ΠΑΝΕΠΙΣΤΗΜΙΟ ΙΩΑΝΝΙΝΩΝ
ΣΧΟΛΗ ΕΠΙΣΤΗΜΩΝ ΑΓΩΓΗΣ
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ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ

Educational Sciences: Educator as reflective professional and modern educational environment

A11. INTERNAL REGULATIONS OF OPERATION

MAY 2025

Educational Sciences: Educator as reflective professional and modern educational environment

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Taking into account

1. The provisions of Law 4957/2022 (A141) "New Horizons in Higher Education Institutions: Enhancing the quality, functionality, and connection of HEIs with society and other provisions"

2. The Regulations for Postgraduate Programs at the University of Ioannina (Government Gazette 4942/B/2023)

3. Document no. 55729/12-12-2024 of the Department of Primary Education with the attached files concerning the establishment of the Postgraduate Program "Educational Sciences: The teacher as a reflective professional in the modern educational environment"

4. Decision no. 40316/26-09-2024 (ADA: 9ΛΗ1469Β7Η-ΝΕΤ) of the Senate "Establishment of the Postgraduate Studies Committee of the University of Ioannina in accordance with Article 79 of Law 4957/2022"

5. The proposals of the members of the Postgraduate Studies Committee of the University of Ioannina

6. The recommendation of the Chair of the Postgraduate Studies Committee of the University of Ioannina

We decide

The establishment and operation of the Master's Program entitled: "Educational Sciences: Educator as reflective professional and modern educational environment" by the Department of Primary Education of the University of Ioannina and the approval of its Operating Regulations, in accordance with the provisions of Law 4957/2022, as amended and in force, as well as the Regulations for Postgraduate Programs of the University of Ioannina (Government Gazette 4942/B/2023).

All issues governing the organisation, operation and management of the PME and set out in paragraph 3 of Article 80 of Law 4957/2022 and in paragraph 2.2. 1. of Article 2 of the Regulations for Postgraduate Programs at the University of Ioannina, are referred to in these Program Operating Regulations and are regulated as follows:

Article 1: General Provisions

The second cycle concerns the organisation of Postgraduate Study Programmes (PSP) with a minimum of sixty (60) credit units (ECTS) and a minimum duration of two (2) academic semesters, the successful completion of which leads to level seven (7) of the National and European Qualifications Framework, in accordance with Article 47 of Law 4763/2020.

The completion of the process of establishing the study programs referred to in paragraph 1 and the commencement of their operation require their prior certification by the National Authority for Higher Education (E.TH.A.A.E.). In order to continue operating, they must be certified every five (5) years as part of the evaluation of the academic unit to which they belong.

These Regulations for the operation of the Postgraduate Studies program organize and regulate issues relating to the structure, organization, and operation of the aforementioned Postgraduate Studies program that are not specified in the current legislation. It aims to clarify the terms and conditions governing the educational process from the admission of postgraduate students to the completion of their studies. It was drawn up by decisions of the competent bodies, comes into force after approval by the Senate of the University of Ioannina, published in the Government Gazette, posted on the website of the Department of Primary Education, and communicated to the Ministry of Education, Religious Affairs, and Sports.

Article 2: Purpose-Objective-Expected learning outcomes-Qualifications acquired

The Master's Degree Program "Educational Sciences: Educator as reflective professional and modern educational environment" (EAESEP) aims to train specialized scientists, researchers, trainers, educators, and executives in formal and informal education so that they can contribute to the optimization of education, the development of scientific research, and the promotion of scientific knowledge in Educational Sciences. It provides its graduates with certified Pedagogical and Teaching Competence.

The specific objectives of the MSc are:

- To equip postgraduate students with the necessary knowledge, experience, and skills in Education Sciences that will enable them to pursue a professional career in education and in contemporary sectors of the labor market.

- To staff the various educational structures, cultural and museum spaces, other social structures, and training and education programs with professionals.

- To prepare a specially trained scientific workforce that will staff the country's schools and educational structures in the future and promote research, learning, and teaching through innovative educational activities.

- To offer postgraduate students the opportunity to critically link theory, research, and practical application in education and society in order to achieve a remarkable professional and/or academic career, both in Greece and internationally.

- To contribute to reducing the brain drain to other countries.

- To create, through international collaborations, a spirit of extroversion and exchange of best practices.

The expected learning outcomes within the framework of the postgraduate program are as follows:

- Utilisation of scientific knowledge, experience and best practices to understand historically identified educational needs and contemporary scientific research in the field of education - formal, non-formal, and informal - and in particular teacher education, in conjunction with the review/reflection and improvement of formal and informal education systems/structures at the national and international level.

- Understanding/interpreting contemporary ideological, political, demographic, social, cultural, economic, and educational-pedagogical challenges in the modern world

- Familiarizing students with essential contemporary issues in schools and education and cultivating skills for critical analysis of the broader context in which schools operate and the interactions of both schools and all educational structures with the social, economic, political, and cultural context in which they operate

- Ability to critically reflect on their professional, social, and cultural role

- Cultivation of research and teaching skills with the ultimate goal of designing pedagogical, teaching, and administrative interventions in formal and informal structures/forms of education and training with the aim of changing and improving them.

- Designing teaching and pedagogical interventions that promote a democratically organized, inclusion-oriented, culturally sensitive school environment and promote substantive equality of educational opportunities in both formal and informal forms and structures of education, and more specifically: a. In school units/communities with the aim of promoting research, learning, and teaching through transformative, innovative, alternative actions and programs. b. In various educational structures, social and cultural spaces, local government structures, and continuing education and training programs in the context of lifelong learning. c. In research centers and international scientific collaborations that link critical theory, research, and practical application in fields such as education, culture, and society in an ever-changing world.

- Application of new/innovative methodological approaches, such as the use of artificial intelligence in education, the connection of art with scientific research, and their application in educational practice.

- Designing teaching in the context of modern learning environments characterized, among other things, by constructive teaching approaches, collaborative and differentiated, interdisciplinary/multidisciplinary learning processes, as well as the functional and critical integration of Information and Communication Technologies (ICT) into the educational process.

Article 3: Postgraduate degree

The MSc awards a Postgraduate Diploma (PD) entitled "Educational Sciences: Educator as reflective professional and modern educational environment."

Article 4: Announcement procedure, admission, and number of admissions

The MSc, on dates set by the Assembly, announces positions through an open process (call for expressions of interest) for the admission of graduates to the MSc 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 PME. 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. In order to verify this knowledge, candidates are required to submit proof of knowledge of the respective language, at a level of at least B2.

The courses of the MSc 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 solemn declaration 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 the event that one or more students do not register, the runners-up, if any, will be invited to register for the Program based on their order in the approved evaluation table.

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

Article 5: Duration of Studies

The duration for obtaining the Master's Degree "***Educational Sciences: Educator as reflective professional and modern educational environment***" 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 right to apply for part-time study is granted to:

a) Students who are employed for at least twenty (20) hours per week
b) Students with disabilities or special educational needs
c) Students who are also athletes and, during their studies, belong to sports clubs registered in the electronic registry of sports clubs under Article 142 of Law 4714/2020 (A' 148), maintained by the General Secretariat of Sports (G.G.A.), under the following conditions:

ca) Those who achieve 1st to 8th place in national championships of individual sports with at least twelve (12) athletes and eight (8) clubs participating or theose competing in teams of the top two divisions in team sports or participating as members of national teams in European championships, world championships, or other international events under the Hellenic Olympic Committee or

cb) Those who participate at least once during their studies in the Olympic Games, Paralympic Games, or Deaflympics. Students in this category may register as part-time students upon request, which is approved by the Dean's Office of the School.

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

An extension is possible upon a justified request from the student and approval by the Department Assembly. However, the extension cannot exceed the number of semesters of the regular study program. Thus, the maximum allowable time for completing the studies is eight (8) academic semesters.

Students who have not exceeded the maximum study duration may pause their studies for up to two (2) consecutive semesters upon a justified request to the Department Assembly. A study suspension is granted for serious reasons, such as military service, illness, maternity leave, or absence abroad.

The request must be justified and accompanied by official documentation from relevant public authorities or organizations proving the reasons for the suspension. During the suspension period, student status is paused, and participation in any educational activities is not permitted. The semesters of study suspension do not count toward the maximum duration of regular studies.

At least two weeks before the end of the suspension period, the student must re-register in the program to resume studies with the rights and obligations of an active student. Students who have requested a two-semester suspension may terminate the suspension early and return to the program, provided they submit their request at least two weeks before the start of the second semester of suspension.

The duration of suspension or extension is reviewed and approved on a case-by-case basis by the Coordinating Committee, which then submits recommendations to the Assembly of the Department of Primary Education at the University of Ioannina.

Article 6: 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 may 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 program places particular emphasis on the design of teaching and pedagogical interventions that promote a democratically organized, 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 conceptualization 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 analyze 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 MSc 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 Coordinating Committee 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 MSc. In case of a second failure in the last course in which the student completes his/her MSc 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 Steering 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 MSc.

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.

Article 7: Language of instruction

The language of instruction for the courses is Greek, with the use of specialized terminology in English. Certain lectures on specific topics, as well as part of the study material, may be delivered in English. It is possible for courses to be conducted partially or entirely in English, following a decision by the Coordinating Committee.

The language for writing the Master’s thesis is Greek. However, with the consent of both the supervising professor and the student, the Master’s thesis may be written in English.

Article 8: Organization of the educational process

The postgraduate program is implemented based on modern teaching and learning models that rely on blended learning (synchronous and asynchronous distance learning and face-to-face teaching) - in accordance with current legislation - thus achieving the enrichment and complementarity of teaching methods.

The correspondence of the educational process with the required credit units (ECTS) for obtaining a postgraduate degree is as follows: a. face-to-face teaching (20 ECTS). b. synchronous distance learning (30 ECTS). c. asynchronous distance learning (20 ECTS). d. practical training in the field of work (20 ECTS). e. thesis (30 ECTS).

The program is offered 33% in person (one meeting per semester at the University of Ioannina and practical training in the field) and 67% remotely. The instructor of each course may choose to have certain lectures, informative presentations, or laboratory exercises to be conducted in person, without, however, participation in these face-to-face meetings being mandatory, provided that they do not fall within the compulsory distance learning courses that students are required to attend and for which absences are recorded.

For the effective attainment of the academic objectives in a distance learning environment, the following educational strategies and tools will be used:

● Modular content: Division of course content into modules. For each module, there is a precise description of the objectives, learning outcomes, provision of educational material (basic and supplementary), interactive activities, and self-assessment activities. In general, the structure of the material in each module will allow for independent learning and interaction between students and the material.

Interactive online seminars: Use of teleconferencing tools to provide synchronous distance learning and question-and-answer sessions.

● Guest lectures: Use of online lectures and webinars by invited professionals and researchers of high standing from around the world.

The distance learning system is accessible to people with disabilities and special educational needs. At the same time, all issues relating to user access and accreditation, personal data protection, training in the use of electronic media, plagiarism control, management of the e-learning system, and any other related issues.

Face-to-face teaching combined with distance learning is part of a broader educational framework with the aim of: conventional and digital interaction between learning communities (networking), the production, sharing, and common use of interactive educational material, the alternative use of technology (e-learning environments, scenarios, etc.), interaction with vulnerable groups through educational activities, etc.

Through the above, the diverse skills of students and teaching staff are enhanced, achieves the critical/innovative use of modern educational methods with a view to reducing inequalities in access to knowledge and facilitating study in the MSc program.

In this way, the postgraduate program's curriculum is upgraded overall, and its subject matter is linked to cutting-edge theoretical and social issues in the humanities and social sciences, as well as with postmodern methodological approaches that incorporate technologies in their design and implementation.

Students are assessed in writing or orally or through the submission of assignments and digital methods, taking the necessary measures to ensure the reliability and integrity of the examination process and complying with the legal requirements for the protection of personal data.

Article 9: 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.

Article 10: Postgraduate Diploma Thesis

In the fourth semester of the Master's Program, the preparation of a postgraduate diploma thesis is required. The Coordinating Committee, following the candidate's application, appoints the supervisor and forms the Three-Member Examination Committee for the approval of the thesis, one of whose members is the supervisor. The application must include:

- The proposed title of the diploma thesis
- The proposed supervisor

Along with the application, a summary of the proposed thesis must be attached.

The Supervisor and the members of the three-member examination committee for the postgraduate diploma thesis are selected from the following categories of faculty members involved in teaching within the Master's Program (MP):

a) Members of the Teaching and Research Staff (DEP), Senior Teaching Fellows (EEP), Laboratory Teaching Staff (LTS), and Special Technical Laboratory Staff (EDIP) of the department or other departments of the same or another Higher Education Institution (HEI) or Higher Military Educational Institution (ASEI), with additional responsibilities beyond their legal obligations when the MP has tuition fees.

b) Emeritus Professors or retired TRS members of the department or other departments of the same or another HEI. c) Collaborating professors. d) Appointed lecturers. e) Visiting professors or visiting researchers.

f) Researchers and specialized functional scientists from research and technological institutions under Article 13A of Law 4310/2014 (A' 258) or other domestic or international research centers and institutes.

By decision of the Department Assembly, following a recommendation from the Coordinating Committee, the supervision of diploma theses may also be assigned to DEP, EEP and EDIP members of the department who have not undertaken teaching duties within the MP.

The usual length of a thesis is between 20 thousand (60 pages) and 30 thousand (90 pages) words (excluding any Annexes). In special cases the number of pages may be increased but may not be reduced. It must be written on a computer, in Times New Roman (or equivalent) 12-point font, 1,5 point spacing and 24*16 pages.

Upon completion, the diploma thesis is submitted to the supervising professor and the other two members of the Three-Member Examination Committee. After the necessary corrections suggested to the student, the supervisor sets a date for the oral defense of the diploma thesis, which is evaluated in its final stage by the Three-Member Examination Committee. The

defense process is open to the public. The diploma thesis is graded by the Three-Member Examination Committee on a scale of ten (10)

The postgraduate theses, if approved by the examination committee, must be posted on the Department's website. Also, the thesis is deposited electronically in the Digital Repository "Olympias", according to the decisions of the Senate of the University of Ioannina. Students have access to the Digital Repository using their institutional account. All papers are also submitted electronically to the MSc Secretariat, which maintains a relevant file.

In case that plagiarism is detected in any of the papers composed by the postgraduate student, sanctions will be imposed in accordance with the applicable legislation.

Article 11: Staff of the MSc

Teaching work in the MSc is assigned to the following categories of lecturers:

a) Members of the teaching staff, special teaching staff, special laboratory teaching staff, and special technical laboratory staff of the Department (DEP, EEP, EDIP and ETEP) or other Departments of the same or another Higher Education Institution (HEI)

b) Emeritus professors or retired faculty members DEP of the Department or other Departments of the same or another HEI

c) Associate professors

d) Appointed lecturers

e) Visiting professors or visiting researchers

f) Researchers and specialist functional scientists from research and technological bodies referred to in Article 13A of Law 4310/2014 (A' 258) or other research centers and institutes in Greece or abroad

g) Scientists of recognized standing who have specialized knowledge and relevant experience in the subject area of the MSc program.

The right to supervise dissertations is granted to the teaching staff referred to in points (a) to (f) of this article, provided that they hold a doctoral degree. By decision of the competent body of the MSc program, the supervision of theses may also be assigned to members of the Department's teaching staff, special teaching staff, and special laboratory teaching staff (DEP, EEP, EDIP)who are not involved in teaching at the MSc program.

The teaching staff is responsible for: a) teaching courses (either independently or in collaboration), b) supervising theses as primary supervisors, c) supervising as co-supervisors of theses, d) creating teaching materials and any other related procedures for the provision of educational work.

All categories of teaching staff may be paid exclusively from the resources of the Master’s Program. No payment or other benefit may be made from the state budget or the public

investment program. The amount of payment for each teacher is determined by a decision of the Department Assembly, in accordance with the provisions of the Regulations for Postgraduate Programs of the University of Ioannina. The payment of internal lecturers may not exceed 20% of the total income of the Postgraduate Program and is made in the form of a research grant through ELKE. For visiting professors/visiting researchers, their total remuneration also amounts to 20% of the total income of the MSc program. Specifically, lecturers who are members of the teaching staff may be paid additionally for work they offer to the MSc program, provided that they fulfill their minimum legal obligations, as defined in paragraph 2 of Article 155 of Law 4957/2022. The last part also applies to members of the Special Teaching Staff, Special Laboratory Teaching Staff, and Special Technical Teaching Staff, as long as they meet the minimum legal requirements.

By decision of the Department Assembly, auxiliary teaching duties may be assigned to doctoral candidates of the Department, under the supervision of a lecturer of the MSc program.

The assignment of teaching duties for the MSc program is decided by the Department Assembly, following a recommendation by the MSc Program Coordinating Committee. The decisions of the Departmental Assembly on the distribution of teaching duties must include the following information: a) the name of the lecturer, b) their status (e.g., member of the teaching staff, EEP, EDIP, ETEP, etc.), c) the type of teaching work assigned to each lecturer (course, seminar, or workshop), d) the number of teaching hours per course, seminar, or workshop.

The distribution of teaching duties is carried out before the start of the academic year for both the winter and spring semesters. If the distribution of teaching duties cannot be carried out simultaneously for both academic semesters, the decision shall be taken before the start of each academic semester. By reasoned decision of the Department Assembly, the assignment of teaching duties may be modified during the academic year.

During the period of educational leave or suspension of duties, lecturers may provide teaching work to the PME if they deem that their program allows it, provided, of course, that based on the prevailing conditions, this is essentially and practically feasible, an issue that must be judged on a case-by-case basis by the competent authority.

The staff providing secretarial, administrative, and technical support, infrastructure development (digital or otherwise), creation or modification of teaching/support materials, etc., is appointed by the Coordinating Committee. This staff is remunerated in accordance with the applicable regulatory framework, following a recommendation by the Coordinating Committee.

Article 12: Infrastructure

All existing material and technical infrastructure and buildings belonging to the Pedagogical Department of Primary Education, all digital infrastructure for the implementation of distance learning, as well as the University of Ioannina's laboratory facilities, specifically classrooms, laboratories, and the library, can serve the needs of the PME.

Article 13: Operating costs

The operating costs of the Master's Program may be covered by tuition fees. The tuition fees amount to €2,800 in proportion to the benefits provided to students. The payment of tuition fees by each student (who does not fall under the cases of exemption based on the applicable legislation) is deemed necessary for the following reasons, which cannot be met by regular or extraordinary funding from the budget of the University - Department, the Ministry of Education, or any research programs managed by ELKE. These reasons are as follows:

1. Coverage of the remuneration of teachers who will teach in the program outside their formal obligations to the Department, due to their obligations to the undergraduate program, as well as to the Department's tuition-free postgraduate program.

2. To cover the travel expenses for face-to-face teaching with the participation of guest lecturers and experts for the better education of postgraduate students.

3. Coverage of costs for secretarial, administrative, and technical support staff to meet the needs of the postgraduate program, which cannot be covered by the Department's existing administrative and technical staff.

4. Coverage of operating expenses for the education of students, such as the supply of special software, software licenses, books, consumables for stationery, printing, and other materials for the operation of laboratories, which cannot be covered by the Department's limited regular budget.

5. Coverage of scholarship costs, based on academic criteria, for postgraduate students who are not eligible for exemption from tuition fees.

6. Coverage of promotion and advertising expenses, the cost of holding workshops and conferences, and publication and printing expenses.

7. Awarding scholarships to students in the form of financial support for participation in international and Greek conferences with a presentation or publication of research work carried out within the framework of the PME.

8. In addition, participation expenses for presentations at international and Greek conferences by faculty members of the Department who teach in the Postgraduate Program and postgraduate students may be covered, provided that the presentation is made in collaboration with a postgraduate student and stems from the research of their thesis.

Financial management is carried out by the Director and the Coordinating Committee of the Postgraduate Program, approved by the Assembly, and supervised by the Research

Committee of the University of Ioannina. Special cases are examined by the Department Assembly.

Cost of operation

According to Article 37 of Law No. 4485/2017 (A'114), 70% of the total operating costs of the Master's Program concerns the operating costs of the Master's Program , amounting to one hundred and sixty-eight thousand euros (€168,000) for each cycle of the program and is broken down as follows:

Expenses - expense categories		Amount in € 2025-2026*	Amount in € 2026-2027*	Amount in € 2027-2028*	Amount in € 2028-2029*	Amount in € 2029-2030*
1	Remuneration for administrative and technical support	15.000	15.000	15.000	15.000	15.000
2	Research support for faculty of the collaborating departments of the University of Ioannina teaching in the MSc (20%)	33.600	33.600	33.600	33.600	33.600
3	Remuneration of collaborating professors, teaching assistants, visiting professors, or researchers participating in the teaching of the MSc program (20%)	33.600	33.600	33.600	33.600	33.600
4	Mobility costs	6.000	6.000	6.000	6.000	6.000
5	Consumable costs	3.400	3.400	3.400	3.400	3.400
6	Equipment & logistical infrastructure costs	3.000	3.000	3.000	3.000	3.000
7	Other operating costs (publicity costs, translations, purchase of training material, conference organisation, fieldwork costs)	7.000	7.000	7.000	7.000	7.000
8	Costs for the support of students' practical training	6.000	6.000	6.000	6.000	6.000
9	Scholarships	8.000	8.000	8.000	8.000	8.000
Partial Total (70%)		117.600	117.600	117.600	117.600	117.600

9	Foundation operating costs (30%) ELKE	50.400	50.400	50.400	50.400	50.400
ΣΥΝΟΛΟ		168.000	168.000	168.000	168.000	168.000

The total cost of the program is calculated based on 25% of students being exempt from paying tuition fees in accordance with paragraph 2 of Article 35 of Law 4485/2017. If the number of beneficiaries exempt from paying tuition fees is less than 25%, there will be increases and the institution's ELKE will be able to collect the additional amounts.

The remuneration of regular teaching, technical, and administrative staff of the institutions concerns work that exceeds their legal obligations.

Article 14: Enrollment, duration of studies, course attendance, and removal terms

Students' enrollment in the program is completed, immediately after the selection process and before the start of the first semester, the student is required to pay the first installment of tuition fees. The remaining two equal installments must be paid before the beginning of the second and third semesters, respectively.

The program is full-time and lasts four academic semesters, including the preparation and defense of the master's thesis. The maximum duration for obtaining a Master's Degree (M.Sc.) is six semesters. Extension of study is granted in exceptional cases upon documented request (illness, pregnancy/childbirth, military service, etc.).

In the event that a student fails a course examination in three separate examination periods, they are considered not to have successfully completed the program. They may, however, request to be examined by a three-member committee composed of faculty members (DEP) of the School, appointed by the Department Assembly. The members of this committee must have expertise in the same or a related academic field as the failed course. The original course instructor is excluded from this committee.

Student assessment for each course may take the form of written or oral examinations, or graded coursework, conducted either in person or via distance learning.

A suspension of studies may be granted by decision of the Coordinating Committee and approval by the Department Assembly in cases of serious and exceptional circumstances. The suspension may not exceed two academic semesters, nor be less than one semester in duration. Every postgraduate student has the right to request a suspension of studies. The suspension period is not counted toward the overall study duration as defined in this regulation. During the suspension, student status is deactivated, and all associated rights are suspended.

A postgraduate student who resumes studies after a suspension is required to attend and be assessed in all courses for which they had not previously received a passing grade.

Furthermore, the student remains subject to the study regulations in effect at the time of their initial enrollment in the first semester of the program.

The Coordinating Committee may submit a substantiated recommendation to the Department Assembly for the dismissal of a postgraduate student. Grounds for dismissal include:
a) a written request by the student,
b) insufficient academic progress (evidenced by failure to participate in the educational process, including classes, examinations, and other obligations),
c) failure to fulfill other academic obligations as outlined in the program's internal regulations,
d) conduct that violates academic integrity, either according to current legislation or the University's postgraduate code of ethics.

In all cases of student dismissal for the above reasons, any tuition fees already paid are non-refundable. Dismissals, regardless of cause, require a recommendation from the Coordinating Committee and a decision by the Department Assembly. Likewise, in cases where a student voluntarily withdraws from the program, any tuition fees paid up to that point are not refunded.

Article 15: Exemption from tuition fees

Students who meet the requirements set out in Article 86 are exempt from paying tuition fees for the Master's program "Right to free tuition in a Master's Program with tuition fees - Scholarships" of Law 4957/2022 or based on the applicable legislation that defines the procedure for exemption from tuition fees.

Enrolled students in a Master's Program may study free of charge in Master's Program, if tuition fees are required, provided they meet the financial or social criteria set forth in this regulation.

According to the applicable legislation (Law 4957/2022), a requirement for granting the right to free tuition due to financial or social criteria is the fulfillment of conditions of excellence during the first cycle of studies, which corresponds to a minimum grade of seven and a half out of ten (7.5/10), provided that the assessment of the basic degree submitted for admission to the postgraduate program has been carried out in accordance with the ten-point assessment scale of the Higher Education Institution (HEI) of the country, otherwise this criterion is applied proportionally according to the respective grading scale, provided that the degree presented has been awarded by a foreign institution. This exemption is granted for participation in only one postgraduate program.

The application for exemption from tuition fees is submitted after the completion of the selection process for postgraduate students. The criteria for exemption from tuition fees are examined by the Department Assembly, which issues a reasonable decision on the acceptance or rejection of the application. The financial situation of a candidate shall in no case constitute a reason for non-selection to a postgraduate program. Those who receive a scholarship from another source, as well as citizens of countries outside the EU, are not eligible for exemption.

The total number of students studying free of charge may not exceed twenty-five percent (25%) of the total number of students enrolled per academic year. If the calculation of the

number of students eligible for exemption from tuition fees results in a decimal number, it is rounded up to the nearest whole number. If the number of beneficiaries of the exemption exceeds the percentage specified herein, the beneficiaries shall be selected in descending order of ranking until the number is reached in accordance with Article 86, paragraphs 1 & 2, of Law 4957/2022. Since the current law sets an age requirement, it's recommended, for good management and equal treatment, that the date of birth of students be considered December 31 of the year they were born.

In the event that members of the same family up to the second degree of kinship by blood or marriage are simultaneously enrolled in a postgraduate program at the Institution, a 50% reduction in tuition fees may be granted.

Scholarships are also available based on: a) financial criteria (individual or family financial situation, as defined by current legislation), b) social criteria (divorced with dependent children, disability of the candidate, single-parent family, orphan of both parents and under 25 years of age, child of a large family, siblings who are students), c) attendance without absences, d) excellent academic performance.

Article 16: Rights and obligations of postgraduate students

Rights of postgraduate students:

Postgraduate students have the right to use the facilities and resources of the Institution, to have unimpeded access to the Institution's library upon presentation of their student ID card and in accordance with the specific rules laid down, use of digital services and databases to support their teaching and research needs.

At the beginning of each course cycle and depending on the number of postgraduate students, the Academic Council appoints academic advisors. The academic advisor's job is to guide and provide direction and advice to graduate students for the progress and successful completion of their studies. To this end, the academic advisor sets specific days and times for working with graduate students. The advisor's services are purely advisory in nature and are not mandatory for the students to whom they are provided.

Graduate students may participate in educational programs at Greek or foreign universities, collaborate with universities, research centers, and other institutions in Greece or abroad, as well as offer research and support services to the Department in organizing workshops and conferences.

Enrollment, course attendance, and other obligations:

Before enrolling in the program, each candidate declares that they have read and accept the rules of the program, as described in the Internal Regulations, by submitting a signed Affidavit. Acceptance of the Regulations is a basic prerequisite for obtaining and maintaining the status of a postgraduate student.

In order to complete their enrollment in the program, immediately after the selection process and before the start of the first semester, students are required to pay the first installment of

tuition fees. The other two equal installments are paid before the start of the second and third semesters, respectively.

Attendance at the program is mandatory, and each student may not be absent for more than 20% of the lectures per course. Only in absolutely justified cases may the Coordinating Committee excuse a greater number of absences. Attendance is monitored by the secretariat of the postgraduate program and the instructors, or the student representatives of each specialization.

Postgraduate students are required to attend all courses of the current curriculum, submit the required assignments within the specified deadlines, attend the scheduled exams, submit to the Secretariat, prior to the evaluation of their thesis, a responsible statement that the thesis is not the product of plagiarism, pay the tuition fees as specified in these regulations, comply with the postgraduate study regulations, the decisions of the bodies of the PME, the Department, and the University, as well as academic ethics.

In addition to the successful completion of the program of study, a prerequisite for obtaining a postgraduate degree is the return of books and journals borrowed from the University Library. Postgraduate students must have paid all their financial obligations before being awarded a certificate of completion and a Master's Degree.

If a student fails a course in three examination periods, they are considered to have not successfully completed the program and are examined, upon request, by a three-member committee of faculty members of the School, which is appointed by the Department Assembly and whose members have the same or a related field of expertise as the course being examined. The instructor of the specific course is excluded from the committee.

Possibility of suspension of studies:

Suspension of studies is granted following a decision by the Coordinating Committee and approval by the Department Assembly for extremely serious reasons and cannot exceed two academic semesters or be less than one semester. Every postgraduate student has the right to submit a request for suspension of studies. The period of suspension of studies is not counted towards the duration of studies provided for in these regulations. During the suspension, student status is revoked, and all related rights are suspended.

Postgraduate students who reactivate their studies are required to attend all courses in which they had not been successfully examined and assessed prior to the suspension of their studies. Furthermore, they shall continue to be subject to the study regime based on the time of their initial enrollment in the first semester of the postgraduate program.

Terms for the expulsion of postgraduate students:

The Postgraduate Committee may, with a reasonable recommendation, propose to the Department Assembly the expulsion of a postgraduate student. The reasons for expulsion are as follows: a) request by the postgraduate student himself/herself, b) insufficient progress by the postgraduate student (as evidenced by non-participation in the educational process, i.e., attendance, exams, and other obligations), c) failure to fulfill other obligations, as defined by the internal regulations of the postgraduate program, d) behavior that violates academic ethics according to current legislation or the code of ethics of the University of Ioannina's postgraduate studies regulations.

Article 17: Administrative Bodies of the Postgraduate Studies Program

The following bodies are responsible for the organization and general operation of the Postgraduate Studies Program (paragraph 1 of Article 81 of Law 4957/2022)

a) the Senate of the Higher Education Institution (HEI),

b) the Department Assembly,

c) the Coordinating Committee (C.C.),

d) the Director of the MSc, and

e) the Postgraduate Studies Committee

17.1 The Senate

The Senate of the Institution has the following responsibilities:

1) approves the establishment of a Master's Program or the amendment of the decision to establish the Master's Program

2) approving the extension of the duration of the Master's Program

3) establishing the Coordinating Committee, in the case of interdepartmental, interinstitutional, or joint Master's Program

4) deciding on the abolition of Master's Program offered by the HEI

17.2 The Department Assembly

The Department Assembly is responsible for the organization, administration, and overall management of the Master's Program, and specifically:

a) it proposes to the University Senate, via the Postgraduate Studies Committee, the establishment/modification of the Master's Program, as well as the extension of its duration;

b) it appoints the Director and members of the Coordinating Committee of each Master's Program offered by the Department;

c) it forms committees to evaluate applications of prospective postgraduate students and approves their admission to the Master's Program;

d) it assigns teaching duties to the instructors of the Master's Program and may also assign auxiliary teaching duties to the Department's or School's PhD candidates, under the supervision of a Master's Program instructor;

e) it is responsible for the establishment of examination committees for the purpose of assessing postgraduate students' Master's theses, and for the appointment of a supervisor for each thesis.

f) it confirms the successful completion of studies for the Master's Degree to be awarded;

g) it approves the Master's Program's annual report following a proposal by the Coordinating Committee (C.C.);

h) it assigns postgraduate students auxiliary teaching responsibilities in undergraduate programs offered by the Department.

i) it exercises any other legal competence.

By decision of the Department Assembly, the responsibilities listed in points (c) and (e) may be delegated to the Coordinating Committee of the Master's Program.

17.3 The Coordinating Committee

The Coordinating Committee (CC) of the Master's Program: By decision of the Assembly, a Coordinating Committee is formed for a two-year term, consisting of the Director of the MSc and four (4) members of the Teaching and Research Staff (D.E.P.) of the Department who have a field of expertise related to that of the Master's Program and undertake teaching duties in the PME. The CC is responsible for monitoring and coordinating the operation of the program and, in particular:

a) preparing the initial annual budget of the Master's Program and any adjustments to it, provided that the PME has resources available, and recommending its approval to the Research Committee of the Special Research Fund Account (ELKE),

b) prepares the program's financial report and recommends its approval to the Department Assembly,

c) approves the Master's Program expenses,

d) approves the awarding of scholarships, whether reciprocal or not, in accordance with the provisions of the decision establishing the PME and the Regulations for Postgraduate Studies,

e) recommends to the Department Assembly the distribution of teaching duties, as well as the assignment of teaching duties to the instructors of the PME (in the categories of Article 83 of Law 4957/2022),

f) recommends to the Department Assembly the invitation of Visiting Professors to cover the teaching needs of the Master's Program,

g) prepares a draft amendment to the curriculum, which it submits to the Department Assembly,

h) recommends to the Department Assembly the redistribution of courses between academic semesters, as well as issues related to the qualitative upgrading of the curriculum.

17.4 Director of Studies

The Director of the Postgraduate Program is selected from among the faculty members of the Department, preferably at the rank of Professor or Associate Professor, is a lecturer in the

Postgraduate Program and is appointed by decision of the Department Assembly for a two-year term, with the possibility of renewal without restriction.

The Director of the Postgraduate Program has the following responsibilities:

1) chairs the Coordinating Committee, drafts the agenda, and convenes its meetings

2) proposes issues concerning the organization and operation of the Master's Program to the Department Assembly

3) proposes to the Coordinating Committee and other bodies of the Master's Program and the HEI issues related to the effective operation of the Master's Program

4) is the Scientific Director of the program in accordance with Article 234 of Law 4957/2022 and exercises the corresponding powers

5) monitors the implementation of the decisions of the bodies of the Postgraduate Studies Program and the Internal Regulations of postgraduate study programs, as well as the implementation of the budget of the Postgraduate Studies Program

6) exercises any other responsibility specified in the decision establishing the Master's Program.

The Director of the Master's Program and the members of the Coordinating Committee are not entitled to remuneration or any compensation for the performance of the duties assigned to them and related to the performance of their tasks. The appointment of a new director or member of the coordinating committee, in the event of resignation, may be made by the decision of the competent bodies, following the submission of an application by the members and a report justifying the request for change/resignation, or if there is an objective inability or important reason, e.g., illness.

17.5 The Committee for Postgraduate Studies

The Committee for Postgraduate Studies is established by decision of the Senate, following a recommendation by the Deans of the Schools of the University of Ioannina. The Committee consists of one (1) member of the Teaching and Research Faculty (DEP) from each School of the Higher Education Institution (HEI), one (1) member selected from the categories of Special Teaching Staff (EEP), Laboratory Teaching Staff (EDIP), and Special Technical Laboratory Staff (ETEP) of the HEI, and the Vice-Rector responsible for academic affairs, who serves as Chair. The members of the Committee must have experience in the organization and participation in second-cycle (Master's level) study programs. The term of office of the Committee is two (2) academic years.

The responsibilities of the Committee include:

1. Providing opinions to the Senate regarding the establishment of new postgraduate programs or the modification of existing ones, after evaluating the proposals submitted by the Department Assemblies for the establishment of new Master's Programs, including feasibility and sustainability reports and program cost estimates. The Committee may return proposals if they are not sufficiently justified or if the accompanying documentation is incomplete.

2. Drafting a proposed regulation for second- and third-cycle (doctoral) study programs of the HEI and submitting it to the Senate.
3. Preparing a standard template for the operation regulations of Master's Programs.
4. Monitoring compliance with the regulations governing the operation of postgraduate study programs.
5. Overseeing the implementation of legislation, regulations, and decisions of the governing bodies of the HEI by the Master's Programs.
6. Monitoring the implementation of the process for exemption from tuition fees.
7. Performing any other responsibilities assigned by the Internal Regulations.

By decision of the Senate, based on a recommendation from the Committee for Postgraduate Studies, the regulations governing Master's and Doctoral programs are approved. These regulations form a distinct chapter within the HEI's internal operating regulations.

Article 18: Responsibilities and Obligations of the Pedagogical Department of Primary Education

a) The Department provides administrative support to the Master's Program. It maintains student files and is responsible for preparing and issuing degree certificates.

b) Members of the Teaching and Research Faculty (DEP) of the Department of Primary Education with relevant academic expertise:

- (a) may serve as members of the Program's Coordinating Committee,
- (b) participate as instructors in the Program's courses,
- (c) may be appointed as supervisors for postgraduate students' Master's Theses,
- (d) serve on the three-member Examination Committees for the evaluation of Master's Theses.

c) Subject areas of the Department's teaching staff that are relevant to the Program:

1. School Pedagogy
2. Pedagogy
3. Special Education / Special Pedagogy
4. Teaching Methodology
5. Sociology of Education
6. Psychology
7. Research Methodology in the Educational Sciences

8. Statistics in Education
9. Information Technology in Education
10. Teaching Mathematics
11. Teaching Natural Sciences
12. Teaching Language
13. Teaching History

d) The Department of Primary Education at the University of Ioannina provides classrooms for the in-person delivery of the Program's theoretical courses, and offers facilities, equipment, and technical support for distance learning courses as well as for the preparation of postgraduate students' Master's Theses.

Article 19: Duration of the Program's Operation

The Master's Program is expected to operate until the academic year 2035–2036, subject to its accreditation by the Hellenic Authority for Higher Education (HAHE).

Article 20: Evaluation

20.1. Evaluation by the Hellenic Authority for Higher Education

The internal and external evaluation of the Master's Program is carried out in accordance with the applicable legislation and regulations, within the framework of the periodic evaluation/accreditation of the Department, as organized by the Hellenic Authority for Higher Education (HAHE). Within this framework, the overall performance of the Program is assessed, including the degree to which its initial goals have been fulfilled, its sustainability, graduate employability, its contribution to research, its internal evaluation by graduate students, the justification for extending its operation, and other elements related to the quality of its output and its contribution to the national strategy for higher education.

If, during the evaluation, the Program is deemed not to meet the requirements for its continuation, it will remain in operation only until the graduation of currently enrolled students, in accordance with its founding decision and the postgraduate and doctoral studies regulation.

At the end of each semester, every course and instructor is evaluated by the graduate students, in accordance with current legislation and HAHE principles. Specifically, anonymous online questionnaires are sent via Google Forms to all active students of the Program. These questionnaires are anonymous and do not collect any personal data.

20.2. Internal Evaluation

The internal evaluation of the Master's Programs is carried out annually by the University's Quality Assurance Unit (MODIP). All individuals involved in implementing the activities and actions of the Master's Program participate in this process, including students, teaching staff, administrative and technical support personnel, and members of the Program's Coordinating Committee.

The internal evaluation is conducted in accordance with applicable law, the University's Internal Quality Assurance System, and the guidelines and standards of HAHE.

The internal evaluation of the Program includes an assessment of its teaching and all academic functions and activities. Specifically, it evaluates:

- The content of the Curriculum, ensuring it aligns with the most recent research in the relevant academic field and maintains the Program’s contemporary relevance.
- The workload of courses, as well as the progress and completion of graduate studies by the students.
- The degree to which students’ expectations are met regarding the Curriculum, the support services provided, and the overall learning environment.
- The courses of the Program are evaluated on a semester basis through student-completed questionnaires.

The use and dissemination of evaluation results aim to support the Program’s sustainability, high academic standards, improvement of services offered, and instructor effectiveness. For this reason, at the end of each semester, the Coordinating Committee of the Master's Program meets to discuss the evaluation results. Based on the outcomes, it may recommend that instructors adjust their teaching methods, course content, or workload

Article 21: Special Provisions

Any issues not regulated by this Regulation or by the Regulation of Postgraduate Programs of the University of Ioannina are decided upon by the Department Assembly.