



**Educational Sciences:**

**Management and Administration in Education-Educational Leadership**

University of Western Macedonia – Department of Primary Education

Postgraduate Studies

# **POSTGRADUATE STUDIES GUIDE**

ACADEMIC YEAR 2020-2021

## Contents

|   |    |
|---|----|
| A Greeting from the Program Director..... | 3  |
| INTERNAL REGULATION OF STUDIES.....       | 4  |
| CALL FOR EXPRESSION OF INTEREST .....     | 23 |
| COURSES DIAGRAM.....                      | 29 |
| COURSES OUTLINE.....                      | 31 |
| TEACHING STAFF 2020-2021 .....            | 69 |

## A Greeting from the Program Director

The Department of Primary Education of the School of Social Sciences and Humanities in the University of Western Macedonia continues the operation of the Postgraduate Program entitled "Educational Sciences: Management and Administration in Education - Educational Leadership" during the academic year 2019-2020. The program is addressed to in-service educators of primary and secondary education, to educational executives but also to graduates of Departments and Faculties located in Greece or abroad who are going to work as educators in the future.

In Greece, according to research data, a significant deficit has been recorded over time in the provision of study opportunities in Postgraduate Programs related to management and administration in education as well as educational leadership. In recent years, such programs are offered by educational institutions in Greece and abroad. In this context, the Department of Primary Education of Florina aspires to address the prospective students of this Postgraduate Program of Western Macedonia but also students nationwide, offering another opportunity in this field.

Our goal is for the graduates of the program to be able to meet the modern challenges of management and administration in education and the school unit as well as to acquire skills and abilities in the direction of applying educational leadership through theory and research. The program is self-financed and is subject to current legislation.

The Director of the Postgraduate Program

Iordanidis Georgios

Professor

## INTERNAL REGULATION OF STUDIES

*“Education Sciences: Management and Administration in Education- Educational Leadership”*

(according to Law no. 4485/2017 and 216772/21 decision, Government Gazette 4334/12.12.2017)

## **Part A**

### **Regulation of Studies**

#### **General Provisions**

The Department of Primary Education of the Faculty of Social Sciences and Humanities in the University of Western Macedonia organizes and operates the Postgraduate Program entitled "Education Sciences: Management and Administration in Education - Educational Leadership" during the academic year 2020-2021, according to Law no. 4485/2017, as amended and is currently in force.

The Postgraduate Program has been operating since academic year 2015-16 according to Government Gazette B 2087/31-07-2014. The Postgraduate Program continues its operation according to Government Gazette 2865/ 18-07-2018.

#### **Article 1**

##### **Subject- Aim-Duration**

According to article 30 of Law no. 4485, paragraphs a & b, Postgraduate programs are governed by scientific coherence and aim "at further knowledge promotion; the development of research and the arts, as well as the satisfaction of the educational, research, social, cultural and developmental needs of the country, in training high-level scientists capable of contributing to theoretical and applied areas of specific disciplines, special thematic units or sub-disciplines of the cognitive subjects related to the first cycle of studies of the relevant Departments".

##### **1. Subject of the Postgraduate Program**

The subject area of the Postgraduate Program entitled "Education Sciences: Management and Administration in Education-Educational Leadership" is training graduates from Universities and Technological Institutions in the area of administration and management in education as well as in educational leadership.

##### **2. Goal**

- a) The preparation of executives who have the knowledge base in the scientific subject of Educational Management and Leadership as well as the relevant skills, so that they can effectively contribute to educational reform in the direction of meeting current challenges;
- b) The promotion of educational research, in general, in combination with the promotion of research in issues regarding management, administration and leadership in education in particular.

##### **3. Specialization and partial goals**

These are mentioned below:

- i. Providing specialized knowledge regarding the current interdisciplinary developments in Education Sciences with specialization in issues of management and administration in education and educational leadership;
- ii. Synthetic approach to theory, scientific methodology and strategies for the production of comprehensive, innovative actions and policies;

- iii. Training specialized graduates with a solid theoretical background, as well as equipping them with the ability to interdisciplinarily resolve complex, practical problems in the aforementioned fields;
- iv. The promotion of interdisciplinary research in issues of educational management and leadership, as well as the development of high level theses related to the field;
- v. The provision of high level postgraduate studies;
- vi. The development of critical and research skills required for doctoral studies;
- vii. Equipping scientists with the necessary skills for a successful career in the private, public and academic sector.

The Postgraduate Program has been operating since the academic year 2018-2019 for five (5) years, and then the potential of continuing its operation will be assessed according to the ordinance of paragraph 8, article 32, Law no. 4485/2017 (Government Gazette A, 114).

## **Article 2**

### **Postgraduate Titles**

The Postgraduate program awards a Diploma of Postgraduate Studies (MSc) entitled "Education Sciences: Management and Administration in Education - Educational Leadership" (MSc in Education Sciences: Management and Administration in Education - Educational Leadership).

## **Article 3**

### **Administration of the Postgraduate Program**

**(articles 31, 44 and 45 of Law no. 4485/2017)**

Competent bodies for the management, administration and operation of the Postgraduate Program are:

- i. **The Senate of the Institution** is the competent body for academic, administrative, organizational and financial issues of the Postgraduate Program and exercises competence related to the Postgraduate Program, which is not specifically assigned to other bodies by law.
- ii. **The Assembly of the relevant Department** has the responsibilities defined in paragraph 3 of article 31, Law 4485/2017.
- iii. **The Steering Committee (S.C.)** of the Postgraduate Program consists of five (5) members of the Department educational staff, who have undertaken postgraduate work and are elected for a two-year term by the Assembly of the relevant Department. The S.C. is responsible for monitoring and coordinating the operation of Postgraduate Programs. The Director of Postgraduate Program presides over the S.C. and their term may be renewed once. At the end of the S.C. term, under the responsibility of the outgoing Director, a detailed report of the research and educational work of the Postgraduate Program, as well as of its other activities is compiled, with the aim of studies upgrade, the best utilization of human resources, the optimization of the existing infrastructure and the

- socially beneficial use of the available resources of the Postgraduate Program (Article 44, paragraph 2).
- iv. **The Committee of Postgraduate Studies.** The proposal of the Department Assembly is forwarded to the Senate through the Committee of Postgraduate Studies, which judges its integrity. In case, it deems the proposal incomplete, it returns it to the Assembly (article 32, par.5).
  - v. **The Director of the Postgraduate Program** is a professor or an associate professor, of the same or related subject and is appointed together with their deputy for a two-year term by the Department Assembly. The Director of the Postgraduate Program must meet the conditions of paragraph 8 of article 31, Law 4485/2017. The Director is also a member and a President of the S.C, cannot be appointed for more than two (2) consecutive terms and is not entitled to additional remuneration for their administrative work.
  - vi. **The six-member Scientific Advisory Committee (S.A.C.)** is responsible for the external academic evaluation of the Postgraduate Program (paragraph 3 of article 44, Law 4485/2017).

#### **Article 4**

##### **Candidates' categories**

**(article 34, paragraphs 1,7 and 8 of Law 4485/2017)**

In the Postgraduate program "Education Sciences: Management and Administration in Education - Educational Leadership", graduates of the first cycle of studies of Greek universities or equivalent institutions abroad are accepted. Also, graduates of Technological Institutions with relevant subject or of other Higher Schools can be accepted according to an Assembly decision.

Foreign degrees are certified with a certificate of equivalence and correspondence according to Hellenic National Recognition and Information Center.

The Greek language adequacy for foreign candidates is proven when: a) the candidate has completed secondary education in Greece or in a Greek-speaking school abroad, b) holds a degree in Greek literature from an equivalent Higher Education Institution abroad, c) has completed a full cycle of undergraduate studies in a Greek Higher Education or Technological Institution and d) holds a certificate of Greek language proficiency from a state-recognized institution providing such certificates to foreigners.

#### **Article 5**

##### **Number of entrants-Selection criteria**

**(articles 34 and 45 of Law 4485/2017)**

### **A) Number of entrants**

The number of students admitted per year is set at a maximum of thirty-five (35) postgraduate students.

Only one member of the Special Teaching Staff, the Laboratory Teaching Staff as well as a member of the Technical Personnel, serving at the relevant Department organizing the program can be admitted as supernumeraries per year provided that they meet the conditions of the first paragraph article 34.

Candidates can also be final-year students, who will have successfully completed the obligations of their undergraduate studies before the end of enrollment and will meet all admission requirements for the Postgraduate program.

The maximum number of students per professor is five (5) (article 45, paragraph 1b, Law 4485/2017).

### **B) Criteria and application procedure**

During a specified period of each year, a call for expression of interest is published in the website of the University of Western Macedonia and the Department of Primary Education, in which the following are specified:

- Categories of graduates / candidates
- The necessary formal and substantive qualifications of the candidates
- The way and the criteria regarding the candidates' evaluation
- The dates for the submission of applications-supporting documents

In case the admission method requires a written examination, the procedure, the number and the material of the examined courses, the examination dates as well as the way of evaluation should be specified. The applications of the candidates are submitted electronically, collected, recorded by the Secretary of the Postgraduate program and are forwarded to the Steering Committee (SC). Applications are considered valid, if a file with the required supporting documents is submitted within the set deadline, which can either be submitted in person or sent by post to the Secretary of the Postgraduate Program. Applications that are not accompanied by the necessary supporting documents or are submitted beyond the set deadline (the submission date is defined by the Post Office stamp) are not taken into consideration during the candidates' selection process. The supporting documents are not returned.

The candidates' selection process is completed each year, in September.

The candidates should submit to the Postgraduate Program secretary the following required documents:

1. Application and CV submitted electronically
2. The submitted application must be printed and included in the application file.



3. Copy of Degree / Diploma (foreign diplomas are certified with a certificate of equivalence and correspondence from the Hellenic National Recognition and Information Center)
4. Certificate of the transcript of records (where the exact average score will be indicated / the foreign diplomas are certified with a certificate of equivalence and correspondence from the Hellenic National Recognition and Information Center)
5. Certificate of a foreign language competency, level B2 or higher, by a recognized body.
6. Simple photocopy of the ID card

The scoring of the application file submitted by the candidate is based on the selection criteria as these are included in the call for expression of interest and approved by the competent bodies.

### **C) Procedure for evaluating candidate applications**

The control and the evaluation of the supporting documents is carried out by the Selection / Examination Committee, appointed by the Department Assembly. The Selection/ Examination Committee proposes to the Steering Committee of the Postgraduate Program.

The candidates' evaluation is implemented in three phases:

- a) In the first phase, a check of the candidates' formal / necessary qualifications is carried out.
- b) In the second phase, the supporting documents are scored based on criteria, so that candidates can be ranked according to their evaluation. Based on this ranking, the number of candidates who will be invited for an oral interview is determined (if an interview is planned to be held).
- c) Interview (on cognitive issues regarding the program subject) (if it is defined by the relevant call for expression of interest).
- d) Examinations on cognitive subjects (if these are defined by the relevant call for expression of interest).

After the process completion, the Steering Committee receives the candidates' evaluation ranking from the Selection/Examination Committee, carries out the final checks and decides on the candidates' admission. Then, after a suggestion by the Steering Committee, a table of the successful candidates' evaluation rankings is compiled, approved by the Assembly and posted on the Postgraduate Program website.

The successful candidates are invited to validate their registration in the specific Postgraduate Program within ten (10) days. In case of refusal, the first runner-up is called immediately by phone.

By registering, candidates accept the operating conditions and the corresponding obligations of the Postgraduate program. They are also obliged to pay the relevant tuition fees, with the first part (installment) being paid within ten (10) days from their notification and acceptance of the Postgraduate Program attendance. The tuition fees are deposited in a bank account of the Special Account for Research Grants of the University of Western Macedonia, which will be indicated by the Secretary of Postgraduate Program.

## Article 6

### Duration and conditions of studies

(articles 33,34 and 45 of Law 4485/2017)

1. The duration of studies is set as three (3) semesters, which includes the time for elaboration and evaluation of a Postgraduate thesis. The maximum time allowed for studies completion is set at five semesters. In addition to these time limits and in exceptional cases, following a decision of the Assembly, the postgraduate student will have the possibility of extension. Working students are offered the potential of part-time study, the duration of which cannot exceed the two-fold time of the regular study following a decision of the Assembly. Part-time study is also offered for non-working postgraduate students who are unable to meet the minimum requirements of the "full" study program and for particular, extremely serious cases (such as illness, serious family reasons, force majeure, etc.), for which the Assembly decides.
2. In exceptional cases, by decision of the Assembly, it is possible for candidates to be granted a study suspension for a period not exceeding two (2) consecutive semesters. Suspension time is not counted in the maximum studies duration. After the end of the study suspension, the postgraduate student is obliged to attend all courses, seminars, internships, etc. for which they have not been successfully evaluated before their study suspension.
3. The Assembly decides on issues of course review or deletions, following a proposal by the Steering Committee.
4. Indicative reasons for deletion may be the following: students' insufficient progress (non-participation in the educational process, attendance and examinations), improper fulfillment of other obligations, as defined by the Postgraduate Program Guide (non-payment of tuition fees, exceeding the maximum expected study time) and application of the postgraduate students themselves or behavior that offends academic ethics, e.g. plagiarism.
5. Postgraduate students are entitled to:
  - Academic identity.
  - Email account of the University of Western Macedonia
  - Access to the libraries of the University of Western Macedonia
  - Access to the electronic database, to which the University of Western Macedonia is a subscriber (Hellenic Academic Library Link, HEAL Link)

The relevant Department must provide facilities to postgraduate students with disabilities or special educational needs.

### **Tuition Fees**

The Postgraduate program "Education Sciences: Management and Administration in Education - Educational Leadership" includes tuition fees which amount to the total of two thousand three hundred euros (2,300 €) per student. The imposition of tuition fees is considered necessary because other resources do not ensure the necessary conditions for the program operation and the provision of high quality services. The amount of the fees is

determined on the basis of the reciprocity between the fees and the services (teaching, access to materials and platforms, scholarships).

The tuition fees are paid on specified dates, notified in a timely manner. The first installment is paid upon registration (September) and the rest at the beginning of the semesters (2<sup>nd</sup> semester-February, 3<sup>rd</sup> semester-August). In case of studies interruption, the already paid tuition fees are not refundable.

Postgraduate students whose income (individual or family) does not exceed one hundred percent (100%) (for individual income), and seventy percent (70%) (for family income) of the national, average equivalent income are exempt from tuition fees. Exempt students should not exceed thirty percent (30%) of the total number of students admitted to the Postgraduate Program; while this simultaneously refers to their participation in one program. According to article 35 of Law 4485/2017, if the beneficiaries exceed the above percentage, they are selected according to ranking starting from those who have the lowest income. The application for tuition fees exemption is submitted by the applicants to the Secretary of the Postgraduate program after the completion of the students' selection process. Under no circumstances does the financial weakness stand as a reason for not being selected in the Postgraduate program.

The Department Assembly, after a relevant, justified proposal of the Steering Committee, may set a non-refundable participation fee for the evaluation of the postgraduate student's file.

### **Students' obligations**

The postgraduate students who enroll in the Postgraduate Program are obliged:

- ✓ To continuously attend the courses and the activities of the current curriculum.
- ✓ To submit the required courses assignments on time and within the stipulated deadlines.
- ✓ To fulfill their financial obligations on the dates set by the Secretary of Postgraduate program
- ✓ To respect and abide by the decisions of the Postgraduate program bodies as well as academic ethics.
- ✓ To participate in educational activities, conferences, workshops, symposia, etc. organized by Postgraduate program
- ✓ The scholars are additionally obliged, by Assembly decision, to offer supportive work in the courses, the Laboratories, the Research etc.

### **Article 7**

#### **Curriculum –Test of knowledge**

**(articles 34 and 45, Law 4485/2017)**

### **Program Duration, Structure and Content**

For obtaining the Postgraduate program Diploma "Education Sciences: Management and Administration in Education-Educational Leadership", a total of ninety (90) credits (ECTS) is required. The Postgraduate program is structured in three (3) academic semesters; specifically, thirty (30) credits (ECTS) for the courses of the 1<sup>st</sup> and 2<sup>nd</sup> semester and thirty (30)

(ECTS) for the postgraduate thesis development. Each course corresponds to thirty-nine (39) teaching hours.

Courses are mandatory.

The instruction language of the Postgraduate program is Greek and/or it may also be different. The postgraduate thesis may be written in Greek or a different, foreign language.

The syllabus is structured as follows:

*A detailed table of courses with ECTS is presented.*

#### 1<sup>st</sup> Semester

|     | <b>Courses</b>   | <b>Semester</b> | <b>Mandatory Courses (M)</b> | <b>ECTS</b> |
|-----|--|-----------------|------------------------------|-------------|
| AY1 | Principles of Management and Administration in Educational Units   | 1 <sup>st</sup> | M                            | 7.5         |
| AY2 | Educational Research Methodology I-Quantitative Methods-Statistics | 1 <sup>st</sup> | M                            | 7.5         |
| AY3 | Educational Research Methodology II-Qualitative Methods            | 1 <sup>st</sup> | M                            | 7.5         |
| AY4 | Educational Leadership and Organizational Development              | 1 <sup>st</sup> | M                            | 7.5         |
|     |  |                 | <b>Total</b>                 | <b>30</b>   |

#### 2<sup>nd</sup> Semester

|     |  |                 |   |     |
|-----|--|-----------------|---|-----|
| BY1 | Organizational-Social Psychology with applications in educational management | 2 <sup>nd</sup> | M | 7.5 |
| BY2 | Educational Assessment   | 2 <sup>nd</sup> | M | 7.5 |

|     |   |                 |       |     |
|-----|---|-----------------|-------|-----|
| BY3 | Introducing and Dealing with changes and innovation in education-school improvement | 2 <sup>nd</sup> | M     | 7.5 |
| BY4 | ICT applications in Educational Management  | 2 <sup>nd</sup> | M     | 7.5 |
|     |   |                 | Total | 30  |

### 3<sup>rd</sup> Semester

|  |                     |                 |   |    |
|--|---------------------|-----------------|---|----|
|  | Postgraduate Thesis | 3 <sup>rd</sup> | M | 30 |
|--|---------------------|-----------------|---|----|

According to an Assembly justified decision (describing of the manner and means of teaching), part of the training can be carried out through distance learning (up to 35% of the courses).

#### **Course schedule**

The beginning of the winter semester is set at the beginning of October, while the spring semester respectively starts at the end of February and lasts for thirteen (13) full weeks.

Courses are taught on weekdays in the afternoon or on Saturdays and/or Sundays (compact and intensive courses) for the working students' convenience.

Courses are taught at the School of Social Sciences and Humanities in Florina or at the university premises within the geographical boundaries of the Western Macedonia Region.

Upon the Assembly proposal, the curriculum can be modified and redistributed.

### **Article 8**

#### **Postgraduate students' evaluation**

Students' evaluation for each course is carried out by the professor in a way predefined before the beginning of the lectures (examination / work / or a combination of these two). Their performance is evaluated on a scale of 1-10 (5 is set as the minimum successful grade). Students who fail the course exams or assignment delivery resit the exams or submit their assignments in September.

If postgraduate students fail the course/courses examination, so that –according to the Postgraduate Studies Regulation– it is considered that they have not successfully completed the program, they are examined, at their request, by a three-member faculty committee, who specialize in the same or a related subject with the examined course and is defined by the Department Assembly. The person responsible for professors' examination is excluded from the committee (Article 34, paragraph 6).

Instructors are obliged to publish the written examinations results of their courses no later than thirty (30) days from the delivery of assignments / examinations.

Postgraduate students are obliged to systematically attend the lectures and other activities for each course. The limit of absences that each postgraduate student is entitled to is a maximum of 1/3 of the teaching hours (13) in each course, regardless of whether these absences are justified or unjustified. For a larger number of absences, the Steering Committee decides on the repetition of the course or the postgraduate student's exclusion from the Postgraduate program.

## **Article 9**

### **Postgraduate Thesis**

1. In every Postgraduate program, the postgraduate thesis elaboration is foreseen at the beginning of the 3<sup>rd</sup> or 4<sup>th</sup> semester, after the postgraduate student has been successfully examined in all courses. Consequently, the postgraduate student submits an application to the Department Assembly for the approval of a postgraduate thesis development, proposing a supervisor, after the necessary communication. The application is accompanied by a summary of the proposed thesis. Members of the faculty staff that are responsible for the partial or complete teaching of a Postgraduate program course may be defined as supervisors. The supervisor is responsible for monitoring and controlling the work progress as well as whether the research objectives and specifications are met.
2. The members of the Three-Member Examination Committee must have the same or related scientific expertise with the Postgraduate program subject.
3. Postgraduate thesis can be written in a foreign language, upon agreement with the supervisor and approval by the Department Assembly.
4. Changes in the postgraduate thesis topic are possible within three (3) months from its approval, by Assembly decision, after a reasoned suggestion from the supervisor. The change in the postgraduate thesis topic is not considered a reason for extension of the aforementioned deadlines. In exceptional cases, provided there is an objective weakness or an important reason, it is possible to replace the supervisor or a member of the Three-Member Examination Committee following a decision of the Assembly of the relevant Department.
5. The Postgraduate thesis should range from 20,000 to 25,000 words (see Postgraduate Thesis Writing Guide). Upon writing completion and after its approval and acceptance by the Three-Member Examination Committee, the final evaluation, which includes an oral development of the subject before the three-member Examination Committee, is set for a specified period of time.
6. Upon submission of the postgraduate thesis, students are responsible for their writing and for the case of plagiarism etc. Plagiarism is defined as the partial or complete copying or use of data of another, published or not, work without the appropriate accurate and clear reference to the specific source, as well as the citation of any documentation, even from studies of the candidates themselves, without a relatively accurate and clear reference. Plagiarism is considered to be a serious academic offense. In verified cases of plagiarism, after the supervisor's justified suggestion, the Assembly may decide on the candidate's deletion from the Postgraduate program.
7. The maximum time for the postgraduate thesis submission is eighteen (18) months from the date of its approval by the Department Assembly. In special cases, upon

request of the interested party and approval by the Assembly, the time may be extended up to one (1) semester and in any case it will not exceed the maximum time allowed to complete the studies.

8. The postgraduate thesis presentations are carried out orally in a face-to-face process. Upon writing completion and after the supervisor's approval, an examination - presentation of the thesis takes place before the three-member examination committee at the end of the three examination periods (February, June and October of each year). Following its approval by the Three-Member Examination Committee, the thesis must be posted on the website of the relevant Faculty and at the Institutional Repository of Scientific Papers of the University of Western Macedonia (<https://dspace.uowm.gr/xmlui/>).
9. The general grade of Postgraduate program Diploma is defined by the ten-point scale and it arises from the average of the grades of the individual courses and the postgraduate thesis (weighting factors are calculated). The rating scale awarded is: "Excellent" (8.5-10), "Very Good" (6.5-8.49) and "Good" (5-6.49).

## **Article 10**

### **Course and professors' evaluation**

After completing a course, postgraduate students are invited or are in the position of evaluating the course in an electronic questionnaire (available on the website of Quality Assurance Unit of University of Western Macedonia: <https://modip.uowm.gr/fe/>).

## **Article 11**

### **Scholarships**

**(articles 35 and 45, Law 4485/2017)**

By decision of the Department Assembly, the Postgraduate program may grant scholarships to postgraduate students based on academic, objective criteria (e.g. average previous semester grade, excellence, compensatory scholarship, student obligations etc). Postgraduate students of the Postgraduate program are exempted from tuition fees according to the terms and conditions set by the current legislation (article 35, paragraph 2, Law 4485 / 17).

## **Article 12**

### **Teaching Staff**

The teaching staff selection in the Postgraduate program is defined by the Department Assembly. The staff selection criteria are the relevance of their expertise, their experience as well as their teaching and research work in accordance with the Postgraduate program scientific field.

Teaching in the Postgraduate program can be undertaken by:

1. Professors and Lecturers of the Department.
2. Members of the Special Teaching Staff, Laboratory Teaching Staff and the Technical Personnel, PhD holders from the relevant Department, unless the thesis subject is of

exceptional and indisputable specificity for which it is not possible or usual to prepare a doctoral thesis.

3. Teachers according to the Presidential Decree 407/80 of the Department
4. Emeritus Faculty members of the Department after an Assembly's decision with substantiated justification (article 16, paragraph 8, Law 4009 / 2011, as in force, and article 45, paragraph 1b, 4485/2017).
5. In case the teaching staff of the aforementioned categories is not enough, with a reasoned decision, the Department Assembly with a Steering Committee's relevant suggestion may assign teaching to faculty members from other Departments of the same Institution; to invite faculty members of other Institutions or researchers from research centers of the article 13A, Law 4310/2014 (A 258).
6. The Department Assembly, according to the Director's suggestion, may decide to invite as guests from Greece or abroad renowned scientists who have the position or qualifications of a professor or researcher in a research center; artists or renowned scientists with specialized knowledge or relevant experience in the Postgraduate program field or abroad, in accordance with paragraph 5, Article 36. By Assembly decision, PhD holders can be hired to assist in teaching and exercises.

### **Article 13**

#### **Graduation Ceremony**

Graduation ceremony is defined by the Department Assembly decision.

### **Article 14**

#### **Simultaneous educational and research activities**

In addition to course attendance, during the Postgraduate program, simultaneous educational and research activities can take place, such as lectures, conferences, workshops, etc. A certificate of attendance is issued for the participants in the simultaneous educational activities.

### **Article 15**

#### **Income – Postgraduate program financial management**

##### **1.1. Postgraduate program sources of income**

- Students' tuition fees.
- Donations, benefits, bequests and any kind of sponsorships from the public sector, as demarcated in paragraph 1, article 14, Law 4270/2014 (A 143), or from the private sector.
- Sources from research programs.
- Sources from European Union programs or other international organizations.
- Other transparent cash inflows.

The Postgraduate program tuition fees for each postgraduate student amount to the total of 2,300 euros and are paid in three installments: the first at their registration and the others at the beginning of the semesters in a special account of the University Research Committee. Tuition fees are utilized for the needs that arise throughout the program operation and not only in the semester to which they correspond.



## **1.2. Postgraduate program operating expenses**

- The teaching staff remuneration for teaching and as well as thesis supervision.
- Expenses for the production of educational material. This amount is determined by the Assembly and is dependent on the Postgraduate program finances.
- PhD candidates' remuneration for the support of educational and supportive-operating activities of the Postgraduate program.
- Remuneration of external partners to support both the operation of (online learning-finances) the Postgraduate program and the educational process.
- Expenses for the administrative support of the Postgraduate program
- Compensation for traveling and accommodation of teachers and invited speakers.
- Financial coverage for the organization of Workshops, Seminars, Symposia, Conferences, International Conferences with the participation of scientists from Greece and abroad.
- Financial coverage of publishing activities (Conference Proceedings, forms of promotion and advertising of the Postgraduate program "Educational Sciences", honorary plaques or honorary volumes, scientific / teaching manuals related to the Postgraduate program subject, etc.).
- Purchase of books, CDs, CD-ROMs, DVDs and in general suitable printed and digital material for the establishment of a small special library covering the special needs of the Postgraduate program.
- Purchase of educational material (including psychometric tests) to support the courses of Postgraduate program.
- Sponsorships (in money or in educational material) to bodies related to the Postgraduate program (University Departments, Institutes, Institutions, etc. based in Greece or abroad).
- Purchase of office supplies for the needs of the secretarial support and the educational process.
- Purchase of materials and equipment (PCs, etc.) for the smooth teaching process.
- Expenses of the secretarial support, the supervision and the educational activities support.
- Subscriptions to scientific journals related to the Postgraduate program
- Coordinators' remuneration for participation in conferences on the Postgraduate program scientific field.

The teaching staff and the professors' remuneration is defined according to article 36, Law 4485/2017 and the legislation. The amount of all the above compensations is determined by the Assembly after Steering Committee's suggestion taking into account the Postgraduate program finances. The Department Assembly decides any necessary tuition fees adjustment as well as teaching staff remuneration and its adjustment.

### **Article 16**

#### **Regulation Amendments**

The Internal Operating Regulation provisions may be amended upon a substantiated recommendation, by a decision of the competent bodies, in accordance with legislation.

## **Article 17**

### **Other issues regulation**

For those issues not provided by the Regulation of Postgraduate Studies, the Department Assembly is responsible.

## **Brief course description**

### **Principles of Management and Administration in Educational Units (AY1)**

Introduction to educational management- conceptual approach to educational management- executives' duties - from 'general' to educational management- school management in the light of the systemic approach - features of effective management. The function of planning / programming - concept and importance of planning / programming - basic elements of planning / programming - management with objectives - planning / programming in education. Decision making - conceptual approach to the term "decision" - types of decisions - decision making process - ways to improve the ability of effective decision making - decision making in the field of education. The function of the administration - the concept of "administration" - administration distinction - organizational charts - basic elements of administration planning - systems of administrative structure - concentration and decentralization of power - bureaucratic form of administration. Management and leadership - concept and content of the term "management" - concept and nature of leadership - leaders (concept, skills, ways of choosing them) - the function of management in the field of education. The function of control - concept and importance of control - the process of control - types of control - characteristics of an effective control system - human reaction against control - control in the field of education - educational work assessment. School units staffing - concept and importance of staffing - the staffing process - staffing in the field of our educational system - teacher training. Educational law - institutions. Economics of education.

### **Educational Research Methodology -Quantitative Methods-Statistics (AY2)**

Basic concepts of research and statistics. Basic concepts in the stages of a research. Research methods. Qualitative and quantitative methods. Questionnaires and tests. Sample methods. Data presentation and interpretation, drawing conclusions. Ways of presenting research results. Applications in educational research. Measurement scales. Types of variables. Description of qualitative variables. Frequency and relative frequency tables. Cross tabulation. Bar charts. Circular diagrams. Description of quantitative variables. Numerical descriptive measures. Histograms. Statistical inference. Hypothesis testing. Chi-square test of independence. Normal distribution. Mean of a population. Check for the mean values of two populations (independent samples). Check for the mean value of two populations (dependent samples). Variation analysis with one and two factors. Repeated measures. Parametric and non-parametric techniques. Correlation of two variables. Applications in Educational Research.

### **Educational Research Methodology -Qualitative Methods (AY3)**

Philosophical and conceptual qualitative research background. Research process in qualitative research. Difficulties and limits in the research process. Quantitative and qualitative research: myths and reality in their bipolar and opposite relationship. The issue of reliability in research. Qualitative research criticism. The concept of theory and its role in qualitative research. Qualitative research design. Forms of qualitative research (ethnographic, case study, action research, biography - life stories). Research techniques (observation, interview, life stories). Qualitative data analysis. Criteria for evaluating qualitative research. Presentation and critical analysis of small research papers.

### **Educational Leadership and Organizational Development (AY4)**

Leadership - Management - Administration. Investigation of terms. Differences, overlaps, relationships. Educational policy and leadership. Early leadership theories - Historical Evolution. The main axes of leadership behavior. Situational leadership approaches. Instructional Leadership – Leadership for Learning. Transformational Leadership. Distributed Leadership. Leadership for Social Justice. Organizational Culture and Organizational Capacity: Exploring the Terms. The role of Leadership in Organizational Capacity Development. Schools as learning organizations. Effective Leadership: An effort of synthetic and critical evaluation.

### **Organizational-Social Psychology with applications in educational management (BY1)**

The course includes theoretical and research topics from the field of organizational-social psychology, which focuses on the study of the participants' subjective experience in organizational processes (e.g. the way a member is perceived as a leader) as social processes, with special emphasis on issues of organizational communication and identity. This approach highlights the important contribution of the subjective perception to shaping participation in organizational processes (e.g. it regulates performance in a project). In addition, these issues are related to the educational management and administration, such as the participants' perceptions of the school unit as an organization with certain goals and procedures to achieve them (e.g. the curriculum objectives), as well as distinct and hierarchical roles (e.g. the principal's role). The concepts of social influence (social rules, compliance, submission to power, minority influence-innovation) as well as the group (group dynamics, processes, roles, interaction, cooperation) as a meeting place of the individual with the social and the symbolic –fantastic are developed. Additionally, a conceptual approach of commitment and engagement is explored (how are people liberated and exploited within an educational organization? Why don't people give their best? school motivation factors, motivation and empowerment, the power of vision ). Finally, the decisive contribution of communication is emphasized and especially the use of written speech (e.g. official documents) and oral speech (e.g. meetings of the teachers' association) in school organizational processes.

### **Educational Assessment (BY2)**

The concept of assessment - Assessment Models. Assessment and management of organizations - Assessment in the Greek educational system. Assessment and Effectiveness – Educational Quality - Assessment and Total Quality in Education. European Policies for Assessment and Quality in Education. The Impact of the EU and other Transnational Organizations. The educational work: Definitions, Demarcations and Content. The educational work assessment. Definitions, indicators and target values. Assessment methodology of the educational work. Self-assessment of the educational work. The role of the educational unit and the principal. Teacher's work assessment. Objectives and limitations. Methodology teacher's work assessment. The international practice. Ideological assumptions for assessment.

### **Introducing and Dealing with changes and innovation in education-school improvement (BY3)**

Introduction to the concept of innovation - Characteristics and types of innovation - Innovation in education. Need for innovation - factors and conditions for introducing innovations. Factors of successful and unsuccessful innovations introduction - design and implementation of innovations. Educational system and introduction of innovations - Principles and resistance. Leadership, school management and innovations introduction. Teacher and innovations introduction - school improvement. Students and innovations introduction - school improvement. Curricula and innovations introduction - school improvement. Examples of introducing innovative programs in education internationally. New technologies in education as an example of innovation.

### **ICT applications in Educational Management (BY4)**

The course "ICT applications in Educational Management" studies the relationship between ICT and the management of educational units, but also of educational systems in general. Management at this level exhibits several similarities, but also significant differences from the same term in the business and financial world. The complexity lies in the combination of administrative and educational scientific knowledge, but also in the multiple levels of administration that exist in the educational system (from the level of the overall educational policy to that of the classroom management). The aim of the course is the theoretical and practical training of postgraduate students, through the study of scientific theory and good practices from the international arena.

The course studies various thematic units that refer to the different levels of administration. In detail:

- ICT and Education. Pedagogical approaches, modern forms of literacy, educational models, educational process design, applications, teacher training, learning profiles, goal recognition, skills' convergence.
- School as a learning organization and the role of ICT. Documentation of this reference and the ICT contribution in this direction. What and how does this organization learn?
- Management information systems. It covers the range from student population management at the classroom level to the administration strategic planning at the school unit-educational organization level, analyzing the concept of Panhellenic School Network and the corresponding life cycle.
- Decision making systems. The right decisions are based on the study of data and their correlation with predefined goals. Simultaneously, the decision-making process follows hierarchical structures. The ICT contribution to the systematic recording and utilization of data, but also to the support of the structures is being studied.
- The role of the internet. The internet is now used both to provide training and to support administrative structures. By studying these possibilities, the tools provided by the Panhellenic School Network will be explored. Areas such as communication, networking and visibility will be analyzed.
- Learning Analytics and Knowledge. It is a modern research field, which focuses on action patterns identification in order to utilize the systematic recording and interpretation of data for the effective management of the learning process, the

strategic planning of learning and decision making in teaching approaches. The field is studied and correlations are made with the level of educational management, as well as with previous thematic units of the course.



**UNIVERSITY OF WESTERN MACEDONIA  
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES<sup>1</sup>  
DEPARTMENT OF PRIMARY EDUCATION  
POSTGRADUATE PROGRAM  
*"EDUCATION SCIENCES: MANAGEMENT AND ADMINISTRATION IN EDUCATION –  
EDUCATIONAL LEADERSHIP"***

**CALL FOR EXPRESSION OF INTEREST  
ACADEMIC YEAR 2020 – 2021**

The Department of Primary Education of the School of Social Sciences and Humanities in the University of Western Macedonia continues the operation of the Postgraduate Program entitled "**Education Sciences: Management and Administration in Education - Educational Leadership**" (Government Gazette B, 2865 / 18.07.2018) during the academic year 2020-2021. The program awards:

**Postgraduate Specialization Diploma on  
Education Sciences: Management and Administration in Education – Educational  
Leadership**

During the academic year 2020 – 2021, thirty-five postgraduate students (35) will be admitted to the Postgraduate program. In the Postgraduate program "Education Sciences: Management and Administration in Education - Educational Leadership", graduates of the first cycle of studies of Greek universities or equivalent institutions abroad are accepted. Also, graduates of Technological Institutions with relevant subject or of other Higher Schools can be accepted according to an Assembly decision. Candidates can also be final-year students, who will have successfully completed the obligations of their undergraduate studies before the end of enrollment and will meet all admission requirements for the Postgraduate program.

Foreign diplomas are certified with a certificate of equivalence and correspondence from the Hellenic National Recognition and Information Center. Greek language proficiency for foreign candidates is proved when: a) the candidate has completed secondary education in Greece or in a Greek-speaking school abroad; b) holds a degree in Greek language/ literature from an equivalent University abroad; c) has completed a full cycle of undergraduate studies in a Greek university or Technological Institution or holds a certificate of successful attendance for at least two (2) years in a Greek Higher Education Institution (University or Technological

---

<sup>1</sup> This is the former School of Pedagogy of Florina as it was renamed according to Law 4610/2019 "Synergies of Universities and Technological Institutions, access to higher education, experimental schools, General State Archives and other provisions", Article 13, paragraph 4 (Government Gazette 70, vol. A/ 7-5-2019).

Institution) and d) holds a certificate of Greek language proficiency from a state-recognized institution providing certificates as such to foreigners.

Only one member of the Special Teaching Staff, the Laboratory Teaching Staff as well as a member of the Technical Personnel, serving at the relevant Department organizing the program can be admitted as supernumeraries per year provided that they meet the conditions of paragraph 1, article 34.

### **Studies Duration – Requirements for awarding a Postgraduate Specialization Diploma**

The duration for awarding a Postgraduate Specialization Diploma is three (3) semesters of full-time study; with the third semester dedicated the postgraduate thesis elaboration.

For obtaining Postgraduate Specialization Diploma the following are required: a) attendance and successful assessment in eight (8) courses (1<sup>st</sup> & 2<sup>nd</sup> semester); b) the postgraduate thesis elaboration (3<sup>rd</sup> semester). During the two semesters, attendance of courses and any other educational and research activity of the Postgraduate program is mandatory. Successful assessment in courses is also required. Thirteen (13) three-hour lessons are required for the successful completion of each semester course. Courses are carried out in Greek and English. **The teaching process may follow face-to-face methods and the use of synchronous and asynchronous online learning (up to 35%) according to legislation. Face-to-face lessons are conducted in modules on Friday and Saturday at the Department of Primary Education (Florina).**

For obtaining the Postgraduate Specialization Diploma, a total of ninety (90) ECTS-credits is required. The credits are distributed as follows: 30 ECTS for first semester courses, 30 ECTS for second semester courses and 30 ECTS for the Postgraduate thesis (Thesis). The syllabus is organized as follows:

| Course No. | Course's title   | Semester        | Course type | ECTS |
|------------|--|-----------------|-------------|------|
| 1          | Principles of Management and Administration in Educational Units     | 1 <sup>st</sup> | Mandatory   | 7.5  |
| 2          | Educational Research Methodology I- Quantitative Methods- Statistics | 1 <sup>st</sup> | Mandatory   | 7.5  |
| 3          | Educational Research Methodology II- Qualitative Methods             | 1 <sup>st</sup> | Mandatory   | 7.5  |



|                                     |   |                 |           |           |
|-------------------------------------|---|-----------------|-----------|-----------|
| 4                                   | Educational Leadership and Organizational Development                               | 1 <sup>st</sup> | Mandatory | 7.5       |
| <b>1<sup>st</sup> Semester ECTS</b> |   |                 |           | <b>30</b> |
| 1                                   | Organizational-Social Psychology with applications in educational management        | 2 <sup>nd</sup> | Mandatory | 7.5       |
| 2                                   | Educational Assessment  | 2 <sup>nd</sup> | Mandatory | 7.5       |
| 3                                   | Introducing and Dealing with changes and innovation in education-school improvement | 2 <sup>nd</sup> | Mandatory | 7.5       |
| 4                                   | ICT applications in Educational Management  | 2 <sup>nd</sup> | Mandatory | 7.5       |
| <b>2<sup>nd</sup> Semester ECTS</b> |   |                 |           | <b>30</b> |
| Postgraduate Thesis                 |   | 3 <sup>rd</sup> |           | 30        |
| <b>Postgraduate Program ECTS</b>    |   |                 |           | <b>90</b> |

### Application process

Applications are accepted from Friday 22<sup>nd</sup> May 2020 to Friday 17<sup>th</sup> July 2020 (according to the Post Office stamp). The application form **must be necessarily submitted electronically on the website <http://edumal.eled.uowm.gr>**. The necessary supporting documents that the candidates must submit on time are the following:

- Application form (after filling it in electronically, it should be printed and included in the application file)
- Copy of Degree / Diploma (Degrees from Universities abroad are certified by the Hellenic National Recognition and Information Center)
- Certificate of the transcript of records from every year (if courses attendance with subject similar to the scientific field of the Postgraduate program is evidenced). In

case of a thesis elaboration, that is not recorded in the transcript, a relevant Secretary certificate is submitted, in which the subject and the thesis grade are mentioned (if this is available)

- Recognized foreign language certificates (English, French, German)
- Publications copies (if these exist)
- Other degrees from Universities or Technological Institutions (if these exist)
- Master Degree or PhD (if these exist)
- Certificate of teachers' work experience in public or private education (if available until June 30<sup>th</sup>, 2020) (work experience in private education is scored if certificates of insurance contribution payments are submitted]
- Certificate of previous service as education executives (if available until June 30<sup>th</sup>, 2020) (tenure or service in the position of an all-day school responsible is not scored)
- Other supporting documents certifying the qualifications (e.g. certificate of computer use, etc.)

The above supporting documents after the electronic application submission are sent by post in plain photocopy form (without validation) to the Program Secretary or are submitted in person. If sent by post, the indication "**Education Sciences: Management and Administration in Education-Educational Leadership**" must be written on the envelope. Faxing is not accepted. The supporting documents are not returned and after the objections expiration date they are destroyed.

The evaluation results will be posted on the Postgraduate program website until July 31<sup>st</sup>, 2020 and could be seen with the use of the special code provided automatically upon application submission. The code use is valid provided that an application form with all the supporting documents has been submitted.

### **Postgraduate student selection criteria**

The candidates' selection is conducted by a committee of professors and lecturers of the Department of Primary Education, which has been formed by the Administrative Council. For the candidates' selection who will attend the Postgraduate program, the following are required:

- Degree/ diploma from a Greek University or equivalent universities abroad or degree/diploma from a Technological Institution with relevant subject.
- A certificate of competency in English (Level B2 or higher), as this is certified with relevant documents.

For the candidates' selection, who will attend the Postgraduate program more specific qualifications are taken into account, as these arise from the supporting documents that have been submitted to the Program Secretary. Such qualifications are candidates' scientific and research work published in valid scientific journals, their writing work, other university degrees besides the first, competency in English (higher than B2 level) and in other languages (level B2), their work experience, etc., as these are thoroughly presented in the Operating Regulation of the Postgraduate program and are listed below:

| Criteria- Qualifications   |  | Evaluation units<br>(maximum degree) |
|--|--|--------------------------------------|
| Additional University degrees  | PhD  | 6                                    |
|  | Master Diploma   | 4                                    |
|  | Additional Bachelor Degree   | 2                                    |
| Graduate diploma thesis  | Relevant subject to the Postgraduate program                             | 3                                    |
|  | Relevant subject to the Education Sciences                               | 2                                    |
|  | Not relevant subject to the Postgraduate program                         | 1                                    |
| Relevant undergraduate courses (1 point per course, with 3 points as maximum)  |  | 3                                    |
| Foreign language competency (besides the required competency of English, level B2)   | English, Level C2  | 3                                    |
|  | English, Level C1  | 2                                    |
|  | Competency of another foreign language (Levels B2-C2) (French or German) | 1                                    |
| Work experience in public or private education   | 0.5 – 2 years  | 4                                    |
|  | 2.1 – 4 years  | 6                                    |
|  | 4.1 – 8 years  | 8                                    |
|  | > 8 years  | 10                                   |
| Experience in administrative position in education (School principal, educational counsellor, Director of Education, Teacher Coordinator of Educational Work etc.) | 0.5 – 2 years  | 5                                    |
|  | 2.1 – 4 years  | 7                                    |
|  | 4.1 – 8 years  | 9                                    |
|  | > 8 years  | 11                                   |
| Books – monographs (2.5 points per title with 5 as maximum)*   |  | 5                                    |
| Conference presentation with reviewers (this is verified through the Conference program and the Book of Abstracts) (1 point per presentation with 5 as maximum)*   |  | 5                                    |
| Certified knowledge of ICT (e.g. ECDLE certificate, A level certification etc.)  |  | 2                                    |
| Total  |  | 60                                   |

\*In case submitted conference presentations are subsequently published, they will be scored only once either as publications or presentations provided that they have been evaluated through a review system.

## **Tuition Fees**

For the Postgraduate program attendance, tuition fees are required which amount to the total of 2.300 euros and are paid in three installments (according to specified process):

**1<sup>st</sup> installment:** 900 euros, after the successful candidates are notified and upon their registration in the Postgraduate program,

**2<sup>nd</sup> installment:** 900 euros, before the 2<sup>nd</sup> semester beginning (1<sup>st</sup> fortnight)

**3<sup>rd</sup> installment:** 500 euros, before the beginning of the 3<sup>rd</sup> semester and the thesis elaboration.

It is noted that in case of non-registration or study termination, the amount of tuition fees that has already been paid, is not refundable. Postgraduate students of Postgraduate program are exempted from tuition fees according to the terms and conditions set by legislation (article 35, paragraph 2, Law 4485 / 17).

For more information, interested parties may contact with the Postgraduate Program Secretary (Mr Melissas Lazaros)

### **Address:**

School of Social Sciences and Humanities

Department of Primary Education

3<sup>rd</sup> km Florina – Niki

53100 Florina

### **Telephone number:**

2385055200 (from **10: 00** to **12: 00** daily)

Email: [lmelissas@uowm.gr](mailto:lmelissas@uowm.gr)

**The DIRECTOR of the POSTGRADUATE PROGRAM**

**IORDANIDIS GEORGIOS**

**PROFESSOR**

## COURSES DIAGRAM

### 1<sup>st</sup> Semester

|     | Courses  | Semester        | Mandatory Courses (M) | ECTS |
|-----|--|-----------------|-----------------------|------|
| AY1 | Principles of Management and Administration in Educational Units     | 1 <sup>st</sup> | M                     | 7.5  |
| AY2 | Educational Research Methodology I- Quantitative Methods- Statistics | 1 <sup>st</sup> | M                     | 7.5  |
| AY3 | Educational Research Methodology II- Qualitative Methods             | 1 <sup>st</sup> | M                     | 7.5  |
| AY4 | Educational Leadership and Organizational Development                | 1 <sup>st</sup> | M                     | 7.5  |
|     |  |                 | Total                 | 30   |

### 2<sup>nd</sup> Semester

|     |   |                 |   |     |
|-----|---|-----------------|---|-----|
| BY1 | Organizational- Social Psychology with applications in educational management | 2 <sup>nd</sup> | M | 7.5 |
| BY2 | Educational Assessment  | 2 <sup>nd</sup> | M | 7.5 |
| BY3 | Introducing and Dealing with  | 2 <sup>nd</sup> | M | 7.5 |

|     |  |                 |       |     |
|-----|--|-----------------|-------|-----|
|     | changes and innovation in education-school improvement |                 |       |     |
| BY4 | ICT applications in Educational Management             | 2 <sup>nd</sup> | M     | 7.5 |
|     |  |                 | Total | 30  |

**3<sup>rd</sup> Semester**

|  |                     |                 |   |    |
|--|---------------------|-----------------|---|----|
|  | Postgraduate Thesis | 3 <sup>rd</sup> | M | 30 |
|--|---------------------|-----------------|---|----|

## COURSES OUTLINE

### 1<sup>st</sup> SEMESTER

#### Course Outline

#### 1. GENERAL

|  |  |   |                       |
|--|--|---|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities                         |   |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education                                  |   |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>  |   |                       |
| <b>COURSE CODE</b>   | AY1  | <b>SEMESTER</b>   | 1 <sup>st</sup>       |
| <b>COURSE TITLE</b>  | PRINCIPLES OF MANAGEMENT AND ADMINISTRATION IN EDUCATIONAL UNITS |   |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |  | <b>WEEKLY TEACHING HOURS</b>  | <b>CREDITS</b><br>7.5 |
|  |  |   |                       |
|  |  |   |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |  |   |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  |  | GENERAL   |                       |
| <b>PREREQUISITE COURSES:</b>   |  | NO  |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   |  | GREEK-ENGLISH   |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   |  | YES   |                       |
| <b>COURSE WEBSITE (URL)</b>  |  | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                       |

#### 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 studies 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*

### **Knowledge**

Students are expected to acquire specialized knowledge, some of which is considered as cutting-edge in the field of management and administration in education and set the stage for original thinking. They are expected to acquire critical awareness of knowledge in management and administration in education as well as its interconnection with different fields.

### **Skills**

Students are expected to acquire specialized problem-solving skills, which are essential in research and/or innovation in order to develop new knowledge and processes as well as to integrate knowledge from different fields.

### **Competences**

Students are expected to be able to manage and transform work or study environments that are complex, unpredictable and require new strategic approaches. They also take responsibility for contributing to professional knowledge and practices and/or team performance strategies evaluation.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to management and administration in education
- Adapting to new situations and decision-making
- Working independently – Team work
- Working in an international and interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking



### 3. SYLLABUS

Introduction to educational management- conceptual approach to educational management- executives' duties - from 'general' to educational management- school management in the light of the systemic approach - features of effective management.

The function of planning / programming - concept and importance of planning / programming - basic elements of planning / programming - management with objectives - planning / programming in education.

Decision making - conceptual approach to the term "decision" - types of decisions - decision making process - ways to improve the ability of effective decision making - decision making in the field of education.

The function of the administration - the concept of "administration" - administration distinction - organizational charts - basic elements of administration planning - systems of administrative structure - concentration and decentralization of power - bureaucratic form of administration.

Management and leadership - concept and content of the term "management" - concept and nature of leadership - leaders (concept, skills, ways of choosing them) - the function of management in the field of education.

The function of control - concept and importance of control - the process of control - types of control - characteristics of an effective control system - human reaction against control - control in the field of education - educational work assessment.

School units staffing - concept and importance of staffing - the staffing process - staffing in the field of our educational system - teacher training.

Educational law - institutions.

Economics of education.

### 4. TEACHING AND LEARNING METHODS – EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 1. FACE-TO-FACE<br>2. DISTANCE LEARNING  |                          |
|---|--|--------------------------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | Both during teaching and communication with students, the use of ICT is applied. Teaching is conducted using ICT with synchronous and asynchronous methods through an e-learning platform. |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>  | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i> | Lectures   | 39                       |
|   | Fieldwork  | 25                       |
|   | Literature study & analysis  | 50                       |
|   | Project elaboration  | 50                       |
|   | Essay writing  | 60                       |

|   |  |
|---|--|
| <p>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</p>  |  |
| <p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p>Description of the evaluation procedure.</p> <p>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p> | <p>Evaluation will be based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. Participation – 10%</li> <li>2. Paper analysis and presentation – 20%</li> <li>3. Topic based research and presentation – essay – 70%</li> </ol> <p>Examinations may be conducted either in Greek or English.</p> |

## 5. RECOMMENDED LITERATURE

### **-Recommended literature:**

Click, M. P. (2005). *“Management in Early childhood and Primary school units”* (Ed. A. Athanasoula-Reppa). Athens: Ellin (in Greek).

Dubrin, A.J. (1998). *“Essentials of Management”* (Ed. N. Sarris). Athens: Ellin (in Greek).

Athanasoula-Reppa, A. (2008). *Educational management and organizational behaviour*. Athens: Ion (in Greek).

Argyropoulou, E. (2007). *Economics and Planning in Early Childhood Education*. Rethymno: Self-publication (in Greek).

Zavlanos, M. (1998). *Management*. Athens: Ellin (in Greek).

Zavlanos, M. (2003). *Total Quality in Education*. Athens: Stamoulis (in Greek).

Iordanidis, G. (2002). *The role of Chief Education Officer and Educational Bureau*. Thessaloniki: Kyriakides (in Greek).

Iordanidis, G. (2014). *Conflict management in school settings*. Thessaloniki: Kyriakides (in Greek).

Kapsalis, A. (Ed) (2005). *Administration and Management in School Units*. Thessaloniki: University of Macedonia Publications (in Greek).

Michopoulos, B.A. (2002). *Educational Law*. Athens: Self-Publication (in Greek).

Mpourantas, D. (2001). *Management: Theoretical background – modern perspectives*. Athens: Mpenos (in Greek).

Mprinia, V. (2014). *Educational Units Case Studies*. Athens: Stamoulis (in Greek).

- Mprinia, V. (2008). *Management and Emotional Intelligence*. Athens: Stamoulis (in Greek).
- Mprinia, V. (2008). *Education and Educational Units Management*. Athens: Stamoulis (in Greek).
- Panagiotopoulou, P. (1997). *Communication in organizations*. Athens: Kritiki (in Greek).
- Papakonstantinou, G. & Anastasiou, S. (2013). *Principles of human resources management*. Athens: Gutenberg (in Greek).
- Papanaoum, Z. (Ed) (2000). *Educational work programming in school units: from theory to practice*. Thessaloniki (in Greek).
- Pasiardi, G. (2001). *School climate*. Athens: Dardanos (in Greek).
- Pasiardis, P. (2012). *Successful School Principals*. Athens: Ion (in Greek).
- Pasiardis, P. (2014). *Educational leadership*. Athens: Metechmio (in Greek).
- Pasiardis, P. & Pasiardis, G. (2000). *Effective schools: reality or utopia?* Athens: Dardanos (in Greek).
- Petridou, E. (2011). *Administration – Management*. Thessaloniki: Sofia (in Greek).
- Poulis, P. (1999). *Educational Law*. Thessaloniki: Sakkoulas (in Greek).
- Poulis, P. (2001). *Educational Law and Institutions*. Thessaloniki: Sakkoulas (in Greek).
- Saiti, A. (2000). *Education and financial development*. Athens: Dardanos (in Greek).
- Saiti, A. & Saitis, C. (2011). *Introduction to Educational Management (Volume A)*. Athens: Self-Publication (in Greek).
- Saiti, A. & Saitis, C. (2011). *Introduction to Educational Management (Volume B)*. Athens: Self-Publication (in Greek).
- Saiti, A. & Saitis, C. (2012). *Principals in modern schools*. Athens: Self-Publication (in Greek).
- Saitis, C. (2014). *Introducing teachers to educational management secrets*. Athens: Self-Publication (in Greek).
- Saitis, C. (2014). *Administration and operation of school units*. Athens: Self-Publication (in Greek).
- Stylianidis, M. (2008). *Future schools*. Athens: Grigoris (in Greek).
- Chatzipanagiotou, P. (2003). *Management in school and teachers' participation in decision-making*. Thessaloniki: Kyriakides (in Greek).
- Relevant Scientific Journals**  
Educational Management, Administration and Leadership

International Studies in Educational Administration  
School Leadership and Management  
Management in Education  
Educational Administration Quarterly

## Course Outline

### 1. GENERAL

|  |   |                              |                       |
|--|---|------------------------------|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities                              |                              |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education                                       |                              |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>   |                              |                       |
| <b>COURSE CODE</b>   | AY2   | <b>SEMESTER</b>              | 1 <sup>st</sup>       |
| <b>COURSE TITLE</b>  | EDUCATIONAL RESEARCH METHODOLOGY- QUANTITATIVE METHODS-STATISTICS     |                              |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b><br>7.5 |
|  |   |                              |                       |
|  |   |                              |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |   |                              |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  | GENERAL   |                              |                       |
| <b>PREREQUISITE COURSES:</b>   | NO  |                              |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   | GREEK-ENGLISH   |                              |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   | YES   |                              |                       |
| <b>COURSE WEBSITE (URL)</b>  | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                              |                       |

### 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 studies 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 is the main introductory course in Educational Research Methodology and specifically in the quantitative approaches of Educational Research and Statistics. Students acquire knowledge and are able to understand issues of Educational Research Methodology and Statistics, utilizing and enhancing their knowledge from their basic studies, combining concepts and views that arise through modern developments in the field of applications in educational statistics, educational research and the social sciences. At the same time, they acquire the bases and opportunities for originality in the development and implementation of ideas, through research activity required in the course, while they simultaneously get acquainted with modern developments in research methods, statistics, research data processing and their utilization in Education. Specifically, students, learn basic elements about the research process, learn to identify the research object and questions with clarity, to select the appropriate research data. In addition, they are able to identify appropriate statistical processing methods; explain the research results; interpret the conditions under which these can be generalized as well as to formulate conclusions arisen from statistics with clarity. They also acquire knowledge concerning the structure of a scientific work and literature search. They are able to combine the knowledge from the course by developing and supporting research arguments and problem solving within their field of knowledge as well as to formulate judgments that include reflection on issues related to educational and social research. In addition, they are able to utilize research results in order to reach scientific conclusions and develop scientific theories by combining research with theory. They acquire the ability to collect and process research data from the educational field, through the knowledge they acquire about sample methods and methods related to data collection and data statistical processing. In addition, students can present research results and utilize these results in order to formulate judgements involving reflection on social issues and moral responsibilities in the field of educational research.

They are able to synthesize and clearly present the information resulting from research processes, as well as to construct new research ideas, to formulate problems and propose solutions, reorganizing and rebuilding research hypotheses when this is needed.

They have developed this knowledge acquisition skills that they need to pursue further studies with high autonomy degree, since they know basic concepts of research and are able to develop appropriate methods for collecting and processing research data; basic elements for synthesizing a holistic scientific identity. In addition, they can express their opinion on methods of collecting, processing and presenting scientific information; they are able to evaluate the results and conclusions of a survey; compare results from various researches; define research hypotheses and support research conclusions, while combining already existing scientific knowledge with the results of their research.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- 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 interdisciplinary environment
- Production of new research ideas
- Project planning and management of data
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### 3. SYLLABUS

Basic concepts of research and statistics. Basic concepts in the stages of a research. Research methods. Qualitative and quantitative methods. Questionnaires and tests. Sample methods. Data presentation and interpretation, drawing conclusions. Ways of presenting research results. Applications in educational research. Measurement scales. Types of variables. Description of qualitative variables. Frequency and relative frequency tables. Cross tabulation. Bar charts. Circular diagrams. Description of quantitative variables. Numerical descriptive measures. Histograms. Statistical inference. Hypothesis testing. Chi-square test of independence. Normal distribution. Mean of a population. Check for the mean values of two populations (independent samples). Check for the mean value of two populations (dependent samples). Variation analysis with one and two factors. Repeated measures. Parametric and non-parametric techniques. Correlation of two variables. Applications in Educational Research.

### 4. TEACHING AND LEARNING METHODS – EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 3. FACE-TO-FACE<br>4. DISTANCE LEARNING  |
|---|--|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i> | <p><b>Communication in teaching:</b><br/>           Yes. Use of computers, websites, projector. Slides presentation with the basic elements of syllabus, use of presentation programs, use of websites for examples and applications relevant to syllabus.</p> <p><b>Use of teaching supplements based on ICT:</b><br/>           On line applications and notes.</p> <p><b>Use of ICT in laboratory education:</b><br/>           Yes. Use of computers, websites, projector. Slides presentation with the basic elements of syllabus, use of presentation programs, use of websites for examples and applications relevant to syllabus. Students focus on statistical processes with the use of computer.</p> <p><b>Use of ICT in students' evaluation:</b><br/>           Through the electronic platform, eclass.</p> <p><b>Use of ICT in communication with students:</b><br/>           Through the electronic platform, eclass.</p> |

|   |  |                          |
|---|--|--------------------------|
|   |  |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>  | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>   | Lectures   | 13                       |
|   | Laboratories   | 13                       |
|   | Project elaboration  | 90                       |
|   | Essay writing  | 94                       |
|   | TOTAL  | 210                      |
| <i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>  |  |                          |
| <b>STUDENTS' EVALUATION</b><br><i>Description of the evaluation procedure.</i><br><br><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i><br><br><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | <ol style="list-style-type: none"> <li>1. Final examinations at the end of the semester</li> <li>2. Development in performance</li> <li>3. Homework</li> <li>4. Oral presentation</li> <li>5. Use of literature</li> <li>6. Laboratory or practical activities</li> <li>7. Students' observation during laboratory or practical activities</li> <li>8. Systematic feedback received from students during the semester</li> <li>9. Safeguarding transparency in student's performance evaluation</li> </ol> <p>Students are informed at the semester beginning regarding their evaluation methods and after the examinations, they are able to see their paper and discuss with me about their performance.</p> |                          |

## 5. RECOMMENDED LITERATURE

### **-Recommended literature:**

Katsis, A. Sideridis, G. & Emvalotis, A. (2011). *Statistical methods in Social Sciences*. Athens: Topos (in Greek).

Tsantas, N., Moysiadis, C., Mpagiatis, N. & Chatzipantelis, T. (1999). *Data analysis with the help of statistical packs*. Thessaloniki: Ziti (in Greek).

Gialamas, V. (2005). *Statistical Techniques and Applications in Education Sciences*. Athens: Pataki (in Greek).

Katsillis, I. (1997). *Descriptive Statistics based on social sciences and education*. Athens: Gutenberg (in Greek).

Diamond, I. & Jefferies, J. (2006). *Beginning Statistics. An introduction for social scientists*. Athens: Papasotiriou (in Greek).



Van Blerkom, M. (2009). *Measurement and Statistics for Teachers*. New York: Routledge

Morrison, K., Manion, L. & Cohen, L. (2008). *Educational Research Methodology*. Athens: Metechmio (in Greek).

Robson, C. *Real world research: A means for social scientists and professional researchers* (Ed. Michalopoulou, K. – translation Vasiliki P. Ntalakou, Katerina Vasilikou – Series Editor D. G. Tsaousis – 1<sup>st</sup> edition – Athens: Gutenberg – Giorgos & Kostas Dardanos, 2007 – p. 694 – 25x18 cm (Library of Social Sciences and Social Politics).

Verma, G. (2005). *Educational Research*. Athens: Gutenberg (in Greek).

Babbie, E. (2011). *Introduction to Social Research*. Athens: Kritiki (in Greek).

Creswell, W. J. (2011). *Research in Education. Planning, Application and Evaluation of Quantitative and Qualitative Research*. Athens: Ion (in Greek).

Gay, R. L., Mills, G. E., Airasian, P. W. (2011). *Educational Research: Competencies for Analysis and Applications*, Pearson.

**-Relevant Scientific Journals**

International Journal of Education

International Journal of Educational Research

Educational Research Review

American Journal of Educational Research

European Educational Research Journal

Journal of Statistics Education

Statistics Education Research Journal

Journal of Educational and Behavioral Statistics

International Journal of Educational Research

International Journal of Research & Method in Education

Journal of Humanities, Social Sciences and Education (JHSSE)

International Journal of Learning

Journal of Technology and Teacher Education

Journal of Education, Psychology and Social Science

Journal of Education and Learning

## Course Outline

### 1. GENERAL

|  |   |                              |                       |
|--|---|------------------------------|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities                              |                              |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education                                       |                              |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>   |                              |                       |
| <b>COURSE CODE</b>   | AY3   | <b>SEMESTER</b>              | 1 <sup>st</sup>       |
| <b>COURSE TITLE</b>  | EDUCATIONAL RESEARCH METHODOLOGY II- QUALITATIVE METHODS              |                              |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b><br>7.5 |
|  |   |                              |                       |
|  |   |                              |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |   |                              |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  | GENERAL   |                              |                       |
| <b>PREREQUISITE COURSES:</b>   | NO  |                              |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   | GREEK-ENGLISH   |                              |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   | YES   |                              |                       |
| <b>COURSE WEBSITE (URL)</b>  | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                              |                       |

### 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 studies 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*

- To acquire increased specialized knowledge about the epistemological, methodological and ethical framework of qualitative research.
- To exhibit critical understanding of principles, theories, methodologies and research practices of the qualitative example and be able to contrast it with quantitative research.
- To comprehend contemporary discussions about the role of theory in research planning, the role of the researcher and the role of the participants in research, data analysis and interpretation procedures, generalization and the reliability of the results.
- To acquire specialized knowledge of the various qualitative approaches / methods (ethnographic, case study, action research, biography - life stories, interviews, observations) and methods of qualitative data analysis.
- To be able to compose different methods and evaluate their possibilities in the direction of exploring educational issues.
- To easily apply the methods of organizing and designing a qualitative research.
- To understand the evaluation criteria of qualitative research and the possibilities of mixed-methods projects
- To be autonomous in the design, implementation and evaluation of a small-scale qualitative research.
- To present and elaborate on a research project with clarity, adequacy and accuracy.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### **3. SYLLABUS**

Philosophical and conceptual qualitative research background.

Research process in qualitative research.

Difficulties and limits in the research process.

Quantitative and qualitative research: myths and reality in their bipolar and opposite relationship.

The issue of reliability in research.

Qualitative research criticism.

The concept of theory and its role in qualitative research.  
 Qualitative research design.  
 Forms of qualitative research (ethnographic, case study, action research, biography - life stories).  
 Research techniques (observation, interview, life stories).  
 Qualitative data analysis.  
 Criteria for evaluating qualitative research.  
 Presentation and critical analysis of small research papers.

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

|   |  |                          |
|---|--|--------------------------|
| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 5. FACE-TO-FACE<br>6. DISTANCE LEARNING  |                          |
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | ICT methods are used both in teaching and communication with students.   |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>  | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>   | Lectures   | 39                       |
|   | Study and analysis of literature   | 50                       |
|   | Research – Fieldwork   | 25                       |
|   | Research – data presentation and analysis  | 30                       |
|   | Essay writing  | 50                       |
| <i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>  | Essay presentation and discussion  | 26                       |
| <b>STUDENTS' EVALUATION</b><br><i>Description of the evaluation procedure.</i><br><br><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i><br><br><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | Course participation 10%<br>Literature process and presentation 15%<br>Small research project process and presentation 35%<br>Written examinations 40% |                          |

#### 5. RECOMMENDED LITERATURE

**-Recommended literature:**

Carr, W. & Kemmis, S. (1997). *For a Critical educational theory: Education, Knowledge and Action Research*. Athens: Kodikas (in Greek).

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design. Choosing Among Five Approaches*. 2nd edition. Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 2005. *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 1998. *The Landscape of Qualitative Research: theories and issues*. vol. 1 Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 1998. *Strategies of qualitative inquiry*. vol. 2 Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 1998. *Collecting and Interpreting Qualitative Material*. vol. 3 Thousand Oaks: Sage.

Flick, U., Kardoff von E., Steinke, I. (2004) (eds) *A Companion to Qualitative Research*. London: Sage.

Iosifidis, T.. (2003). *Qualitative data analysis in social sciences*. Athens: Kritiki (in Greek).

Iosifidis, T. & Spiridakis, M. (2006). *Qualitative Social Research: Methodological approaches and data analysis*. Athens: Kritiki (in Greek).

Iosifidis, T. (2008). *Qualitative Research Methods in Social Sciences*. Athens: Kritiki (in Greek).

Katsarou, E. & Tsafos, V. (2003). *From Research to Teaching. Educational action research*. Athens: Savvalas (in Greek).

Kiriazis, N. (1999). *Sociological Research. Critical Review of Methods and Techniques*. Athens: Ellinika Grammata (in Greek).

Mpagakis, G (Ed.) (2002). *Teachers as researchers*. Athens: Metechmio (in Greek).

Lazos, G. (1998). *The qualitative research problem in social sciences*. Athens: Papazisi (in Greek).

Mishler, E.G. (1996). *Research Interview*. Athens: Ellinika Grammata (in Greek).

Mponidis, K. (2004). *Textbooks' content as research subject. Diachronic review of relevant research and methodological approaches*. Athens: Metechmio (in Greek).

Papageorgiou, G. (1998) (Ed.) *Sociological research methods*. Athens: Tipothito – Giorgos Dardanos (in Greek).

Pantazis, P. (2004). *From subjects to subject. Biographic approach in psychosocial research*. Athens: Ellinika Grammata (in Greek).

Pourkos, M.A. & Dafermos, M. (2010) (introduction – editing). Qualitative Research in Psychology and Education. Epistemological, methodological and moral issues. Athens: Topos (in Greek).

Robson, C. (2007). Real world research: a means for social scientists and professional researchers. Athens: Gutenberg (in Greek).

Tsiolis G. (2006). Life stories and biographical narrations. The biographical approach in sociological qualitative research. Athens: Kritiki (in Greek).

***-Relevant Scientific Journals***

International Journal of Research & Method in Education

International Journal of Qualitative Studies in Education

International Journal of Qualitative Methods

Journal of Mixed Methods Research

Qualitative Research Qualitative inquiry

Research in Education (in Greek)

Education Sciences (in Greek)

Pedagogical Review (in Greek)

Menon

Pre-school and Primary Education

## Course Outline

### 1. GENERAL

|  |   |                              |                       |
|--|---|------------------------------|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities                              |                              |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education                                       |                              |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>   |                              |                       |
| <b>COURSE CODE</b>   | AY4   | <b>SEMESTER</b>              | 1 <sup>st</sup>       |
| <b>COURSE TITLE</b>  | EDUCATIONAL LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT                 |                              |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b><br>7.5 |
|  |   |                              |                       |
|  |   |                              |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |   |                              |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  | GENERAL   |                              |                       |
| <b>PREREQUISITE COURSES:</b>   | NO  |                              |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   | GREEK-ENGLISH   |                              |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   | YES   |                              |                       |
| <b>COURSE WEBSITE (URL)</b>  | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                              |                       |

### 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 studies 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 demarcates and thoroughly explores the concept of educational leadership and links this concept to the related concept of management. Special emphasis is put on modern approaches to leadership and their relationship to quality issues of effectiveness and social justice. The relationship between leadership and the formation of the educational unit culture is also analyzed as well as the development of its organizational capacity (capacity building). Thus, students completing this course will be able to understand the concept of "Leadership" in the field of education and appreciate its importance in the effective operation of modern educational organizations.

More specifically, with the course completion, students will be able to:

1. Refer to and explain the concept of educational leadership by studying Greek and foreign literature.
2. Explain the critical differentiation between the concepts of leader, principal and manager.
3. Discuss the characteristics of leadership behavior and aspects of the educational leadership phenomenon in relation to the school micro-society.
4. Discuss and propose different approaches to the phenomenon of educational leadership.
5. Link leadership with the educational unit effectiveness.
6. Explain the concept of organizational capacity and development and relate it to educational organizations.
7. Critically discuss the role of the leader in the development of organizational capacity (capacity building) in modern educational organizations
8. Critically discuss the role of the leader in relation to the organizational culture of educational units.
9. Distinguish, evaluate and critically address leadership behaviors in school settings.
10. Critically and synthetically evaluate both theories of leadership and leadership's role in modern educational units, after studying modern approaches to educational leadership.
11. Synthetically and critically utilize of the aforementioned knowledge and skills in decision making related to the educational units operation.
12. Critically discuss moral issues related to the concept of leadership.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Exhibiting social, professional and moral responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking



### 3. SYLLABUS

1. Introduction – Presentation of the course’s content and requirements.
2. Leadership - Management - Administration. Investigation of terms. Differences, overlaps, relationships.
3. Educational policy and leadership.
4. Early leadership theories - Historical Evolution.
5. The main axes of leadership behavior.
6. Situational leadership approaches.
7. Instructional Leadership – Leadership for Learning.
8. Transformational Leadership.
9. Distributed Leadership.
10. Leadership for Social Justice.
11. Organizational Culture and Organizational Capacity: Exploring the Terms.
12. The role of Leadership in Organizational Capacity Development. Schools as learning organizations.
13. Effective Leadership: An effort of synthetic and critical evaluation.

### 4. TEACHING AND LEARNING METHODS – EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 7. FACE-TO-FACE<br>8. DISTANCE LEARNING   |                          |
|---|---|--------------------------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | <p><b>Use of ICT in teaching:</b><br/>YES. Use of computers, websites and projector. Slides presentation with the syllabus essential elements with the use of presentation programs, use of website for examples and presentations presentation relevant to syllabus. Utilization of online meetings for discussion.</p> <p><b>Use of ICT in students’ evaluation:</b><br/>Through the electronic platform, eclass.</p> <p><b>Use of ICT in communication with students:</b><br/>Through the electronic platform, eclass.</p> |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>   | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i> | Lectures  | 36                       |
|   | Study and analysis of literature  | 62                       |
|   | Essay writing   | 80                       |
|   | Presentation preparation  | 20                       |
|   | Participation in discussion forums  | 12                       |
| <i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>  | <b>Total</b>  | <b>210</b>               |

| <b>STUDENTS' EVALUATION</b>   |  |
|---|--|
| <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <ol style="list-style-type: none"> <li>1. Written examinations 30%</li> <li>2. Oral presentations 15%</li> <li>3. Course and forum participation 5%</li> <li>4. Final examination 50%</li> </ol> |

## 5. RECOMMENDED LITERATURE

### ***-Recommended literature:***

- Mpourantas, D. (2005). *Leadership*. Athens: Kritiki (in Greek).
- Athanasoula – Reppa, A. (2008). *Educational Management and Organizational Culture*. Athens: Ellin (in Greek)
- Bush, T. Bell L. and Middlewood, D. (2010). *The Principles of Educational Leadership & Management*. London : Sage.
- Bush T. (2011). *Theories of Educational Leadership and Management*. London: Sage.
- Hoy, K.W. and Miskel, G.C. (2008). *Educational Administration* (8th ed). New York, McGraw & Hill.
- NCSL (2010). *10 Strong claims about successful school leadership*, in <http://dera.ioe.ac.uk/2082>
- Koutouzis, M. & Petrou – Neokleous, E. (2010). Principals' leadership style and teachers' professional stress: Exploring this relationship in Cyprus primary education. *Education Sciences*, 4, 23-36.
- Karakatsani, D. & Papadiamantaki, G. (Ed.) (2012). *Modern Educational Policy Issues: Searching for Modern School*, 1<sup>st</sup> edition. Thessaloniki: Epikentro (in Greek).

### ***-Relevant Scientific Journals***

- Educational Administration Quarterly
- Educational Management Administration & Leadership
- Educational Leadership
- Journal of Educational Administration
- Leadership and Policy in Schools
- School Leadership and Management

## 2<sup>nd</sup> Semester

### Course Outline

#### 1. GENERAL

|  |  |   |                       |
|--|--|---|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities                                       |   |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education  |   |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>  |   |                       |
| <b>COURSE CODE</b>   | BY1  | <b>SEMESTER</b>   | 2 <sup>nd</sup>       |
| <b>COURSE TITLE</b>  | ORGANIZATIONAL – SOCIAL PSYCHOLOGY WITH APPLICATIONS IN EDUCATIONAL MANAGEMENT |   |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |  | <b>WEEKLY TEACHING HOURS</b>  | <b>CREDITS</b><br>7.5 |
|  |  |   |                       |
|  |  |   |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |  |   |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  |  | SPECIAL   |                       |
| <b>PREREQUISITE COURSES:</b>   |  | NO  |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   |  | GREEK-ENGLISH   |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   |  | YES   |                       |
| <b>COURSE WEBSITE (URL)</b>  |  | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                       |

## 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 studies 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*

Students are expected to:

1. Acquire the required theoretical background to comprehend educational management and administration from the perspective of organizational studies in general and in particular from the perspective of social psychology.
2. Acquire the required methodological background in order to comprehend the formulation of research questions and their empirical exploration in relation to the educational management and administration.
3. Acquire a more specialized background in relation to: the study of organizations' identity and especially in the context of cognitive psychology (theory of social identity) and the social psychology of speech; understanding behavior and attitudes within the working groups.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to educational management and administration
- Adapting to new situations and decision-making
- Working independently – Team work
- Working in an international and interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

Special emphasis is placed on the competency of professional reflections and the moral application of scientific knowledge.

### 3. SYLLABUS

The course includes theoretical and research topics from the field of organizational-social psychology, which focuses on the study of the participants' subjective experience in organizational processes (e.g. the way a member is perceived as a leader) as social processes, with special emphasis on issues of organizational communication and identity. This approach highlights the important contribution of the subjective perception to shaping participation in organizational processes (e.g. it regulates performance in a project).

In addition, these issues are related to the educational management and administration, such as the participants' perceptions of the school unit as an organization with certain goals and procedures to achieve them (e.g. the curriculum objectives), as well as distinct and hierarchical roles (e.g. the principal's role).

The concepts of social influence (social rules, compliance, submission to power, minority influence-innovation) as well as the group (group dynamics, processes, roles, interaction, cooperation) as a meeting place of the individual with the social and the symbolic –fantastic are developed. Additionally, a conceptual approach of commitment and engagement is explored (how are people liberated and exploited within an educational organization? Why don't people give their best? school motivation factors, motivation and empowerment, the power of vision ).

Finally, the decisive contribution of communication is emphasized and especially the use of written speech (e.g. official documents) and oral speech (e.g. meetings of the teachers' association) in school organizational processes.

### 4. TEACHING AND LEARNING METHODS – EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 9. FACE-TO-FACE<br>10. DISTANCE LEARNING  |                          |
|---|---|--------------------------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | ICT methods are used both during teaching and in communication with students. For educational needs, the use of ICT is expected both at a synchronous and asynchronous level with an electronic platform. |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>   | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i> | Seminars<br>(Lectures, Fieldwork)   | 90                       |
|   | Study and analysis of literature  | 80                       |
|   | Essay writing   | 65                       |
|   |   |                          |
| <i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>  |   |                          |

| <b>STUDENTS' EVALUATION</b>   |  |
|---|--|
| <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p>Essay writing. Academic essay writing criteria are applied. Accuracy and precision in terminology, clarity in content organization and proper literature utilization for topic elaboration are defined as the basic criteria.</p> |

## 5. RECOMMENDED LITERATURE

### ***-Recommended literature:***

- Haslam, S.A. (2004) *Psychology in organizations*. 2nd ed. London: Sage.
- McKinlay, A. & McVittie, C. (2008) *Social psychology and discourse*. Oxford: Wiley.
- Morgan, G. (2006) *Images of organization*. London: Sage.
- Vosniadou, S. (Ed. 2005). *Introduction to Psychology. Volume, B Social Psychology, Clinical Psychology*. Athens: Gutenberg (in Greek).

### ***-Relevant Scientific Journals***

- Management Communication Quarterly
- Organization
- Organization Studies

## Course Outline

### 1. GENERAL

|  |   |                              |                       |
|--|---|------------------------------|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities                              |                              |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education                                       |                              |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>   |                              |                       |
| <b>COURSE CODE</b>   | BY2   | <b>SEMESTER</b>              | 2 <sup>nd</sup>       |
| <b>COURSE TITLE</b>  | EDUCATIONAL ASSESSMENT  |                              |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b><br>7.5 |
|  |   |                              |                       |
|  |   |                              |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |   |                              |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  | SPECIAL   |                              |                       |
| <b>PREREQUISITE COURSES:</b>   | NO  |                              |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   | GREEK-ENGLISH   |                              |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   | YES   |                              |                       |
| <b>COURSE WEBSITE (URL)</b>  | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                              |                       |

### 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 studies 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*

In this course the concept of educational work assessment is thoroughly analyzed and related to the other parameters of educational units' management. More specifically, the term "educational work" is defined and the need for its assessment is highlighted in the context of the current debate on "quality in education". Methodological issues and issues related to the utilization of the educational work assessment are analyzed and alternative proposals as well as objections regarding assessment in the Greek educational system are discussed.

Special emphasis is placed on the educational unit self-assessment but also on the teachers' work assessment (as a parameter of the educational work assessment), the objectives and the reactions that it cause.

More specifically, with the course completion, students are expected to:

1. Define the term "educational work" and its assessment
2. Link educational work assessment with "quality" in education
3. Identify and critically approach assessment methods proposed by foreign literature and practice
4. Distinguish the terms "external assessment", "internal assessment" and "self-assessment"
5. Link educational work assessment with the European "policy" for quality.
6. Link educational work assessment with the internal educational policy of each unit
7. Propose alternative ideas and approaches regarding educational work assessment
8. Propose specific methods of assessing the aspects of educational work in a unit
9. Critically discuss theories, observation/ assessment models regarding the teaching process and staff as well as to highlight the different perceptions and principles on which these are grounded
10. Critically evaluate proposals regarding educational and teachers' work assessment in Greece as well as to propose solutions for facing weaknesses both in macro-(educational system) and micro-(school unit) level.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to educational management and administration
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking



### 3. SYLLABUS

|  |
|--|
| <ol style="list-style-type: none"> <li>1. Introduction – Course outline presentation. Instructions on written examinations and oral presentations.</li> <li>2. The concept of assessment - Assessment Models</li> <li>3. Assessment and management of organizations - Assessment in the Greek educational system.</li> <li>4. Assessment and Effectiveness – Educational Quality - Assessment and Total Quality in Education.</li> <li>5. European Policies for Assessment and Quality in Education. The Impact of the EU and other Transnational Organizations.</li> <li>6. The educational work: Definitions, Demarcations and Content.</li> <li>7. The educational work assessment. Definitions, indicators and target values.</li> <li>8. Assessment methodology of the educational work.</li> <li>9. Self-assessment of the educational work. The role of the educational unit and the principal.</li> <li>10. Teacher's work assessment. Objectives and limitations.</li> <li>11. Methodology teacher's work assessment. The international practice.</li> <li>12. Final remark. Ideological assumptions for assessment.</li> <li>13. Students' presentations.</li> </ol> |
|--|

### 4. TEACHING AND LEARNING METHODS – EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 11. FACE-TO-FACE<br>12. DISTANCE LEARNING  |                          |
|---|--|--------------------------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | YES. Use of computers, websites and projector. Slides presentations with syllabus elements through presentation programs, use of websites for examples and applications presentation relevant to the syllabus. Utilization of online meetings for discussion. Use of ICT in students' evaluation through the electronic platform, eclass. Use of ICT in communication with students through the electronic platform, eclass. |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>  | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i> | Lectures   | 39                       |
|   | Study and analysis of literature   | 62                       |
|   | Essay writing  | 77                       |
|   | Presentation preparation   | 20                       |
|   | Participation in discussion forums   | 12                       |
| <i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>  | Total  | 210                      |

| <b>STUDENTS' EVALUATION</b>   |  |
|---|--|
| <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <ol style="list-style-type: none"> <li>1. Written essays 30%</li> <li>2. Oral presentations 15%</li> <li>3. Course and forum participation 5%</li> <li>4. Final examination 50%</li> </ol> |

## 5. RECOMMENDED LITERATURE

### ***-Recommended literature:***

Bonnio, J.J. & Vial, M. (2007). *Assessment Models*. Athens: Metechmio (in Greek).

Janseens, F. J. G. & van Amelsvoort, G. (2008). "School self-evaluations and school inspections in Europe: An exploratory study", *Studies in Educational Evaluation*, 34, 15–23.

McBeath, J. (2002). *Self-assessment in school*. Athens: Ellinika Grammata (in Greek).

McBeath, J. Schratz, M., Meuret, D. & Jacobsen, L. (2004). *Self-assessment in the European school*. Athens: Metechmio (in Greek).

Oosterhof, A. (2010). *Educational Assessment* (ed. A. Kassimati). Athens: Ion (in Greek).

Varevi, A. (2003). "Teachers' contribution to assessment and improvement of the educational work", *Teachers' club*, 30, 23-25.

Karatzia – Stavlioti, E. & Lampropoulos, C. (2006). *Assessment, Effectiveness and Quality in Education*. Athens: Gutenberg (in Greek).

Kassotakis, M. (2003). "Teachers' and educational work assessment", *Teachers' club*, 30, 3-8 (in Greek).

Katsikas, C. Therianos, K. Tsirigotis, A., & Kavvadias, G. (2007). *Assessment in education*. Athens: Livanis (in Greek).

Koutouzis, M. (2008). "Assessment in the educational unit" In A. Athanasoula-Reppas, M. Koutouzis, I. Chatziefstratiou (Eds.), *Educational Units Management, Volume C (revised), Social and European dimensions in educational management*, Patra: Hellenic Open University (in Greek).

Kyriakides, L. & Campbell, R. J. (2003). "Teacher evaluation in Cyprus: Some conceptual and methodological issues arising from teacher and school effectiveness research", *Journal of Personnel Evaluation in Education*, 17(1), 21-40

Kyriakidis, L. & Dimitriou, D. (2002). "Cypriot teachers' perceptions on assessment criteria as these arise from research regarding the effective educator", *Education Sciences*, 3, 31-46.

Mpagakis, G. (Ed.) (2001). *Assessment of educational programs and school*. Athens: Metechmio (in Greek).

Mavrogiorgos, G. (2003). "Why do we extensively discuss about teachers' assessment?" , *Teachers' club*, 30, 26-28 (in Greek).

Pasiardis, P. (1996). *Teachers' work assessment*. Athens: Grigoris (in Greek).

Pasiardis, P. (2009). *Strategic planning, innovations and assessment in education. Volume III: Observation and assessment of teachers' work*. Nicosia: Open University of Cyprus.

Pasiardis, P. Savvidis, I. & Tsiakkiros, A. (Eds.) (2007). *Teachers' work assessment: from theory to practice*. Athens: Ellin (in Greek).

**-Relevant Scientific Journals**

Educational Assessment, Evaluation and Accountability

Educational Evaluation and Policy Analysis

International Journal of Evaluation and Research in Education

Studies in Educational Evaluation

## Course Outline

### 1. GENERAL

|  |   |   |                       |
|--|---|---|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities  |   |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education   |   |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>   |   |                       |
| <b>COURSE CODE</b>   | BY3   | <b>SEMESTER</b>   | 2 <sup>nd</sup>       |
| <b>COURSE TITLE</b>  | INTRODUCING AND DEALING WITH CHANGES AND INNOVATION IN EDUCATION-SCHOOL IMPROVEMENT |   |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |   | <b>WEEKLY TEACHING HOURS</b>  | <b>CREDITS</b><br>7.5 |
|  |   |   |                       |
|  |   |   |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |   |   |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  |   | SPECIAL   |                       |
| <b>PREREQUISITE COURSES:</b>   |   | NO  |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   |   | GREEK-ENGLISH   |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   |   | YES   |                       |
| <b>COURSE WEBSITE (URL)</b>  |   | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                       |

### 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 studies 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*

**Knowledge**

Students are expected to acquire specialized knowledge, some of which is considered as cutting-edge in the field of introducing innovations in education and of school improvement while they set the stage for original thinking. They are expected to acquire critical awareness of knowledge regarding innovations and school improvement as well as their interconnection with different fields.

**Skills**

Students are expected to acquire specialized problem-solving skills, which are essential in research and/or innovation in order to develop new knowledge and processes as well as to integrate knowledge from different fields.

**Competences**

Students are expected to be able to manage and transform work or study environments that are complex, unpredictable and require new strategic approaches. They also take responsibility for contributing to professional knowledge and practices and/or team performance strategies evaluation.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to educational management and administration
- Adapting to new situations – Decision-making
- Working independently – Team work
- Working in an international and interdisciplinary environment
- Production of new research ideas
- Planning and management of innovative actions

**3. SYLLABUS**

- Introduction to the concept of innovation - Characteristics and types of innovation - Innovation in education
- Need for innovation - factors and conditions for introducing innovations
- Factors of successful and unsuccessful innovations introduction - design and implementation of innovations.
- Educational system and introduction of innovations - Principles and resistance.
- Leadership, school management and innovations introduction.
- Teacher and innovations introduction - school improvement
- Students and innovations introduction - school improvement.

- Curricula and innovations introduction - school improvement.
- Examples of introducing innovative programs in education internationally
- New technologies in education as an example of innovation
- Summary – perspectives – assessment

**4. TEACHING AND LEARNING METHODS – EVALUATION**

|   |  |                          |
|---|--|--------------------------|
| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 13. FACE-TO-FACE<br>14. DISTANCE LEARNING  |                          |
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | ICT methods are used both in teaching and in communication with students. Teaching is delivered with the use of ICT at a synchronous and asynchronous level through an electronic distance learning platform.  |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>  | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>   | Lectures   | 39                       |
|   | Fieldwork  | 25                       |
|   | Study and analysis of literature   | 50                       |
|   | Project elaboration  | 50                       |
|   | Essay(s) writing   | 60                       |
| <i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>  |  |                          |
| <b>STUDENTS' EVALUATION</b><br><i>Description of the evaluation procedure.</i><br><br><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i><br><br><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | Students' evaluation is based according to the following criteria:<br><ol style="list-style-type: none"> <li>1. Participation 10%</li> <li>2. Paper analysis and presentation 20%</li> <li>3. Topic based research and presentation – essay 70%</li> </ol><br>Examinations may be carried out in Greek or English. |                          |

**5. RECOMMENDED LITERATURE**

**-Recommended literature:**

- Goleman, D., Boyatzis, R., & McKee, A. (2002). *The new leader*. Athens: Ellinika Grammata (in Greek).
- Angelidis, P. & Mavroidis, G. (Eds.) (2004). *Educational innovations in future schools*. Volume A, Athens: Gutenberg (in Greek).
- Angelidis, P. & Mavroidis, G. (Eds.) (2004). *Educational innovations in future schools*. Volume B, Athens: Gutenberg (in Greek).
- Mpourantas, D. (2005). *Leadership*. Athens: Kritiki (in Greek).

- Pasiardis, P. (2004). *Educational leadership*. Athens: Metechmio (in Greek).
- Day, C. (2000). *Leading Schools in Time of Change*. London : Open University Press.
- Durrant, J. and Holden, G. (2005). *Teachers Leading Change*. London : Paul Chapman Educational Publishing.
- Fullan, M. (1997). *The Challenge of School Change*. London : Corwin Press.
- Hall, E.G. and Hord, M. S. (2002). *Implementing Change : Principals, Patterns and Potholes*. London : Allyn & Bacon.
- James, C. and Connolly, U. (2000). *Effective Change in School*. London : Routledge Falmer Press.
- Johnson, D. (2005). *Sustaining Change in Schools : How to overcome differences and focus on quality*. London : Association for Supervision & Curriculum Deve.
- Morrison, K. (1998). *Management theories for educational change*. London : Paul Chapman Educational Publishing.
- Williams, B. (1997). *Twelve Roles of Facilitators for School Change*. London : Corwin Press.

**-Relevant Scientific Journals**

- Management of change
- Journal of Educational Change
- School Effectiveness and School Improvement

## Course Outline

### 1. GENERAL

|  |   |                              |                       |
|--|---|------------------------------|-----------------------|
| <b>SCHOOL</b>  | School of Social Sciences and Humanities                              |                              |                       |
| <b>DEPARTMENT</b>  | Department of Primary Education                                       |                              |                       |
| <b>LEVEL OF STUDIES</b>  | 7 <sup>th</sup>   |                              |                       |
| <b>COURSE CODE</b>   | BY4   | <b>SEMESTER</b>              | 2 <sup>nd</sup>       |
| <b>COURSE TITLE</b>  | ICT APPLICATIONS IN EDUCATIONAL MANAGEMENT                            |                              |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b><br>7.5 |
|  |   |                              |                       |
|  |   |                              |                       |
| <i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>   |   |                              |                       |
| <b>COURSE TYPE</b><br><i>General Background, Special Background, Specialization</i>  | SPECIAL   |                              |                       |
| <b>PREREQUISITE COURSES:</b>   | NO  |                              |                       |
| <b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>   | GREEK-ENGLISH   |                              |                       |
| <b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>   | YES   |                              |                       |
| <b>COURSE WEBSITE (URL)</b>  | <a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a> |                              |                       |

### 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 studies 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*



With the course completion students are expected to:

- Get acquainted with modern trends, challenges and solutions that ICT brings to the educational reality and management.
- Understand the meaning of the learning organization and be able to use ICT for organizationally approaching school settings as such.
- Understand the meaning of the Management Information System so that they can plan and implement corresponding solutions.
- Design tools and procedures for recording educational data as well as engage in educational decisions.
- Utilize the possibilities offered by the internet in general, but also by the Panhellenic School Network; especially in the educational management, as this is analyzed in partial fields
- Acquire human resources management skills at multiple levels
- Get acquainted with the ways of gaining access to sources with constant update in issues of research and technology in the field of educational management with the use of ICT.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*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*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to educational management and administration
- 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
- Respect for difference and multiculturalism
- Respect for the natural environment
- Exhibiting social, professional and moral responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### **3. SYLLABUS**

The course "ICT applications in Educational Management" studies the relationship between ICT and the management of educational units, but also of educational systems in general. Management at this level exhibits several similarities, but also significant differences from the same term in the business and financial world. The complexity lies in the combination of administrative and educational scientific

knowledge, but also in the multiple levels of administration that exist in the educational system (from the level of the overall educational policy to that of the classroom management). The aim of the course is the theoretical and practical training of postgraduate students, through the study of scientific theory and good practices from the international arena.

The course studies various thematic units that refer to the different levels of administration. In detail:

- ICT and Education. Pedagogical approaches, modern forms of literacy, educational models, educational process design, applications, teacher training, learning profiles, goal recognition, skills' convergence.
- School as a learning organization and the role of ICT. Documentation of this reference and the ICT contribution in this direction. What and how does this organization learn?
- Management information systems. It covers the range from student population management at the classroom level to the administration strategic planning at the school unit-educational organization level, analyzing the concept of Panhellenic School Network and the corresponding life cycle.
- Decision making systems. The right decisions are based on the study of data and their correlation with predefined goals. Simultaneously, the decision-making process follows hierarchical structures. The ICT contribution to the systematic recording and utilization of data, but also to the support of the structures is being studied.
- The role of the internet. The internet is now used both to provide training and to support administrative structures. By studying these possibilities, the tools provided by the Panhellenic School Network will be explored. Areas such as communication, networking and visibility will be analyzed.
- Learning Analytics and Knowledge. It is a modern research field, which focuses on action patterns identification in order to utilize the systematic recording and interpretation of data for the effective management of the learning process, the strategic planning of learning and decision making in teaching approaches. The field is studied and correlations are made with the level of educational management, as well as with previous thematic units of the course.

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning etc.</i>  | 15. FACE-TO-FACE<br>16. DISTANCE LEARNING  |                          |
|---|--|--------------------------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | ICT methods are key element of the course since they are going to be utilized in cooperative activities through online discussion, information exchange and structured activities that lead to essay completion. |                          |
| <b>TEACHING ORCHESTRATION</b><br><i>The manner and methods of teaching are described in detail.</i>   | <b>Activity</b>  | <b>Semester Workload</b> |
| <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i> | Seminars   | 3                        |
|   | Study of literature  | 50                       |
|   | Team work activities   | 75                       |
|   | Essay writing  | 25                       |
|   | Essay presentation and discussion  | 6                        |
| <i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>  |  |                          |

| <b>STUDENTS' EVALUATION</b>   |   |
|---|---|
| <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p>Students' evaluation is based on the length and quality of their participation in team work online activities as well as on the final essay.</p> |

## 5. RECOMMENDED LITERATURE

### ***-Recommended literature:***

- Bernhardt, V. (2013). *Data analysis for continuous school improvement*. Larchmont, 3rd Ed, NY: Routledge.
- Dessler, G. (2005). *Human Resource Management*. 10th edition, Pearson Prentice Hall.
- Law, S., & Glover, D. (2000). *Educational leadership and learning: practice, policy, and research*. Buckingham: Open University Press.
- Law, N., Pelgrum, W.J., & Plomp, T. (2006). *Pedagogy and ICT use in schools around the world: Findings from the IEA Sites 2006 study*. Springer, CERC The University of Hong Kong.
- Selwood, I.D., Fung, A.C.W., & O'Mahony C. (2003). *Management of Education in the Information Age - The Role of ICT*. Boston: Kluwer.
- Dimitriadis, A. (2013). *Administration – Management of Information Systems*. Athens: New Technologies Publications (in Greek).
- Doukidis, G. (2011). *Innovation, strategy, development and information systems*. Athens: Sideris Publications (in Greek).
- Rigopoulos, G. (2009). *Management information systems and team decisions*. Athens: New Technologies Publications (in Greek).

### ***-Relevant Scientific Journals***

- Computers & Education
- Computers in Human Behavior
- Education, Communication & Information
- Education & Information Technologies
- Educational Review
- International Journal of Educational Research
- International Journal of Leadership in Education
- Journal of Cases in Educational Leadership
- Journal of Educational Administration
- Journal of Educational Technology & Society
- Journal of Learning Analytics
- Journal of Technology and Teacher Education

- Leadership & Policy in Schools
- Management in Education
- Technology, Pedagogy and Education
- Themes in Science & Technology Education

## TEACHING STAFF 2020-2021

Vassiou Aikaterini, Special Teaching Staff, University of Western Macedonia

Gkiaouri Stergiani, Assistant Professor, University of Western Macedonia

Griva Elena, Professor, University of Western Macedonia

Thoidis Ioannis, Associate Professor, University of Western Macedonia

Iordanidis Georgios, Professor, University of Western Macedonia

Kipouropoulou Evmorfia, PhD, Aristotle University of Thessaloniki

Koutouzis Manolis, Associate Professor, Hellenic Open University

Konstantinidou Thalia, Assistant Professor, University of Western Macedonia

Balasi Aikaterini, PhD, University of Western Macedonia

Bratitsis Tharrenos, Associate Professor, University of Western Macedonia

Xeferis Stefanos, PhD, National Technical University of Athens

Palegeorgiou Georgios, Assistant Professor, University of Western Macedonia

Papadopoulou Vassiliki, Professor, University of Western Macedonia

Papaevangelou Athanasios, Teacher, PhD, Law School

Papaloi Evi, Cooperating Teaching Staff, Hellenic Open University

Pasiardis Petros, Professor, Open University of Cyprus (Visiting Professor)

Retali Anna Carolina, Assistant Professor, University of Western Macedonia

Stergiou Konstantinos, PhD, University of Western Macedonia

Tsakiridou Eleni, Professor, University of Western Macedonia