



**Faculty of Social and Education Policy
University of the Peloponnese, Greece**

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General Information

Degree offered: Social and Education Policy
Undergraduate: 4 year degree/ B.A.
Graduate: MA, Ph.D. (Social and Education Policy)

MISSION AND AIMS OF THE FACULTY

The Faculty of Social and Education Policy of the University of the Peloponnese was established under the Presidential Decree 118/2003 and belongs to the School of Social Sciences, based in Corinth. Its prime mission is to contribute to the advancement of knowledge in the social sciences in the areas of social and education policy through academic teaching, and applied research. The Faculty offers undergraduate programs that reflect the Staff's commitment to students' development, aiming to equip them with the necessary knowledge, skills and qualifications that will enable them to successfully seek professional careers, as well as to provide them with appropriate qualifications for postgraduate studies and research. It organizes graduate studies leading to the education of specialists in the various academic subjects of the Faculty and promotes science and research, especially in the fields of the protection of civil/social rights, the enhancement of the structures of welfare state, prevention and safety, in combination with social development, lifelong learning, adult education, and design of /novel social and educational policies and institutions.

The Faculty of Social and Education Policy has a double scientific field of reference, composed by the scientific disciplines that reflect the spectrum of intervention in the areas of Social and Education Policy. Such disciplines are those that contribute to the study and analysis of the structural, organizational, operational, administrative, political and economic dimensions of both Social and Education Policy, allowing at the same time the interaction between the two fields. The multi-thematic character of the Faculty is a particularly enriching feature, contributing to the cultivation of the various academic subjects and, at the same time, reflecting the distinctive character in the analysis, development and research in each of the fields of Social Policy and Education Policy.

Undoubtedly there is mutual influence between the two fields and inter-disciplinary courses linking them. At the same time, the two distinctive bodies of academic subjects forming Social and Education Policy, respectively, are clearly discernible, as each has its own scientific and research references. The visibility of the two scientific fields makes clearer the distinctive contributions of each of the two bodies of academic disciplines within the Faculty, characteristic of its identity. It absolutely consolidates the unified character of the Faculty as this is reflected in the single degree offered, while at the same time it offers the students important subject choices.

The recent (2009-2010) reform in the program of studies was aimed at an even more symmetrical/balanced development of the two scientific fields of the Faculty, also in response to the need for enhancement of the students' prospects of employment. In this context, in the academic year 2009-10 two specializations were instituted: the specialization in Social Policy and the specialization in Education Policy, one of which the students are required to select in the 5th semester of their studies.

HUMAN RESOURCES AND INFRASTRUCTURE

The Faculty is autonomous both administratively and academically, with 23 faculty members covering all positions in the academic hierarchy. There is also 1 special category member for the teaching of English, 1 special category member for ICT, and 6 administrative staff. A number of other teaching staff with temporary contracts, and also members of staff from other Universities contribute to the teaching of subjects in areas of specialisation not covered by faculty members. In addition, one secondary education teacher with advanced qualifications has been seconded to the Faculty to support the ICT Laboratory. In the academic year 2006-07 the faculty operated fully for the first time, i.e. with all four years of study, while in the academic year 2007-08 the Master of Arts Program admitted students for the first time. For the academic year 2010-11, the number of undergraduate students admitted is 140, whereas the number of graduate students admitted in the Master of Arts Program is 45.

Since the Academic Year 2007-2008 when the M.A. Program was introduced, three specialisations have been offered: *Educational Programs and Materials: Formal, Informal and Distant Education; Institutions and Health Policies; and Social Discrimination, Migration and Citizenship*. According to the strategic planning of our Faculty, the two remaining specializations, *European Social Policy* and *Policy and Administration in Higher Education*, will be introduced as soon as resources allow. The research interests and expertise of the staff indicate that the Faculty is well placed to make major contributions, especially to areas of applied research in the fields of social and education policy and practice. Consultancy and assistance in formulating and implementing social and education policies are also among the interests and expertise of members of staff. It is worth underlining here that, in the short time since its establishment, the Faculty has already been actively involved in a considerable number of national and international projects.

RESEARCH ACTIVITIES

All members of academic staff are expected to be active researchers. Research activity in the Faculty is underpinned by key themes that bring a number of colleagues together; at the same time, the approach to research grouping is flexible, with colleagues working together as individual interests and particular projects require.

Research is conducted in the following broad areas:

- Policy and Administration in Higher Education with special reference to the Social Dimension of Higher Education
- European and Greek Social Policy
- Critical Curricular Studies, Curriculum and Materials Development in Conventional and Electronic Form in Formal and Informal Settings.
- Social Discrimination, Migration, Citizenship
- Health Institutions and Policies
- Social Rights and Policies
- Access to Education
- Quality of Education
- Policies and Practices in LLL
- Diffusion of Specialized Techno-scientific Knowledge to Non-expert Audiences.

- Historical, Sociological and Political Dimensions of Education

The Faculty has a fully developed *doctoral training program*. Seventy-nine (79) doctoral students in various fields of specialisation have so far been admitted.

Moreover, two informal units of research are active in the Faculty: the *Unit of Research and Documentation of Higher Education*, and the *Unit of Research and Documentation of the Analysis, Design and Implementation of Educational Programs*. These units also help initiate the Doctoral students of the Faculty into the research culture by providing seminars, talks by visiting academics, and structured space for reflection on the research process and on their own individual research projects.

FACILITIES

Located in the city of Corinth, the Faculty is currently accommodated in an elegant building, provided by the Cultural Centre of the Municipality. It has adequate facilities to support teaching and research, including a library providing access to electronic data bases and international journals, and a very well equipped New Technologies and Information Centre.

MEMBERS OF STAFF

Professors

Dionyssis Kladis, Education Policy, with particular reference to Policies of Higher Education

Xenophon Contiades, State Organization and Institutions of Social Protection

Vassilis Karydis, Social Control and State Power

Vassilis Koulaidis, Pedagogy, with particular reference to the Design of Educational Programs

Christina Koulouri, History of Modern Greek Education and Society

Theodore Papatheodorou, Comparative Crime Policy

Anna Tsatsaroni, Sociology of Education

Associate Professors

George Bagakis, Methodology and Policies of Lifelong Learning and Teacher Continuing Professional Development

Konstantinos Dimopoulos, Design and Development of Conventional Educational Resources

Athanassios Jimoyiannis, Science and Information & Communication Technologies in Education

Takis Kafetzis, Analysis of Institutional Aspects of Education, and of Values, with an emphasis on Political Culture

Despina Karakatsani, Sciences of Education: Development of Educational Institutions and Theories

Athanassios Katsis, Statistics, with an emphasis on Educational Research

Despina Tsakiris, Evaluation in Education

Dimitrios Venieris, Social Policy

Lina Ventoura, Migration and Diaspora: Synchronic and Diachronic Approaches

Assistant Professors

Maria Kontouli – Geitona, Financial Analysis of Social Policies

Maria Nikolakaki: Pedagogy, Didactics and Methodology

Manos Spyridakis, Social Anthropology of Labour Relations

Lecturers

Michalis Fefes, European Institutions of Social Economy

Andreas Feronas, Social Exclusion and Policies of Social Integration

Yioulis Papadiamantaki, European Education Policy

Kyriakos Souliotis, Social Policy and Economic Inequalities

Teaching of Foreign Languages

Athanassia Spyropoulou, English Language, English for Academic Purposes

Technical and Laboratory Staff

Vassilios Makrypodis, electrician, network technician

Administrative Staff

Ioanna Douka, Secretariat (Head)

Foteini Nezi, Secretariat

Vassiliki Florou, Secretariat

Eugenia Horozidou, Library (Head)

Anthi Papaporfyriou, Library

Alexandra-Kyriaki Tsakona, Library

Temporary Teaching Staff for the Academic Year 2010-2011 (on a contract basis according to Presidential Decree 407/80)

Olga Agelopoulou, Institutions of Social Protection

Glykeria Anyfanti, Science Communication and Informal Education, with particular reference to Museum Education

Kyriaki Athanasouli, Economics, Economics of Education

Aggeliki Chronopoulou, Mass Media and Education

Christina Karamanidou, Health and Education Policies and Programs

Electra Koutsoukou, Childrens' Rights and Juvenile Justice

Teaching staff from other Universities for the Academic Year 2010-2011

Maria Gravani, Assistant Professor at the Open University of Cyprus, Adult Education

Seconded teachers

Dimitrios Roussinos (ICT teacher)

ADMINISTRATION

Dean of the School of Social Sciences

Professor Xenophon Contiades

e-mail: xcontiad@uop.gr

Chairperson

Associate Professor Athanassios Katsis

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Erasmus Coordinator

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UNDERGRADUATE PROGRAM OF STUDY

The undergraduate program of study expands into eight semesters of study, and the individual courses are grouped together to form three distinct zones.

The first zone forms the **Core of the Study Program**, and consists of 28 Compulsory courses (102 ECTS credits), covering the following areas:

- Introductory courses
- The General Institutional Context
- Historical Context
- Frame of Reference for Education Policy
- Frame of Reference for Social Policy
- New Technologies and Knowledge Dissemination
- Research Methodology

The second zone comprises two specializations Social Policy and Education Policy, each consisting of twenty courses. These courses are introduced at the 5th semester, when students are required to select one of the two specializations (70 credits in total for the twenty courses)

The third zone comprises **Free Elective** courses (**F.E.**). From this zone, students are required to choose 8 courses in total, as compulsory electives (28 ECTS credits). The number of courses offered in this zone during the Academic Year 2010-2011 is 15. However, students can select as Free Elective courses any course they wish from the specialization not their own.

The following elements are also part of the Program of Study:

- Two **Research Design** courses / **Placements**, each equivalent to a semester course. These are offered in the 5th and 6th Semesters and are compulsory to all undergraduate students (5½ ECTS credits for each course)
- **A Final Year Research Project**, to be completed during the 7th and 8th Semesters of undergraduate study. The Final Year Project is optional and is equivalent to six semester courses (21 ECTS credits).

In addition, the Faculty gives students the opportunity to learn at least one foreign language (English) by offering courses organized in three yearly cycles. Successful completion of the upper cycle of the foreign language program is a precondition for awarding the degree. The foreign language program corresponds to 8 ECTS credits.

Consequently, the ECTS requirements for awarding the degree amounts to **240 ECTS Credits**. Therefore, the undergraduate program of study of the Faculty is in all respects equivalent to first cycle European study programs of four years duration.

It should be underlined that the Program of Study places special emphasis on the European dimension. This means that our approach to Social Policy and Education Policy, both as scientific areas of study and as public policies, is informed by current tendencies and perspectives debated within the European context. For this reason the staff of the Faculty has the largest possible involvement and a most active participation in related actions and initiatives at European level. For the same reason, the Faculty works towards creating most favourable conditions for students to participate in European mobility programs. At the same time, students are encouraged to participate in seminars, conferences and other activities and events in Greece and other European countries.

Courses offered in the academic year 2010-11

		Greek Credits	ECTS	Hours		
				Theory	Seminar	Practical Exercise
<i>1st Semester (1st Year)</i>		Academic Staff				
1. Introduction to Sociology (compulsory)	A. Tsatsaroni	3	3½	3	0	0
2. Law: an introduction (compulsory)	M. Fefes	3	3½	3	0	0
3. Introduction to Economics (compulsory)	M. Geitona	3	3½	3	0	0
4. History of Education (compulsory)	D. Karakatsani	3	3½	3	0	0
5. Introduction to the Sciences of Education (compulsory)	D. Karakatsani	3	3½	3	0	0
6. Introduction to Social Policy (compulsory)	D. Venieris	3	3½	3	0	0
7. Introduction to Information and Communications Technologies (compulsory)	A. Jimoyiannis	4	4	2	0	2
<i>2nd Semester (1st Year)</i>						
1. European Union: Structure and Institutions (compulsory)	M. Fefes	3	3½	3	0	0
2. Social and Economic History of Greece (19th - 20th century) (compulsory)	C. Koulouri	3	3½	3	0	0
3. Introduction to Educational Policy (compulsory)	M. Nikolakaki	3	3½	3	0	0
4. Sociology of Education (compulsory)	A. Tsatsaroni	3	3½	3	0	0
5. Introduction to Criminology (compulsory)	T. Papatheodourou	3	3½	3	0	0
6. Basic Services and Educational Applications of the Internet (compulsory)	A. Jimoyiannis	4	4	2	0	2
7. Introduction to Statistics (compulsory)	A. Katsis	4	3½	3	0	0
8. Informal and Non-formal Education - Lifelong Learning (compulsory)	G. Bagakis	3	3½	3	0	0

Courses offered in the academic year 2008-09		Greek Credits	ECTS	Hours		
				Theory	Seminar	Practical Exercise
3rd Semester (2nd Year)		Academic Staff				
1. Principles for the Analysis and Design of Educational Programs (compulsory)	M. Nikolakaki	3	3½	3	0	0
2. Social and Economic History of Europe (19th - 20 th century) (compulsory)	L. Ventura	3	3½	3	0	0
3. State Organization (compulsory)	X. Contiades	3	3½	3	0	0
4. European Education Policies (compulsory)	Y. Papadiamantaki	3	3½	3	0	0
5. Principles of Dissemination and Communication of Scientific and Technological Knowledge (compulsory)	K. Dimopoulos	3	3½	3	0	0
6. Methodology in Social and Educational Research (compulsory)	A. Katsis	4	4½	3	1½	0
7. Two (2) Free Elective Courses, to be chosen from the following:						
3a. Victimology	V. Karydis	3	3½	3	0	0
3b. Basic principles of Counselling and Team Management	D. Tsakiris	3	3½	3	0	0
3c. Contemporary Social Theory	M. Spyridakis	3	3½	3	0	0
4d. Educational Practices	M. Nikolakaki					
4th Semester (2nd Year)						
1. Economic Analysis of Social Policy (compulsory)	M. Geitona	3	3½	3	0	0
2. The State and Public Policy	T. Kafetzis	3	3½	3	0	0
3. European Social Policy (compulsory)	D. Venieris	3	3½	3	0	0
4. Sociology of Migration (compulsory)	L. Ventura	3	3½	3	0	0
5. Civil and Social Rights (compulsory)	O. Aggelopoulou	3	3½	3	0	0
6. Research Methods- Data Analysis and Interpretation (compulsory)	A. Katsis	3	4½	3	1½	0
7. Introduction to Political Science (compulsory)	T. Kafetzis	3	3½	3	0	0
8. One (1) Free Elective Course, to be chosen from the following						
4.a. Social Psychology	D. Tsakiris	3	3½	3	0	0
4.b. State Policies and Local Authority Institution	Takis Theodorikakos	3	3½	3	0	0

Courses offered in the academic year 2008-09		Greek Credits	ECTS	hours		
				Theory	Seminar	Practical Exercise
5th Semester (3rd Year)	Academic Staff					
Social Policy						
1. Juvenile Justice	Electra Koutsoukou					
2. Social Security Institutions	O. Aggelopoulou	3	3½	3	0	0
3. Social Policy Planning and Evaluation	D. Venieris	3	3½	3	0	0
4. Health Policy	K. Souliotis	3	3½	3	0	0
5. Penitentiary Institutions	V. Karydis	3	3½	3	0	0
6. Society- Science-Technology	Glykeria Anyfanti	3	3½	3	0	0
7. Migration Policy	L. Ventura	3	3½	3	0	0
Compulsory Practicum-Research Design-Placement I	Staff members	3	5½	0	3	0
Education Policy						
1. Principles of Educational Theory	D. Karakatsani	3	3½	3	0	0
2. Higher Education Policies	Y. Papadiamantaki	3	3½	3	0	0
3. Evaluation in Education	D. Tsakiris	3	3½	3	0	0
4. Analysis and Development of Teaching Material	K. Dimopoulos	3	3½	3	0	0
5 Teacher Education	G. Bagakis	3	3½	3	0	0
6. Society-Science-Technology	G. Anyfanti	3	3½	3	0	0
7. Adult Education	M. Gravani	3	3½	3	0	0
Compulsory Practicum-Research Design-Placement I	Staff members	3	5½	0	3	0

6th Semester (3rd Year)						
Social Policy						
1. Civil Service Management	M. Geitona	3	3½	3	0	0
2. Economic Inequalities and Social Policy	K. Souliotis	3	3½	3	0	0
3. Social Anthropology of Work	M. Spyridakis	3	3½	3	0	0
4. Legislative Framework on Foreigners, Refugees and Minorities	Th. Papatheodorou-V. Karydis E. Koutsoukou	3	3½	3	0	0
5. Employment Policies	Andreas Feronas	3	3½	3	0	0
6. Gender and Inequality	M. Spyridakis	3	3½	3	0	0
7. European Institutions of Social Economy	M. Fefes	3	3½	3	0	0
Compulsory Practicum - Research Design- Placement II	Staff Members	3	5½	0	3	0
Education Policy						
1. Design and Implementation of Educational Policies	M. Nikolakaki	3	3½	3	0	0
2. Evaluation and Quality Assurance in Higher Education	Y. Papadiamantaki	3	3½	3	0	0
3. Evaluation of School Units and Education Systems	D. Tsakiris	3	3½	3	0	0
4. Materiality in Education	K. Dimopoulos	3	3½	3	0	0
5. Sociology of Educational Practices	A. Tsatsaroni	3	3½	3	0	0
6. Citizenship and Multiculturalism	D. Karakatsani	3	3½	3	0	0
7. ICT in Education	A. Jimoyiannis	3	3½	3	0	0
Compulsory Practicum - Research Design- Placement II	Staff members	3	5½	0	3	0

Courses offered in the academic year 2008-09		Greek Credits	ECTS	hours		
				Theory	Seminar	Practical Exercise
7th Semester (4th Year)	Academic Staff					
Social Policy						
1. Economic Anthropology of Migration	M. Spyridakis	3	3½	3	0	0
2. Institutional Organisation and Fiscal Management of the Greek Healthcare Sector	M. Geitona	3	3½	3	0	0
3. Social Exclusion and Policies of Social Integration	A. Feronas	3	3½	3	0	0
4. Three (3) Free Elective Courses, to be chosen from the following						
7.a. Fundamental Freedoms and Common Policies of European Union	M. Fefes					
7.b. State Theories	T. Kafetzis					
7.c. Education and Mass Media	A. Chronopoulou					
Final year Research Project	Staff members	6	7			
Education Policy						
1. Educational Policy and Policies of Employment	A. Feronas A. Tsatsaroni	3	3½	3	0	0
1. The Economics of Education	K. Athanassouli	3	3½	3	0	0
3. e-Learning and Distance Learning	A. Jimogiannis					
4. Three (3) Free Elective Courses, to be chosen from the following						
7.a. Sociological Approaches to Education Policy	A. Tsatsaroni					
7.b. Knowledge and Theory of Ethics	-					
7.c. Policy for Health Promotion: campaign design and implementation	C. Karamanidou					
Final year Research Project	Staff Members	6	7			

8th Semester (4th year)						
Social Policy						
1. Public Safety and Crime Prevention Policy	E. Koutsoukou	3	3½	3	0	0
2. European Criminology	V. Karydis	3	3½	3	0	0
3. Comparative Social Policy	A. Feronas	3	3½	3	0	0
4. Two (2) Free Elective Courses, to be chosen from the following						
8.a. Social Security Systems: A Comparative Analysis	D. Venieris	3	3½	3	0	0
8.b. History of Greek Diaspora	L. Ventura	3	3½	3	0	0
Final Year Research Project		12	14			
Educational Policy						
1. Management of Educational Innovations	G. Bagakis	3	3½	3	0	0
2. Organisation and Administration in Education	Y. Papadiamantaki	3	3½	3	0	0
3. Museum and Educational Activities	G. Anyfanti	3	3½	3	0	0
4. Two (2) Free Elective Courses, to be chosen from the following						
8.a. Political Culture and Education	T. Kafetzis	3	3½	3	0	0
8.b. English for Academic Purposes	A. Spyropoulou	3	3½	3	0	0
Final Year Research Project	Staff members	12	14			

DESCRIPTION OF UNDERGRADUATE COURSES

FIRST YEAR

1st SEMESTER

Compulsory courses

1. Introduction to Sociology

Anna Tsatsaroni

The course introduces students to the traditions of Sociology, the philosophies that have informed it, the major figures, both classical and modern, that have contributed to it, the methods that the discipline employs and the range of topics subject to sociological analysis. It aims to offer an account of the processes, political, economic, social and cultural, that have shaped the development of modern societies, as well as to help students understand the concepts necessary to think about new developments and current debates.

2. Law: an introduction

Michalis Fefes

The purpose of the course is to offer students of social sciences the necessary concepts that will lead them to the comprehension of the basic elements of the legal science. It focuses on the Greek legal system and presents the fundamentals of all the specific categories of law, such as Constitutional Law, Administrative Law, Criminal Law, Civil Law, Commercial Law and Labour Law.

3. Introduction to Economics

Mary Geitona

This is an introductory economics course covering the basic ideas and theories of economic thought and issues in both microeconomics and macroeconomics.

The goal of this course is to give students a sufficient understanding of economic issues and problems so that they may understand the impact of government policy, economic phenomena, and the choices people make. In the microeconomics context the course explores the way in which individual economic agents make decisions (workers, consumers, households and firms). In macroeconomics the aggregate economy is explored focusing on important issues such as the total output, interest rates, inflation and unemployment.

4. History of Education

Christina Koulouri - Despina Karakatsani

Introduction to the basic features of modern Greek education since the creation of the Greek state. General trends in the historiography of modern Greek education. The Greek educational system. Educational policy and reforms. Scholarisation and expansion of the school network. Women's education and ideas about the 'nature' and the 'destiny' of women. The language question. Relations between educational and social changes.

5. Introduction to the Sciences of Education

Despina Karakatsani

Sciences of Education (institutionalization, scientific character, interdisciplinarity, professional possibilities-perspectives): analysis of different disciplines, scientific domains, ways of introduction and establishment in the academic field, connection with the professional field. Basic terms, concepts of pedagogical and educational procedure, presentation of pedagogical movements-ideas-theories and analysis of different educational experiments.

6. Introduction to Social Policy

Dimitrios Venieris

Social Policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This is an early stage discussion of the multi-disciplinary social policy academic field, emphasizing issues of definition, scope, ideas, formation, development and content. Contemporary social policy in Greece contributes to a wider understanding of the issue.

7. Introduction to Information and Communications Technologies

Athanassios Jimoyiannis

This course is an introduction to the Information and Communication Technologies (ICT) and their applications in educational and societal areas. As an outcome of this course, students will be able:

- a) to update previous knowledge and develop new knowledge on ICT, and
- b) to enhance previous computer skills and develop ICT competence through the implementation of laboratory tasks using general-purpose software (word processing, worksheets, presentations etc.).

The course content is structured along three axes:

- ICT as a technological system
- ICT as a problem solving tool
- ICT as a social fact and a social attitude.

The course comprises lectures and obligatory learning tasks in the computer laboratory.

2nd SEMESTER

Compulsory courses

1. European Union: Structure and Institutions

Michalis Fefes

The purpose of the course is to describe the nature and the structure of both the European Union and the European Community. Within its framework, there is an analysis of basic legal issues (supremacy, direct applicability, direct effect, subsidiarity, proportionality), a description of the European Institutions (Council, Commission, ECJ, etc.) and their way of work and the basic functions of the Common Market (four freedoms, common policies).

2. Social and Economic History of Greece (19th – 20th c.)

Christina Koulouri

A general overview of modern Greek history in the 19th and 20th centuries. focusing on social and economic changes. State and policy, state and society, evolution of social and economic structures (agrarian nature of Greece, development of the middle class, industrialization, modernization of Greek economy, increase of agrarian production, commerce and urban population). Demographic and cultural changes.

3. Introduction to Educational Policy

Maria Nikolakaki

This course contains as central the relation between the State, Society and the educational system, and basic paradigms of designing and analyzing educational policy, conceptual framework, categories, and methodological and epistemological dimension of educational policy. It also involves the dimensions of public policies in Education and training and the relation of the above with other crucial public policies (for example employment policies)

4. Sociology of Education

Anna Tsatsaroni

The course aims to introduce students to the distinct approaches that have been developed in the sociology of education to analyse education institutions, processes and practices: Macro-

sociological, functionalist and marxist approaches, micro-sociological approaches, and weberian approaches. More recent attempts to synthesize, as well as to deconstruct, macro- and micro-approaches are also discussed.

5. Introduction to Criminology

Theodore Papatheodorou

The aim of the course is the analysis of the basic theories of the crime and the criminal. In the framework of this course, first, the classic theories of criminology are analyzed; then, the criminal's personality, as well as the methods of analysis of criminal statistics are examined. Furthermore, theories concerning the victim and the criminal and the contemporary evolutions of victimology are being analyzed. Finally, a study of the fundamental principles of criminal policy is conducted.

6. Basic Services and Educational Applications of the Internet

Athanassios Jimoyiannis

The general objective of this course is to study the conventional and the new generation Internet services, as well as their applications and the impact on our modern society. Students will be able:

a) to update and enhance their knowledge about the Internet and its applications in educational and societal settings, and

b) to develop the skills and abilities needed to use effectively the basic Internet services in their academic work, as well as in their subsequent professional lives.

The course content is structured along four axes:

- ICT as a communication system
- The Internet as a problem solving tool
- Educational applications of the Internet
- Internet and modern society

The course comprises lectures and obligatory learning tasks in the computer laboratory.

7. Introduction to Statistics

Athanassios Katsis

The aim of this course is to introduce students to the principles of Statistics and Probability. Topics include the most important statistical measures, probability concepts and definitions, sampling techniques and statistical distributions. A basic knowledge of Mathematics is required whereas the focus of the course will be statistical applications to education and sociology with the use of P.C.

8. Informal and Non-formal Education – Lifelong Learning

George Bagakis

The course focuses on issues of policy planning and policy implementation in the domains of informal, non formal education, and LLL. Emphasis is laid on both the supranational and national levels.

SECOND YEAR

3rd SEMESTER

Compulsory Courses

1. Principles for the analysis and design of educational programs

Maria Nikolakaki

The procedures of analyzing and designing educational programs are a basic element of educational policy (formal and non- formal). The study of procedures includes:

- a. The analysis of interaction between the comprising parts of educational programs and systems.
- b. The exploration of the precondition for successful implementation, as well as the consequences that relative decisions have in other parts of the educational system.
- c. Analysis of the suitability of the factors that are instruments for the implementation.
- d. Analysis of the evaluation methods of educational programs.

2. Social and Economic History of Europe (19th-20th c.)

Christina Koulouri - Lina Ventura

The course deals with major social and economic changes in Europe since the 18th century (Industrial and French Revolutions) such as the rising of industrial societies, the development of middle and working classes, the technological revolutions, feminist movements and changes of woman's place in society and economy, imperialism, communist regimes and the Cold War, protest movements in developed societies, demographic changes, urbanism, consumer and mass culture.

3. State Organization

Xenophon Contiades

The subject of the course consists in analyzing the organization, as well as the principal functions of the state. More specifically, issues such as the organizational bases of the regime, election and functions of the direct organs of the state, structure, operation and control of public administration are examined. Furthermore, reference is made to certain key concepts of the constitutional theory and political science (Constitution, state, political system), as well as to the role of political parties, mass media and civil society within a modern pluralist democracy.

4. European Education Policies

Yiuli Papadiamantaki

The course traces the development of European Policies for Education in three distinct periods,

- (a) prior to 1993,
- (b) in the period between 1993-2000 (post Maastricht) and
- (c) since 2000 (Lisbon strategy).

It explores the EU strategies and rationales for the development of education policies and the recent developments that seem to be connected to the pressures of globalization and internationalization of education systems.

5. Principles of Dissemination and Communication of Scientific and Technological Knowledge

Konstantinos Dimopoulos

The course aims to familiarise students with the mechanisms, procedures and methodologies employed for the dissemination of scientific and technological knowledge in various fields of communication. More specifically, the course is structured around the following dimensions:

- Introduction to the theories of communication
- The fields of communication within and through which scientific and technological knowledge is circulated (intra-specialists field, inter-specialists field, pedagogical field and public field).
- The trajectories followed by techno-scientific knowledges exported from the field of their primary production to other fields where these knowledges are reproduced and recontextualized.
- The procedures involved in the communication and perception of scientific and technological knowledge in the public domain, and
- The basic principles and methods employed for communicating scientific and technological knowledge to non-expert audiences (e.g. narratives, use of analogies and metaphors).

6. Methodology in Social and Educational Research

Athanassios Katsis

The course constitutes an introduction to the principles and techniques of Social and Educational Research. Topics include the most important sampling techniques, questionnaire design, sample size considerations, chi-square analysis, multivariate techniques and qualitative approaches. Emphasis will be placed on the use of PC. Students will be required to present the results of their own study.

Electives

7. Two (2) Free Elective Courses, to be chosen from the following:

3a. Victimology

Vassilis Karydis

Study and research on victims of crime. Interaction between offender-victim-situation. Characteristics of victims and vulnerable groups. Attitudes of victims and fear of crime.

3b. Basic Principles of Counselling and Team Management

Despina Tsakiris

The aim of the course is to approach counseling practices as they are found in professional settings. It does not refer to specialized counselors, but to all persons, who, in the context of their professional activity, recommend innovative actions and changes, take decisions and manage conflicts.

The suggested approach focuses on the study of team management with the contribution of scientific theories of psychology, social psychology and psychoanalysis.

3c Contemporary Social Theory

Manos Spyridakis

The course explores the theories and the models with regard to the interpretation of social change, instability and development of sociocultural systems. Fundamental aspect of the course is the examination and critical juxtaposition of the two more important models on social change, the one which draws its intellectual origin from Spencer and the one from Marx. There will also be an effort to explore other theoretical currents such as phenomenology, ethnomethodology, structuration theory, structural Marxism, poststructuralism, critical theory, the Frankfurt school and feminist theory.

3.d. Educational Practices

Maria Nikolakaki

Aim of the course is the exploration of educational practices performed in Greek schools, at the level of rhetoric and implementation. This course explores the high centralization that characterizes the Greek educational system and continues in investigating innovative practices, as cross-curricularity and teamwork teaching. Special emphasis is given to the in-flexibility of the centralized system. It also studies the role of the educator in critical teaching, which creates resistance and space for action in the educational context.

4th SEMESTER

Compulsory Courses

1. Economic Analysis of Social Policy

Mary Geitona

This course offers a comprehensive approach to the study of social policy analysis and it focuses on the understanding and critical analysis of social policy formation/implementation. It encompasses issues related to the theory and methods into applicability of social policy, the

today's social policy-making and the evaluation of social policy. The course has been designed around the discussion on understanding the new social risks and phenomena and the various levels in which policy can be dealt with—from the interpersonal to institutional levels. The course also focuses on how social justice, social inequalities and social change frameworks can have an impact on social policy. The analysis of each topic is tailored to fit international social policy approaches and familiarize students with critical thinking.

2. The State and Public Policy

Takis Kafetzis

Public policy is analysed in relation to the changing forms of the post-war state, with which it is interwoven. Students will be familiarised with the basic theoretical approaches to the concepts and analytical categories that form the scientific framework of public policy. At the same time, the course will examine the consequences of the transition from the social state of the '60s and '70s to the present 'regulative' state in conditions of globalization.

3. European Social Policy

Dimitrios Venieris

This is an attempt to assess the growing impact of European-level authorities in the promotion of social policy at both national and international level. The European Union and the Council of Europe are the two leading institutional arrangements towards European integration, influencing also European policy making in welfare. A course about the political and policy making patterns within a changing Europe.

4. Sociology of Migration

Lina Ventura

Brief history of migrations. Sociology of migration in the USA and Western Europe. Economic, social, political, demographic and cultural aspects of migrations. Nations and foreigners. Ethnic groups. Assimilation, incorporation or exclusion. Racism. Globalization, Trans-nationalism and diasporas.

5. Civil and Social Rights

Xenophon Contiades

The subject of the course consists in the analysis of the fundamental rights system of the Constitution in force. First of all, civil rights aim to ensure a space of free existence and action of individuals against arbitrary interventions of state authorities. Social rights relate to the obligation of the state to adopt positive measures in order to ensure basic goods to citizens. At a first level, it is essential to present the common basic features that refer to the structure and operation of the respective constitutional provisions. At a second level, a selective interpretation of the most important civil and social rights is made. Specific emphasis is placed on theory and analysis of social rights, to the extent that they compose the constitutional framework for the establishment of Social Administration and for the exercise of social policy. Emphasis is also placed on the constitutional provisions consolidating the right to education and ensuring self-administration of Higher Education Institutions.

6. Research Methods - Data Analysis and Interpretation

Athanassios Katsis

The course covers the most important tools of quantitative research in social and educational policy. These include correlation, regression, T-tests and chi-square methodology. The students will be required to perform their own analysis using the appropriate statistical software. Emphasis will be given on the presentation of the results in non-technical terms.

7. Introduction to Political Science

Takis Kafetzis

The aim of the course is to introduce students to political science and to help them appreciate the role of politics and of political culture in the formation and interpretation of values, principles and aims of public policy.

Topics include:

- The political, politics and political institutions.
- Political culture and the subjective dimensions of politics
- Political theory and empirical political analysis

Electives

8. One (1) Free Elective Course, to be chosen from the following

4.a. Social Psychology

Despina Tsakiris

The course aims to introduce students to the basic concepts and processes of social psychology (norms, social models, roles and role conflicts, attitudes), as well as to the study of representative systems, such as prejudices, stereotypes and social representations. Furthermore, the course aims to familiarize students with the socio-psychological approach to the understanding of complex social phenomena, such as authority, change, crisis in identity formation, intra- and inter-group relationships.

4.b. State Policies and Local Authority Institution

Takis Theodorikakos

The module outlines the structure and evolution of Local Authority institution in Greece. The objective of this module is to examine, analyse and question the social care policy of Local Authorities in order to enable students to evaluate and plan social care acts. The module defines the Local Authority institution, representing the historical framework and its constitutional establishment. In addition, it investigates the relationship between the Local Authority institution and political parties since 1974. The lectures are designed to provide students with overviews on the financial resources and competencies of Local Authorities. Furthermore, the unit appoints fields and sectors, advantages and disadvantages on social policy issues. A comparative analysis is attempted amongst different Local Authorities welfare systems in European Union. member states with emphasis in the Greek experience. The unit analyses the extended role of Local Authorities in social policy implementation and represents the contest of administrative reforms emphasising on the impact of Kapodistrias and Kalikratis Acts. Proposals on social policy issues will be discussed as well as student essays will be presented.

THIRD YEAR

5th SEMESTER

Social Policy

1. Juvenile Justice

Electra Koutsoukou (407/80)

The aim of this subject is to define the notion “juvenile delinquency”, in reference to the deviant and the criminal behavior of the minors. In the parallel, the traditional and modern theories of the juvenile delinquency on the one hand and the measures taken for the encounter of the juvenile delinquency on the other hand are approached from the viewpoint of penal law and criminology. The causality of this behavior is examined in relation to the possibilities existing for the prevention of the juvenile delinquency in the sphere of the informal social control (family, school or the society) and the formal social control (justice, Police). Furthermore, the legal framework related to the juvenile justice is presented under the scope of its compatibility with the European and International legal system. Emphasis is given to the modern trends and models of the crime

prevention policy as far as the juvenile justice is concerned. Finally, the transition from the traditional juvenile Justice to the modern Law of the Child, which was signaled by the UN Convention on the Rights of the Child, is being explicitly analyzed.

2. Social Security Institutions

Olga Aggelopoulou (407/80)

This course examines the institutional consolidation of the principles of organization and management of the systems of social security, health and welfare in Greece, having the special characteristics of Greek welfare state as a starting point. In concrete, this course focuses on analyzing the institutional evolution of the social protection system, on the social insurance bonds and on the administrative structure of the systems of social insurance, health and welfare.

3. Social Policy Planning and Evaluation

Dimitrios Venieris

The aim of the course is to give students an understanding of social planning as an essential procedure of reasonable social policy making. The course examines the interrelationship between the theory of social policy and the methodology of social planning, i.e. policy analysis, formulation, implementation and evaluation. It introduces social planning techniques -including cost-benefit analysis, and identifies social, political, financial, and organisational factors crucial to successful planning.

4. Health Policy

Kyriakos Souliotis

This course introduces students to basic principles of health and health care services and defines and analyzes the factors that influence health policy design and implementation. More specifically, the course discusses the various conceptual approaches to health and health care services, examines population health care needs, defines priority setting and resource allocation under budgetary restraints, categorizes health care systems on the basis of their typology and specific characteristics, analyzes funding methods and tools and ventures into the highly controversial ground of the relationship between the public and the private sector in organizing, providing and funding health care services. In addition, the course presents an overview of health care reforms in Greece in the past twenty years, focusing on select policies developed for sectors of the Greek National Health System (primary health care, public health etc).

5. Penitentiary Institutions

Vassilis Karydis

This course discusses the organization and function of the institutions comprising the penitentiary system, and critically considers recent changes in policy and practice.

6. Society-Science-Technology (SST)

Glykeria Anyfanti (407/80)

Science and technology are closely intertwined with social change. The scope of the course is to study this interaction with particular attention themes such as:

- The socio-epistemic and institutional organization of the processes of production of techno-scientific knowledge, and related practices, in the frame of communities of experts.
- The relation of science and technology with other knowledge systems and beliefs (such as philosophy), as well as with institutions and functions of modern states (e.g. politics, economy).
- The level of familiarization with and representations of the general public of science and technology.

- The forms of communicating science and technology in the public field (mass media, popularizing publications e.g.).
- The impact of scientific and technological innovation in contemporary societies; risks that S&T may pose to peace, security, community, democracy, environmental sustainability, and human values; efforts to control unfavourable consequences.
- The call for democratising science and public participation in science and technology decision taking.

7. Migration Policy

Lina Ventura

- Contemporary international and internal migrations. Post-World War II migration to Western Europe. Immigration to South and Eastern Europe after 1989. Migration to Greece. Refugees, asylum seekers and displaced people. Undocumented migrants. International, supra-national and national policies. Institutional context.
- Regulation of flows and border control. Integration and exclusion. Integration policies and models. Labor market, urban settlement and housing. Political rights and naturalization. The “second generation”. Criminality, criminalisation, victimisation. Security and human rights. Trafficking and anti-criminal policy.
- Racism and antiracist movements. Stereotypes and the media. Migrants as political subjects.

Compulsory Practicum-Research Design-Placement I

Staff Members

Education Policy

1. Principles of Educational Theory

Despina Karakatsani

The objective of this course is to analyze different concepts and theories of learning and teaching, to emphasize the principles according to which the learning environment, the didactic framework and the curriculum are organized and developed. We will make a synthesis of different theoretical approaches to education including spiritualistic, personalist, psychocognitive, and technological, social cognitive, social, and academic theories. The methods of evaluation, the relationship between different theories of learning and the epistemological problems will also be discussed. The role of curriculum in the learning procedure and the different ways of analyzing it are among our special interests. The historical and comparative approach of different theories will let us discover different visions, aspects of them and arrive at some conclusions concerning their application and use.

2. Higher Education Policies

Yiuli Papadiamantaki

The course is structured in two parts. The first part focuses on discourses and policies concerning the role of the university in contemporary societies. It presents higher education policies promoted at the European level (e.g. European Higher Education Area, European Research Area), in relation to the creation of a “Europe of Knowledge” and the implications for the governance and steering of higher education institutions. The second part sheds light in more detail the case of Greece, with emphasis on the implementation of the policy for the broadening of access in higher education

3. Evaluation in Education

Despina Tsakiris

The aim of the course is the sociological understanding of educational evaluation through the variety of topics that can be treated within this area of study. These topics concern, on the one hand, the micro-social analyses of school evaluation, with special emphasis paid on the grading of pupils and the processes of orientation and social selection. On the other hand, they concern the

macro-social analysis of evaluation, focusing on the study of compensatory policies that have been developed and applied in order to improve pupils' school performance, the analysis of the relationship between pedagogical practices and pupils' achievement, and the interpretation of results concerning pupils' competences obtained through international comparisons, carried out by supranational organizations such as the O.E.C.D.

4. Analysis and Development of Teaching Material

Konstantinos Dimopoulos

The objectives of this course are to familiarize students with the various kinds of educational material as well as to explore the role of the used expressive codes in the modulation of their pedagogical functioning.

Specifically, the themes covered in this course are the following:

- Definition of the term 'educational material' and identification of its various kinds.
- Specific design features of an educational material
- Discussion of the role and the functions of an educational material in the process of recontextualization of knowledge in school through the introduction of the notions of classification, framing and formality.
- Analysis of the linguistic and the visual expressive codes of an educational material.

5. Teacher Education

George Bagakis

The course aims at introducing students to the theory and practice of teacher education in Greece. It is organised around two main themes: the pre-service and in-service training of primary and secondary school teachers of the country. In particular, it focuses on the university Faculty's providing pre-service training for teachers, with particular emphasis on their undergraduate program of studies, as well as on the agencies responsible for the in-service and professional development of teachers. An overview of teacher education in other European countries, mainly in the United Kingdom and the Republic of Ireland, is also given in the course. The course is delivered through lectures, team work and discussion among its participants

6. Society-Science-Technology (SST)

Glykeria Anyfanti (407/80)

Science and technology are closely intertwined with social change. The scope of the course is to study this interaction with particular attention themes such as:

- The socio-epistemic and institutional organization of the processes of production of techno-scientific knowledge, and related practices, in the frame of communities of experts.
- The relation of science and technology with other knowledge systems and beliefs (such as philosophy), as well as with institutions and functions of modern states (e.g. politics, economy).
- The level of familiarization with and representations of the general public of science and technology.
- The forms of communicating science and technology in the public field (mass media, popularizing publications e.g.).
- The impact of scientific and technological innovation in contemporary societies; risks that S&T may pose to peace, security, community, democracy, environmental sustainability, and human values; efforts to control unfavourable consequences.
- The call for democratising science and public participation in science and technology decision taking.

7. Adult Education

Maria Gravani (407/80)

The course aims to introduce students to the theory and practice of adult education. In particular, it evolves around the following topics: adult education and related terms (e.g. lifelong learning, continuing professional development, post-compulsory education, occasional learning, formal/non formal learning), adult learners and their characteristics, theories of adult learning, the role of adult educators, the ‘learning contract’, methodologies of adult education, distance learning, planning, organising, implementing and evaluating programs for adults. An overview of adult education organisations and agencies in Greece and abroad is also offered in the course.

Compulsory Practicum-Research Design-Placement I

6th SEMESTER

Social Policy

1. Civil Service Management

Mary Geitona

The course offers in-depth analysis of all aspects of public sector management including civil service, health and education, local government and parastatal organizations. Market dynamics have created challenges for public organizations, with the emergence of the global economy, advances in technology, increased societal demands, and the need to provide more social services with fewer resources. Given the fiscal constraints, public sector bureaucracy and inefficiencies in service delivery, this course attempts to introduce the students to new approaches of management. Theory, concepts, methods and practical experience are all drawn upon. Modern strategic management tools are necessary for the public sector to achieve improved performance and overall service quality. The course has been designed around the discussion on the common issues which public sector managers face the world over-improving efficiency and effectiveness in situations of scarce resources and rising public expectations.

2. Economic Inequalities and Social Policy

Kyriakos Souliotis

This course is taking a multidisciplinary approach towards two distinct but highly interrelated scientific areas: economic inequalities and social policy. Students are asked to critically assess the challenge of economic inequalities at both a methodological and an empirical level. The methodological level analyses the concept of economic inequality and presents the various approaches to measuring it. At the empirical level, the reality of prevailing economic inequalities is addressed both at the level of the new “globalized” economy and at the national level for a variety of countries, with emphasis on “developed” OECD and EU member states. The second part of the course emphasizes the role of social policy in tackling economic inequalities. It analyses and evaluates measures taken thus far at the supra-national and the national level for the “relief” of individuals, groups or even nations that face the reality of economic inequalities and closely studies the effect of economic inequalities on the various thematic sub-areas of social policy, such as health, employment, housing etc.

3. Social Anthropology of Work

Manos Spyridakis

The course focuses in the form and structure of social relations, as they are constituted during the production, distribution and exchange processes. It will be particularly analyzed the notion of informal work including all the forms of employment, as well as all those activities that produce use values, goods and services aiming at the direct consumption and redistribution for the social and individual reproduction.

4. Legislative Framework on Foreigners, Refugees, and Minorities

Theodore Papatheodorou - Vassilis Karydis - Electra Koutsoukou

This course considers relevant legislation of 1991 and 2001 and analyses the legislative reform of 2005. It refers to the rights of the foreigners, and analyses European migration policies. It adopts a comparative approach to the different legal frameworks and directions of social policies. **In particular**, in the context of this subject the legal status of the foreigners and the directions of the migration policy are examined thoroughly based on the greek legislation and the European legal framework- comparing the legislation of certain European countries. Furthermore, the notion of “immigrant”, “refugee”, their right of entrance and stay in the country and their basic social rights (work, education, health, safety) are analyzed. Finally, the contribution of the recent legislation to the development of the social policy is approached.

5. Employment Policies

Andreas Feronas

In this course employment policy is approached as social policy. The aim of the course is to critically examine the evolution of employment policies in European Union and Greece in the last two decades and discuss their effectiveness in improving employment and combating unemployment. The topics covered are the following: typologies of unemployment and employment policies, goals, instruments and effectiveness of the various types of policies (active, passive, institutional etc.), European Employment Strategy and Greek employment policy, flexicurity strategy as the new “paradigm” of EU employment policy and its impact on the quality of work, “Europeanization” of national employment policies.

6. Gender and Inequality

Manos Spyridakis

In most western societies there is still a prevailing view according to which gender exists in given analogy and equivalence with the natural rules and, in consequence, this analogy imposes attitudes, behaviours, moral codes and specific skills. The course will challenge these views and particular emphasis will be placed upon the analytic examination of mechanism of production and structuring of gender asymmetry and its practical articulation in the political, social and economic field of social practice.

7. European Institutions of Social Economy

Michalis Fefes

The primary aim of the course is to describe the social economy sector, which lies between the private and public sectors. The course analyses the basic notions of social economy, its contribution to national and global economy, the principles followed and the institutions through which it carries out its activities (e.g., co-operatives, associations, NGOs).

Furthermore, a concrete analysis of the institutions of co-operative, association and mutual will be done. Finally, the course will focus on the core of the subject, that is, the statutes of European Co-operative Society, European Association and European Mutual. These are the transfrontier way of collaboration of the aforementioned institutions, therefore the way of their establishment, their function, direction and management, their control and auditing and their dissolution will be the issues to be examined.

Compulsory Practicum-Research Design-Placement II

Staff Members

Education Policy

1. Design and implementation of educational policies

Maria Nikolakaki

This course focuses on the presentation and analysis of design methods and programming interventions in activities of educational content and in exemplifying implementations of such interventions in chosen contemporary issues, like school failure, student drop out, social

exclusion, rural development.

The aim of the course is:

1. The introduction and original familiarization of the student with matters that have to do with educational design and programming.
2. To gain basic conceptual and methodological knowledge
3. The acquisition of basic knowledge for our educational system and educational programs generally
4. To interconnect theoretical knowledge and practical application.

2. Evaluation and Quality Assurance in Higher Education

Yiouli Papadiamantaki

The course is structured in two parts.

The first part presents different approaches to quality assurance. It explores how (and to what extent) quality assurance represents for many higher education institutions the main tool for planning, managing and controlling their own activities. Transparency, accountability, legitimacy of degrees and comparability between different European higher education institutions are examined in relation to the quality assurance process.

The second part explores the way quality assurance was introduced in Greece with a view to explain why the implementation of the policy met with resistance.

3. Evaluation of School Units and Education Systems

Despina Tsakiris

The search for new ways of regulation of educational systems has led to the development of systems of evaluation of the educational unit, in particular, and the educational systems, in general. In the framework of this course we approach the evaluation of the educational unit and the educational system as a social practice, putting emphasis on the historical conditions of the emergence and dominance of evaluation, its political and organizational dimensions, and its implications for educational institutions, teachers and students. Analysis of different models of evaluation of educational units will follow, laying emphasis on the processes elaborating indicators and criteria. For the investigation of the evaluation of educational system, we will rely on the study of its three fundamental axes: the work of educators, the management of educational unit and the planning of educational policy.

4. Materiality in Education

Konstantinos Dimopoulos

The objective of this course is the exploration of the pedagogical and social implications as well as of the implications related to school culture of the material aspects of learning environments.

Specifically, the following aspects are more thoroughly explored:

- The spatial arrangements of the learning environments.
- The equipment of the educational units (furniture, teaching aids, apparatuses, etc).
- The artifacts of both educators and students (decorations and constructions).
- The social and educational uses of school space.
- The educational value of learning environments.
- The legislation about the material aspects of the learning environments (standards, safety regulations, hygiene rules).
- Recent trends I: the ecological challenge
- Recent trends II: the ICT challenge

5. Sociology of Educational practices

Anna Tsatsaroni

The course focuses on the social character of the selection and organization of educational knowledge, aiming to reveal the social bases and the implicit class assumptions of different forms

of educational practice. In order to explore the nature of educational practices, the course presents, analyses and assesses the theory of educational codes (Basil Bernstein), according to which practices are mechanisms for social and symbolic control, serving to reproduce social order and to construct and regulate pedagogical subjects; i.e., to distribute forms of consciousness, identity and desire.

The course develops in three parts. The first part discusses the basic essays in which Bernstein develops the conceptual framework of his theory. The second part focuses on 'classical' as well as some recent empirical studies, done from within the framework of this theoretical approach, and which constitute sociological analysis of the construction, transmission, acquisition and evaluation of educational knowledge and practices. The third part approaches this theory critically, by making a brief reference to influences exerted upon sociology by the currents of structuralism and post-structuralism. Special emphasis is given to the conceptual tools provided by Foucault's approach, and to the ways in which these can be utilized in the sociological analysis of educational knowledge, processes and practices.

6. Citizenship and Multiculturalism

Despina Karakatsani

Increased immigration and population movement around world. Citizenship and National Identity. Various meanings of multiculturalism. Citizenship and Education. Educational policies related to national minorities and immigrants. Models of Multicultural Education. Human Rights and Values Education. Civic and Political Education. Teacher Education and sociocultural diversity. Educational practices and citizenship education.

7. ICT in Education

Athanassios Jimoyiannis

This course is designed to introduce undergraduate students to the applications of ICT in various educational settings. The main objective is to give a complete and thorough view of the scientific field of ICT in education, and the current trends concerning research and application as well. Students will be able:

- a) to study the framework within ICT integration in education is proposed,
- b) to develop knowledge and skills concerning the various types of ICT-based educational environments and the methodologies used in practice, and
- c) to examine current educational policies concerning ICT integration in schools, higher education institutions and lifelong learning initiatives.

The content is structured along four axes:

- ICT and learning theories
- Educational software (design, evaluation, application in school practice)
- ICT in the Greek educational system
- Policies about ICT in education.

Compulsory Practicum-Research Design-Placement II

Staff Members

7th SEMESTER

Social Policy

1. Economic Anthropology of Migration

Manos Spyridakis

The course attempts to offer an understanding of the way in which actors organise their social practice for the production and reproduction of material goods that renders their existence

possible. In that view it presents the theoretical discourse within economic anthropology and it focuses on the mechanisms of social incorporation of migrants from the state's point of view. The course supports the view that social incorporation should be understood within a framework that perceives critically the "classic" analytic division of economic process into the so called different "autonomous" moments of production, distribution, exchange and consumption as one totalising field leading to social reproduction.

2. Institutional Organization & Fiscal Management of the Greek HealthCare Sector

Mary Geitona

This course is designed to introduce students in the field of health economics as well as in the management of civil and health services, taught in later semesters. Dominant institutional, economic, political and social issues are critically discussed under the perspective of the NHS and the overall healthcare sector. Related terminology, various theoretical approaches combined with the international and Greek empirical background are introduced to the students in order to obtain a holistic and analytical overview of the institutional organization, the management and the financing mechanisms of the healthcare sector in Greece

3. Social Exclusion and Policies of Social Inclusion

Andreas Feronas

"Social exclusion" has become an immensely important concept in social policy in recent years. The course aims to critically examine the nature of social exclusion at three levels: theoretical approaches to exclusion; the experience of exclusion; and policies for reducing social exclusion. Students will have the chance to consider how social exclusion develops in modern (post) industrialized rich societies; to critically evaluate "social exclusion" as a sociological concept in relation to key social problems such as poverty, unemployment, deprivation and marginalization; to consider the impact of globalization on contemporary understandings of social exclusion, the core social groups that are reflected by processes of exclusion and to assess some strategies developed at global, European and national level for eliminating social exclusion and promoting social inclusion.

Electives

4. Three (3) Free Elective Courses, to be chosen from the following:

7.a. Fundamental Freedoms and Common Policies of European Union

Michalis Fefes

The present course is a necessary supplement of the course of 2nd semester "Institutions of European Union". Its aim is to describe the substantial function of the European Union, that is the Fundamental Freedoms and Common Policies described in the Treaty. The course is focused on the following issues: Free Movement of Goods; Free Movement of Workers and Freedom of Establishment; Free Movement of Services; Free Movement of Capital; Common Agricultural Policy; Social Policy; Environmental Policy; European Monetary Union; Educational and Vocational Policy.

7.b. State Theories

Takis Kafetzis

The course aims at familiarizing the students with analytical concepts and study methods of modern and post-modern State through the presentation of basic theories and schools of thought in the fields of Political Theory and Historical and Political Sociology. In this context, the approach to State sets the framework for the understanding of design and transformations in the critical areas of social and education policy. The course is structured around the following thematic axes: The liberal "night watchman" state; The state aiming toward development; The intervening

“welfare state” and corporatism; The state with centrally designed economy; The “regulative state”

7.c. Education and Mass Media

Aggeliki Chronopoulou (407/80)

The optional course offered, “Media Literacy“, or more specifically “Education in Mass Media,” at the academic level aims at enabling the students to study and analyze the functions of mass media in our society. In particular, it focuses on the analysis and research of the structural and functional relationship between the mass media and education – a relationship that appears as dual: on the one hand, education on the mass media, and on the other hand, the role of the mass media concerning the impartment of educational knowledge and research (newspapers, television, etc.) and scientific publications in specific media, such as the scientific journals. The mass media discourse (printed and electronic) is analyzed – for example, newspapers, radio, television and other electronic means, internet and the alternative press). We will make references to media theories (Marxist, structural-functional, etc.) but we will focus on the Theories of Organization, shedding light to the strategies with which the communication product is produced, distributed and consumed by the public (the audience, the viewers, etc.).

Our aim is to enable the students to understand and possibly intervene in this network. Thus, they will not just bear the consequences of the media product; they will also be able to assume a critical stance toward both the product and its production and distribution network. Moreover, we will attempt to highlight ways of intervening in this network. We will also act on a practical level so that, through the combination of theory and practice, the message of the media discourse, the techniques that they employ to attract the public attention, the consequences and the stereotypes that the media promote or reject will come to light. Finally, we will try to show and possibly implement strategies that proceed from the media education as educational practices. Specific practical reference and research approach fields: advertisement, news, mass media agenda, public opinion and alternative communications (social media) and information media (blogs, indymedia), etc.

Final year Research Project

Staff Members

Education Policy

1. Education Policy and Policies of Employment

Andreas Feronas, Anna Tsatsaroni

Adopting an interdisciplinary perspective, this course aims to explore important dimensions in the relationship between educational policy and policies of employment in the current conjuncture. Globalisation and the rapid technological and social changes have placed Education and Life Long Learning (L.L.L.) at the centre of the educational policy of the European Union. At the same time, Education and L.L.L. are considered basic components of ‘active’ policies of employment, purporting to help with the smooth integration and mobility of individuals within the labour market.

The Course focuses on the analysis and interpretation of the dominant trends in education policy and the policies of employment seeking to explore their multiple and complex relationships both within E.U and at the national level.

2. The Economics of Education

Kyriaki Athanassouli

The Economics of Education has been a growing research area since the 1960s. Education is central to development and the course will focus on emphasizing this relationship. On the one hand, we will examine the demand for education and the decision of individuals to invest in

education (human capital theory, rates of return to further and higher education). The goals of the course are to enable students to understand the basic results in the Economics of Education (theories, models and logic) and to be able to criticize standard economic analyses. Then alternative approaches will be also presented (signal theory, duality of the labour market). On the other hand, we will investigate how public policies affect opportunities for education investments. We will rely on economic theory and empirical evidence to analyze current issues with understanding that economics has a perspective to design and evaluate education policies targeted on a better relationship between education and employment.

3. e-Learning and Distance Learning

Athanassios Jimoyiannis

This course is an introduction to the fields of e-learning and distance learning. The course examines issues, trends and current perspectives of e-learning with the main focus directed to the current models and technologies used in e-learning systems. Students will be able:

- a) to study the basic models and the technologies used,
- b) to develop knowledge of the principles and models in designing and evaluating e-learning systems and programs, and
- c) to examine current educational policies about distance learning and e-learning.

The course content is structured along four axes:

- The field of distance learning
- E-learning technologies
- Educational media (e-media) and e-learning models
- Policies and trends of e-learning.

Electives

Three (3) Free Elective Courses, to be chosen from the following:

7.a. Sociological Approaches to Education Policy

Anna Tsatsaroni

Education Policy making currently takes place in a much larger field, whereby the influences exerted by the activity of international organizations and supra-national entities are greater than ever before. Global organizations, such as the O.E.C.D, and entities functioning at the regional level, crucially for Greece the European Union, have contributed to the creation of a new socio-political context which potentially transforms the action of the national agencies of educational decision-making and local government, as well as of the educational institutions themselves, independently of their level and kind.

In this context, the sociological interest focuses, on the one hand, on the study of the main orientations of the international and supranational agencies, aiming to analyse their hegemonic discourse, the co-ordinates of which define the current agenda in matters of education; and, on the other hand, on the activities of the national and local educational agencies including the educational institutions themselves, exploring their responses to the dominant discourse, and considering their implications for educational practice, the formation of new identities and the issue of the new forms of educational inequality.

The approach is to examine selectively, each time, what we see as the major issues within this new reality, considered both in terms of the official educational discourse produced by such complex activity, and from the point of view of educational institutions and the participants concerned. Emphasis is placed on the conceptual and research tools, primarily the notion of discourse, offered by contemporary sociological work, especially the research field known as 'policy sociology'.

7.b. Knowledge and Theory of Ethics

(407/80)

7.c. Policy for Health promotion: campaign design and implementation

Christina Karamanidou (407/80)

This module will provide students with a basic knowledge of concepts related to health promotion such as the definition of health and illness, health beliefs and attitudes, chronic diseases and epidemiology, psychosocial factors affecting health and outcome of disease, communication of health messages etc. Examples of health promotion campaigns which have been implemented in Greece and the UK will be presented. Campaigns on smoking cessation, exercise and healthy eating, cancer and sexually transmitted diseases screening as well as cardiac and stroke rehabilitation will be among those analysed. They will be discussed in terms of the methodology and the approach adopted and subsequently evaluated in terms of the efficiency, effectiveness and economy of their outcome.

Final year Research Project

Staff Members

8th SEMESTER

Social Policy

1. Public Safety and Crime Prevention Policy

Electra Koutsoukou

The topic of this subject refers to the definition of public safety, the development of the criminality and the modern models of the crime prevention policy in national and international level. Additionally, the components parts of the globalized-international and conventional-national crime on the one hand and the legal and policing measures taken for its encounter on the other hand are explicitly analyzed, in reference to the modern, under way, social state. In parallel, the policies already applied in USA and in Europe for the treatment of daily criminality and the establishment of safety are examined, via the scope of a comparative approach, and, finally, their effectiveness is being evaluated.

2. European Criminology

Vassilis Karydis

This course adopts a comparative approach to recent European trends concerning social issues such as drug-use, violence, youth gangs/subcultures, marginalization. The work of the course is linked to the activities of the network “critical criminology and Criminal Justice in Europe”.

3. Comparative Social Policy

Andreas Feronas

The aim of this course is to provide students with basic knowledge of comparative analysis of welfare systems and their development. It discusses the importance of comparative research in social policy and presents its basic thematic areas, methods and data sources. It reviews and evaluates the main theoretical explanations of welfare state development with reference to specific social policy areas. It uses the Esping-Andersen’s classical typology of “capitalist welfare regimes” in order to comparatively analyze the welfare state models of north-western Europe and North America. It further examines the “southern” welfare model with specific emphasis to the Greek case as well as the social policy model of Eastern Europe. Finally, it discusses the European dimension of social policy and its impact on the national level.

Electives

Two (2) Free Elective Courses, to be chosen from the following

8.a. Social Security Systems: a Comparative Analysis

Dimitrios Venieris

The development of social security systems in the world with emphasis on European systems. The aim is to examine comparatively the structure of contemporary welfare systems in their historical, political, social and economic contexts. Major social policy issues are discussed: demographic trends and welfare planning; the fiscal crisis and problems of funding pensions and health care; quality, assessment, privatization and decentralization of welfare services, policies for priority groups, etc.

8.b. History of Greek Diaspora

Lina Ventura

Conceptual clarification. Greek emigrations. Periodisations. Locations of origin and installation. Demographic, social and economic data. State policies and laws. Economic conjuncture and employment. Receiving societies and immigrant communities. Institutional organization. Stigmatization and xenophobia. Social position and changes in time. Gender and generations. Strategies and identities. Repatriation. Relations to Greece. The greek diaspora in Europe, America and Australia. Divergent positions in scientific and public discourses. From migrants to diaspora.

Education Policy

1. Management of Educational Innovations

George Bagakis

The module aims at informing students about the content and dimensions of the broad term 'educational innovations'. The module is focused on the following issues:

- What is the meaning of the term 'educational innovations'?
- Which educational situations are included in the term 'educational innovations'?
- European educational programs, international collaborations and innovations in education.
- Management of educational resources and innovations in Education.
- Development of teaching materials and practices for the promotion of innovative educational programs.
- Methods and tools for the evaluation of the quality of 'programs' in various educational organizations (public or private) with an emphasis on their innovative characteristics.
- Encouragement and support of teachers and of the administrative educational staff for the implementation of innovative educational programs.
- Inter-cultural dimensions and innovations in school curricula and programs.
- Social, Educational Policy and educational programs either for students with different ethno-cultural characteristics or with special needs.

2. Organization and Administration in Education

Yiouli Papadiamantaki

In this course we will try to analyze the concepts of organization and administration and we will focus on the significance of decision making. The general thesis is that educational policy is the result of many factors that play a role in educational decision making. Consequently, the educational system has had to adapt itself in response to the international tendency to division of labor, generated through the forces of globalization, in innovative ways.

The course has two parts: in the first, we will examine the organization of Greek educational system and we will compare it with other European educational systems. In addition, we will examine the educational reforms in Greece in the structuring of a new educational practice within the framework of European Union, and we will try to analyze their impact on leadership.

In the second part, we will deal with the administration in education and more specifically, with: (a) the decision – making process, (b) the models and theories of leadership in education (c) leadership in administration, (d) schools and their external environments, (e) the link between effective leadership and school effectiveness, (f) teacher professional development.

3. Museum and educational activities

Glykeria Anyfanti (407/80)

In this course, the museum is studied in its historical, social and cultural context, as well as distinct institutional features that have been evolved until today. A variety of museums is examined, amongst others the history museum, the art museum, and the contemporary science centre. A range of issues is explored, such as the communicative and interpretive function of the museum, theories of learning in the museum, a collection of important research results focusing on the museum-visitor interaction, museographical concepts, cross-disciplinary principles and cultural conventions underlying the foundations of museum semiotics, museum visitation data and the contribution of the museum experience to cultural capital. Finally, there is a presentation of pedagogical applications available in the museum, which aim at enriching the museum visit with a structured and systematic educational experience, thus contributing to the development of a creative school-museum relationship.

Electives

Two (2) Free Elective Courses, to be chosen from the following

8.a. Political Culture and Education

Takis Kafetzis

The aim of the course is the critical analysis and interpretation of political culture and the role of education in its reproduction through political socialisation. Through the course students will be introduced to issues of theory and method of empirical political research which is interwoven with the development of studies on political culture and political socialisation. Topics include:

- Theoretical approaches to the field of political culture
- Typologies and taxonomies of ideal models of political culture
- Socialisation and political socialisation: theoretical approaches and conceptual clarifications
- Forms and types of political socialisation: Time, space, effects
- The school as a field linking the educational and the political systems: organizational, ideological and functional dimensions of educational institutions
- Contribution of empirical research to the analysis of educational institutions and values.

8.b. English for Academic Purposes

Athanassia Spyropoulou

The course aims at developing the knowledge and skills in English students need in order to meet the demands of their higher education studies. More specifically, it aims at familiarizing the students with academic discourse in English related to the Faculty's subject areas, with most emphasis placed on the development of effective academic reading, writing, and study skills. In addition, the course aims at developing the students' listening, note-taking and discussion skills.

Final Year Research Project

Staff Members