stages of empirical research, and

f) the fundamental issues of reliability and validity. Participants will be equipped with the necessary skills to design and conduct empirical research from the planning stage to the final report stage, including the presentation and interpretation of data.

2. The educator as a researcher and reflective professional (10 ECTS)

The course, which incorporates lectures, exercises and short assignments, aims to establish a learning environment in which graduate students develop the ability to critically connect the course content with their personal experiences, their professional interests and their expectations as future or current educators on an individual and collective level. The specific areas to be examined are as follows: firstly, the concepts of professional learning and professional development of teachers as institutionalised processes of the education system and as areas of educational research; secondly, the concept of teachers' professional identity in relation to changing educational needs and educational policy directions at the national, European, and global levels; thirdly, the various 'logics' of lifelong learning; fourthly, new forms of professional activation of teachers within the school unit and the broader educational system; and fifthly, the concept of the teacher as a researcher. In order to provide evidence in support of the course objectives, student assessment will be conducted at two levels: firstly, continuous formative and secondly, final. These assessments will be based on a combination of small individual and group assignments.

3. Critical and Alternative Approach to Teaching and Learning (with practical training) (10 ECTS)

The primary objective of the course is to facilitate the development of a profound and discerning comprehension of pedagogy among postgraduate students, underpinned by the utilisation of unconventional, experiential, and participatory instructional methodologies and their applications. Postgraduate students are taught contemporary teaching approaches with a student-centred orientation, as well as approaching and analysing applications of teaching structural parameter analysis, within the framework of the course. Concurrently, the instructor employs relevant examples through the application of micro-exercises and the design of teaching scenarios. In this context, the microteaching technique is employed, utilising simulated teaching situations in which the participants are required to apply the teaching scenarios they have designed. The objective of this approach is to cultivate the personal profiles of postgraduate students, which are structured on the basis of the main theoretical principles and practical possibilities of teaching. This is done in order to achieve the most adequate and effective implementation of teaching possible.

4. Diversity, Inclusion, and the Creation of Inclusive Learning Environments (10 ECTS)

The primary objective of the course is the study of the factors that promote and hinder the adoption of policies and practices, the implementation of which would guarantee that all students are provided with the conditions to reach their full potential, irrespective of gender, ethnicity, socioeconomic status, and special learning needs. The programme places particular emphasis on the design of teaching and pedagogical interventions that promote a democratically organised, inclusive, culturally sensitive school environment. Furthermore, it seeks to promote substantive equality of educational opportunities in both formal and informal forms and structures of education. Concurrently, it facilitates the conceptualisation of linguistic activities that are designed to nurture the linguistic competencies of students

from diverse linguistic and cultural backgrounds, in addition to their life skills. These activities may include experiential, interactive, and group-based communication exercises, as well as diversified pedagogical approaches.

5. **Teaching Practice: Microteaching (10 ECTS)**

Educators are expected to teach many students at the same time, often with multiple objectives to fulfil, which can vary depending on the circumstances. Consequently, it is imperative for prospective teachers to acquire the capacity to systematically analyse their complex work and to introspectively evaluate their actions. Reflection is a fundamental prerequisite for comprehending the intricacies of the pedagogical process and selecting the most suitable teaching methods, strategies, tools, and so forth. These decisions are contingent upon the teaching objectives, the needs of the students, personal perceptions, and the broader context in which the pedagogical process unfolds. Reflection is also a means of understanding the 'self', recognizing the knowledge, values and perceptions that each teacher possesses, as well as a means of monitoring and promoting personal development. The primary objective of the program is to facilitate the engagement of postgraduate students with a range of teaching designs, and to encourage the implementation of these designs, both individually and collaboratively, within the context of a virtual classroom. It is through this process that graduate students will engage in discussion and negotiation of the aspects of the theories and approaches they will apply during their microteaching sessions. This will result in them beginning to critically redefine the relationship between theory and practice. The fundamental concepts of this course are twofold: firstly, the negotiation and feedback of microteaching sessions by the group of graduate students and secondly, the personal reflection of each postgraduate student, which follows the discussion-feedback within the group.

6. **Development of Research Skills - Preparation of the Master's Thesis (5 ECTS)**

The objective of the course is to prepare students with the skills necessary to write a scientific paper. The course encompasses topics such as formulating research objectives and goals, recording and documenting research questions, searching for, evaluating, and utilizing bibliographic sources, and applying the rules of ethics that must be followed in academic writing. The instructions provided offer a comprehensive framework for composing academic essays, including guidelines on writing style and the structure of the paper. The ultimate objective of the course is the successful completion of the master's thesis.

Elective (20 ECTS)

1. **Development & management of change & innovations in education (10 ECTS)**

The objective of the course is to facilitate the development of students' understanding and skills in management, school effectiveness, and strategic planning. Additionally, it aims to equip students with the capacity to apply relevant theories within the context of educational organizations. It is asserted that students will engage with a comprehensive curriculum, encompassing the following modules: an examination of the nature of change in modern organizations; an analysis of the necessity for change; an investigation of the factors influencing change; a detailed study of change planning; an exploration of the school as an organization and change; an examination of change at the level of the educational system; a focus on leadership and change; and a discussion of innovative programs in education and

international research. Concurrently, the program will encompass a comprehensive examination of the characteristics of effective schools and teachers, the establishment of a conducive climate for change, theoretical models of educational effectiveness, and the measurement of school effectiveness. Furthermore, research will be conducted into strategies to enhance school effectiveness.

2. Leadership & Educational Effectiveness (10 ECTS)

Upon completion of the course, students are expected to: I) be familiar with: a) Basic concepts related to school administration: administration, organization, leadership, management, effective school, educational effectiveness, b) The prerequisites, characteristics, and behaviors that distinguish a "leader" according to contemporary research and literature, c) The characteristics, prerequisites, and obstacles of transformational leadership in education, d) The characteristics, prerequisites, and obstacles of distributed leadership in education, e) Technical collective decision-making, f) Stages and procedures for planning educational work, g) Procedures and techniques for self-evaluation of educational work, h) Practices for promoting professional learning in the school unit, i) Practices of extroversion/cooperation between the school and the wider community, with an emphasis on school-family cooperation, j) What are the characteristics of an "effective" school and the factors, at the school level, that affect the effectiveness of the school ("Inputs," organization, administration, school leadership, teaching and learning opportunities, profile, motivation, student participation. II) They will acquire skills: a) Distinguishing between administration and leadership in educational practice, b) Recognizing the characteristics of a "leader" in real-life situations, c) Collective decision-making, d) Planning and implementing educational projects, e) Designing the process and tools for school self-evaluation, f) Designing professional development activities for teachers at the school level, g) Designing tools for recording needs, h) Designing and implementing research: formulating aims and objectives, designing research, constructing tools, collecting and analyzing research data.

3. Special Education - Inclusive Education (10 ECTS)

The aim of the course is for students to acquire basic knowledge about inclusive education, understand the importance of teacher training for the development of inclusive education, and become familiar with the use of inclusive education practices. Specific topics to be covered include the following: a) Developing inclusive education through informal learning environments, b) The pedagogy of providing equal opportunities, c) Forms of leadership and successful leaders who promote inclusive education, d) Training teachers in inclusive education, e) "Special" teachers as leaders in the development of inclusive education, f) From monocultural policy to the inclusive school.

4. From learning assessment to assessment as learning (10 ECTS)

Upon completion of the course, students are expected to: I) be familiar with: a) basic concepts related to the evaluation of educational work, e.g., evaluation, assessment, self-evaluation, performance, educational work, b) The functions, forms, techniques, and procedures of student assessment, c) The philosophy, usefulness, and policies related to student assessment. II) will acquire skills: a) Distinguishing and correctly using the various forms of assessment and self-assessment (e.g., distinguishing between formative and summative assessment, distinguishing between assessment and self-assessment), b) Recognizing the

main obstacles in assessment and self-assessment processes, c) Formulating student assessment criteria in a correct manner, d) Designing tools for student assessment, e) Assessing the current situation in Greece and formulating documented proposals. III) In terms of attitudes/perceptions, this course: a) Cultivates positive attitudes towards the usefulness and value of assessment and self-assessment and aims to remove existing prejudices and misconceptions, b) Aims to link evaluation with the quality and effectiveness of educational work, c) Promotes a positive attitude among prospective teachers towards reflection and self-evaluation.

5. The Arts in education (10 ECTS)

The overarching objective of the course is to enable students to:

a) comprehend the role of the arts in education, b) become acquainted with methods of integrating the arts into teaching processes, c) design creative activities that connect the arts with other subjects, d) develop lesson plans and teaching scenarios that integrate the arts into a cross-curricular and interdisciplinary context, e) utilize ICT in the activities they design, and f) familiarize themselves with the findings of recent research examining the integration of the arts into education.

6. Pedagogical approaches through Digital Technologies (10 ECTS)

The objective of the course is to design teaching in the context of modern learning environments. These environments are characterized, among other things, by constructive teaching approaches, collaborative and differentiated, interdisciplinary/multidisciplinary learning processes, with the functional and critical integration of Information and Communication Technologies (ICT) into the educational process. The objective of this program is twofold: firstly, to provide students with a comprehensive understanding of the application of novel and innovative methodological approaches; and secondly, to familiarize them with the use of artificial intelligence in education.

7. Education for citizenship & sustainability (10 ECTS)

Education for citizenship can be understood as a result and/or a process; it can take place through methodical and targeted procedures or arise as a result of informal interactions and learning experiences. It can take place in institutions for the socialization of young people (e.g., family, school), but also in informal socialization groups (e.g., social media). It can occur consciously or unconsciously, but in any case, it is a continuous and dynamic process. The role of the school is crucial in this process, as it is a place and a time in the socialization process of young people where we can have a deliberate and targeted influence. This course aims to highlight the ways in which the concept of citizenship is constructed and, in particular, will highlight the learning processes that serve as a field for the formation of experiences and the shaping of perceptions of the relationships between the self and society as a whole. It also focuses on the process of preparing active citizens at school and on a number of factors that would contribute to this direction, e.g. the teaching style adopted by the teacher, the interaction between teacher and student, the interaction between students, teaching styles and methods, classroom rules, the school climate and culture, school life, and educational activities.

8. Teaching the Modern Greek Language

Considering that language is the primary means of communication among humans, which evolves over time and varies synchronically depending on the communicative context, it is crucial to teach it methodically, through appropriate practices, and to transition from literacy to literacy. In particular, postgraduate students attending the course "Teaching Modern Greek Language" are expected to: a) be able to utilize scientific knowledge and contemporary teaching approaches to language in teaching practice b) utilize the text-centered method by designing, applying and evaluating relevant student-centered, experiential, and playful activities, c) use the multiliteracies model in the processing of various text types, creating relevant teaching activities d) have developed multilingual sensitivity, skills in managing linguistic heterogeneity and linking language to cultural, social, and cross-curricular issues. The ultimate goal of the course is to connect theory, practice, and research through laboratory exercises, the creation and testing of teaching materials, and action research.

9. Teaching History

The main objective of the course is to support teachers in meeting the challenges they face when teaching history by utilizing modern teaching approaches, so that students can perceive, understand, and effectively utilize the past, while developing research skills for approaching "history." Specifically, through the course "Teaching History," graduate students are expected to understand basic historical concepts and how the particularities of the science of history affect school history and its teaching, as well as adopt contemporary student-centered teaching approaches in the teaching of history, creating and implementing activities that will promote the approach to the history course through research. The ultimate goal of the course is to connect theory, practice, and research through laboratory exercises, the creation and testing of teaching materials, and action research.

10. Teaching Mathematics

The aim of the course is for students to effectively cope with teaching mathematics, utilizing modern theories and practices. Essentially, students are expected to develop skills in designing, implementing, and evaluating teaching interventions that focus on cultivating mathematical thinking and connecting mathematics to everyday life. In particular, the aim is to understand and utilize contemporary theories of mathematics teaching in everyday educational practice, with a particular emphasis on realistic mathematics and mathematical modeling. The ultimate goal of the course is to connect theory, practice, and research through laboratory exercises, the construction and testing of teaching materials, and action research.

11. Teaching Natural Sciences

The course "Teaching of Natural Sciences" aims to strengthen scientific thinking, develop problem-solving skills, and cultivate a critical approach through the adoption of contemporary teaching theories in Natural Sciences. At the same time, it aims to strengthen epistemological understanding by highlighting the nature of scientific knowledge and its application in teaching practice. Students are also expected to effectively utilize and manage alternative perceptions of students, as well as to invest in the interpretation of everyday experiences through science. Furthermore, through the course, they are expected to incorporate the use of innovative technologies and teaching tools into their teaching, design experiments, and develop strategies for assessing learning progress. Finally, the course promotes the interconnection of science with social and environmental issues, ensuring interdisciplinarity

and cultivating motivation for active engagement with the natural sciences. The ultimate goal of the course is to connect theory, practice, and research through laboratory exercises, the construction and testing of teaching materials, and action research.

Practical Training: Teaching, Education, Field Research (20 ECTS)

The practical training aims to give students the opportunity to test, check, evaluate, and redefine in practice a) their unspoken assumptions about various parameters of the teaching process (learning, teaching goals and objectives, teacher, student) and b) the knowledge they have acquired in previous courses on issues of a pedagogical, methodological, and didactic nature. It is an attempt to combine theory and practice in a reflective and research-oriented manner. The framework for organizing the internship is defined by the following axes:

A. Students will be trained in two ways, depending on whether they serve in primary or secondary education schools. Specifically: a. Students who do not work in education are assigned in pairs to a school chosen either by the postgraduate program or by themselves, based on the suitability and availability of teachers at the school to take on the role of mentor. During their presence, they observe 50 hours of teaching by the mentor teachers and discuss with them immediately after the observation (20 hours in total). All of the above are recorded in the observation log. In addition, the students write alternative teaching plans and alternative pedagogical practices and/or produce teaching and educational material for the teaching and pedagogical activities they observe. b. In the case of active teachers, they will carry out their practical training at the school where they work. In this environment, in addition to 5 lessons (which will be observed by a teacher from the same school using a special observation protocol), they will carry out action research, which will form the basis for their master's thesis. Specifically, active teachers, drawing on their experience and after observing their colleagues' lessons, will identify a problematic situation, which they will then attempt to improve by conducting educational research.

B. Students conduct five individual lessons in consultation with their mentors. They collaborate with their internship supervisors and mentors to organize and prepare their lessons. Group discussions will be held at regular intervals with the internship supervisors in order to negotiate the objectives and appropriateness of teaching practices. Particular importance will be given to how students learn to reflect.

C. Students compose and submit: a) an individual attendance log, b) essays describing and commenting on the mentors' teaching, c) alternative teaching scenarios and pedagogical actions and/or teaching/educational material, d) essays describing, commenting on, and reflecting on the five (5) lessons they have taught.

Postgraduate Thesis (30 ECTS)

The postgraduate thesis is individual, original, of a research nature and is written according to the writing guidelines and scientific requirements posted on the Master's Program website (https://sed.ptde.uoi.gr).

The Assembly shall approve the Master's Degree Program Study Guide prepared by the Coordinating Committee, which indicates the directions, course content, teaching hours, language of instruction, as well as the credits of each course and the Master's thesis for the award of the Master's Degree.

The examination in the individual courses is carried out by means of written or oral examinations, assignments or a combination of the above. The grading scale for the evaluation of the performance of postgraduate students is defined from zero (0) to ten (10), as follows: Excellent (8.5 to 10), Very Good (6.5 to 8.5 not including), Good (5 to 6.5 not including). The qualifying grade is five (5) and above.

If the graduate student(s) receives a grade below a base (5) on a final course assignment, the student may submit a new assignment exclusively once at the end of the semester in which the course is taught. The deadline for submission of coursework is March 30 for the fall semester and August 16 for the spring semester. No assignments handed in beyond the due dates will be accepted.

It is recommended that the final thesis should not exceed 30,000 words. Similarly, coursework is recommended not to exceed 10,000 words. The APA system (http://www.apastvle.org/learn/ quick-guide-on references.aspx.) is used for writing the papers (coursework and thesis). For the evaluation of papers, criteria such as the content of the paper, the use of bibliographical sources and research tools, the scientific presentation of the paper (terminology, arguments, bibliographical references) are considered.

The Assembly decides on matters concerning the revision of courses in due courses based on a proposal from the Board which decides on the conditions of revision. Re-examination is not allowed in order for the student to improve his/her marks in courses that have been successfully examined. If a student fails a course in the current examination period and in the September re-examination, he/she is considered to have failed once. In case of a second failure, the student will be withdrawn from the Master's Program. In case of a second failure in the last course in which the student completes his/her Master's Program obligations, the student will be given the opportunity to be re-examined by a Tripartite Examination Board, which will be appointed by decision of the Coordinating Committee. The lecturer of the examined course shall be excluded from the Committee.

The grade of the D.M.S. is calculated from the grades of the courses in the program and the grade of the thesis, to the second decimal place, as follows: The grade of each course and of the Master's thesis shall be multiplied by the corresponding number of credit points (ECTS) and the sum of the products shall be divided by the number of credit points required for the award of the Master's Program.

the degree of the D.M.S. = [sum of the products of the courses* + product of the postgraduate thesis**]/(total ECTS)

*grade of each course x corresponding ECTS of each course

**degree of postgraduate thesis x ECTS

The output is the degree of the D.M.S.

Learning outcomes

Upon completion of the Master's Program, graduates will:

1. be adequately informed about contemporary theoretical approaches to teaching and learning, gradually forming their personal scientific and professional identity,

2. be able to make sense of their knowledge in order to question their assumptions and modify their educational practices,

3. will operate in the educational context with a critical eye and research competence, so as to transcend the role of 'transmitter' of knowledge and programmes, and co-create the learning context as an actor with an innovative perspective,

6. have strong professional skills to be able to respond to demanding working environments

7. will be able to respond to the demands of changing educational realities in order to contribute actively to the prospect of educational upgrading of our country

8. will act as 'multipliers' contributing to the dissemination of new knowledge, specialised practices and modern perspectives in the wider field of education

Course outlines

In this section the detailed course outlines are presented per semester. The outline of each course defines the form, purpose, learning outcomes and content of the course and prescribes the way in which the teaching and learning process is implemented, as well as the way in which students are assessed. The course outline is the basis on which the course tutor develops his/her teaching style so that, irrespective of the tutor(s), the basic standards are met and the learning outcomes are achieved.

Course outlines

COMPULSORY COURSES

A’ SEMESTER

The educator as a researcher and reflective professional

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY101	SEMESTER	1st
COURSE TITLE	The educator as a researcher and reflective professional		

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 HOURS	CREDITS
	3	10
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	General background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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 course, which includes lectures and small assignments, aims to help postgraduate students:

a) Actively build their conceptual repertoire, enabling them to define educational issues related to the course theme with scientific accuracy and relevance in terms of time (educational change) and space (local, national, European, and global dimensions).

b) Recognize and critically examine epistemological approaches to teachers' professional development.

c) Develop the ability to critically connect their studies and personal experiences with their professional interests, skills, and aspirations, both as future and active educators, at individual and collective levels.

d) Practice forming individual and collaborative professional development strategies, exploring new forms of professional engagement in education. This includes investigating various fields of educational practice (school unit context and broader educational system), forming holistic strategies for understanding educational situations, making context-specific educational decisions, and developing professionally relevant activities tailored to each circumstance.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- (Educational) Project planning and management
- Independent and Team Work
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Production of new research ideas

(3) SYLLABUS

- "Professional Education, Learning, and Teacher Development" – "Educational Work-Teaching": The concepts in their distinction and correlation.

- The theory and practice of strategic research in the field of teaching as a pillar of teachers' professional learning: Epistemological examples, types of research, and forms of teacher involvement in the research process.
- The critical educator as a decision-maker in the field of educational problem-solving.
- New forms of professional engagement within the school unit and teacher professional development: The supervision of student internships in schools (mentoring) as an emerging professional activity.
- The relevance of teachers' professional development to the logic of lifelong learning – the theory of transformative learning.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended Learning and Teaching: Face-to-Face, Distance learning (Synchronous and Asynchronous)</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Teaching:
- Presentations
- Interaction with students individually and/or in work groups

Communication with students:
- Support for the learning process through the e-class online platform
- Communication with students via the e-class platform and email</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
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.
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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18 hours</td></tr><tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr><tr><td>Project/Assignments/Interactive activities</td><td>69 hours</td></tr><tr><td>Student presentations</td><td>30 hours</td></tr><tr><td>Final essay writing</td><td>30 hours</td></tr><tr><td>Final exams</td><td>3</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or</td><td>Weekly mandatory interactive activities: 30% Written assignment: 40%
Final exam: 30%</td></tr>
</table>

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.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Frydaki, E. & Mamoura, M. (2014). "Mentoring as a means for transforming mentor-teachers' practical knowledge: A case study from Greece". International Education Research 2 (1): 01-16.

Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective practice*, 1: 3, 293-307.

Λιακοπούλου, Μ. (2014). Η σχολική μονάδα ως εστία επαγγελματικής μάθησης των εκπαιδευτικών. *Στο Υποστηρίζοντας την επαγγελματική ανάπτυξη των εκπαιδευτικών*, 36-60.

Liakopoulou, M. (2012). The role of field experience in the preparation of reflective teachers. Australian Journal of Teacher Education (Online), 37(6), 42-54.

Λιακοπούλου Μ. (2024). Pedagogical competence of secondary teachers': Views of teacher educators. Education Sciences, 2024(2), 55–78. https://doi.org/10.26248/edusci.v2024i2.1820

Μαμούρα,Μ. (2023). Προετοιμάζοντας τον αναστοχαστικό εκπαιδευτικό. Αθήνα: Κριτική.

Μαμούρα, Μ. & Φρυδάκη, Ε. (2011). "Η δημιουργία ως μετασχηματισμός: Προάγοντας τη μετασχηματιστική μάθηση εκπαιδευτικών και μαθητών. Παραδείγματα από το μάθημα της Ιστορίας". *Παιδαγωγικός Λόγος, τομ. ΙΣΤ΄, 2*: 21-45.

Μαμούρα, Μ. (2013). «Η Πρακτική Άσκηση και η ανάπτυξη της επαγγελματικής ταυτότητας των εκπαιδευτικών: μια πρώτη παρουσίαση των ερευνητικών αποτελεσμάτων της εφαρμογής του νέου προγράμματος στο Τμήμα ΦΠΨ». Αθήνα: ΠΜΣ «Θεωρία, Πράξη και Αξιολόγηση του Εκπαιδευτικού Έργου», Επιστημονική Σειρά: *Εκπαιδευτική Έρευνα και Διδασκαλία*, τ.1, ISBN 978-960-88298-6-2.

Mamoura, M. (2016). Postgraduate Greek Student-Teachers' Beliefs about History Teaching, Before and After Their Practicum: An Opportunity for Their Professional Development. *The*

International Journal of Learning in Higher Education, 23, 3, 37-50. DOI: https://doi.org/10.18848/2327-7955/CGP/v23i03/37-50

Μηλίγκου, Ε. (2016). «Εκπαιδευτική έρευνα, επαγγελματική εκπαίδευση και επαγγελματική ανάπτυξη των εκπαιδευτικών: Βασικές συντεταγμένες» στο Ε. Φρυδάκη, Μ. Μαμούρα (επιμ.), *Οι εκπαιδευτικοί διδάσκουν και ερευνούν: Το παράδειγμα των αποφοίτων του ΠΜΣ: «Θεωρία, Πράξη και Αξιολόγηση του Εκπαιδευτικού Έργου» και των μεντόρων της Πρακτικής Άσκησης του Τμήματος ΦΠΨ, σ.21-29.* Αθήνα: ΕΚΠΑ.

Φρυδάκη, Ε. (2015). Η Επαγγελματική ταυτότητα του Εκπαιδευτικού και το μέλλον της Διδασκαλίας. Αθήνα: Εκδόσεις Κριτική.

Φρυδάκη, Ε. (2017). «Η επαγγελματική ανάπτυξη του εκπαιδευτικού. Κυρίαρχοι λόγοι και λύσεις με νόημα», στο Αικ. Κασιμάτη και Θεοδώρα Παπαγεωργίου *Επαγγελματική Εξέλιξη και Ανάπτυξη του Τεχνολόγου Εκπαιδευτικού*, Πρακτικά του 3ου Επιστημονικού Συνεδρίου Συλλόγου ΕΠ της ΑΣΠΑΙΤΕ (σσ.29-33). Αθήνα: Εκδοτικός Όμιλος Ίων.

Zanting, A., Verloop, N., &Vermunt, J. D. (2003). How do student teachers elicit their mentor teachers' practical knowledge?. *Teachers and Teaching*, *9*(3), 197-211.

Zeichner, K., & Liston, D. (1996). *Reflective teaching: An introduction*. Englewood Cliffs, NJ: Lawrence Erlbaum.

- Related academic journals:

- Teaching and Teacher Education
  https://www.journals.elsevier.com/teaching-and-teacher-education
- Teachers and Teaching. Theory and practice
  https://www.tandfonline.com/toc/ctat20/current
  - Reflective Practice

https://www.tandfonline.com/toc/crep20/current

Epistemology & Research Methodology in Educational Sciences

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY102	SEMESTER	1st
COURSE TITLE	Epistemology & Research Methodology in Educational Sciences		

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 HOURS	CREDITS
	3	10
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	background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon successful completion of the course, students are expected to:

1. Understand the process by which theoretical hypotheses in research lead to the formulation of statistical hypotheses.
2. Comprehend epistemological issues in Educational Sciences research.
3. Formulate testable research hypotheses.
4. Select the appropriate method for collecting, analyzing, and interpreting empirical data in educational research to test their hypotheses.
5. Understand how epistemological assumptions influence educational research.
6. Be familiar with the basic methods of data collection and analysis in educational research.
7. Critically review relevant literature.
8. Design a comprehensive research process.
9. Write scientific papers according to international standards.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Production of new research ideas
- Application of knowledge in practice

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Production of free, creative and inductive thinking
- Criticism and self-criticism
- Working independently
- Academic writing

(3) SYLLABUS

The course "Epistemology and Methodology in the Sciences of Education" addresses research methodology in the educational sciences and the epistemological premises that guide the research methods applied to human systems. Specifically, it will examine contemporary debates about research methodology, with an emphasis on theory of knowledge and its critical evaluation. At the same time, through a detailed description of the research process, the course aims to familiarize students with the methodology of educational research—its basic principles, stages, characteristics—and with methods of data collection and analysis, placing special emphasis on issues of research ethics. Finally, through active engagement, it fosters a critical approach to and reading of published scholarly works and acquaints students with the fundamental principles of academic writing.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended Learning and Teaching: Face-to-Face, Distance learning (Synchronous and Asynchronous)</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in Teaching and Communication with the students
Digital slides
Videos
MS Teams, Zoom, e-class, Webmail</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18 hours</td></tr><tr><td>Seminars</td><td>20 hours</td></tr><tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr><tr><td>Essay writing</td><td>58 hours</td></tr><tr><td>Student presentations</td><td>32 hours</td></tr><tr><td>Final assessment</td><td>22</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>For the assessment of students, the following are taken into account:
their participation throughout the course
the portfolio of assignments that have been submitted
the presentations of the assignments that have been assigned to them
their performance on the final assignment (study, development, presentation, defense)
Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final examination: 30%</td></tr>
</table>

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:

Creswell, J. W., & Creswell, J. D. (2019). *Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και ποιοτικής έρευνας* (2η έκδ., μτφρ. Ν. Κουβαράκου). Αθήνα: Προπομπός.

Γκέβρου Μ. & Σταμοβλάσης Δ. (2024). *Επιστημολογικά Ζητήματα των Κοινωνικών Επιστημών.* Θεσσαλονίκη: Ζυγός.

Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική μεθοδολογία έρευνας: Εφαρμογές στην ψυχολογία και στην εκπαίδευση*. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: http://hdl.handle.net/11419/5826

Σταμοβλάσης Δ. & Βαϊοπούλου Γ. (2021). Μεθοδολογία έρευνας στις κοινωνικές επιστήμες: Επιστημολογία, σχεδιασμός, συλλογή και ανάλυση ποσοτικών και ποιοτικών δεδομένων. Θεσσαλονίκη: Ζυγός.

- Related academic journals:

- Educational Research Review
- Educational Researcher (ER)
- Educational Research
- Educational Evaluation and Policy Analysis (EEPA)

B΄SEMESTER

Critical and Alternative Approach to Teaching and Learning (with practical training)

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY201	SEMESTER	2nd
COURSE TITLE	Critical and Alternative Approach to Teaching and Learning (with practical training)		

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 HOURS	CREDITS
	3	10
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	Specialised course and development of teaching skills
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	Asynchronous e-learning platform (e-course)

(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 main objective of the course is for postgraduate students to deepen their understanding of teaching through a critical and exploratory approach, utilizing alternative, experiential, and participatory teaching methods and applications.

The course is linked to practical training and has a laboratory-based structure.

The instructor engages postgraduate students in relevant examples through micro-exercises and lesson plan design. This approach aims to develop the personal teaching profile of postgraduate students, which is built upon key theoretical principles and applied teaching methodologies, enabling them to implement lessons as effectively and efficiently as possible.

Upon successful completion of the course, postgraduate students are expected to be able to:

- Identify the structural elements of a lesson through a critical and exploratory approach.
- Critically assess learning theories, teaching theories, methods, and techniques, enabling them to distinguish and select the appropriate teaching method or technique for the learning process.
- Understand and apply group-centered teaching, differentiated instruction, and the project-based teaching method.
- Analyze and interpret the conditions for implementing modern teaching approaches (group-centered teaching, project-based method, differentiated instruction) that lead to reframed and student-centered pedagogical proposals.
- Understand and apply alternative teaching techniques through experiential applications.
- Organize an appropriate learning environment in mixed-ability classrooms, utilizing suitable teaching tools to achieve the desired learning outcomes.
- Design and implement lesson plans using student-centered teaching approaches.
- Reflect in various ways on their pedagogical and teaching profile.

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, with the use of the necessary technology	Project planning and management
	Respect for difference and multiculturalism
Adapting to new situations	Respect for the natural environment

Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking …… Others… …….

Upon successful completion of the course, postgraduate students will acquire the following skills:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Independent Work
- Criticism and self-criticism
- Decision-making
- Production of free, creative and inductive thinking
- Production of new research ideas
- Respect for difference and multiculturalism

(3) SYLLABUS

The course content is divided as follows:

1. New Trends in Teaching Methodology

2. Concepts of "Alternative Approaches," "Teaching Variety," and "Teaching Flexibility" in Educational Practice

3. Reflective and Critical Teaching

4. Lesson Organization and Planning / Applications and Structural Parameters of Teaching

5. Group-Centered Teaching

6. Experiential Learning and Teaching

7. Project-Based Teaching Method

8. Participatory and Alternative Teaching Techniques: Brainstorming, Role-Playing, Concept Mapping, De Bono's Six Thinking Hats, etc.

9. Utilization of Teaching Tools in Educational Practice: Images, Models, Constructions, Audiovisual/Digital Media, Worksheets, etc.

10. Differentiated Instruction in Mixed-Ability Classrooms as an Alternative Teaching Approach – Integration of Project-Based Method and Differentiated Instruction

11.Structure and Design of Lesson Scenarios Using Alternative Teaching Approaches

12. Implementation of Lesson Scenarios

13. Summary of Key Findings

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr>
<td>DELIVERY
Face-to-face, Distance learning, etc.</td>
<td>The main teaching and learning methods include:
Face-to-face instruction
Enriched lecture
Dialogical discussion in plenary sessions and workgroups
Laboratory exercises
Additionally, specific teaching and learning techniques are utilized, such as:
Brainstorming, concept mapping, role-playing, simulations, etc.
Micro-exercises on relevant examples (small-scale activities in groups during the course)
To achieve the expected learning outcomes, the course considers both the characteristics, interests, and educational needs of postgraduate students, as well as the principles of adult learning.</td>
</tr>
<tr>
<td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td>
<td>ICT is used for presenting course material. Specifically, lectures incorporate the internet, PowerPoint presentations, multimedia and digital resources such as films, videos, audio recordings, podcasts, and interactive simulations.
ICT is also used for communication with all postgraduate students in the course. This includes announcements related to the course, uploading notes on the asynchronous e-learning platform, and communication via email.</td>
</tr>
<tr>
<td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.</td>
<td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>18</td></tr>
<tr><td>Study & analysis of bibliography</td><td>100</td></tr>
<tr><td>Laboratory activities</td><td>69</td></tr>
<tr><td>Preparation and writing of teaching scenarios</td><td>60</td></tr>
<tr><td>Presentations of teaching scenarios / Exams</td><td>3</td></tr>
<tr><td>Course total</td><td>250</td></tr>
</table>
</td>
</tr>
</table>

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	
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.	Presentation of a laboratory project in the form of a teaching scenario. Specifically, the evaluation of postgraduate students is divided as follows: I) Evaluation of teaching scenarios. The teaching scenarios submitted by students, with the necessary bibliographic documentation, are assessed based on predefined criteria. II) Evaluation of the presentation and implementation of teaching scenarios Deliverables: The teaching scenario and its presentation in ppt format. Weekly mandatory interactive activities: 30% Written assignment: 40% Final examination: 30%

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Books

Καλδή, Σ. & Κόνσολας, Μ. (2016). Διδακτική μέθοδος project και διαθεματικότητα: Θεωρία, έρευνα και πράξη. Αθήνα: Εκδόσεις Γρηγόρη.

Κουτρούμπα, Κ. (2021). Εκπαιδευτικό έργο, σχολική μάθηση και διδακτική αποτελεσματικότητα. Αθήνα: Διάδραση.

Φύκαρης, Ι. (2016). *Όρια και δυνατότητες της σύγχρονης διδασκαλίας*. Θεσσαλονίκη: Εκδόσεις Κυριακίδη.

Δημητριάδου, Κ. (2016). Νέοι προσανατολισμοί της Διδακτικής. Προσαρμογή της διδασκαλίας στις εκπαιδευτικές προκλήσεις του 21ου αιώνα. Αθήνα: Gutenberg.

Ματσαγγούρας, Η. (2019). *Θεωρία και πράξη της διδασκαλίας*. Αθήνα: Gutenberg

In English

Bremner, N. (2021). The multiple meanings of 'student-centred' or 'learner-centred' education, and the case for a more flexible approach to defining it. *Comparative Education*, *57* (2), 159-186. https://doi.org/10.1080/03050068.2020.1805863

Kaldi, S., Govaris, C., & Filippatou, D. (2017). Teachers' views about pupil diversity in the primary school classroom. *Compare: A Journal of Comparative and International Education*, 48 (1), 2-20. https://doi.org/10.1080/03057925.2017.1281101

Ligozat, F., Klette, K., & Almqvist, J. (2023). Didactics in a Changing World – Introduction. In F. Ligozat, K., Klette, & J. Almqvist (Eds.), *Didactics in a Changing World. Transdisciplinary Perspectives in Educational Research*, vol 6. Springer Cham. https://doi.org/10.1007/978-3-031-20810-2_1

Linsenmeyer, M. (2021). Brief Activities: Questioning, Brainstorming, Think-Pair-Share, Jigsaw, and Clinical Case Discussions. In: Fornari, A., Poznanski, A. (Eds), *How-to Guide for Active Learning. IAMSE Manuals*. Springer, Cham. https://doi.org/10.1007/978-3-030-62916-8_5

Lombardi, L., Thomas, V., Rodeyns, J., Mednick, F. J., De Backer, F. & Lombaerts, K. (2021). Primary school teachers' experiences of teaching strategies that promote pupils' critical thinking. *Educational Studies*, Doi: 10.1080/03055698.2021.1990017

Taylor, J. L. (2018). *Independent learning*. London: Bloomsbury Education

In Greek

Βούλγαρη, Ρ., Κουτρούμπα, Κ., Καλδή, Σ. & Τσώλη, Κ. (2024). Ο εκπαιδευτικός αναστοχασμός και η τεχνική των κρίσιμων περιστατικών. *Επιστήμες Αγωγής*, 1/2024, 25 – 47.

Καλδή, Σ. (2010). Στρατηγική ομαδοκεντρικής διδασκαλίας: βασικές αρχές και χαρακτηριστικά. Στο Μ. Ζουμπουλάκης (Επιμ.), *Επιστημονικά ανάλεκτα: επετειακός τόμος για τα 20 χρόνια του Πανεπιστημίου Θεσσαλίας* (σσ. 69-86). Βόλος: Πανεπιστημιακές Εκδόσεις Θεσσαλίας

Καλδή, Σ. (2017). Η σύνθετη διδασκαλία και η αξιοποίηση των ΤΠΕ στην πρωτοβάθμια εκπαίδευση. Στο Α. Σοφός, Ε. Αυγερινός, Π. Καραμούζης, Λ. Χριστοδουλίδου & Μ. Δάρρα

(επιμ.) *Εκπαίδευση με χρήση Νέων Τεχνολογιών: Παιδαγωγική Αξιοποίηση Ψηφιακών Μέσων στην Εκπαιδευτική Διαδικασία* (σσ. 219-236). Γρηγόρης

Παπαδημητρίου Σ., & Σοφός Α. (2022). Κριτική Ανάλυση των Οπτικοακουστικών Μέσων: Μεθοδολογίες και Καλές Πρακτικές. *Παιδαγωγικά ρεύματα στο Αιγαίο*, *12*(1), 92–115.

Τζίκα, Β. & Καλδή, Στ. (2016). Εφαρμογή της διαφοροποιημένης διδασκαλίας στο πλαίσιο της διδακτικής μεθόδου project. Στο Κ. Δ. Μαλαφάντης, Β. Παπαδοπούλου, Σ. Αυγητίδου, Γ. Ιορδανίδης, Ι. Μπέτσας (Επιμ.), *Πρακτικά 9ου Πανελληνίου Συνεδρίου Ελληνικής Παιδαγωγικής και Εκπαιδευτικής Έρευνας* (σσ.1296 – 1290, τ. Β), Αθήνα: Εκδόσεις Διάδραση.

- Related academic journals:

Teachers and Teaching

Teaching and Teacher Education

Journal of Education for Teaching

Educational Research Review

Teaching Education

Educational Studies

Diversity, Inclusion, and the Creation of Inclusive Learning Environments

(1) ΓΕΝΙΚΑ

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY202	SEMESTER	2nd
COURSE TITLE	Diversity, Inclusion, and the Creation of Inclusive Learning Environments		

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 HOURS	CREDITS
	3	10
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	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, postgraduate students are expected to:

1. Acquire fundamental knowledge related to inclusive education.
2. Understand the importance of teacher training for the development of inclusive education.
3. Familiarize themselves with the application of inclusive education practices.

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

The course aims at:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Independent Work
- Working in an interdisciplinary environment and production of new research ideas

(3) SYLLABUS

Development of inclusive education through informal learning environments

The pedagogy of providing equal opportunities

Leadership models and successful leaders who promote inclusive education

Teacher training in inclusive education

"Specialist" educators as leaders in the development of inclusive education

From monocultural policy to the inclusive school

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>The Moodle asynchronous e-learning system is used for sharing notes and communicating with students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39 hours</td></tr>
<tr><td>Literature review, article study, and assignment writing</td><td>178 hours</td></tr>
<tr><td>Presentation of assignments</td><td>30</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Course total</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final examination: 30%</td></tr>
</table>

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:

Αράβη, Χ & Αγγελίδης, Π. (2009). Η ανάπτυξη πρακτικών συμπεριληπτικής εκπαίδευσης ως συνέπεια της διαδικασίας ένταξης των κωφών/βαρήκοων μαθητών. Στο: Π. Αγγελίδης (επιμ.) Συμπεριληπτική εκπαίδευση και βελτίωση σχολείων: Σχέση αμφίδρομη. Αθήνα: Ατραπός.

Ferguson, D. L. (2008). International trends in inclusive education: The continuing challenge to each other. European Journal of Special Needs Education, 23(2), 109-120

Μαυροειδής, Γ. (2004). Η εκπαίδευση για όλους: Μύθος ή πραγματικότητα; Στο: Π. Αγγελίδης & Γ. Μαυροειδής (επιμ.) Εκπαιδευτικές καινοτομίες για το σχολείο του μέλλοντος. Αθήνα: Τυπωθήτω-Γιώργος Δάρδανος

Σούλης, Σ.Γ. (2002). Παιδαγωγική της ένταξης. Από το «Σχολείου του Διαφωτισμού» σε ένα «Σχολείου για Όλους». Αθήνα: Τυπωθήτω

- Related academic journals:

American International Journal of Social Science

Behinderten Pädagogik

British Journal of Education, Society & Behavioral Science

Creative Education

Disability & Society

Disability and Health Journal

Education

European Journal of Intellectual Disability

Hellenic Journal of Physical Education & Sport Science

International Journal for Mathematics in Education

International Journal of Disability, Development and Education

International Journal of Inclusive Education

International Journal of Innovation and Research in Educational Sciences

International Journal of Special Education

Journal of Autism and Developmental Disorders

Journal of Education & Social Policy

Journal of Education and Practice

Journal of International Special Needs Education

Journal of Research & Method in Education

Open Science Journal of Education

Psychology

Schweizerische Zeitschrift für Heilpädagogik

Support for Learning

The International Journal of Diversity in Education

The International Journal of Early Childhood Learning

The International Journal of Social Sciences and Humanities Invention

Themes in Science & Technology Education

Ψυχολογία

C’ SEMESTER

Teaching Practice: Microteaching

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY301	SEMESTER	3rd
COURSE TITLE	Teaching Practice: Microteaching		

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 HOURS	CREDITS
Lectures, Exercises - Applications	3	10
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	Specialised general knowledge, Skills development
PREREQUISITE COURSES:	Critical and Alternative Approach to Teaching and Learning (MEAY201)
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, students are expected to:

a) Knowledge acquisition:

- The fundamental stages of the teaching process
- Teaching methods, formats, and techniques
- Teaching tools
- Question formulation techniques
- Assessment methods and techniques

b) Skill development:

- Introduction to the lesson
- Explanation techniques
- Question formulation and usage
- Demonstration skills
- Lesson closure strategies
- Student engagement techniques
- Effective use of the board and modern teaching tools

c) Attitudes and perceptions: The course aims to cultivate:

- Reflective thinking among prospective educators regarding their teaching competence
- Self-confidence in applying and utilizing specific teaching methods, techniques, and tools in practice
- Critical thinking and self-evaluation skills, along with the ability to accept and incorporate constructive feedback

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
	Criticism and self-criticism

Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Production of free, creative and inductive thinking …… Others… …….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Project planning and management of (educational) work
- Independent and Team Work
- Working in an interdisciplinary environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

- Presentation of key terms and different orientations regarding the concept and educational function of teaching
- Conceptual approach to teaching: the definition of teaching, the individuals involved, and its relationship with learning
- Academic, technical, and student-centered perspectives on instructional design and teaching
- Instructional design and teaching in their cognitive, technical, communicative, social, cultural, and political dimensions
- Instructional design and teaching as a function of the educator's assumptions about their role
- From theory to experimental applications

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Support of the learning process via the e-class electronic platform.

Communication with the students via the e-class electronic platform.</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18 hours</td></tr><tr><td>Study & analysis of bibliography</td><td>80 hours</td></tr><tr><td>Assignments</td><td>49 hours</td></tr><tr><td>Microteaching</td><td>100 hours</td></tr><tr><td>Exams</td><td>3 hours</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final examination: 30%</td></tr>
</table>

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:

Αυγητίδου, Σ., Μ. Τζεκάκη & Β. Τσάφος (2016). Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται. Προτάσεις υποστήριξης της Πρακτικής τους Άσκησης. Gutenberg.

Ayşegül Z. G. (2013). Am I planning well? Teacher trainees' voices on lesson planning. *Procedia - Social and Behavioral Sciences 93*: 1409 – 1413.

Δημητριάδου, Κ. (2016). Νέοι προσανατολισμοί της διδακτικής. Προσαρμογή της διδασκαλίας στις εκπαιδευτικές προκλήσεις τους 21ου αιώνα. Αθήνα: Gutenberg

Jarvis, P. (2006). The Theory and Practice of Teaching. NY: Routledge.

Μαυροσκούφης, Δ. (2008). Διδακτική Μεθοδολογία και ανάπτυξη της κριτικής σκέψης. Θεσσαλονίκη: Κυριακίδης.

Ματσαγγούρας, Η. (2011). Θεωρία και πράξη της διδασκαλίας. Αθήνα: Gutenberg

Φρυδάκη, Ε (2009). Η Διδασκαλία στην τομή της νεωτερικής και της μετανεωτερικής σκέψης. Αθήνα: Εκδόσεις Κριτική.

Κουλουμπαρίτση, Α.Χ. (2011). *Αναλυτικό Πρόγραμμα και Διδακτικός Σχεδιασμός*. Αθήνα: Γρηγόρης.

Liakopoulou, M. (2011). The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness. International Journal of Humanities and Social Science, 1(21), 66-78.

Marino, M.P. & Crocco, M. S. (2019). The pre-service practicum experience and inquiry-oriented pedagogy: Evidence from student teachers' lesson planning. The Journal of Social Studies Research (in press) https://doi.org/10.1016/j.jssr.2019.02.001

Σαλβαρά, Μ. & Σαλβαράς Γ. (2013). *Διδακτικός Σχεδιασμός*. Αθήνα: Διάδραση.

Teaching practice: Teaching-education-research (in the field)

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY302	SEMESTER	3rd
COURSE TITLE	Teaching practice: Teaching-education-research (in the field)		

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 HOURS	CREDITS
		20
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	Skills development
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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 teaching practice aims to provide students with the opportunity to experiment, assess, evaluate, and redefine in practice: a) Their implicit assumptions regarding various parameters of the teaching process (learning, teaching objectives, educator, student). b) The knowledge acquired in previous courses on pedagogical, methodological, and instructional aspects**.** It represents an attempt to bridge theory and practice with a reflective and research-oriented approach.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS

A. Students will undergo training in two ways, depending on whether they are currently teaching in primary or secondary education. More specifically: a. students who do not currently working in education will be assigned in pairs to a school unit selected either by the Master’s Program (PMS) or by themselves, based on suitability and availability of educators willing to act as mentors. They will observe 50 hours of teaching sessions conducted by mentor teachers and engage in discussions immediately after each observation (20 hours total). Observations will be documented in a tracking journal. Students will develop alternative teaching plans, pedagogical strategies, and educational materials based on their observations. b. For active educators: They will conduct their internship at the school where they currently work. They will carry out five teaching sessions, observed using a special observation protocol by a fellow educator. They will conduct action research, which will serve as the foundation for their master’s thesis. Through peer observation, they will identify a problematic teaching situation and attempt to improve it through educational research and intervention.

B. Students will conduct five individual teaching sessions in coordination with their mentors. They will collaborate with internship supervisors and mentors for lesson planning and preparation. Regular group discussions with internship supervisors will be held to evaluate teaching objectives and practices. Special emphasis will be placed on developing students' reflective thinking skills.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Field teaching practice (in primary and secondary education schools)

Remote meetings with internship supervisors</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>The e-learning platform will be utilized for student meetings, material uploads, and a forum for exchanging opinions, experiences, and information—both among students and between students and supervisors.</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Field observation (observation of teaching practices, writing reflective daily summaries/journals, Writing essays describing and commenting on mentor-led lessons)</td><td>150 hours</td></tr>
<tr><td>Autonomous teaching (lesson plan preparation, commentary and reflection on the five (5) teaching sessions conducted)</td><td>100 hours</td></tr>
<tr><td>Writing alternative teaching scenarios and pedagogical activities and/or developing instructional/educational materials.</td><td>50 hours</td></tr>
<tr><td>Course total</td><td>300</td></tr>
</table>
</td></tr>
<tr><td>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,</td><td>Students compose and submit for evaluation: a) Individual observation journal b) Essays describing and commenting on mentor-led lessons c) Alternative teaching scenarios and pedagogical activities and/or instructional/educational materials d) Essays describing, commenting on, and reflecting on the five (5) teaching sessions they conducted</td></tr>
</table>

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.	

(5) ATTACHED BIBLIOGRAPHY

Αυγητίδου, Σ., Μ. Τζεκάκη & Β. Τσάφος (2016). Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται. Προτάσεις υποστήριξης της Πρακτικής τους Άσκησης. Gutenberg.

Ayşegül Z. G. (2013). Am I planning well? Teacher trainees' voices on lesson planning. *Procedia - Social and Behavioral Sciences 93*: 1409 – 1413.

Δημητριάδου, Κ. (2016). Νέοι προσανατολισμοί της διδακτικής. Προσαρμογή της διδασκαλίας στις εκπαιδευτικές προκλήσεις τους 21ου αιώνα. Αθήνα: Gutenberg

Jarvis, P. (2006). The Theory and Practice of Teaching. NY: Routledge.

Μαυροσκούφης, Δ. (2008). Διδακτική Μεθοδολογία και ανάπτυξη της κριτικής σκέψης. Θεσσαλονίκη: Κυριακίδης.

Ματσαγγούρας, Η. (2011). Θεωρία και πράξη της διδασκαλίας. Αθήνα: Gutenberg

Φρυδάκη, Ε (2009). Η Διδασκαλία στην τομή της νεωτερικής και της μετανεωτερικής σκέψης. Αθήνα: Εκδόσεις Κριτική.

Κουλουμπαρίτση, Α.Χ. (2011). *Αναλυτικό Πρόγραμμα και Διδακτικός Σχεδιασμός*. Αθήνα: Γρηγόρης.

Liakopoulou, M. (2011). The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness. International Journal of Humanities and Social Science, 1(21), 66-78.

Marino, M.P. & Crocco, M. S. (2019). The pre-service practicum experience and inquiry-oriented pedagogy: Evidence from student teachers' lesson planning. The Journal of Social Studies Research (in press) https://doi.org/10.1016/j.jssr.2019.02.001

Σαλβαρά, Μ. & Σαλβαράς Γ. (2013). *Διδακτικός Σχεδιασμός*. Αθήνα: Διάδραση.

D’ SEMESTER

Development of Research Skills - Preparation of the Master's Thesis

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY401	SEMESTER	4th
COURSE TITLE	Development of Research Skills - Preparation of the Master's Thesis		

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 HOURS	CREDITS
	3 hours * 5 weeks	5
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	General knowledge, skills development
PREREQUISITE COURSES:	Epistemology & Research Methodology in Educational Sciences (MEAY102)
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, students are expected to:

1. Search for, evaluate, and utilize bibliographic sources effectively
2. Design their own research, applying epistemological and methodological principles learned during the first semester of their postgraduate studies.
3. Apply ethical guidelines followed in academic writing.
4. Structure and compose a thesis.

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Independent and Team Work
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is to prepare students for writing a scientific paper and successfully completing their postgraduate thesis. Indicative topics include: Formulation of research objectives and goals, recording and well-founded justification of research questions, searching, evaluating, and utilizing bibliographic sources, application of ethical guidelines in academic writing.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>ICT, Asynchronous Education Platform e-course, electronic communication with students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures-Seminars</td><td>15</td></tr>
<tr><td>Study & analysis of bibliography</td><td>55</td></tr>
<tr><td>Assignment-Laboratory exercise-Writing (a research proposal)</td><td>55</td></tr>
<tr><td>Course total</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>Assessment language: Greek. Evaluation methods: formative assessment, written assignment.</td></tr>
</table>

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:

Bell, J. (2001). Μεθοδολογικός σχεδιασμός παιδαγωγικής και κοινωνικής έρευνας: Οδηγός για φοιτητές και υποψήφιους διδάκτορες (Επιμ. & Μτφ., Α.-Β. Ρήγα). Αθήνα: Gutenberg.

Bell, J. (2007). Πώς να συντάξετε μια επιστημονική εργασία: Οδηγός ερευνητικής μεθοδολογίας (Μτφ. Ε. Πανάγου). Αθήνα: Μεταίχμιο.

Babbie, E. (2018). *Εισαγωγή στην κοινωνική έρευνα.* Αθήνα: Κριτική.

Bryman, A. (2019). *Μέθοδοι κοινωνικής έρευνας* (Επιμ. Α. Αϊδίνης, Μτφ. Π. Σακελλαρίου). Αθήνα: Gutenberg.

Creswell, W. J. (2016). *Η έρευνα στην εκπαίδευση* (Επιμ. Χ. Τσορμπατζούδης, Μτφ. Ν. Κουβαράκου). Αθήνα: Ίων.

Creswell, W. J. & Cresswell, J. D. (2016). *Σχεδιασμός έρευνας: Προσεγγίσεις ποιοτικών, ποσοτικών και μεικτών μεθόδων* (Επιμ. Α. Σακελλαρίου, Μτφ. Φ. Βενετσάνου). Αθήνα: Προπομπός.

Δαμασκηνίδης, Γ. & Χριστοδούλου, Α. (2014). Η ερευνητική πρόταση στη μεταπτυχιακή και διδακτορική εργασία. Αθήνα: Επίκεντρο.

Eco, U. (2001). *Πώς γίνεται μια διπλωματική εργασία* (Επιμ. & Μτφ. Μ. Κονδύλη). Αθήνα: Νήσος.

Ευδωρίδου, Ε. & Καρακασίδης, Θ. 2019. Ακαδημαϊκή γραφή: Σύνθεση & ανάλυση κειμένων επιστήμης, τέχνης και πολιτισμού, εφαρμογή σημειωτικής ανάλυσης. Θεσσαλονίκη: Εκδόσεις Τζιόλα.

Flick, U. (2017). *Εισαγωγή στην ποιοτική έρευνα.* Αθήνα: Προπομπός.

Hesse-Biber, S. N. (2020). *Μεικτές μέθοδοι έρευνας: Συνδέοντας τη θεωρία με την πράξη* (Επιμ. Φ. Ίσαρη, Μτφ. Α. Καλίρης). Αθήνα: Gutenberg.

Howard, K. & Sharp, J. A. (2001). *Η επιστημονική μελέτη: Οδηγός σχεδιασμού και διαχείρισης πανεπιστημιακών ερευνητικών εργασιών* (Επιμ. Κ. Μ. Σοφούλης, Μτφ. Β. Π. Νταλάκου). Αθήνα: Gutenberg.

Θεοφιλίδης, Χ. 2005. Η συγγραφή επιστημονικής εργασίας: Από τη θεωρία στην πράξη. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

Κατσαρού, Ε. (2016). Εκπαιδευτική Έρευνα-Δράση: Πολυπαραδειγματική διερεύνηση για την αναμόρφωση της εκπαιδευτικής πράξης. Αθήνα: Κριτική.

Κουτσουτέλου-Μίχου, Σ. 2009. *Όψεις του ακαδημαϊκού λόγου.* Αθήνα: Gutenberg.

Κυριαζόπουλος, Π. Γ. & Σαμαντά, Ε. (2011). *Μεθοδολογία έρευνας εκπόνησης διπλωματικών εργασιών*. Αθήνα: Σύγχρονη Εκδοτική.

Mills, E. G., Gay, L. R. & Airasian, P. (2017). *Εκπαιδευτική έρευνα: Ποσοτικές και ποιοτικές μέθοδοι – εφαρμογές* (Επιμ. Ρ. Παπαδομιχελάκη, Μτφ. Α. Βλάχου). Αθήνα: Προπομπός.

Ντάνος, Α. (2016). Μεθοδολογία συγγραφής πτυχιακών και επιστημονικών μελετών. Αθήνα: Σύγχρονη Εκδοτική.

Σταμέλος, Γ. & Δακοπούλου, Α. (2006). Η διατριβή στις κοινωνικές επιστήμες: Από το σχεδιασμό στην υλοποίηση – για μεταπτυχιακούς φοιτητές και υποψήφιους διδάκτορες. Αθήνα: Μεταίχμιο.

Master's Thesis

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAY402	SEMESTER	4th
COURSE TITLE	Master's Thesis		
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 HOURS	CREDITS
			25
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	Specialized background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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

Upon completion of the course, students will be able to:

1. Search, evaluate, and utilize bibliographic sources.
2. Design their own research, applying epistemological and methodological principles learned during the first semester of their Master's program.
3. Apply ethical guidelines followed in academic writing.
4. Structure and compose a thesis

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Working independently

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS

The Master's thesis is individual, original, and research-oriented, and it is written according to the guidelines and scientific requirements posted on the Master's Program (MP) website. The Assembly approves the Study Guide of the Master's Program, which is developed by the

Coordinating Committee. This guide outlines the academic directions, course content, teaching hours, language of instruction, and credit units for each course and the Master's thesis, required for obtaining the Master's Degree.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Autonomous remote work

Remote and in-person support from project supervisors</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>The e-learning platform will be utilized for student meetings, material uploads, and a forum for exchanging opinions, experiences, and information—both among students and between students and supervisors.</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Study & analysis of bibliography</td><td>150 hours</td></tr><tr><td>Thesis writing</td><td>150 hours</td></tr><tr><td>Course total</td><td>300</td></tr></table></td></tr>
<tr><td>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</td><td>Assessment in individual courses is conducted through written or oral exams, coursework, or a combination of these methods. The grading scale for evaluating graduate students' performance ranges from zero (0) to ten (10), as follows: Excellent (8.5 to 10), Very Good (6.5 to 8.5, excluding 8.5), Good (5 to 6.5, excluding 6.5), A passing grade is five (5) or higher.

If a graduate student receives a failing grade (below 5) on a final course assignment, they may submit a new assignment only once, at the end of the semester in which the course is taught. The deadline for coursework submission is: March 30 for the winter semester, August 16 for the spring semester. Submissions beyond these deadlines are not accepted.</td></tr>
</table>

work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The final master's thesis is recommended not to exceed 30,000 words. Similarly, course assignments are recommended not to exceed 10,000 words. For the writing of assignments (both coursework and the thesis), the APA system is followed (reference guide). For the evaluation of assignments, the following criteria are considered: Content quality, Use of bibliographic sources and research tools, Scientific presentation of the thesis ((terminology, arguments, citations).

(5) ATTACHED BIBLIOGRAPHY

Bell, J. (2001). Μεθοδολογικός σχεδιασμός παιδαγωγικής και κοινωνικής έρευνας: Οδηγός για φοιτητές και υποψήφιους διδάκτορες (Επιμ. & Μτφ., Α.-Β. Ρήγα). Αθήνα: Gutenberg.

Bell, J. (2007). Πώς να συντάξετε μια επιστημονική εργασία: Οδηγός ερευνητικής μεθοδολογίας (Μτφ. Ε. Πανάγου). Αθήνα: Μεταίχμιο.

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Creswell, W. J. & Cresswell, J. D. (2016). *Σχεδιασμός έρευνας: Προσεγγίσεις ποιοτικών, ποσοτικών και μεικτών μεθόδων* (Επιμ. Α. Σακελλαρίου, Μτφ. Φ. Βενετσάνου). Αθήνα: Προπομπός.

Δαμασκηνίδης, Γ. & Χριστοδούλου, Α. (2014). Η ερευνητική πρόταση στη μεταπτυχιακή και διδακτορική εργασία. Αθήνα: Επίκεντρο.

Eco, U. (2001). *Πώς γίνεται μια διπλωματική εργασία* (Επιμ. & Μτφ. Μ. Κονδύλη). Αθήνα: Νήσος.

Ευδωρίδου, Ε. & Καρακασίδης, Θ. 2019. Ακαδημαϊκή γραφή: Σύνθεση & ανάλυση κειμένων επιστήμης, τέχνης και πολιτισμού, εφαρμογή σημειωτικής ανάλυσης. Θεσσαλονίκη: Εκδόσεις Τζιόλα.

Flick, U. (2017). *Εισαγωγή στην ποιοτική έρευνα.* Αθήνα: Προπομπός.

Hesse-Biber, S. N. (2020). *Μεικτές μέθοδοι έρευνας: Συνδέοντας τη θεωρία με την πράξη* (Επιμ. Φ. Ίσαρη, Μτφ. Α. Καλίρης). Αθήνα: Gutenberg.

Howard, K. & Sharp, J. A. (2001). *Η επιστημονική μελέτη: Οδηγός σχεδιασμού και διαχείρισης πανεπιστημιακών ερευνητικών εργασιών* (Επιμ. Κ. Μ. Σοφούλης, Μτφ. Β. Π. Νταλάκου). Αθήνα: Gutenberg.

Θεοφιλίδης, Χ. 2005. Η συγγραφή επιστημονικής εργασίας: Από τη θεωρία στην πράξη. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

Κατσαρού, Ε. (2016). Εκπαιδευτική Έρευνα-Δράση: Πολυπαραδειγματική διερεύνηση για την αναμόρφωση της εκπαιδευτικής πράξης. Αθήνα: Κριτική.

Κουτσουτέλου-Μίχου, Σ. 2009. *Όψεις του ακαδημαϊκού λόγου.* Αθήνα: Gutenberg.

Κυριαζόπουλος, Π. Γ. & Σαμαντά, Ε. (2011). *Μεθοδολογία έρευνας εκπόνησης διπλωματικών εργασιών*. Αθήνα: Σύγχρονη Εκδοτική.

Mills, E. G., Gay, L. R. & Airasian, P. (2017). *Εκπαιδευτική έρευνα: Ποσοτικές και ποιοτικές μέθοδοι – εφαρμογές* (Επιμ. Ρ. Παπαδομιχελάκη, Μτφ. Α. Βλάχου). Αθήνα: Προπομπός.

Ντάνος, Α. (2016). Μεθοδολογία συγγραφής πτυχιακών και επιστημονικών μελετών. Αθήνα: Σύγχρονη Εκδοτική.

Σταμέλος, Γ. & Δακοπούλου, Α. (2006). Η διατριβή στις κοινωνικές επιστήμες: Από το σχεδιασμό στην υλοποίηση – για μεταπτυχιακούς φοιτητές και υποψήφιους διδάκτορες. Αθήνα: Μεταίχμιο.

ELECTIVE COURSES

Statistics in Social Sciences

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE501	SEMESTER	1st & 2nd
COURSE TITLE	Statistics in Social Sciences		
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 HOURS	CREDITS
		3	10
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	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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

Upon completion of the course, students are expected to:

1. Understand the types of analyses applicable to different data types.
2. Operate the statistical software SPSS effectively.
3. Comprehend statistical analyses and methods, identifying potential errors or limitations.

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

- Decision-making
- Independent Work
- Cultivating abstract thinking
- Critical thinking
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course covers advanced topics in statistics, emphasizing their applications in the social sciences, particularly in education. The following will be presented: study design methods, statistical models for synthesizing information from multiple studies, statistical models for survey data analysis, computational techniques for statistical calculations, a basic understanding of probability and statistical theory is considered useful. Course content

includes: Introduction to probability and statistics, Introduction to statistical inference, Confidence intervals, Hypothesis testing, Study design, Correlation measures, Meta-analysis, Factor analysis, General course objective: The course aims to familiarize students with advanced statistical methods.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>PowerPoint presentations, use of the e-course platform for providing additional educational material, Information and resource search on the internet, use of computers, specifically the SPSS statistical software</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>18</td></tr>
<tr><td>Study & analysis of bibliography</td><td>100</td></tr>
<tr><td>Interactive activities/assignments</td><td>62</td></tr>
<tr><td>Assignment writing</td><td>67</td></tr>
<tr><td>Final examination</td><td>3</td></tr>
<tr><td>Course total</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final examination: 30%</td></tr>
</table>

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

Teaching staff notes.

Development & management of change & innovations in education

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE502	SEMESTER	1st & 2nd
COURSE TITLE	Development & management of change & innovations in education		

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 HOURS	CREDITS
	3	10
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	General background
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, students are expected to:

- Recognize the key parameters involved in introducing change within an educational organization.
- Identify factors that positively or negatively influence change.
- Design changes within the school unit, while acknowledging potential resistance at both individual and institutional levels.
- Understand the significance of research in school effectiveness.
- Present fundamental theoretical assumptions regarding research for improving school effectiveness.

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Independent Work
- Working in an interdisciplinary environment
- Production of new research ideas

(3) SYLLABUS

Change management, school effectiveness, and improvement: Students will study the nature of change in modern organizations, the necessity of change, and the factors influencing change. Topics include: Change design, Individuals and change, Schools as organizations and change, Educational system-level change, Leadership and change, Innovative programs in education, International research on change in education, Additionally, students will examine: Characteristics of effective schools and educators, Creating a climate for change, Theoretical models of educational effectiveness, Measurement of school effectiveness, Research on improving school effectiveness

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in Teaching, Laboratory Education, and Communication with Students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>18 hours</td></tr>
<tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr>
<tr><td>Interactive activities/exercises</td><td>44 hours</td></tr>
<tr><td>Assignments writing</td><td>70 hours</td></tr>
<tr><td>Assignments' presentation</td><td>15 hours</td></tr>
<tr><td>Final examination</td><td>3 hours</td></tr>
<tr><td>Course total</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final examination: 30%</td></tr>
</table>

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

Antoniou, P., Kyriakides, L., & Creemers, B. P. M. (2015). A dynamic integrated approach to teacher professional development: Rationale and main characteristics. Teacher Development, 19(4), 535-552.

Blackburn, B. R., & Williamson, R. (2018). Leading change in your school: A sustainable process. Australian Educational Leader, 40(1), 8-12.

Brauckmann, S., Pashiardis, P., & Ärlestig, H. (2020). Bringing context and educational leadership together: Fostering the professional development of school principals. Professional Development in Education, https://doi.org/10.1080/19415257.2020.1747105

Fullan, M. (2016). The elusive nature of whole system improvement in education. Journal of Educational Change, 17(4), 539-544.

Harris, A., Adams, D., Jones, M. S., & Muniandy, V. (2015). System effectiveness and improvement: The importance of theory and context. School Effectiveness and School Improvement, 26(1), 1-3.

Lemke, J.L. & Sabelli, N.H. (2008) Complex Systems and Educational Change: Towards a new research agenda. Educational Philosophy and Theory, 40(1), 118-129.

Λιακοπούλου, Μ. (2020). Βελτιώνοντας την αποτελεσματικότητα του σχολείου: από τη θεωρία και την έρευνα στην εκπαιδευτική πράξη. Αθήνα: Gutenberg.

Λιακοπούλου, Μ. (2024). ΣΧΟΛΕΙΟ ΚΑΙ ΑΛΛΑΓΗ: Ακούγοντας αυτούς που κάνουν την αλλαγή να συμβεί. Αθήνα: Gutenberg.

Maag Merki, K., Emmerich, M., & Holmeier, M. (2015). Further development of educational effectiveness theory in a multilevel context: From theory to methodology and from empirical evidence back to theory. School Effectiveness and School Improvement, 26(1), 4-9.

McMaster, C. (2015). "Where is ?": Culture and the process of change in the development of inclusive schools. International Journal of Whole Schooling, 11(1), 16-34.

Panayiotou, A., Kyriakides L., & Creemers, B. P. M. (2016). Testing the validity of the dynamic model at school level: A European study. School Leadership and Management, 36(1), 1-20.

Pashiardis, P., & Kafa, A. (2021). Successful school principals in primary and secondary education: A comprehensive review of a ten-year research project in Cyprus. Journal of Educational Administration, https://doi.org/10.1108/JEA-04-2021-0081

Πασιαρδής, Π. (2015α). (Επιμ.). Διαχείριση Αλλαγής, Σχολική Αποτελεσματικότητα και Στρατηγικός Σχεδιασμός - Τόμος Ι: Διαχείριση αλλαγής, σχολική αποτελεσματικότητα και βελτίωση. Αθήνα: Ίων.

Πασιαρδής, Π. (2016). (Επιμ.). Θεματική ενότητα ΕΠΑ71Κ: Διαχείριση αλλαγής, σχολική αποτελεσματικότητα και στρατηγικός σχεδιασμός: Οδηγός μελέτης (3η έκδ.). Λευκωσία: Ανοικτό Πανεπιστήμιο Κύπρου.

Reynolds, D., Sammons, P., De Fraine, B., Van Damme, J., Townsend, T., Teddlie, C., & Stringfield, S. (2014). Educational effectiveness research (EER): A state-of-the-art review. School Effectiveness and School Improvement, 25(2), 197-230.

Leadership & educational effectiveness

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE503	SEMESTER	1st & 2nd
COURSE TITLE	Leadership & educational Effectiveness		

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 HOURS	CREDITS
	3	10
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	General background
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon successful completion of the course, students are expected to:

- Understand international trends in leadership and its role in education.
- Familiarize themselves with theoretical approaches to the phenomenon of leadership.
- Recognize the concept and dimensions of "effectiveness" in education and its connection to leadership.
- Utilize research tools to identify and address leadership needs within an effective educational unit.
- Reflect on the role of leadership and its impact on the effectiveness of an educational institution.

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

- Search for, analysis and synthesis of data and information
- Decision-making
- Independent Work
- Team work
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course content consists of the following sections:

1. Approach to fundamental concepts: Introduction to key concepts related to school administration, including management, organization, leadership, direction, effective schools, and educational effectiveness—distinguishing these concepts at the school unit level.
2. The nature of leadership: In-depth exploration of the prerequisites, characteristics, and behaviors that define a leader, based on modern research and literature. Theoretical approaches to leadership include pedagogical leadership, transformational leadership, distributed leadership, emotional intelligence in leadership, and leadership for social justice.
3. The concept of educational effectiveness: Examination of the characteristics of an "effective" school and the factors influencing school effectiveness at the school unit level, including inputs, organization, administration, school leadership, teaching and learning opportunities, student profiles, motivation, and participation.
4. Connecting leadership and school effectiveness: Understanding and deepening knowledge of collective decision-making processes, educational project planning and implementation, self-evaluation tools for school units, professional development initiatives for educators, needs assessment tools, and research design and execution.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of digital tools
Use of technology during lectures
Use of technology for communication with students
Use of digital courses to support students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18 hours</td></tr><tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr><tr><td>Interactive activities/exercises</td><td>44 hours</td></tr><tr><td>Assignments writing</td><td>70 hours</td></tr><tr><td>Assignments' presentation</td><td>15 hours</td></tr><tr><td>Final examination</td><td>3 hours</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Completion of assignments throughout the semester, based on the topics covered in lectures and students' interests.
Presentation of assignments and reflection within the course.
Final written exams.
Assessment breakdown:
Weekly mandatory interactive activities: 30%
Written assignment: 40%
Final exam: 30%</td></tr>
</table>

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

Λιακοπούλου, Μ. (2020) Βελτιώνοντας την αποτελεσματικότητα του σχολείου, Αθήνα: Gutenberg

Ταμίσογλου, Χ. (2020) *Ηγεσία στην Εκπαίδευση*, Αθήνα: Gutenberg

Ντούσκα, Β. (2021) *Σχολική Ηγεσία στην Εκπαίδευση*, Αθήνα: Γρηγόρης

Νικολαϊδου, Μ. (2012) *Εκπαιδευτική Ηγεσία Ε, και;*, Αθήνα: Ίων

Πασαρδής, Π. & Πασαρδή, Γ. (2000) *Αποτελεσματικά Σχολεία Πραγματικότητα ή Ουτοπία;*, Αθήνα: Τυπωθήτω

Σαϊτης, Χ. & Σαϊτη, Α. (2022) *Οργάνωση & Διοίκηση της Εκπαίδευσης*, Αθήνα: Καταγράμμα

Adams, D. (2023) Educational Leadership Contemporary Theories, Principles, and Practices, Springer

Waite, D. & Bogotch, I. (eds) (2017) The Wiley International Handbook of Educational Leadership, Wiley Blackwell

Special Education - Inclusive Education

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE504	SEMESTER	1st & 2nd
COURSE TITLE	Special Education - Inclusive Education		

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 HOURS	CREDITS
	3	10
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	Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, postgraduate students are expected to:

1. Become familiar with modern pedagogical and instructional methods in special education.
2. Understand teaching models tailored to different types of disabilities.
3. Acquire alternative communication techniques, such as Braille writing, the TEACH method, and elements of sign language.
4. Be able to educate students with intellectual disabilities, utilizing the task analysis method.

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

The course aims at:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Independent Work
- Working in an interdisciplinary environment and production of new research ideas

(3) SYLLABUS

As part of this course, postgraduate students will engage with teaching methods in special education, enabling them to apply these methods in daily school practice after completing the lectures.

The course is structured as follows:

1. Brief introduction by the lecturer
2. Study of bibliographic sources
3. Presentation by a postgraduate student
4. Discussion
5. Assignment of coursework

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>The Moodle asynchronous learning system is used for providing lecture notes and communicating with students.</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>18 hours</td></tr>
<tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr>
<tr><td>Interactive activities/exercises</td><td>44 hours</td></tr>
<tr><td>Assignments writing</td><td>70 hours</td></tr>
<tr><td>Assignments' presentation</td><td>15 hours</td></tr>
<tr><td>Final examination</td><td>3 hours</td></tr>
<tr><td>Course total</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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:

Charitaki, G., Baralis, G., Polychronopoulou, S., Lappas, D. & Soulis, S.-G. (2015). Difficulty in Learning to count or effect of short-term memory deficiency in mathematical abilities? Research in Teacher Education. ISSN: 2046-1240, 2047-3818 (online).

Charitaki, G., Baralis, G., Polychronopoulou, S., Lappas, D. & Soulis, S.-G. (2014). Common Difficulties among Children with Down Syndrome in Acquiring Basic Counting Skills, 7(2), 121-128. ISSN: 2278-0998. Article no. BJESBS. 2015.075.

Christou A., Soulis S.-G., (2012). "Autism and Visual Impairment: individual educational needs and the school practice in England" in: European Journal of Intellectual Disability, Journal 6/12.

Kazakou M., Soulis S, Morfidi E, Mikropoulos T., (2011). "Phonological Awareness Software for Dyslexic Children" in: Themes in Science & Technology Education, 4(1), 33-51.

Σούλης, Σ.Γ. (2002). Παιδαγωγική της ένταξης. Από το «Σχολείου του Διαφωτισμού» σε ένα «Σχολείου για Όλους». Αθήνα: Τυπωθήτω

Florian, L. (2010). Preparing teachers for inclusive education. Journal of Research in Special Educational Needs, 10(1), 137-203.

- Related academic journals:

American International Journal of Social Science

Behinderten Pädagogik

British Journal of Education, Society & Behavioral Science

Creative Education

Disability & Society

Disability and Health Journal

From learning assessment to assessment as learning

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE505	SEMESTER	1st & 2nd
COURSE TITLE	From learning assessment to assessment as learning		
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 HOURS	CREDITS
		3	10
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	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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

Upon completion of the course, students are expected to:

- Understand fundamental concepts related to the evaluation of educational work, such as assessment, appraisal, self-evaluation, performance, and educational effectiveness.
- Recognize the functions, forms, techniques, and processes of student evaluation.
- Comprehend the philosophy, usefulness, and policies concerning student assessment.

Students will acquire the ability to:

1. Distinguish and correctly apply different forms of evaluation and self-evaluation (e.g., formative vs. summative assessment, evaluation vs. self-evaluation).
2. Identify key obstacles in evaluation and self-evaluation processes.
3. Formulate appropriate criteria for student assessment.
4. Design tools for student evaluation.
5. Assess the current situation in Greece and propose well-founded recommendations.

This course aims to:

1. Cultivate positive attitudes toward the importance and value of evaluation and self-evaluation, addressing existing biases and misconceptions.
2. Link evaluation to the quality and effectiveness of educational work.
3. Encourage prospective educators to engage in reflection and self-evaluation.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Working in an interdisciplinary environment Production of new research ideas	Others… …….

The course aims at:

- Working independently
- Team work
- Showing social, professional and ethical responsibility and sensitivity
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

- Evaluation, educational assessment, teacher evaluation, student assessment, educational work evaluation, internal evaluation, self-evaluation, performance, criteria, indicators.
- Fundamental Parameters of Evaluation: Subject, objectives, criteria, techniques, stakeholders.
- Performance as a Concept
- Functions and Role of Student Assessment
- Forms, Stages, Techniques, and Processes of Evaluation
- Methods and Procedures for Recording Results

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in Teaching, Laboratory Training, and Communication with Students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>18 hours</td></tr>
<tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr>
<tr><td>Interactive activities/exercises</td><td>44 hours</td></tr>
<tr><td>Assignments writing</td><td>70 hours</td></tr>
<tr><td>Assignments' presentation</td><td>15 hours</td></tr>
<tr><td>Examinations</td><td>3 hours</td></tr>
<tr><td>Course total</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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:

Black, P. and Wiliam, D. (2002) Inside the Black Box: Raising Standards through Classroom Assessment London: King's College

Harlen, W. (2007a) Assessment of Learning. London: Sage

Harlen, W. (2007b) The Quality of Learning: assessment alternatives for primary education. (Primary Review Research Survey 3/4). Cambridge: University of Cambridge

Hattie, J. & Timperly, H. (2007) The power of feedback. Review of Educational Research, Vol. 77, N.1, pp. 81-112.

Κασσωτάκης, Μ. (2010). Η Αξιολόγηση της επίδόσεως των μαθητών. Μέσα, μέθοδοι, προβλήματα, προοπτικές. Αθήνα: Γρηγόρη

Κωνσταντίνου, Χ. (2014). Η αξιολόγηση, ο εκπαιδευτικός και το εκπαιδευτικό έργο από την οπτική της παιδαγωγικής λογικής και της επικρατούσας δυσπιστίας, ιστοσελίδα ΔΟΕdoe.gr/27.02.2013.

Λιακοπούλου, Μ. (2020). Σχεδιάζοντας τη βελτίωση του σχολείου: από τη θεωρία και την έρευνα στην εκπαιδευτική πράξη. Αθήνα: Gutenberg

OECD (2012). Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing. http://dx.doi.org/10.1787/9789264130852-en

Ρεκαλίδου, Γ. (2011). Αξιολόγηση της μάθησης ή αξιολόγηση για τη μάθηση. Πεδίο

Western and Northern Canadian Protocol for Collaboration in Education, (ed.) (2006) Rethinking Classroom Assessment with Purpose in Mind. Crown Right of the Government of Alberta, British Columbia, Manitoba, Northwest Territories, Nunavut, Saskatchewan, Yukon Territory: Western and Northern Canadian Protocol for Collaboration in Education.

Wiliam, D. (2007) Assessment for learning: why, what and how. London: Institute of Education, University of London.

Wiliam, D. and Leahy, S. (2007) 'A theoretical foundation for formative assessment'. In J. McMillan, H. (ed.) Formative Classroom Assessment: Theory into Practice (pp. 29-42). New York: Teachers College Press.

The Arts in education

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE506	SEMESTER	1st & 2nd
COURSE TITLE	The Arts in education		

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 HOURS	CREDITS
	3	10
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	Special background, Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, students are expected to:

- Understand the role of the arts in education.
- Recognize methods for integrating the arts into teaching processes.
- Design creative activities that connect the arts with other academic subjects.
- Develop lesson plans and teaching scenarios incorporating the arts in an interdisciplinary and cross-artistic framework.
- Utilize ICT tools in the activities they design.
- Become familiar with recent research findings on the integration of the arts in education.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

- Working in an interdisciplinary environment
- Working in an international environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

- The arts in education.
- Methods for integrating the arts into teaching processes.
- Aesthetic theories and education
- Clarification of the Concepts of Cross-Artistic Integration, Interdisciplinarity, and Transdisciplinarity
- Creativity and education through the arts
- Creative activities that incorporate the arts in education
- Lesson plans and teaching scenarios where the interaction between the arts and other subject is presented
- Study of the relevant bibliography

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>- Use of ICT in Teaching, Laboratory Training, and Communication with Students
- Utilization of electronic databases for accessing international literature
- Additional bibliographic material and assignments on e-course</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
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.
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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18 hours</td></tr><tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr><tr><td>Interactive activities/exercises</td><td>44 hours</td></tr><tr><td>Assignments writing</td><td>70 hours</td></tr><tr><td>Assignments' presentation</td><td>15 hours</td></tr><tr><td>Examinations</td><td>3 hours</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%
Written assignment: 40%
Final exam: 30%</td></tr>
</table>

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:

Αυδή, Α. & Χατζηγεωργίου, Μ. (2007). *Η τέχνη του δράματος στην εκπαίδευση*. Αθήνα: Μεταίχμιο.

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Broudy, H. S. (1994). Enlightened cherishing: An essay on aesthetic education. University of Illinois Press.

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Hargreaves, D. J., & Galton, M. J. (1992). Chapter VI: Aesthetic Learning: Psychological Theory and Educational Practice. *Teachers College Record*, *93*(6), 124-150.

Fleming, M. (2013). The arts in education: An introduction to aesthetics, theory and pedagogy. Routledge.

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Ματσαγγούρας, Η.Γ. (2003). Η Διαθεματικότητα στη Σχολική Γνώση: Εννοιοκεντρική Αναπλαισίωση και Σχέδια Εργασίας. Αθήνα. Εκδ. Γρηγόρη.

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Nikolaou, E**.** (2023). Issues concerning the integration of arts in education. In S. G. Soulis, M. Liakopoulou, & A. Galani (Eds.), *Challenges and Concerns in 21st Century Education* (pp. 398–407). Newcastle: Cambridge Scholars Publishing.

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Sotiropoulou-Zormpala, M., & Mouriki, A. (2019). Enriching Arts Education Through Aesthetics: Experiential Arts Integration Activities for Pre-school and Early Primary Education. Routledge.

Smith, R. A. (2014). The sense of art: A study in aesthetic education. Routledge.

Smith, R. A. (2004). Aesthetic education: Questions and issues. In *Handbook of research and policy in art education* (pp. 171-194). Routledge.

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Χρυσοστόμου, Σμ. (2005). Η Μουσική στην Εκπαίδευση. Το Δίλημμα της Διε πιστημονικότητας. Επιστημονικός υπεύθυνος: Απόστολος Κώστιος. Αθήνα: Εκδ. Panas Music. ΠΑΠΑΓΡΗΓΟΡΙΟΥ-ΝΑΚΑΣ.

- Related scientific journals: *Journal for learning through the arts, Journal of Aesthetics and Art Criticism, Journal of Arts, Journal of arts and ideas, Journal of arts and humanities, Journal of Arts and Communication*

Pedagogical approaches through Digital Technologies

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE507	SEMESTER	1st & 2nd
COURSE TITLE	Pedagogical approaches through Digital Technologies		

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 HOURS	CREDITS
	3	10
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	Special background, Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Learning Outcomes Level

Specialized knowledge in teaching and instructional methods supported by digital technology.

Advanced problem-solving skills for developing new knowledge in learning technologies.

Descriptive Indicators

Management and transformation of the school environment through technology.

Learning Outcomes

Students are expected to:

Understand and analyze the importance of integrating digital technology into teaching practices.

Apply instructional techniques with the support of digital technology.

Design educational interventions using digital technology.

Develop research plans in the field of learning technologies

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

Digital technologies are integrated into teaching and learning as cognitive tools. Learners use technology to represent their knowledge, engaging in high-level cognitive processes such as critical thinking and knowledge creation. The approach is student-centered, focusing on instructional techniques supported by technology within learner-driven educational frameworks. Among the methods utilized are: Concept mapping, Web exploration, Open-source software applications, Digital repositories, Generative artificial intelligence

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>- Use of ICT in Teaching, Laboratory Training, and Communication with Students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18 hours</td></tr><tr><td>Study & analysis of bibliography</td><td>100 hours</td></tr><tr><td>Interactive activities/exercises</td><td>44 hours</td></tr><tr><td>Assignments writing</td><td>70 hours</td></tr><tr><td>Assignments' presentation</td><td>15 hours</td></tr><tr><td>Examinations</td><td>3 hours</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Assessment Language: Greek

Assessment Methods:

Formative Assessment:

Multiple-choice test

Problem-solving exercises

Summative Assessment:

Writtten assignment

Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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:

Μπέλλου, Ι., & Μικρόπουλος, Α. (2023). *Ομαδοσυνεργατικές διδακτικές τεχνικές στην τριτοβάθμια εκπαίδευση με τη χρήση ψηφιακής τεχνολογίας*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. http://dx.doi.org/10.57713/kallipos-277

- Related scientific journals:

https://www.scimagojr.com/journalrank.php?category=3399&area=3300&type=j#google_vignette

Education for citizenship & sustainability

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE508	SEMESTER	1st & 2nd
COURSE TITLE	Education for citizenship & sustainability		
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 HOURS	CREDITS
		3	10
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	Special background, specialized, development of cognitive skills and skills of an active democratic citizen		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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

Upon completion of the course, postgraduate students are expected to:

- Develop competencies for democracy and be able to communicate democratic values through daily actions and practices in all educational environments.
- Understand the importance of defending human rights and actively engaging in an inclusive environment.
- Differentiate between active and passive citizenship and elevate the concept of citizenship to that of an active citizen in the digital age.
- Interpret political commitment and civic engagement within society.
- Recognize the necessity of coexistence as democratic citizens in diverse societies.
- Understand that democracy is promoted through equality, inclusion, and rights.
- Learn how to think, rather than what to think, in a constantly evolving world characterized by heterogeneity.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas

- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to issues of democracy, equality, inclusivity and gender
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

Upon completion of the course, postgraduate students are expected to:

- Develop competencies for democracy and be able to communicate democratic values through daily actions and practices in all educational environments.
- Understand the importance of defending human rights and actively engaging in an inclusive environment.
- Differentiate between active and passive citizenship and elevate the concept of citizenship to that of an active citizen in the digital age.
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- Learn how to think, rather than what to think, in a constantly evolving world characterized by heterogeneity.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in Teaching and Communication with Students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>18</td></tr>
<tr><td>Study of Asynchronous material</td><td>98</td></tr>
<tr><td>Study & analysis of bibliography</td><td>40</td></tr>
<tr><td>Participation in fora</td><td>10</td></tr>
<tr><td>Project work</td><td>20</td></tr>
<tr><td>Assignments writing</td><td>61</td></tr>
<tr><td>Examinations</td><td>3 hours</td></tr>
<tr><td>Course total</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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

Barret, M. & Brunton-Smith, I. (2014), Political and Civic Engagement and Participation: Towards an Integrative Perspective, στο *Journal of Civil Society* 10 (1), σσ. 5-28, [DOI: 10.1080/17448689.2013.871911].

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Παιδαγωγικές προσεγγίσεις της Δημοκρατικής Εκπαίδευσης, Σειρά: Κοινωνιολογία της Εκπαίδευσης. Gutenberg

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Nikolaou, S.-M. (2021), Democratic Practices at School. Theoretical and Research Ascertainments, In *European Journal of Development Studies*, 1(1), σσ. 1-5.

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Reichert, F. & Print, M. (2018), Civic participation of high school students: The effect of civic learning in school, στο *Educational Review* 70 (3), σσ. 318-341.

Ross, A. (2018), Young Europeans: A New Political Generation?, στο *Societies*, τόμ. 8 (3), σσ. 1-24.

Torney-Purta, J., Lehmann, R., Oswald, H. & Schulz, W. (2001), *Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age fourteen*, Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement.

Teaching the Modern Greek Language

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE509	SEMESTER	1st & 2nd
COURSE TITLE	Teaching the Modern Greek Language		

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 HOURS	CREDITS
	3	10
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	Specialized general knowledge
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, students will be able to:

- Understand the dynamic relationship between language, society, and ideology.
- Recognize linguistic diversity (geographical, social) and identify stereotypes surrounding it.
- Be familiar with language teaching methods, ranging from traditional approaches to multiliteracies.
- Design instructional scenarios within the framework of Critical Literacies.
- Revise and refine teaching scenarios after implementation.
- Understand the nature and causes of language disorders and identify characteristics of children with difficulties in oral language development.
- Recognize language disorders in the classroom and select appropriate teaching approaches.
- Apply scientific knowledge and modern language teaching methodologies in various educational settings (e.g., multilingual/multicultural classrooms, diaspora communities).
- Evaluate, design, and utilize educational materials and assessment activities to develop students' linguistic skills and vocabulary in Greek as a first, second, or foreign language.
- Refer to, implement, and apply differentiated teaching methods to meet students' needs.
- Utilize AI in teaching the Greek language.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Working in an interdisciplinary environment Production of new research ideas	Others… …….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

(3) SYLLABUS

Basic Language Teaching Methods

- Traditional Method
- Structural Method
- Communicative-Text-Based Method
- Multiliteracies Approach
- Critical Literacies

Linguistic Diversity and Stereotypes

- Geographical linguistic varieties (dialects, idioms)
- Social linguistic varieties (based on social class, ethnicity, gender, age)

Critical Discourse Analysis

- Principles, methodological tools, and text analysis

Designing Teaching Proposals for Critical Literacies

Conceptual Clarifications – Classification of Language Disorders

Phonology, Syntax, Semantics, Pragmatics:

- Developmental Milestones and Disorders

Specific Language Impairment (SLI):

- Terminology, prevalence, causes, characteristics, diagnosis, and intervention

Written Language Skill Disorders:

- Dyslexia, SLI, developmental syndromes, and language disorders
- Educational interventions

Teaching Greek as a Second/Foreign Language

Teaching Language to Students with Special Educational Needs

Teaching Greek Using AI

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>• Use of PowerPoint in presentations
• Uploading materials to the course's online platform
• Electronic communication with students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18</td></tr><tr><td>Study & analysis of bibliography</td><td>100</td></tr><tr><td>Interactive activities/exercises</td><td>44</td></tr><tr><td>Project work</td><td>70</td></tr><tr><td>Assignments' presentation</td><td>15</td></tr><tr><td>Examinations</td><td>3</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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:

Αρχάκης, Α., Καραχάλιου, Ρ. & Τσάκωνα, Β. (2023). Ιχνηλατώντας τη διείσδυση του ρατσισμού στον αντιρατσιστικό λόγο: Μελέτες για τον ρευστό ρατσισμό. Αθήνα: Πεδίο.

Αρχάκης, Α. & Τσάκωνα, Β. (2011). *Ταυτότητες, αφηγήσεις και γλωσσική εκπαίδευση*. Αθήνα: Πατάκης.

Βογινδρούκας, Ι., Οκαλίδου Α., Σταυρακάκη, Σ. (2010). Αναπτυξιακές Γλωσσικές Διαταραχές. Θεσσαλονίκη: Εκδόσεις Επίκεντρο

Γαλαντόμος, Ι. (2024). Εκμάθηση, διδασκαλία και αξιολόγηση γλωσσών. Θεωρίες, βασικές έννοιες και εκπαιδευτικές εφαρμογές. Αθήνα: Gutenberg.

Γρίβα, Ε. & Κωφού, Ι. (2020). Στρατηγικές γλωσσικής ανάπτυξης και διαπολιτισμικής επικοινωνίας- Ερευνητικές και διδακτικές προσεγγίσεις στο σύγχρονο εκπαιδευτικό περιβάλλον. Θεσσαλονίκη: Εκδόσεις Κυρακίδη.

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Δράκος, Γ. (2014). Ειδική Παιδαγωγική Προβλημάτων Λόγου και Ομιλίας. Αθήνα:

Μπάμπαλης

Holmes, J. (2016). *Εισαγωγή στην Κοινωνιογλωσσολογία* (μτφρ. Στέλλα Λαμπροπούλου). Αθήνα: εκδ. Πατάκη.

Ιακώβου, Μ., (Επιμ.). (2014). Επιμορφωτικός Οδηγός, Βασικές Αρχές για τη Διδασκαλία της Ελληνικής ως Δεύτερης/ Ξένης Γλώσσας. Επίπεδα Α1-Β2. Θεσσαλονίκη: Υ.ΠΑΙ.Θ. http://www.diapolis.auth.gr/diapolis_files/drasi1/Epimorfotikos_odigos.pdf

Κάντζου, Β. & Αντωνίου, Μ. (2024). Διδάσκοντας τα ελληνικά ως δεύτερη γλώσσα. Αθήνα: Gutenberg

Καψάλης, Γ. Δ., Γαλάνη, Α. & Καψάλη, Μ. (2021). Ακούω Ελληνικά-Μαθαίνω Ελληνικά. Αθήνα: Gutenberg.

Κουτσογιάννης, Δ. (2017). Γλωσσική διδασκαλία χθες, σήμερα, αύριο: Μια πολιτική

προσέγγιση. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών/ Ίδρυμα Μ. Τριανταφυλλίδη.

Νικολόπουλος, Δ. (2008). Γλωσσική Ανάπτυξη και Διαταραχές. Αθήνα: Εκδόσεις Τόπος

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Τεντολούρης, Φ. & Χατζησαββίδης, Σ. (2014). Λόγοι του κριτικού γραμματισμού και η 'τοποθέτησή' τους στη σχολική πράξη: Προς μια γλωσσοδιδακτική αναστοχαστικότητα. *Μελέτες για την Ελληνική Γλώσσα* 34: 411-421.

Τζακώστα, Μ. (επιμ) (2015). Η διδασκαλία των νεοελληνικών γλωσσικών ποικιλιών και διαλέκτων στην πρωτοβάθμια και δευτεροβάθμια εκπαίδευση: Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές. Αθήνα: Gutenberg.

Vasquez, Vivian-Maria. (2017). "Critical Literacy". Oxford Research Encyclopedia of Education.

- Related scientific journals:

Γλωσσολογία

Μελέτες για την ελληνική γλώσσα

Discourse & Society

Journal of language aggression and conflict

International Journal of Literacies

Teaching History

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE510	SEMESTER	1st & 2nd
COURSE TITLE	Teaching History		
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 HOURS	CREDITS
		3	10
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	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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

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

- Understand and analyze issues related to the science of history, historiography, and contemporary trends in history teaching.
- Recognize and comprehend concepts associated with historical education, such as historical consciousness, historical thinking, and historical culture.
- Interpret the historical past and adopt a critical perspective.
- Conduct historical research using principles of historiography and history teaching methodologies.
- Apply modern methodological and instructional approaches in history education.
- Utilize different categories of historical sources in the classroom.
- Develop instructional scenarios for history teaching.
- Integrate research on students' understanding of history into lesson planning.
- Design teaching scenarios for various educational environments, considering different literacy modes, such as visual media, cinema, oral history, and video games.
-

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

- ➢ Search for, analysis and synthesis of data and information, with the use of the necessary technology
- ➢ Decision-making

- Working independently
- Team work
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment

(3) SYLLABUS

Course Content is Organized into Units:

1. Historiography and its Evolution – The science of history and its fundamental principles.
2. Key Concepts and Theoretical Frameworks in historical education.
3. Branches of Historical Science (e.g., Academic History, Local History, Microhistory, Oral History, Public History, Digital History).
4. Approaching Core Historical Concepts (space, time, significance, causality).
5. History Teaching – Evolution and contemporary trends.
6. Modern Methods and Approaches in history instruction.
7. School History – Development, curricula, textbooks – The Greek reality.
8. Teaching History as a Simulation of Historical Research.
9. Teaching History in 'Informal' or 'Non-Formal' Learning Environments – The role of Public History.
10. School History and the Cultivation of Historical and Democratic Consciousness – The ethical weight of history.
11. Potential Uses of Artificial Intelligence in School History Teaching – The impact of AI advancements on curriculum development and assessment.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: Face-to-face, synchronous and asynchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>• Use of digital tools
• Use of technology during lectures
• Use of technology for communication with students</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18</td></tr><tr><td>Study & analysis of bibliography</td><td>100</td></tr><tr><td>Interactive activities/exercises</td><td>44</td></tr><tr><td>Project work</td><td>70</td></tr><tr><td>Assignments' presentation</td><td>15</td></tr><tr><td>Examinations</td><td>3</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Preparation of assignments (teaching proposals) throughout the semester, based on the topics covered in lectures and students' interests.

Practical application of teaching proposals, presentation of results, and reflection within the course.

Final written exams.

Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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:

Νικολόπουλος, Δ. (2008). Γλωσσική Ανάπτυξη και Διαταραχές. Αθήνα: Εκδόσεις Τόπος

Στασινός, Δ. (2009). Ψυχολογία του λόγου και της γλώσσας. Αθήνα: Gutenberg

Τεντολούρης, Φ. & Χατζησαββίδης, Σ. (2014). Λόγοι του κριτικού γραμματισμού και η 'τοποθέτησή' τους στη σχολική πράξη: Προς μια γλωσσοδιδακτική αναστοχαστικότητα. *Μελέτες για την Ελληνική Γλώσσα* 34: 411-421.

Τζακώστα, Μ. (επιμ) (2015). Η διδασκαλία των νεοελληνικών γλωσσικών ποικιλιών και διαλέκτων στην πρωτοβάθμια και δευτεροβάθμια εκπαίδευση: Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές. Αθήνα: Gutenberg.

Vasquez, Vivian-Maria. (2017). "Critical Literacy". Oxford Research Encyclopedia of Education.

Teaching Mathematics

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE511	SEMESTER	1st & 2nd
COURSE TITLE	Teaching Mathematics		

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 HOURS	CREDITS
	3	10
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	Special background
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, students are expected to be able to:

- Develop an effective instructional unit design in Mathematics, considering learning objectives and modern approaches to Mathematics Education.
- Integrate elements into lesson planning that strengthen the connection between Mathematics and real-life situations, following the Realistic Mathematics Education approach.
- Evaluate and revise a given teaching scenario, analyzing its effectiveness.
- Select the most appropriate assessment methodology or design an approach that precisely aligns with learning objectives.

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, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking

(3) SYLLABUS

- Teaching Study of Mathematical Concepts Based on Theories of Mathematics Education
- Content knowledge and pedagogical content knowledge in Mathematics instruction.
- Types and use of questions in the Mathematics classroom.
- Designing questions based on difficulty level.
- Problem construction, its didactic use, and evaluation.
- Principles and methods of assessment in various curricula – Descriptive evaluation.
- Comprehensive review of teaching practices in relation to Greek education.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of the eCourse platform, Design tools, Electronic communication with students, Feedback on student assignment</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18</td></tr><tr><td>Study & analysis of bibliography</td><td>94</td></tr><tr><td>Project work</td><td>75</td></tr><tr><td>Final assignment</td><td>60</td></tr><tr><td>Examinations</td><td>3</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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:

- Θεωρία και Πράξη στη Διδασκαλία των Μαθηματικών - Κολέζα Ευγενία
- Ρεαλιστικά Μαθηματικά στην Πρωτοβάθμια Εκπαίδευση - Streefland Leen (επιμ. Ε. Κολέζα)
- Γνωσιολογική και Διδακτική προσέγγιση των Στοιχειωδών Μαθηματικών Εννοιών – Κολέζα Ευγενία
- Διδάσκοντας Μαθηματικά για Δημοτικό και Γυμνάσιο. Μια αναπτυξιακή διαδικασία - Van de Walle John.

- Related scientific journals:

- Educational Studies in Mathematics
- Journal for Research in Mathematics Education
- ZDM – Mathematics Education
- For the Learning of Mathematics

Teaching Natural Sciences

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MEAE512	SEMESTER	1st & 2nd
COURSE TITLE	Teaching Natural Sciences		

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 HOURS	CREDITS
	3	10
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	General background
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(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

Upon completion of the course, students are expected to:

1. Acquire fundamental knowledge related to the scientific field of Natural Sciences Education, particularly in relation to Primary Education needs.
2. Understand the significance of students' alternative conceptions regarding Natural Science concepts for children.
3. Practically utilize the importance of experimentation in Natural Sciences teaching.
4. Apply the constructivist teaching model in Natural Sciences education.
5. Recognize current research directions in Natural Sciences teaching

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, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology for conducting Natural Sciences lessons in primary school.

Free, creative, and inductive thinking will be promoted in combination with specialized teaching methods in Natural Sciences**,** such as th**e** project method and action research

(3) SYLLABUS

The nature of Natural Sciences and learning in teaching practice

Methodological strategies in Natural Sciences instruction

The constructivist learning model

The role of experimentation in conceptual change

Experimental teaching

Students' pre-existing ideas about various Natural Science concepts

Examples of constructivist teaching approaches for young children and elementary students (Grades 5 and 6)

Contemporary research in Natural Sciences education

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Blended learning and teaching: face-to-face teaching, asynchronous and synchronous distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of the internet for presenting examples in teaching, classroom applications, and group work examples.</td></tr>
<tr><td>TEACHING METHODS

The manner and methods of teaching are described in detail.

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.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>18</td></tr><tr><td>Study & analysis of bibliography</td><td>100</td></tr><tr><td>Interactive activities/exercises</td><td>44</td></tr><tr><td>Project work</td><td>70</td></tr><tr><td>Presentation of assignments</td><td>15</td></tr><tr><td>Examinations</td><td>3</td></tr><tr><td>Course total</td><td>250</td></tr></table></td></tr>
<tr><td>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</td><td>Weekly mandatory interactive activities: 30%

Written assignment: 40%

Final exam: 30%</td></tr>
</table>

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:

- Δήμητρα Σπυροπούλου - Κατσάνη: Διδακτικές και παιδαγωγικές προσεγγίσεις στις φυσικές επιστήμες. Θεωρίες μάθησης, αναλυτικά προγράμματα και πρότυπα/μοντέλα διδασκαλίας, διδακτική αξιοποίηση του πειράματος Τυπωθήτω, 2008.
- Παναγιώτης Β. Κόκκοτας, Διδακτική των φυσικών επιστημών, Σύγχρονες προσεγγίσεις στη διδασκαλία των φυσικών επιστημών: Η εποικοδομητική προσέγγιση της διδασκαλίας και της μάθησης, Εκδόσεις Γρηγόρη, 2008

- Related scientific journals:

- International Journal of Science Education
- International Journal of Science and Mathematics Education
- Journal of Research in Science Teaching
- Research in Science Education
- Research in Science & Technological Education
- Science & Education
- Science Education

Evaluation of postgraduate students

The academic year is structured into two semesters: winter and spring, each consisting of 13 weeks of teaching and three weeks of examinations. Courses from both semesters have a resit examination period in September. If a class is canceled, it must be rescheduled, with the date and time posted on the Master's Program website (**https://sed.ptde.uoi.gr**). Attendance is mandatory, and a postgraduate student is considered to have attended a course (and is eligible for exams) only if they have attended at least 80% of the scheduled hours.

If a student's absences exceed 20%, their enrollment may be revoked, subject to review by the Coordination Committee, which provides recommendations to the Department Assembly. Only in exceptional cases can the Coordination Committee justify a higher absence rate. Attendance records are maintained by the Master's Program Secretariat, faculty members, or student representatives.

The evaluation of postgraduate students and their performance in required courses is conducted at the end of each semester through written or oral exams (distance or in-person) and/or exemption assignments (alternative coursework). The evaluation method is determined by the instructor of each course.

Students with disabilities or special educational needs may be evaluated using alternative methods, following a decision by the Coordination Committee.

In cases of illness or recovery from a serious condition, instructors are encouraged to facilitate students in any appropriate manner (e.g., distance oral examinations). During oral exams, the instructor must ensure that they are not alone with the student being examined.

Written exam papers must be securely stored by the course instructor for two (2) years. After this period, they are no longer valid and must be destroyed by the Department Assembly, unless there is an ongoing legal, disciplinary, or administrative process.

Students who fail a course must retake it. A resit examination period is scheduled every September, before the start of the new academic year.

Grade corrections are permitted only in cases of obvious errors or miscalculations, upon a formal request from the instructor and approval by the Department Assembly.

If a student fails the same course more than three (3) times, the procedure outlined in the applicable legislation is followed.

Postgraduate students' academic work is subject to mandatory plagiarism checks using the University of Ioannina's electronic tools. Students must properly cite any sources they use, as plagiarism is considered a serious academic offense. Plagiarism includes copying another person's work, using someone else's work—published or unpublished—without proper citation. replicating one's own previous studies without appropriate reference. Copying any documentation material, even from the student's own studies, without proper citation, may lead to a decision by the Department Assembly to nullify the student's written work or assignment. Any academic misconduct or violation of academic ethics is referred to the Coordination Committee of the Master's Program (P.M.S.) or the Assembly of the Department of Primary Education at the University of Ioannina for resolution. Violations include cases of copying or plagiarism, as well as any infringement of intellectual property regulations by

postgraduate students when writing assignments or completing their master's thesis. These offenses fall under intellectual property law: Law 2121/93 regarding the writing of required academic work. In any case, for plagiarism offenses or other behavior that does not align with academic integrity or disrupts the smooth operation of the Master's Program, the Coordination Committee may recommend to the Department Assembly the repetition of a semester

The grading scale for postgraduate students ranges from 0 to 10, categorized as follows: Excellent (8.5 – 10), Very Good (6.5 – 8.5, excluding 8.5), Good (5 – 6.5, excluding 6.5). The minimum passing grade is 5 and higher.

Postgraduate Diploma Thesis (30 ECTS)

Postgraduate Diploma Thesis is individual, original, research-based, and written in accordance with the writing guidelines and scientific requirements posted on the Master's Program website.

The Assembly approves the Study Guide of the Postgraduate Program prepared by the Coordinating Committee, which outlines the guidelines, course content, teaching hours, language of instruction, and the credit units for each course and the master's thesis required to obtain the Master's Degree.

Individual courses are assessed through written or oral examinations, assignments, or a combination of the above. The grading scale for evaluating the performance of postgraduate students ranges from zero (0) to ten (10), as follows: Excellent (8.5 to 10), Very Good (6.5 to 8.5 not included), Good (5 to 6.5 not included). A passing grade is five (5) and above.

If a graduate student receives a grade below the minimum (5) on a final course assignment, they may submit a new assignment only once at the end of the semester in which the course is taught. The deadline for submitting course assignments is March 30 for the winter semester and August 16 for the spring semester. Assignments submitted after the deadlines will not be accepted.

The final thesis should not exceed 30,000 words. Similarly, course assignments should not exceed 10,000 words. The APA system (http://www.apastvle.org/learn/ quick-guide-on references.aspx) is used for writing assignments (coursework and thesis). Criteria such as the content of the paper, the use of bibliographic sources and research tools, and the scientific presentation of the paper (terminology, arguments, bibliographic references) are considered for the evaluation of papers.

Personnel and Infrastructure

Teaching work in the Master's Program is assigned, following a decision of the competent body of the Master's Program, to the following categories of lecturers:

1. Members of the faculty of the Department or other Departments of the same or other universities or universities of applied sciences.
2. Professors emeritus or retired faculty members of the Department or other Departments of the same or other HEI or of another HEI.

3. Associate professors
4. Appointed lecturer(s)
5. Visiting professors or visiting researchers
6. Researchers and specialized scientists from research and technological institutions of article 13A of Law 4310/2014 (A'258) or other research centres and institutes in Greece or abroad
7. Scientists of recognized prestige, who have specialized knowledge and relevant experience in the subject of the Master's Program

The assignment of the teaching work of the Master's Program is carried out by the decision of the competent body, following the recommendation of the Coordinating Committee of the Master's Program, if it exists, otherwise by the Director of the Master's Program.

For the operation of the Master's Program, the teaching and research facilities, laboratories, technical equipment and the administrative structure of the Department of Primary Education of the University of Ioannina will be used.

Staff of the Department of Primary Education

The following members serve in the Pedagogical Department of Primary Education of the University of Ioannina, with its dynamics constantly developing:

Teaching and Research Staff (TRS)

Professors:

Emvalotis Anastasios

Kamarianos Ioannis

Kotsis Konstantinos

Mavridis Dimitrios

Mikropoulos Anastasios

Misaelidi Plousia

Brouzos Andreas

Nikolaou Suzanna-Maria

Soulis Spyridon-Georgios (President of the Pedagogical Department of Primary Education)

Tatsis Konstantinos

Associate Professors

Apostolidou Eleni

Gavrilakis Kostas (Vice President of the Pedagogical Department of Primary Education)

Gogas Themistoklis

Liakopoulou Maria

Morfidi Eleni

Papakostas Christos

Assistant Professors

Nafsika Antoniadou

Filippos Evangelou

Anastasia Gotovou

Ourania Karachaliou

Special Teaching Staff

Alexandra Galani

Gkountou Eleni

Kostoula Anastasia

Nikolaou Irini

Siouti Aglaia

Fylaktakidou Anastasia

Laboratory Teaching Staff (E.D.I.P.)

Ioannis Vrellis

Konstantinos Georgopoulos

Tatiani Gatsa

Michalis Delimitros

Eleni Karasavvidou

Metaxoula Manikarou

Ioanna Bellou

Sofia Pega

Georgios Stylos

Chrysoula Tamisoglou

Special Laboratory Staff (E.T.E.P.)

Konstantinos Balomenos

Graduation

A postgraduate student shall be awarded the master's degree and issued a graduation certificate upon fulfilling the following requirements:

I. Have accumulated the total of 120 ECTS (see relevant section)
II. Submit the following to the Secretariat:

1. A digital copy of the thesis
2. A certificate from the Central Library that he/she has deposited a copy of his/her thesis and that he/she has no pending issues as a subscriber of the Central Library.
3. A declaration or certificate from the Directorate of Student Housing confirming the absence of outstanding financial obligations

III. To have handed in the Student Ticket and Insurance Booklet to the Secretariat.

The Departmental Assembly then decides on the awarding of the M.D.E. to the postgraduate student.

The postgraduate students who have completed the obligations arising from the attendance of the Master's Program are awarded an M.D.E., which is signed by the Rector, the Dean and the Head of the Secretariat of the University of Ioannina.

The graduate of the Master's Program may be granted, prior to the award, a certificate that he/she has successfully completed the Program.

The holder of the M.D.E. is entitled to receive two or more copies of the Diploma free of charge, provided that he/she pays a fee to the University's Fund, the amount of which is determined by a decision of the Rector's Council.

The awarding of the M.D.E. degree shall take place in public and at the same time as the awarding of the degrees of the relevant department. During the ceremony, the graduates of the P.M.S. shall precede the graduates.

Type of Postgraduate Diploma awarded

The Diploma of Postgraduate Studies " Education Sciences: Educational Sciences: Educator as Reflective Professional and Modern Educational Environment " is issued by the Secretariat of the Department in accordance with the relevant legislation and the Internal Regulations of the University of Ioannina.

The graduate of the Diploma of Postgraduate Studies may be granted, before the award, a certificate of successful attendance and completion of the Program.

In addition to the Diploma of Postgraduate Studies, a Diploma Supplement (Article 15 of Law 3374/2005 and Ministerial Decision Φ5/89656/BE/13.8.2007 (Government Gazette 1466 Vol. B)) is issued, which provides information on the nature, level, general educational framework, content and status of the studies that have been successfully completed. The Diploma Supplement is not a substitute for the official title of study or the detailed course evaluation

Plagiarism

Postgraduate students are required to apply proper academic practices in their scientific work. Plagiarism constitutes serious academic misconduct and, if proven, allows the Department Assembly, following a recommendation by the Ethics Committee, to expel the student.

Removal of postgraduate students

A postgraduate student may be removed by decision of the Departmental Assembly following a reasonable recommendation of the Coordinating Committee. The following reasons are provided for removal (apart from those provided for in the relevant legislation):

- → the adoption of plagiarism practices and general unfair academic practices
- → actions of the candidate which expose and damage the Department and/or the University
- → non-observance of contractual obligations, as described in the applicable Regulations for Postgraduate Studies
- → submission of a request for withdrawal by the postgraduate student.

Other issues

Any issue that arises in the future that is not covered by the relevant legislation, or the relevant Postgraduate Studies Regulations will be addressed by decisions of the Departmental Assembly and the Senate of the Foundation.

Proof of knowledge of a foreign language

You must demonstrate a very good knowledge of a foreign language:

a) for English, a CERTIFICATE IN ADVANCED ENGLISH (CAE) from the University of CAMBRIDGE, BULATS English Language Test, scores 75-89, from the University of CAMBRIDGE, INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS) from the University of Cambridge Local Examinations Syndicate (UCLES) - The British Council - IDP Education Australia IELTS Australia with a score of 6 to 7, BUSINESS ENGLISH CERTIFICATE - HIGHER (BEC HIGHER) from the University of Cambridge Local Examinations Syndicate (UCLES), LONDON TESTS OF ENGLISH LEVEL 4 -ADVANCED COMMUNICATION- of EDEXCEL, CERTIFICATE IN INTEGRATED SKILLS IN ENGLISH ISE III of TRINITY COLLEGE LONDON, CITY & GUILDS LEVEL 2 CERTIFICATE IN ESOL INTERNATIONAL (reading, writing and listening) - EXPERT- and CITY & GUILDS LEVEL 2 CERTIFICATE IN ESOL INTERNATIONAL (Spoken) - EXPERT- (to be cumulatively submitted as evidence of very good knowledge) or CITY & GUILDS CERTIFICATE IN INTERNATIONAL ESOL - EXPERT- and CITY & GUILDS CERTIFICATE IN INTERNATIONAL SPOKEN ESOL - EXPERT - (to be cumulatively submitted as evidence of very good knowledge), ADVANCED LEVEL CERTIFICATE IN ENGLISH (ALCE) from HELLENIC AMERICAN UNIVERSITY (Manchester, NHUSA) and HELLENIC AMERICAN UNIVERSITY, TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC), scores from 785 to 900 from EDUCATIONAL TESTING SERVICE/CHAUNCEY, USA, EDI Level 2 Certificate in ESOL International JETSET Level 6 (CEF C1), OCNW Certificate in ESOL International at Level 2 (Common European Framework equivalent level C1), ESB Level 2 Certificate in ESOL International All Modes (Council of Europe Level C1), Test of Interactive English, C1 + Level, Test of Interactive English, C1 Level, CERTIFICATE OF PROFICIENCY IN ENGLISH CENTRAL LANCASHIRE University (C1 and C2).

b) For the French language with a degree of State Certificate of Attainment of Language Level C1 of the Law. 2740/1999, as replaced by par. The new version of the Law No. 2740, as amended by Article 19 of Article 13 of Law No. 3149/2003, DIPLOME D' 'ETUDES SUPERIEURES

(DES) (granted until 1996), DELF 2ND DEGRE (UNITES A5 ET A6) or DALF C1, CERTIFICAT PRATIQUE DE LANGUE FRANCAISE (SORBONNE I), Certificate de competences linguistiques of the Institute Superieur des Langues Vivantes (ISLV), Department de francais, University of Liège - Level C1, CERTIFICAT V. B.L.T. NIVEAU OPERATIONNEL of the University of Geneva.

c) For the German language with a degree of State Certificate of Attainment at level C1 of the law. 2740/1999, as replaced by par. The new version of the Law No. 2740/1999, as amended by Article 19 of Article 13 of Law No. 3149/2003, GOETHE - ZERTIFIKAT C1 of the Goethe Institute, ZENTRALE MITTELSTUFENPRUFUNG (ZMP) (until May 2007) of the Goethe Institute, ÖSTERREICHISCHES SPRACHDIPLOM (ÖSD) C1 OBERSTUFE DEUTSCH, ZERTIFIKAT V.B.L.T. SELBSTÄNDIGES LEBEN of the University of Geneva.

Academic calendar

Winter semester: 13/10/2025 - 23/01/2025

Examination period for the winter semester: 26/01/2025 - 13/02/2026

Spring semester: 16/02/2026 - 05/06/2026

Examination period for the spring semester: 08/06/2026 26/06/2026

Holidays

28 October (National Holiday)

17 November (Polytechnic Anniversary)

24 December - 7 January (Christmas holidays)

30 January (Three Hierarchs)

21 February (Anniversary of the Liberation of Ioannina)

25 March (National Day)

1 May (Labour Day)

From Thursday of Tyrofagos until the Tuesday after Clean Monday (Apokries Holidays)

From Great Monday to Thomas Sunday (Easter holiday)

Student election day

Holy Spirit Day