

COURSE CATALOGUE

The course catalogue comprises short descriptions of the courses taught in the Faculty of Social and Education Policy at the University of the Peloponnese.

I. CORE COMPULSORY COURSES

Y1 - Introduction to Sociology

Tutor: Anna Tsatsaroni

Semester: 1st

ECTS: 4

The course examines the basic elements of the social world and addresses a range of different topics and domains of sociology. In particular, the course defines the discipline of sociology and describes its emergence in modern industrial societies, describes its objects of study and the variety of approaches to their analysis, and explains the development of sociological thinking in modern and postmodern societies. Emphasis is given to the major sociological figures, both classical and modern, who have contributed to its founding and development, as well as to the basic theoretical perspectives: structural functionalism, conflict theories and the theory of symbolic interaction. Each of the specific themes centres on the basic concepts, which constitute the “first material” in the construction of sociological theory and its mode of argumentation, as well as on the basic terminology, necessary for the description of the social phenomena.

Aims

The main objectives of the course are:

- The initiation of students into the basic ways of thinking in the sociological analysis and explanation of social reality.
- The understanding of the concepts that constitute the basis for developing sociological theory and its modes of argumentation.
- The development of the “sociological imagination”, for understanding the social world.
- The systematic observation, which allows students to inquire into the deeper structures beneath the surface of everyday life and to conceive new levels of social reality.

- The application of the analytical tools provided by sociology for addressing aspects of students' own social world, usually taken for granted.

Learning Outcomes

Upon the successful completion of the course students should be able to:

- Know the basic theoretical approaches, which can shed light on different aspects of the social world, as well as the basic concepts and terminology necessary for the description and understanding of social phenomena.
- Understand the significance of the sociological perspective for getting deeper insights into the social world, and recognize how each of the different approaches –and the sociological tradition in its entirety– contributes to a better grasp of social phenomena, subject to sociological analysis.
- Use adequately the basic literature sources of the discipline.
- Have basic theoretical knowledge for addressing classical topics of sociological analysis and also topics that relate to current social environments.
- Pose critical questions about the social world that surrounds them.
- Demonstrate broadened horizons, sharper observation skills and stronger analytical abilities.

The course is designed to help students develop the following competences: search different sources, analysis and synthesis of data and information drawn mainly from the basic literature of the subject, observation skills, adequate analytical abilities, sociological modes of argumentation.

Structure

13 three-hour lessons. Teaching is based on lectures. Students are expected to participate in the teaching process and lessons, very often, take the form of dialogue or “seminar”, requiring the students to read systematically the teaching materials recommended to them at the end of the lecture and placed on the electronic platform e-class.

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Assessment

Students' assessment is based on:

- a. Assessment of a short essay, aiming at students' familiarisation with the basic sociological sources of the course (20% of the total score).
- b. A written examination (80%).

The sort essay is optional. For students to take this option systematic attendance is necessary, which is to say attendance of at least nine (9) out of the thirteen (13) lessons constituting the course. Students that cannot satisfy the above requirement are assessed on the basis of the written exam (100% of the total score). Students get warnings about the fact that when the assessment is based on the combination of the short essay and the written exam it usually works in their favour, and also that writing an essay facilitates a deeper understanding of the content of the course and contribute to productive learning.

Bibliography *

- Berger, P. L. (1983/1963), *Invitation to sociology*, Kritiki, Athens.
- Giddens, A. (2002) *Sociology*, Gutenberg, Athens.
- Hall, S. & Gieben, B. (2003) *Formations of modernity. Economy, society, politics, culture*, Savvalas, Athens.
- Hughes, M. & Kroehler, C. (2007) *Sociology. The basic concepts*, Kritiki, Athens.
- Lukes, S. (2005/2007) *Power. A radical view*, Savvalas, Athens, (2nd edition)
- Ritzer, G. (2012) *Contemporary sociological theory*, Kritiki, Athens.
- Working Group, Sociology, Direction J. Ritsert (1996) *Ways of thinking and basic concepts of sociology*, Kritiki, Athens.

Y2 - Law: An Introduction

Tutor: Michael Fefes

Semester: 1st

ECTS: 4

This course examines the necessary concepts that shall lead to the comprehension of basic elements of the legal science. More specifically, it deals with the concepts of law, legal rule, categories and division of law and sources of law. It also examines basic issues of constitutional law such as the nature of the Greek political system, the division of powers, civil rights and court organisation. The course goes on to examine basic principles of administrative law (administrative act, administrative organ, protection from abusive acts, etc.), criminal law (crime, accountability, dolus, etc.), and civil law (legal subject, right, obligation, tort, liability, damage, indemnity, ownership, pledge, mortgage, marriage, inheritance, etc.). Finally, the course visits basic elements of commercial law (acts,

companies, trademarks, etc.) and labour law (employment contract, collective agreements, strikes, etc.).

Aims

- To help students understand and become familiar with the above notions and concepts;
- To help students comprehend the practical importance of the above notions and concepts, so that they will be able to have a basic guidance in their professional life.

Learning Outcomes

Students completing the course should:

- Have developed their knowledge as to the role of the state and the internal legal system;
- Be able to comprehend the procedure of lawmaking and its practical importance;
- Have developed the ability to realise which area of law applies to their own cases.

Structure

13 three-hour interactive lectures. The first part is an introductory tutorial, followed by discussion with the students on issues pertaining to that or previous tutorials.

* Throughout the Catalogue all titles published in Greece are in Greek / or have been translated into Greek.

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Assessment

Written exam at the end of the semester.

Bibliography

M. Fefes (2004) *Introduction to Law*, Nomiki Vivliothiki, Athens,

Y3 - Introduction to Economics

Tutor: Mary Geitona

Semester: 1st

ECTS: 4

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

macroeconomics. 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 total output, interest rates, inflation, taxes and unemployment. The goal of this course is to give student's sufficient understanding of economic issues and problems so that they may understand the impact of government policy, economic phenomena and the choices people make.

Aims

The students are expected to be able to understand and critically analyse:

- (a) Market functions
- (b) micro- and macroeconomic indicators –aggregates and calculations
- (c) graphics, tables, etc.

Learning Outcomes

- Development of generic competences: understanding, critical analysis and comparison of macro- and microeconomic terms and aggregates.
- Development of basic skills such as the calculation of economic and financial indicators.

Structure

13 three-hour lectures.

Assessment

Written examination.

Bibliography

Moutos Th., Scarth W., (2011) *Current Economics*, Gutenberg, Athens.

Samuelson P., Nordhaus W. (2002). *Economics*, Papazissis, Athens.

Wessels W., (2005) *Economics*, Kleidarithmos, Athens.

Y4 - The State and Public Policy

Tutor: Takis Kafetzis

Semester: 4th

ECTS: 4.5

The course is organised in two distinct thematic units.

The first deals with the changes in the structure and the role of the state in the post-war era, mainly in the representative democratic systems of the so-called West. The welfare state concept, the organization of interests, the new forms of articulation between state and society, the consequences of the integration of the national state in broader interstate unities (i.e. EU), constitute the central components in this unit.
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The second unit of the course focuses on public policy as a distinct field of political science. The concept of public action, above and beyond the state's action, the theories of decision making in public policy (rational choice theory, incrementalism, bureaucratic theory, and convictional systems theory), the formational stages of public policy, and the evaluation criteria for the system's performance are the specific objects of this second unit of the course.

Aims

- To acquire knowledge on the structural and functional changes of the post-war 'western' state as a broader cognitive framework in the approach of public policy.
- To acquire knowledge on the procedures and the agents of public action and public policy.

Learning Outcomes

- Development of competence in the understanding and critical analysis of conceptual and theoretical approaches of the state and public policy.
- Development of competence in discerning the inner scientific relationship between public policy and its pillars, the social and educational policies.

Structure

13 three-hour lectures.

Assessment

A written examination at the end of the semester accounts for 75% of the total score. An essay (up to 4000 words) submitted at the end of the semester, on a topic agreed with the tutor, accounts for 25% of the total score.

Bibliography

G. E. Andersen (2006), *The Three Worlds of Welfare Capitalism*, Ellinika Grammata, Athens.

I. Gough (2008), *The Political Economy of the Welfare State*, Savvalas, Athens.

K. Kassimati (2003), *Social Planning and Evaluation*, Gutenberg, Athens.

T.H. Marshall-T. Bottomore (2001), *Citizenship and Social Class*, Gutenberg, Athens.

P. Muller-Y. Syrel (2002), *Analysis of state policies*, Typothito, Athens.

A. Heidenheimer et al. (1990), *Comparative Public Policy*, St. Martins Press, New York.

Y5 - Introduction to Political Science

Tutor: Takis Kafetzis

Semester: 3rd

ECTS: 4.5

The theoretical and empirical dimensions of Politics in its historical-social context make up the core component of this course. Politics as social action and interaction, Democracy, the State in its historical forms, political ideology, political party, party systems, political representation, electoral behaviour, pressure groups, the Nation in the era of mundialization, government and governance constitute the thematic units of the course.

Aims

- To acquire basic knowledge of particular facets of the 'political'.
- To acquire basic knowledge of the modes of articulation between Politics and Policies.

Learning Outcomes

Development of competences in the critical and comparative analysis of basic political concepts.

Understanding the rationale of the research process (search, evaluation and classification of bibliographic and empirical data sources).

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Structure

13 three-hours lectures.

Assessment

A written examination at the end of the semester accounts for 80% of the total score. An essay (up to 4000 words) submitted at the end of the semester, on a topic agreed with the tutor, accounts for 20% of the total score.

Bibliography

A.R. Ball – G.B. Peter (2001), *Modern Politics and Government*, Papazissis, Athens.

A. Heywood (2006), *Politics*, Polis, Athens.

M. G. Roskin et al. (2008), *Political Science, an introduction*, Epikentro, Thessaloniki.

Y26 – Writing Research Reports

Tutor: Kostas Dimopoulos – Andreas Feronas

Semester: 4th

ECTS: 4

The course is structured along the following modules:

- The nature and the characteristics of research and academic publications in social sciences
- The structural parts of a scientific report and their role
- Ethical issues in writing research reports (plagiarism, references, etc)
- Writing the abstract, the objectives, the research questions, the methodology, the results and the discussion of a research report in social sciences
- Evaluating the integrity of a research report

Aims:

The objectives of this course are to:

- Present the nature and the characteristics of research and publishing in social sciences
- Identify the structural parts of a research report and explain their roles
- Stress the ethical issues involved in academic publications
- Present the right style of writing various parts of a research report (title, objectives, research questions, methodology, results, discussion)

Learning Outcomes:

After having completed this course, students will be able to:

- Recognize the various types as well as the basic characteristics of research in social sciences
- Understand the processes leading to a publication in a peer reviewed academic journal
- Identify the structural parts of a research report
- Realize the role of each one of these structural parts
- Identify the missing elements from a full research report
- Comprehend the role of references in academic writing and know the rules of the APA referencing style
- Write various parts of a research report (i.e. (title, objectives, research questions, methodology, results, discussion)

Structure:

13 three-hour lectures.

Assessment:

Student assessment is achieved through a combination of a final assignment (75% of the total score) along with small-scale projects allocated to groups of students and presented during the semester (25%).

Bibliography:

Bell, J. (2012). How to write a scientific report. Athens: Metaixmio (in Greek)

Stamelos, G. (2012). *Dissertation in social sciences*. Athens: Metaixmio (in Greek)

<http://libguides.usc.edu/writingguide/variables>

Y6 - State Organization

Tutor: Xenophon Contiades

Semester: 3rd

ECTS: 4

The course provides an analysis of the organization and key functions of the state. Emphasis is placed on the examination of the set of fundamental rules established by the Constitution, including the character of the polity, the allocation of powers and the function of different departments of government and also on the structure, function and control of public administration.

Aims

The aim of this course is to provide students with an understanding of the basic concepts of Constitutional Law and Political Science, the emergence and operation of the direct rule system, the structure, function and control of public administration. Students will explore fundamental concepts of constitutional theory and political science (constitution, state, power, political system) as well as of the role of political parties, media and civil society in modern pluralist democracies.

Learning Outcomes

Students should develop skills that will allow them to understand and compare public policies and employ the toolkit necessary for their design, implementation, control and evaluation, with special focus on educational and social policy. In addition, students shall develop research skills and the ability to collect information and write short reports and essays.

Structure

13 three-hour lectures.

Assessment

Written exams

Bibliography

Contiades X. (2009), *Deficient Democracy*, Sideris, Athens.

Manitakis A. (2004), *Greek Constitutional Law*, Sakkoulas, Athens-Komotini.

Mavrias K. (2005), *Constitutional Law*, Sakkoulas, Athens-Komotini.

Spyropoulos Ph. (2006), *Introduction to constitutional law*, Sakkoulas, Athens.

Tsatsos D. (1998), *Constitutional Law*, Sakkoulas, Athens-Komotini.

Chryssogonos K. (2003), *Constitutional Law*, Sakkoulas, Athens-Komotini.

Venizelos E. (2008), *Constitutional Law lessons*, Sakkoulas, Athens-Komotini.

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Y7 - European Union: Structure and Institutions

Tutor: Michael Fefes

Semester: 2nd

ECTS: 4

This course will examine the nature of the European Union and the framework of its organisation and analyse the essence and function of its institutions. Within this scope the basic notions of EU law will be visited, such as supremacy, direct effect, direct application, proportionality, subsidiarity, etc. Furthermore, it will examine the sources of EU law and the legislation procedure. Finally, there is an analysis of the funding facilities for EU policies (ECB, European Funds, Support Frameworks).

Aims

- To help students understand and become familiar with the above notions and concepts.
- To help students explore the ways of EU function.
- To use comparative skills and concepts to identify and analyse the major trends in educational policy and practice in different sectors in Europe;
- To help students develop critical awareness of the recent modifications of the Treaty of Rome, so that they will be able to comprehend the evolutionary road of the EU towards a federation of states.

Learning Outcomes

- Students completing the course should:
- Develop their knowledge as to the function of the EU institutions and its organisation through them;
- Be in a position to understand the evolutionary development of the EU;
- Further their ability to approach and analyse the recent developments in the EU.

Structure

The course includes 13 three-hour interactive lectures. The first part is an introductory tutorial, followed by discussion with the students on issues pertaining to that or previous tutorials.

Assessment

Written exam at the end of the semester.

Bibliography

Tutors' Notes

Y8 - History of Greece in the 20th century

Tutor: Effi Gazi

Semester: 2nd

ECTS: 4

The course focuses on key developments and phenomena in the Greek state during the 20th century. It examines the Goudi Movement, the Balkan Wars, WWI and the Asia Minor Campaign, the inter-war years, World War II, the Occupation, the Resistance, the Civil War, the emergence of post-war Greece, the military junta up to the transition to democracy and the process of globalisation. Particular emphasis is given to the socio-economic and political processes and phenomena as well as the cultural and ideological trends and currents.

Aims

- to familiarise students with the history of contemporary Greece
- to familiarise students with current scholarly literature on contemporary Greek history
- to offer students the opportunity to analyze and understand contemporary realities within their historical context

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Learning Outcomes

Students completing the course

- should have acquired sufficient knowledge of contemporary Greek history
- be able to critically approach contemporary social phenomena and developments

Structure

The course consists of 13 weekly three-hour lectures. The tutor develops the themes of the course and offers relevant bibliographical suggestions.

Assessment

Assessment will be through a written exam after the completion of the course. The final assessment will also be based on an optional written assignment drawing upon the themes of the course.

Bibliography

Ch. Hadjiiosiph (ed.) (2002), *History of Greece in the 20th century*, Bibliorama, Athens.

K. Kostis (2013), *The spoiled children of history; the formation of the Greek state, 18th-20th c.*, Polis, Athens.

Th. Veremis & I. Koliopoulos (2006), *Hellas, the contemporary sequel*, Kastaniotis, Athens.

Y. Voulgaris (1991), *Greece after the Dictatorship*, Themelio, Athens.

Y9 - Contemporary History: Europe and the World in the 20th century

Tutor: Effi Gazi

Semester: 3rd

ECTS: 4

The course examines events, phenomena and processes in contemporary European and world history. It includes introductory sections on developments in the 19th century, but the emphasis is on the history of the 20th century. The analysis focuses on World War I, the Russian Revolution, the totalitarian ideologies and regimes of the interwar period, the “Cold War”, colonialism and decolonization, the division and unification of Europe during the 1945-1991 period, the fall of communism, the emergence of the post-communist world and the development of the process of globalization.

Aims

- To familiarise students with contemporary European and world history
- To enable students to understand the historical processes and events that contributed to the emergence of the modern world
- To offer students the opportunity to employ historical knowledge in order to critically understand contemporary political and social phenomena

Learning Outcomes

- Students completing the course should
- Be aware of key facts and phenomena of modern European and world history
- Understand the processes of the formation of the modern world
- Be able to build on historical knowledge in order to analyze contemporary social phenomena

Structure

The course consists of 13 weekly three-hour lectures. The tutor develops the themes and presents relevant literature or other educational material. Educational visits to places of historic interest (museums, monuments, etc.) are included.

Assessment

Assessment will be through a written examination on the subjects of the course after the completion of the course. The final assessment will also be through optional written assignments related to the course themes.

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Bibliography

Serge Berstein-Pierre Milza (2009), *Histoire de l' Europe contemporaine*, Alexandria, Athens.

Norman Davies (2010), *Europe: A History*. Nefeli, Athens

Eric Hobsbawm (1995), *The Age of Extremes: The Short Twentieth Century, 1914–1991*, Themelio, Athens.

Mark Mazower (2001), *Dark Continent: Europe's 20th Century*, Alexandria, Athens.

Y10 - Introduction to Education Policy

Tutor: Yiouli Papadiamantaki

Semester: 2nd

ECTS: 4

Introduction to basic concepts of education policy and its relation to other public policy fields (economic, foreign and social policy). The transition from an era of Keynesian policies and educational planning, to an era of monetarism and the development of educational programmes is used to highlight the relationship between the education system, the state and the international context. Here the students are introduced to Foucault's basic concepts. Issues of organisation and administration of an education system are discussed and concepts of organisation and neo-institutional theories are introduced.

Aims

The students should be able to understand and critically analyse:

- (a) The relation of education policy to other public policy fields.
- (b) The state – education system – international system relationship.

(c) Basic concepts of organisation theory, neo-institutional theory and Foucault's structural analysis

Learning Outcomes

Development of generic competences: understanding, critical analysis, synthesis and comparison of basic concepts.

Development of basic skills (IT skills, use of PowerPoint, organisation and presentation of information).

Development of writing skills/composition

Structure

13 three-hour lectures.

Assessment

Written examination which comprises two open questions, multiple choice questions and true-false questions. Students may improve their final grade by up to 20% through an optional written assignment of 1500 words max.

Bibliography

Karakatsani D. and Y. Papadiamantaki (eds.), (2012) *Current Issues of Education Policy: in search of the "New School"*,

Epikentro, Thessaloniki.

Stamelos, G. (2009) *Education Policy*, Dionikos, Athens.

Zmas, A. (2007), *Globalisation and Education Policy*, Metaichmio, Athens.

Y11 - European Education Policies

Tutor: Yiouli Papadiamantaki

Semester: 3rd

ECTS: 4

Introductory course that presents and analyses European education policies over 3 periods.

(a) From the inception of the EU till the Maastricht Treaty

(b) From Maastricht Treaty to Lisbon Treaty

(c) From the launch of the Lisbon Strategy to date, with the emphasis on the creation of the European Higher Education Area and the European Research Area.

The course presents the axes of European programmes relating to education, the way European policies are formulated and the direct and indirect ways in which EU policy affects national policies. The course analyses the content of core EU policy concepts such as “knowledge society”, the European dimension in education, globalisation and Europeanisation, EU Citizen.

Aims

Students are expected to be able to understand and critically analyse:

- (a) The aims of EU policies for education and training and the way these policies are formulated.
- (b) The values reflected in EU education policy and the way these are incorporated in European (higher) education systems.
- (c) The effect of EU education and training policies on the Greek education system

Learning Outcomes

- Development of generic competences: understanding, critical analysis and comparison of basic concepts.
- Development of basic skills (IT skills, use of PowerPoint, organisation and presentation of information). Development of writing skills/composition.

Structure

13 three-hour lectures.

Assessment

Written examination which comprises two open questions, multiple choice questions and true-false questions. The students may improve their final grade by up to 20% through an optional written assignment of 2500 words max.

Bibliography

Passias, G. (2006), *European Union and Education: Institutional Discourse and Education Policy (1950-1999)*, Gutenberg, Athens.

Stamelos, G. and Vassilopoulos, A. (2004) *European Education Policy*, Metaichmio, Athens.

Tsaoussis, D. (2007) *The Education Policy of International Organisations: International and European Dimensions*, Gutenberg, Athens.

European Policy Documents

Y12 - Sociology of Education

Tutor: Anna Tsatsaroni

Semester: 4th

ECTS: 4

The course presents competing approaches in the sociology of education – structural functionalism, symbolic interactionism, Marxism, feminism, critical race theory and post-structuralism. These perspectives are then applied to major themes such as social reproduction, the politics of knowledge, multicultural education, identity, and teachers' work. The course emphasises the importance of understanding social and educational values and the ways in which these underpin and impact upon the work of both researchers and educators.

Aims

The main objectives of the course are:

- The familiarisation of students with the competing approaches and the complex theories that have been developed in the scientific domain of the sociology of education.
- The study of the classical research studies, which constitute exemplars of sociological analysis in each of the competing approaches within this domain of theory and research, contributing to its recognition and development.
- The study and understanding of more recent approaches, as well as characteristic contemporary studies on crucial educational topics.
- The critical engagement of students with this object of study and the development of their abilities to apply their knowledge on major topics of educational policy and practice.
- The understanding of social and educational values, which underpin the theoretical ideas.

Learning Outcomes

Upon the successful completion of the course students should be able to:

- Know the competing approaches and the complex theories, which constitute the scientific domain of the sociology of education.
- Appreciate the significance of the sociological perspective in understanding education.
- Demonstrate ability to approach critically the literature sources.

- Utilise knowledge and skills for the sociological analysis of institutions, processes and outcomes of educational systems.
 - Utilise theory and the existing research studies and related knowledge in the analysis of major topics in the sociology of education.
 - Demonstrate ability to apply their knowledge and critical skills in the analysis of current issues of education policy and practice
 - Recognize the social and educational values which underpin basic theoretical ideas that are the prism through which the field of education is conceptualised and insight on educational policy and practice is gained.
- The course is designed to help students develop the following competences: Search different sources, analysis and synthesis of data and information drawn mainly from the basic literature of the subject, observation skills, adequate analytical abilities, sociological modes of argumentation, critical thinking, innovative thinking.

Structure

13 three-hour sessions. The course is taught through a combination of lectures and seminar types of learning. During the latter, students utilize the learning materials of the course and the attempt is to help them develop abilities for a critical reading of the literature, as well as skills for the sociological analysis of institutions, processes and outcomes of the educational system. Teaching in this form facilitates students' active participation to the learning process.

The teaching and learning process is supported through the electronic platform e-class.

Assessment

Students' assessment follows two alternative ways:

(a) Combination of methods: Assessment of a short essay, based on the bibliography and the learning materials of the course (30% of the total score), and a final written examination (70%).

(b) A written examination (100%). Students get warnings about the fact that when the assessment is based on the combination of the short essay and the written exam it usually works in their favour, and also that writing an essay facilitates a deeper understanding of the content of the course and contribute to productive learning.

Bibliography

Blackledge, D. & Hunt, B. (1994/1985) *Sociology of education*, Athens, Metaichmio.

Fragoudaki, A. (1985) *Sociology of Education. Theories on social inequality in the school*, Athens, Papazisi.

Gewirtz, S. & Cribb, A. (2011) *Understanding education A sociological perspective*, Athens, Metaichmio.

Kantzara, V. (2008) *Education and Society. A critical exploration of the social functions of education*, Athens, Polytropon.

Lamnias, K. (2002) *Sociological theory and education. Distinct approaches*, Athens, Metaichmio.

Mylonas, Th. (2004) *The reproduction of the class system through the mechanisms of the school*, Athens, Gutenberg.

Y13 - Introduction to the Sciences of Education

Tutor: Despina Karakatsani

Semester: 1st

ECTS: 4

This course will help students discover the field of the Sciences of Education and become acquainted with basic principles concepts and methodological tools. The course helps students understand the evolution of pedagogical theory from the 19th to the 20th century, the contemporary pedagogical and educational problems and issues, the disciplinary constitution of the pedagogical science within the Greek and the European context.

The course is divided into 3 parts:

1st part – History and Epistemology of Sciences of Education

2nd part – Evolution of educational theory

3rd part – Contemporary issues in the Pedagogical field and within the Sciences of Education

Aims

The course aims to help students acquire the tools for a critical approach and reading of the conceptual framework of pedagogical and educational sciences, analysis of the epistemological dimensions, the disciplinary construction, the role of educational science and the pedagogical sciences, the autonomy of the science, the connection to the profession and the other scientific fields.

It will also help students obtain a critical overview of the construction of the educational systems in Europe and their pedagogical and education problems and issues.

Learning Outcomes

Students who complete the course should be able:

- To critically analyse and articulate the major trends and models in relation to the different major educational traditions in Europe
- To identify the problems of contemporary pedagogy and their possible solutions
- To analyse the construction of educational theory and major pedagogical ideas in the 19th and 20th century

Structure

The course includes 13 three-hour interactive lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions on pre-issued questions and key readings.

Assessment

Assessment by written exams at the end of the semester.

Bibliography

- Flitner, A. (1998), *Authoritarian or Liberal Education?* Typothito, Athens.
- Kossivaki, F. (2003), *Alternative Didactics. Proposals for a transition from the didactics of the object to the didactics of the active subject*, Gutenberg, Athens.
- Krivas, S. (2002), *Pedagogical Science*, Gutenberg, Athens.
- Matsaggouras, I. (2009), *Introduction to the Sciences of Pedagogy*, Gutenberg-Athens.
- Mialaret, G., *Introduction to the Sciences of Education*, Typothito, Athens 1999.
- Mialaret, G. (2011), *On Pedagogy and Education*, Gutenberg, Athens.
- Pyrgiotakis, I. (1999), *Introduction to the Pedagogical Science*, Ellinika Grammata, Athens.

Y14 - Principles for the Analysis and Design of Educational Programs

Tutor: Kostas Dimopoulos

Semester: 2nd

ECTS: 4

This course focuses on the procedures of analyzing and developing educational programmes for formal and non-formal sectors.

Aims

The objectives of this course are to:

- Present the structural parts of an educational programme (aims, objectives, content, sequencing, pacing, evaluation)
- Help students understand the inter-relationships between these parts
- Make students aware of the multiplicity of factors affecting the development process of an educational programme (ideological, social, practical, etc).

Learning Outcomes

After having completed this course, students will be able to:

- Describe the various parts of a comprehensive educational program
- Analyze the inter-relationships between its constituent parts
- Present the prerequisites for the successful implementation of an educational program
- Understand the influence of a variety of factors (ideological, social, etc) in the course of developing an educational program
- Devise and implement various methodologies for evaluating educational programs

Structure

13 three-hour lectures.

Assessment

Student assessment is achieved through a combination of written examinations (80% of the total score) along with small scale projects allocated to groups of students and presented during the semester (20%).

Bibliography

G. Flouris (2005), *Curricula for a New Age in Education*, Athens: Grigoris.
 C. Katsikas & C. Therianos (2007), *New Curricula and Textbooks*, Athens: Gutenberg.
 V. Koulaidis & A. Tsatsaroni (eds.) (2010), *Pedagogical Practices: Research and Educational Policy*, Athens: Metaichmio.

Y15 - Informal and Non-formal Education – Lifelong Learning

Tutor: George Bagakis

Semester: 2nd

ECTS: 4

The course deals with the Informal, Non-formal forms of education as well as with the emerging culture of Lifelong Learning and Adult Education. Relevant policies, methodological strategies, structures and content of these types of education are examined. Also discussed are the political and economic factors which defined the development of these forms of education the last decades. In this context there are references to Greek, European and international examples, as well as to providers of these forms of education.

Aims

- To familiarise students with the framework of informal education, non-formal education, lifelong education and adult education
- To distinguish the different approaches of organizations as UNESCO, OECD or unions of States like EU to these forms of education
- To distinguish the differences between informal education, non-formal education, lifelong education and adult education
- To inform about the providers of these forms of education
- To understand the different models concerning these forms of education
- To familiarise students with the evolution of lifelong education and adult education

Learning Outcomes

After the end of the course students should:

- Have the ability to critically evaluate the different approaches of major organizations of lifelong education
- Have the ability to delimit critically informal education, non-formal education, lifelong education and adult education
- Have the ability to understand the contribution of the EU in the development of lifelong education
- Know the different models of lifelong education
- Know the evolution of lifelong education and adult education

Structure

The course is realised in 13 meetings of 3 hours. The different teaching techniques used in this course are: lectures, focused discussion, brainstorming, work in small groups, case studies, presentation of assignments. Worksheets and electronic media are also used.³

Assessment

The assessment is based on written final exams as well as on optional assignments presented by the students.

Bibliography

Jarvis, P. (2004) *Continuing Education and Training*, Metaichmio, Athens.

UNESCO, (1999) *Education: The Treasure Within*, Gutenberg, Athens.

Tutor's Notes

Various Greek and European texts

Y16 - Introduction to Social Policy

Tutor: Dimitris Venieris

Semester:1st

ECTS: 4

Social Policy is focused on those aspects of the economy, society and polity that are necessary to human existence and the means by which they can be provided. These basic human needs include: food and shelter, a sustainable and safe environment, the promotion of health and treatment of the sick, the care and support of those unable to live a fully independent life; and the education and training of individuals to a level that enables them fully to participate in their society. The study of Social Policy is designed to reflect on the ways in which different societies have developed ways of meeting these needs, or have failed to do so. This is an introductory course/discussion of the multi-disciplinary academic field of social policy, emphasizing issues of definition, scope, ideas, and content of social policies. This includes the formation and development of social policy, the evolution of the aims and principles of the welfare state, problems of redistributive justice and ethical issues in social policy, concepts of need and social welfare. Examples arising from contemporary social policy in Greece contribute to a wider understanding of the social policy issues.

Aims

The aim of this course is to help students understand basic concepts, different theoretical approaches and major questions in Social Policy. Students will be expected to understand these different approaches and explore their implications from the perspective of different disciplinary

and ideological traditions. Most importantly, students will be encouraged to realise the crucial role of Social Policy in social and individual welfare.

Learning Outcomes

By completing this course students are expected to be able to:

- understand and use basic concepts of the Social Policy discipline
- understand and use basic concepts of social policies – the Social Policy field and intervention
- understand and describe the main fields and methods of Social Policy
- discuss and understand current Social Policy problems/issues

Structure

13 three-hour lectures.

Assessment

Students will be evaluated on the basis of a written examination at the end of the semester.

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Bibliography

Baldock J., Manning N., Miller S., Vickerstaff S. (1999), *Social Policy*, Oxford: Oxford University Press.

Dean H. (2006), *Social Policy*, Cambridge: Polity.

Esping-Andersen C. (2006), *The Three Worlds of Welfare Capitalism*, Ellinika Grammata, Athens.

Esping-Andersen G, Gallie D., Hemerijck A., Myles J (2006), *Why We Need a New Welfare State*, Dionikos, Athens.

Titmuss R. M. (1974), *Social Policy: An Introduction*, London: Allen & Unwin.

Venieris D. (2013), *European Social Policy and Social Rights*, 2nd edition, Athens: Topos.

Y17 - European Social Policy

Tutor: Dimitis Venieris

Semester: 4th

ECTS: 4

This course is an attempt to present and 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 discussed as the two leading supranational institutions towards European integration, influencing policy formation and making in welfare at both levels. The course presents the progress and explores the conflicts/compromises towards a European Social Policy. The issues discussed include the basic elements of social adjustment in the process of European integration, the main institutional/historical/political aspects of this integration, the impact of European integration on national-level social protection systems, the transfer of competences from the national to the supra-national European level, the current economic/social/political European context and its impact on the formation of European Social Policy and on the reform of national social policies.

Aims

The aim of this course is to help students understand basic concepts, different theoretical approaches and major questions in reference with European Social Policy, and acquaint them with the institutional, economic and political aspects of the process of European Integration. Students will be expected to understand these issues and explore their implications from a broad multi-disciplinary perspective indicating the need/role of supranational social adjustment in a globalised world.

Learning Outcomes

Students are expected to familiarise themselves with the evolution, development and impact of the European dimension on social and individual welfare and to:

- understand basic issues and use basic concepts of the European Social Policy field
- understand the main approaches to the process of European integration
- understand and compare different approaches employed in the study of European Social Policy
- acknowledge the current problems/issues in European Social Policy.

Structure

13 three-hour lectures.

Assessment

Students will be evaluated on the basis of a written examination at the end of the semester.

Bibliography

Esping-Andersen, G. (1999), *Social Foundations of Post-industrial Economies*. New York: Cambridge University Press.

Ferrera, M. (2005) *The Boundaries of Welfare: European Integration and the New Spatial Politics of Social Protection*. Oxford: Oxford University Press.

Hantrais L. (2007), *Social Policy in the European Union*, 3rd edn. Basingstoke: Macmillan.

Hemerijck A. (2011), *Changing Welfare States*. Oxford: Oxford University Press.

Leibfried, S. and Pierson, P. (eds.) (1995), *European Social Policy: Between Fragmentation and Integration*, Washington, DC: Brookings Institute.

Marlier, E. and Natali, D. (eds.) with Van Dam, R. (2010) *Europe 2020: Towards a More Social EU?* Brussels: P.I.E. Peter Lang.

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Y18 – Economic Analysis of Social Policy

Tutor: Mary Geitona

Semester: 4th

ECTS: 4

This course offers a comprehensive approach to the study of social policy analysis and focuses on the understanding and critical analysis of social policy formation/implementation. It encompasses issues relating to the theory and methods of social policy, today's social policy making and the evaluation of social policy. The analysis of each topic is tailored to fit international social policy approaches and acquaint students with the new social risks and phenomena, the various levels on which policy can be dealt with—from the interpersonal to institutional levels—as well as with issues relating to social justice, social inequalities and their impact on social policy.

Aims

The students are expected to be able to understand and critically analyse:

- (a) Topics relating to economics and social policy.
- (b) Economic analysis methodologies used in the field of social policy.
- (c) Decision making and public policy planning.

Learning Outcomes

Development of generic competences: understanding, critical analysis and comparison of the concepts and terms of social policy and economic analysis.

Structure

13 three-hour lectures.

Assessment

Written examination.

Bibliography

Lytras A., Souliotis K. (2004) *Social exclusion and globalization: social policy issues*. Papazissis, Athens.

Venieris D. (2013 2nded) *European Social Policy and Social Rights*. Topos, Athens.

Yfantopoulos J., Balourdos G., Nikolopoulos J., (2009) *Economic and Social dimensions of the welfare state*. Gutenberg, Athens.

Y19 - Introduction to Criminology

Tutor: Theodoros Papatheodorou

Semester: 2nd

ECTS: 4

This course focuses on classical and modern theories on crime and the criminal. The course comprises three units sections, as follows:

- Crime as a social phenomenon: theoretical approaches
- The two sides of crime: the criminal and the victim
- Structure and visions of criminal policy

Aims

Attention is paid to the analysis of contemporary forms of crime and the law-enforcement mechanisms that have been established at national, European and international levels.

Learning Outcomes

Students completing the course should be able to understand the complexity of crime and thus the demanding, if intriguing, challenge to explain its many sides. The study of criminological theories will help

students remember the importance of contextualizing the crime phenomenon and approaching it as a social construction.

Structure

13 three-hour lectures

Assessment

Written or oral exams at the end of the semester.

Another 10% for the preparation/presentation of papers on a voluntary basis.

Bibliography

Karydis V. (2010), *Visions of Social Control in Greece. Moral Panics, Criminal Justice*, Sakkoulas, Athens.

Lazos G. (2007), *Critical Criminology*, Nomiki Vivliothiki, Athens.

Y - The Theory of Institutions

Tutor: Xenophon Paparrigopoulos

Semester: 2nd

ECTS: 4

Short Description

What are institutions? Why are they important? What are their structural elements and what is their function? How do they come about, change and perish? How do they differ from organizations, mechanisms, and other structured forms of social action? What is the role of ideas, interests and values in shaping and transforming institutions?

Aims:

Students are expected to be able to understand and assess the importance of various institutions, their functions and impact on social life and the manner in which successful institutional design can be carried-out in order to bring about meaningful and significant social change.

Learning outcomes:

- Enhance decision-making capabilities
- Enhance project-design and project-administration skills
- Develop the capacity of criticism and self-criticism.

Structure:

13 three-hour lectures

Assessment:

Written examination

Select bibliography:

North, Douglass, Institutions, Institutional Change and Economic Performance (Cambridge: Cambridge U.P.) 1990

Pierson, Paul, Politics in Time – History, Institutions and Social Analysis (Princeton: Princeton U.P.) 2004

Campbell, John, Institutional Change and Globalization (Princeton: Princeton U.P.) 2004

Scott, Richard W., Institutions and Organizations (L.A.: Sage) 2014

Gemtos, Petros , Institutions as the Central Parameter of the Social Sciences [in Greek] (Athens: Papazisi) 2015

Y21 - Individual and Social Rights

Tutor: Xenophon Contiades

Semester: 4th

ECTS: 4

The course provides an analysis of the system of fundamental rights protection established by the Greek Constitution. In addition, it aims to provide an understanding of the fundamental rights established by international treaties ratified by Greece and the EU legislation. Individual rights provide an area of self-determination free from state interference, while social rights correspond to the obligation of the state to take positive measures towards their fulfilment. In a first, general, part, the course introduces the student to the methodology of constitutional interpretation. Emphasis is placed on issues such as the historical evolution of fundamental rights, the traditional classification of rights into individual, political and social rights, their normative content, rights holders and duty bearers, and the notion of permissible limitations of constitutional rights. The second part of the course deals with specific rights safeguarded by the Greek Constitution.

In that context, the Greek constitutional jurisprudence is analysed and specific examples of rights violations and court rulings finding legislative measures unconstitutional are approached.

Aims

- To provide a comprehensive analysis of the structure and function of applicable constitutional provisions
- To familiarise students with the interpretation of civil and social rights through the use of specific examples
- To place special emphasis on the theory and practice of those social rights whose enshrinement provides the constitutional framework for the structures of Social Administration and the implementation of social policy
- To focus on the constitutional framework guaranteeing the right to education and the autonomy of higher education institutions

Learning Outcomes

Students should acquire the ability to understand individual and social rights theory and practice and to engage in comparative analysis in such ways as to connect the theory to the design and implementation of social and educational policy.

Structure

13 three-hour lectures

Assessment

Written exams

Bibliography

Ch. Chrisanthakis (2007), *Introduction to Constitutional Law*, Nomiki Bibliothiki, Athens.

C. Chrysogonos (2006), *Individual and Social Rights*, Nomiki Bibliothiki, Athens.

P.D. Dagtoglou (2012), *Individual Rights, Constitutional Law*, Sakkoulas S.A., Athens.

Y22 - Introduction to Information & Communication Technologies

Tutor: Athanassios Jimoyiannis

Laboratory Assistants: Vassilis Makrypodis

Semester: 1st

ECTS: 5

This course is an introduction to Information and Communication Technologies (ICT). The general objective is to improve students' understanding of the fundamentals of Computer Science and enhance their ICT knowledge and skills necessary for both their studies and their social and professional activities.⁵¹

The content is structured along four axes:

- Computer Science fundamentals
- ICT as technological and communication system
- ICT as a problem solving tool
- ICT as a social phenomenon.

Aims

The specific objectives of the course are for students

- to update and enhance their ICT knowledge
- to improve and enhance their ICT skills regarding the use of general-purpose software (word processing, spreadsheets, presentations etc.) and Internet services/applications
- to obtain a complete view of the role and the impact of ICT in education and society in general.

Learning Outcomes

Having completed this course, students will be able

- to implement their assignments using a text editor
- to solve problems using spreadsheets
- to create presentations in order to present their ideas and tasks
- to effectively use strategies of searching and evaluating information to implement their tasks and assignments
- to develop attitudes and values needed to understand the new social, educational and cultural environment in the digital era.

Structure

The course comprises lectures on theoretical subjects (2 hours/week) and learning tasks in the computer laboratory (2 hours/week), i.e. in total 52 hours of instruction. Both attendance and successful implementation of laboratory tasks/ exercises are obligatory. The course is supported by a specific e-learning platform that has been set by the eLearning Research Group (<http://epri.korinthos.uop.gr/mylms/index.php>)

Assessment

Student assessment is based on weekly individual assignments (20%), their group project during the semester (20%), and the final written exams (60%).

Bibliography

Course folder (tutor's notes, worksheets, articles, online sources etc.), which is updated every academic year.

Y23 - Fundamentals of Counselling and Group Management

Tutor: Despina Tsakiris

Semester: 4th

ECTS: 4

The course includes two topics:

- Theoretical approach of counselling, with the emphasis on a presentation and analysis of the emergence and development of counselling and its prerequisites.
- Study of the characteristics and function of five group categories (Anzieu, Martin) and the main researchers of these groups. Emphasis on phenomena relating to group functioning, decision making, influence and emotion, as well as the coordinator's role in group management.

Aims

- To provide students with basic knowledge in order to understand the theoretical approaches to counselling.
- To provide students with the necessary knowledge to understand the competencies and skills required to conduct an interview as a key tool of the counselling process.
- To provide students with the conceptual tools that indicate how groups function and what is happening during the early groups' evolution.

Learning Outcomes

At the end of the course students will:

- Be acquainted with the social and economic phenomena that contribute to the development of the counselling procedure and distinguish this procedure's goals.
- Distinguish between the roles of counsellor and psychotherapist, psychiatrist and psychoanalyst.

- Describe the development stages of an interview and indicate their significance.
- Indicate the difference between an interview –as described above- and differently structured talks.
- Describe and distinguish –taking into account principles, methods and the counsellor’s role- the three approaches to counselling (psychodynamic, person-centred, and behavioural).
- Reflect on the importance of every approach based on its own merits.
- Distinguish the five categories of groups and identify their key features and their function.
- Be acquainted with the principles on which important researchers based their theory.
- Describe an early group function and distinguish its impact on the group’s function and on its produced work.
- Be acquainted with the basic abilities and skills of a group coordinator and reflect on their significance.

The acquired skills are:

- Development of comparative skills through a differential psychological approach to the counselling procedure.
- Familiarization with interview conduction techniques in the area of counselling.
- Identification of various forms of aggregation –considered as groups– in everyday life.
- Observation on how specific groups work.
- Familiarization with decision-making techniques.
- Familiarization with group coordination techniques.

Structure

13 three-hour meetings during which lectures are presented.

Assessment

Written examination at the end of semester aiming to test the acquired knowledge and critical skills.

Bibliography

Blanchet, A. - Trognon A. (2002). *Psychology of groups - theoretical approaches and applications of model groups*, Athens: Savalas.

Georgiou, S. (2003) *Training psychologists in counselling*, Athens: Ellinika Grammata.

Freud, S, (1999) *Three essays on the theory of sexuality*, Athens: Printa.

- Freud, S. (1992) *Psychopathology of everyday life*, Athens: Epikouros.
- McLaughlin, B. (2001) *Psychodynamic Counselling*, Athens: Kastaniotis.
- Navridis, K. (2005). *Psychology of groups: A Clinical Psychodynamic Approach*. Athens: Papazisi.
- Rogers, C.R. (1970). *On Encounter Groups*, Athens: Diodos.
- Rogers, C. (2004). *Person-centered counseling: theory, research and applications*, Athens: Typothito

Y24 - Statistical Data Analysis

Tutor: Athanassios Katsis

Semester: 3rd

ECTS: 5

This course covers the most important aspects of statistical data analysis in social sciences. More specifically, the course discusses t-test, non-parametric tests, correlation and regression analysis, categorical data analysis (X²) and multivariate techniques as well as applications through the SPSS software. No rigorous mathematical or statistical background is needed since the emphasis is on applications and presentation of the analysis.

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Aims

Upon completion of the course the student will be able:

- (a) To know the basic ideas of Descriptive Statistics
- (b) To choose and employ the appropriate technique of Inferential Statistics
- (c) To interpret the research findings
- (d) To know the fundamental commands of SPSS

Learning Outcomes

- Developing skills regarding designing, analyzing and comparing data and findings in quantitative social science research
- Developing skills in using SPSS

Structure

13 three-hour lectures and 13 three-hour lab sessions.

Assessment

Written assignments on real data. Students analyze a real data set and present their research findings.

Bibliography

Katsis, A. Sideridis, G. and Emvalotis, A. (2010) *Statistical methods in Social Sciences*, Athens: Topos

Roussos, P. and Tsaousis, I. (2011). *Statistics in behavioural sciences with the use of SPSS*, Athens: Topos

Y25 - Methodology in Social and Education Research

Tutor: Athanassios Katsis

Semester: 2nd

ECTS: 5

The course aims at developing students' skills regarding the process of an empirical study in the field of social sciences. More specifically, the course covers the concepts of literature review, research hypotheses/questions, sampling designs, developing a research instrument, quantitative and qualitative studies, descriptive statistics, validity and reliability and the use of SPSS. The students will be asked to develop and present their own empirical study.

Aims

Upon completion of the course the student will be able to:

- (a) Perform a thorough literature review
- (b) Set up the appropriate research questions and/or research hypotheses
- (c) Devise and execute a sampling plan for quantitative and qualitative studies in social and education policy
- (d) Adopt the appropriate approach (quantitative and/or qualitative) to draw inferences from the empirical data
- (e) Develop interview guides and questionnaires
- (f) Check the validity and reliability of the design and the data
- (g) Put in writing a report of the empirical study suitable for publication in a scientific journal
- (h) Know the fundamental commands of SPSS

Learning Outcomes

- Developing skills regarding designing an empirical study, analyzing and comparing concepts and findings in quantitative and qualitative research

- Developing skills in using SPSS

Structure

13 three-hour lectures and 13 three-hour labwork

Assessment

Written assignment in which students will develop, conduct and present their own research results and findings.

Bibliography

Creswell, J. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Athens: Ellin/Ion.

Robson, C. (2010). *Real world research*. Athens, Gutenberg.5

Y - Qualitative research methods

Tutor: Manos Spyridakis

Semester: 1st

ECTS: 4

Short Description:

This course focuses on the procedures of data production following qualitative research methodology.

Aims:

The objectives of this course are to:

- Present the theories of data production in qualitative research.
- Help students to engage in qualitative research programs.
- understand basic terms of social research
- *Make students* aware of the multiplicity of factors affecting agents' social and cultural life.

Learning Outcomes:

After having completed this course, students will be able to:

- Describe the various aspects of social life
- Analyze data on the basis of the research program they had developed.
- Synthesise several theoretical and methodological approaches.
- Understand the influence of a variety of factors (ideological, social, etc) in the course of social actions.
- Devise techniques of data production.

Structure:

13 three-hour lectures.

Assessment:

Student assessment is achieved either through written exams or individual small-scale projects.

Bibliography:

Ιωσηφίδης, Θ. (2008) Ποιοτικές Μέθοδοι Έρευνας στις Κοινωνικές Επιστήμες. Αθήνα: Κριτική.

Ιωσηφίδης, Θ. και Μ. Σπυριδάκης (2006) (επιμ.) Ποιοτική Κοινωνική Έρευνα: Μεθοδολογικές Προσεγγίσεις και Ανάλυση Δεδομένων. Αθήνα: Κριτική.

Κυριαζή, Ν. (2003) Η Κοινωνιολογική Έρευνα: Κριτική Επισκόπηση των Μεθόδων και των Τεχνικών. Αθήνα: Ελληνικά Γράμματα.

Υ - Educational Policy and Policies of Employment

Tutor: *Andreas Feronas, Kostas Dimopoulos*

Semester: *2nd*

ECTS: *4*

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 Lifelong 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 the E.U and at national level.

Aims

To enable students:

- To become familiar with the basic concepts and categories of educational and employment policies
- To distinguish the key dimensions of the relationship of educational policy with employment policies

- To distinguish the dominant trends in education policy and employment policies at EU and national level

Learning Outcomes

Upon completion of the course students should be able:

- To demonstrate knowledge on the basic concepts and categories of educational and employment policies
- To understand the links between education policies and employment policies
- To critically analyze the prevailing educational and employment policies at EU and national level

Structure

13 three-hour lectures.

Assessment

Written examination. The students may improve their final grade by up to 2 points by submitting an essay of 1500 words max.

Bibliography

Karamesini, M. and Kouzis, G. (eds.) (2005), *Employment Policy. A Field coupling of economic and social policy*, Athens, Gutenberg.

Papadakis, N. (2006), *Towards a "Skills Society"*, Athens, Sakkoulas .

Papadakis, N. and Spyridakis, M. (eds.) (2010), *Labour Market, Training, Lifelong Learning and Employment*, Athens, Sideris.

II. SPECIALISATION COURSES – EDUCATION POLICY

ΚΕΠ1 - Students' Progress Evaluation: Micro and Macro Social Approaches

Tutor: Despina Tsakiris

Semester: 5th

ECTS: 4

The course includes the following topics

- Clarification of the concept of evaluation, which emphasises the distinction between the concepts of “control” and “evaluation”.
- Historical conditions of the emergence, spread and development of students' progress evaluation.
- Study of social tricks concerning the students' progress evaluation through surveys of micro-sociological level, description and analysis of sociological theories that interpret them.
- Description and analysis of counterbalancing policies (Zones of educational priority, early schooling) applied to macro-sociological level, analysis of their contribution to the reduction in school failure and the improvement of students' school progress.
- Sociological approach of “effective schools”.

Aims

The sociological understanding of educational evaluation through various topics in this particular scientific area.

These topics relate firstly to micro-sociological approaches to school evaluation and emphasise students' results, the orientation procedures and the students' choices through these directions. Secondly, the topics relate to macrosociological approaches to evaluation and focus on the study of counterbalancing policies implemented in order to improve school performance, analyze the relationship between teaching practices and students' school results and interpret the results of students' skills through international comparisons that have been carried out by supranational organizations like OECD.

Learning Outcomes

At the end of the course students will be able to:

- Distinguish the concepts that refer to evaluation (control, test, collective and formative evaluation) and the scientific and socio-historical differences.

- Describe the historical conditions of the emergence, spread and development of student progress evaluation.
- Indicate the role of evaluation in relation with the development of paid work and the formation of the labour market.
- Distinguish the influences of various social factors (student's social background, sex, learning status).
- Distinguish the social tricks of students' progress evaluation and indicate the social theories that interpret them.
- Describe and analyze the implications of counterbalancing policies relating to school failure and the improvement of school results.

The acquired skills are:

- Familiarization and decoding of a scientific text (article or book chapter)
- Presentation and critical analysis of a scientific text on the basis of a plan proposed by the teacher.
- Bibliography related to the studied subject.
- Bibliography written according to APA style.
- Project presentation using PowerPoint.

Structure

13 three-hour meetings, during which lectures and some optional students' projects are presented.

Assessment

- One compulsory project.

Presentation and critical analysis of a scientific article (proposed or approved by the teacher)

Bibliography (10 bibliographical references) relevant to the course's topics.

- Written evaluation.

Development of a topic or annotation of a text.

Bibliography

Bourdieu, P. & Passeron, J.-C. (1990) *Reproduction in Education, Society and Culture*, London: Sage.

Broadfoot, P. (1996) *Education, Assessment and Society*, Buckingham-Philadelphia: Open University Press

Chiotakis, S. (ed.), (2004). *The dispute about tests and test results in school*, Athens: Grigoris.

Fragkoudaki, A., (1985). *Sociology of Education: Theories of social inequality at school*, Athens: Papazisis.

Kontogiannopoulou–Polydoridi, G. (1995) *Sociological analysis of Greek education*. Athens: Gutenberg.

Merle P., (1998), *Sociologie de l'évaluation scolaire*, Paris: PUF

Milonas, Th. (2001) *Sociology of Greek education*, Athens: Gutenberg.

ΚΕΠ2 - Analysis and Development of Teaching Material

Tutor: Vassilis Koulaidis

Semester: 5th

ECTS: 4

The course deals with the notion of educational material as a crucial factor of success for any program. The basic principles of designing and evaluating various forms of educational material (i.e. printed, audiovisual and digital) are discussed.

Aims

The objectives of this course are to:

- Familiarise students with the basic characteristics of various forms of educational materials
- Explore the role of expressive codes employed in the development of educational materials in the formulation of their pedagogic function
- Build a solid understanding about the role and functions of educational materials in the process of recontextualizing knowledge through discussing the notions of classification, framing and formality.

Learning Outcomes

Having completed this course, students will be able to:

- Recognise the pros and cons of using various educational materials under diverse educational circumstances.
- State the standards that should be met when designing and developing educational material on the basis of the corresponding program's characteristics
- Devise and implement tools for evaluating educating materials

Structure

13 three-hour lectures

Assessment

Student assessment is achieved through a combination of written examinations (80% of the total score) along with small scale projects allocated to groups of students and presented during the semester (20%).

Bibliography

K. Bonidis (2004), *School Textbook Content as a Research Topic: A Longitudinal Study and Methodological Approaches*, Athens: Metaichmio

A. Kapsalis & D.Charalambous (2008), *School Textbooks: Institutional evolution and Contemporary Issues*, Athens: Metaichmio.

V. Koulaidis, K. Dimopoulos, S. Sklaveniti and V. Christidou (2002), *The texts of techno-science in the public domain*, Athens: Metaichmio.

ΚΕΠ3 - Evaluation of Schools and Educational Systems

Tutor: Despina Tsakiris

Semester: 6th

ECTS: 4

- The content of the course includes the following topics:
- Evaluation of educational activity: Socio-historical landmarks and conceptual determinations
- Historical Approach to Supervision and Evaluation of the educational system of Greece
- Accountability in education: conceptual clarification and challenges
- Political approaches to education; accountability through the state-society-education relationship (liberal, Marxist approaches, approaches to the welfare state, pluralistic approaches).
- The legitimacy of evaluation of schools and the political and social implications of the evaluation methods through configuration, processing and use of indicators.

Aims

- Analysis of the role of evaluation of educational action (school unit and the educational system) through different policy approaches that address the state-society-education relationship.
- Study of social and political challenges of the structure of the organization and implementation of the evaluation of educational activity.

Learning Outcomes

After completion of the course students will be able:

- To document the challenges of evaluating the educational activity in the political context.
- To identify and document the differences in policy approaches concerning the role of the educational system in the modern state.
- To document the role of evaluation in each of the policy approaches.
- To identify the political and social challenges of the structure of the organization and implementation of the evaluation of educational activity (indicators, process indicators, use and disclosure).

Structure

13 three-hour meetings involving lectures and optional student presentations.

Assessment

- One compulsory project. Presentation and critical analysis of a scientific article (proposed by the tutor or selected with the tutor's consent). Recording of literature (10 references) relevant to the themes of the course.
- Written examination: Theme development or text annotation.

Bibliography

Bagakis , G. (ed.) (2001). *Evaluation of educational programmes and school*. Athens: Metaichmio.

Bonniol, J.J., & Vial, M. (2007). *Les modèles de l'évaluation (textes fondateurs et commentaires)*. Athens: Metaichmio.

Papadakis, N. (2003). *Educational policy: education policy as social policy?* Athens: Ellinika Grammata.

Papakonstantinou, P. (2005), *Educational work and evaluation in school - Critical analysis - Material support*, Athens: Metaichmio.

Zabeta E. (1995). *Education policy in Primary Education from 1974 to 1989*. Athens: Themelio

Zmas, A. (2007). *Globalization and Educational Policy*. Athens: Metaichmio.

ΚΕΠ4 - Evaluation and Applied Education Policies

Tutor: Despina Tsakiris

Semester: 7th

ECTS: 4

Work on a research project by groups of students in order to explore an education policy that focuses on the issues studied by the cognitive area of “Evaluation in Education” and include:

- Assessing persons (students, teachers, directors of School Units, School Counsellors, etc.)
- Evaluating actions (self-evaluation, evaluation of teacher training program, evaluation of educational programs, etc.).

Aims

- To familiarise students with the design and implementation of studies of education policies in the field of evaluation which have been established and implemented.
- Helping with issues around the research process evaluation in education through a teaching methodology based on collaborative work patterns.

Learning Outcomes

After completion of the course students will be able:

- To define and process a matter in the field of educational evaluation.
- Describe and analyze an institutional framework.
- Identify literature relevant to the object of their research project.
- Know and apply all stages in the development of a research project.
- Prepare a research paper on the subject under study.

The skills acquired refer to:

- Developing a research project in the scientific area of education assessment through cooperative forms of work.
- The use of ICTs, especially the Wiki project as teamwork.
- Writing a scientific paper.
- The presentation and documentation of each stage of work in public.

Structure

13 three-hour meetings: The course is in the form of a laboratory and attendance is mandatory, with max. three (3) absences allowed.

Assessment

Evaluation is done on group level through the team project which reflects the course development and the result of the chosen object of study. However, in addition to the final “product” the overall participation of the student is taken into account and reflected in the grade of each student.

Bibliography

- Bonniol, J.J., & Vial, M. (2007). *Les modèles de l'évaluation (textes fondateurs et commentaires)*. Athens: Metaichmio.
- Creswell, J. W. (2011) *Research in education. Planning , conducting and evaluating quantitative and qualitative research* . Athens: Ion / Ellin
- Mouzelis, N. (2009), *Organization and Bureaucracy: Analysis of modern theories* (2nd ed.). Athens - Thessaloniki: Sakkoula.
- Papadakis, E. (2009). *Educational policy. Education policy as social policy?* (4th ed.) Athens: Ellinika Grammata.
- Robson, C. (2007), *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*, Athens: Gutenberg.
- Tsakiris, D. (2007) "Assessment in Education: Diversity and complexity of new demands and situations in educational practice - Research findings and perspectives", *4th National Conference of the Greek Pedagogical Institute of Applied Learning*, Athens, 4-6 /05/2007, pp. 372-379: http://www.elliepek.gr/Documents/4o_Synedrio_Eisigiseis/372_379.pdf
- Tsivakou, J. (Ed.) (1995), *Action and system. Modern approaches to the theory of organizations*. Athens: Themelio

ΚΕΠ5 - Management of Educational Innovations

Tutor: George Bagakis

Semester: 8th

ECTS: 4

In this course a conceptual clarification of the term educational innovation is attempted. Moreover, the course discusses the contemporary competitive framework which entails the necessity of educational innovation.

Emphasis is given to the educational innovation methodology as it has been developed in the last decades within the framework of action research and school self-evaluation. To this end, the framework of educational leadership and school culture is used. Emphasis is also placed on teachers, students, as well as on the wider framework of school.

Support and encouragement by teachers plays a key role, as do the obstacles and resistance to the introduction of educational innovations. The course also deals with educational innovations through optional educational programmes, school and teacher networks both on a national and international level. Additionally, concrete examples and institutions of educational innovation are critically analyzed, such as the institution of

Excellence of the Ministry of Education and the “Exemplary experimental schools”.

Aims

- To understand the concept of educational innovation on the level of educational practices and institutions
- To understand the use of methodological tools which facilitate educational innovations
- To understand the limitations and resistance in educational innovations
- To understand the use of educational innovations within the framework of optional educational programmes and networks
- To understand the attitude of school culture and educational leadership towards the educational innovations

Learning Outcomes

After the end of the course students should have the ability to:

- comprehend the concept of educational innovations
- comprehend the methodological tools which facilitate innovations
- comprehend the limitations and resistances of educational innovations
- introduce educational innovations within the framework of optional educational programmes and networks
- use the elements of school culture and educational leadership towards educational innovations

Structure

The course is realised in 13 meetings of 3 hours. These sessions make use of different teaching techniques such as lectures, focused discussion, brainstorming, work in small groups, case studies, presentation of assignments.

Worksheets and electronic media are also used.

Assessment

The assessment is based on written final exams as well as on optional assignments presented by the students.

Bibliography

Bagakis, G., Demertzi, K., Stamatis, Th., (2007) *A school learns*, Livanis, Athens.

MacBeath, J., Schratz, M., Meuret, D., Jacobsen, L. (2006) *Self-evaluation in European Schools*, Metaichmio, Athens.

Tutor's Notes
Various texts

ΚΕΠ - Principles of Educational Theory

Tutor: Despina Karakatsani

Semester: 5th

ECTS: 4

This course examines the historical analysis of pedagogical theories and their interconnection with educational praxis, educational, didactical and pedagogical reality and educational research. The course employs comparative methods to identify the similarities and the differences of theories, models and paradigms, connect them with the socio-political and ideological context and develop a critical dialog between theory and praxis.

Aims

The aim of this course is to introduce students in:

- the contemporary educational theories, especially those that have affected thought and analysis of education. The analysis of the theories will be based on the analysis of educational objectives, the role of teachers and educators, the place of students, the learning content, the socio-political context of education
- the philosophical, epistemological, social and cultural dimensions of the educational procedure and learning situations, and the various parameters and factors which affect them
- the analysis of research projects which shed light on paradigms, models
- the connection of educational theory with the didactical aspects and the socio-political and economic environment.

Learning Outcomes

Students completing the course should be able to:

- Critically analyse and articulate the educational theories and models and acquire the tools of analysis and ways of implication
- Use systematic comparative analysis among these theories
- Understand and articulate theories with praxis in a different field.

Structure

The course consists of 13 three-hour lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions of pre-issued questions and key readings; student presentations on topics relating to their assignments.

Assessment

Assessment by an essay of 4-5,000 words on themes connected with the course and a list of recommended titles will be provided. More specifically, it will be based on the following:

- Analysis of an article (selected from www.kleidiakaiaantikleidia.net)
- Analysis of a book (from the proposed bibliography for the course)
- Presentation of both the book and the article according to a plan: bibliography, subjects, questions, critical analysis.

Bibliography

Bertrand Y. (2003), *Contemporary Theories and Practice in Education*, Atwood Publishing.

Carr W., Kemmis S. (1997), *For a Critical Educational Theory*, Kodikas, Athens.

Charlot B. (1999), *Du rapport au savoir*, Metaichmio, Athens.

Grollios G. (2011), *Progressive Education and Curriculum*, Epikentro, Thessaloniki.

Marples R. (2002), *Aims of Education*, Metaichmio, Athens.

Sarup, Madan (2006), *Marxism and Education*, Epikentro, Athens.

Schunk Dale H (2004). *Learning Theories. An Educational Perspective*. Pearson / Merrill / Prentice Hall.

Wall E. (ed.) (2001), *Educational Theory. Philosophical and Political Perspectives*, Prometheus.

ΚΕΠ7 - Higher Education Policies

Tutor: Yiouli Papadiamantaki

Semester: 5th

ECTS: 4

The course is structured in two parts:

The first part analyzes critically the current discourse concerning the role of the university and the reforms that policy makers all over Europe present as necessary in order for the university to fulfil its role in “the knowledge society”. This discourse is compared with older discourses

(Humboldtian vs. Enterprise University) and rationales concerning the social role of the university.

The second part focuses on higher education policies promoted at the European level in the last decade (e.g. Lisbon Strategy, Bologna Process, 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 on the case of Greece, with emphasis on the implementation of the policy for the broadening of access and quality assurance in higher education.

Aims

The aim of the course is to assist students to:

- Acquire basic knowledge concerning the history of the university and its evolution as a “knowledge producing” institution; to discern the values embedded in each type of university and to reflect upon them.
- Acquire basic knowledge concerning the state - higher education relationships
- Acquire basic knowledge, discern and compare various modes of higher education governance.

Learning Outcomes

- Development of generic competences: understanding, critical analysis and comparison of basic concepts.
- Development of writing skills/ability to compose an essay
- Introduction to research (literature research, evaluation and prioritisation of acquired information)
- Development of basic professional skills (organisation and presentation of information within a limited period of time, public speaking skills, IT skills, use of PowerPoint)

Structure

13 three-hour lectures.

Assessment

Students are graded on the basis of an essay (up to 5000 words) submitted at the end of the course. The topic of the essay is set upon discussion with the tutor. The presentation of the essay accounts for 20% of the grade.

Bibliography

Åse Gornitzka (2007), “The Lisbon process: a supranational policy perspective”, in P. Maassen and J. P. Olsen (eds.),

University Dynamics and European Integration, pp. 155-178, Springer.

Guy Neave and Peter Maassen (2007), “The Bologna process: an intergovernmental policy perspective”, in P. Maassen

and J. P. Olsen (eds.), *University Dynamics and European Integration*, pp. 135-154, Springer.

Johan P. Olsen and Peter Maassen (2007), “European Debates on the Knowledge Institution: the modernization of the university

at the European level”, in P. Maassen and J. P. Olsen (eds.), *University Dynamics and European Integration*, pp. 3–22, Springer.

Johan P. Olsen, (2007), “Institutional Dynamics of the European university”, in P. Maassen and J. P. Olsen (eds.), *University Dynamics and European Integration*, pp. 25-54, Springer.

Tutor’s Notes.

ΚΕΠ8 - Design and Implementation of Education Policies

Tutor: Maria Nikolakaki

Semester: 6th

ECTS: 4

This course focuses on the presentation and analysis of design methods and programming assistance in activities of educational content.

Students are introduced to issues relating to educational planning and programming. They acquire basic knowledge about our education system as well as the development of educational programmes in general, linking theoretical knowledge and practical application. The course is structured around the organization of the education content (curriculum and teaching courses) and around the educational system (aims and objectives, grades, content organization).

Aims

The objectives of the course are:

- To help students understand issues relating to educational planning
- To explain all aspects of educational programming
- To provide knowledge about the educational system
- To help students understand how to create an educational program.

Learning Outcomes

After completion of the course, students will:

- Know the aspects of the educational system regarding the design and planning of policies and their applications.
- Be able to formulate planning policies in the field of education.
- Know about the implementation of educational policies.

Structure

13 three-hour lectures

Assessment

Written Exams; optional written assignment

Bibliography

Bates, J. Lewis, S & Pickard, A (2011). *Educational policy, practice and the professional*. New York-London: Continuum.

Ward, S. & Eden C. (2009). *Key issues in educational policy*. London: Sage.

ΚΕΠ9 - Evaluation & Quality Assurance in Higher Education

Tutor: Yiouli Papadiamantaki

Semester: 6th

ECTS: 4

The course is structured in two parts.

The first part analyzes the “quality discourse” and the various rationales associated with quality. The development of quality assurance practices is discussed and correlated to changes in the governance of higher education institutions and neo-liberal policies. The role of EU policies and the role of the Bologna Process are presented, as well as current developments pertaining to the evaluation, accreditation and ranking of universities in Europe.

The second part focuses on the case of Greece. It presents the way that quality assurance processes were introduced in Greece and the role of ADIP-the Hellenic Quality Assurance Agency. The material used in quality assurance is discussed and the way internal and external evaluations are effected is analysed.

Aims

To acquire basic knowledge concerning the history and the development of quality assurance/quality enhancement processes; to become familiar with the various aspects and rationales of the concept of quality

To understand why quality assurance processes are considered indispensable, and the values embedded in them.

To conceptualise quality assurance processes as a “technology” of indirect control of higher education institutions relating to a specific mode of governance of higher education.

Learning Outcomes

Development of generic competences: understanding, critical analysis and comparison of basic concepts.

Development of writing skills/ability to compose an essay

Introduction to research (literature research, evaluation and prioritisation of acquired information)

Development of basic professional skills (organisation and presentation of information within a limited period, public speaking skills, IT skills, use of PowerPoint)

Structure

13 three-hour lectures.

Assessment

Students are graded on the basis of an essay (up to 5000 words) submitted at the end of the course. The topic of the essay is set upon discussion with the tutor. The presentation of the essay accounts for 20% of the grade.

Bibliography

Lee Harvey and Diana Green (1993), “Defining Quality”, *Assessment and Evaluation in Higher Education*, 18-1, 9-34

Lee Harvey and Berit Askling (2003) “Quality in Higher Education” in R. Begg (ed.) *The Dialogue between Higher Education*

Research and Practice, 69-83, Kluwer Academic Publishers, Netherlands

S. Schwarz and D.F.Westerheijden, (2007), (eds) *Accreditation and Evaluation in the European Higher Education Area*, 1-41, Springer.

Counting what is measured or measuring what counts? League tables and their impacts on higher education institutions,

HEFCE, 2008

21.9.2009 COM (2009) 487 Final Report on progress in quality assurance in higher education

Standards and Guidelines for Quality Assurance in the European Higher Education Area, ENQA, 2009

ΚΕΠ10 - Educational Organisation and Management

Tutor: Athanassios Katsis

Semester: 8th

ECTS: 4

The course is divided into two thematic units:

In the first unit (Educational planning and policy making) basic concepts of educational policy and administration are analyzed while the factors (internal and international) shaping the dynamics of decision making in the relevant policy fields are thoroughly discussed.

In the second unit (implementation of political decisions) the basic concepts about educational organization and management (including those of educational leadership) are analyzed. The administrative structure of the Greek education system is presented while the role of the senior staff (e.g. school principals, regional directors) in implementing policies for improving school effectiveness is also examined. Finally, a historical account of the major transformations of the system since the 1950s is presented.

Aims

The objectives of this course are to:

- Lead students to understand the major interactions among internal and external (international) factors shaping the central directives of policy as far as the educational organization and management is concerned.
- Present the contemporary administrative structure of the Greek education system as well as its historical transformations over the recent past.
- Promote the conceptualization of the educational system in terms of a combination of inputs, processes and outcomes.

Learning Outcomes

Having completed this course, students will be able to:

- Correspond contemporary trends in organization and management of educational institutions with central policy directives emanating from influential international agencies like E.U or OECD.

- Describe the administrative structure of the Greek education system, realizing its special characteristics when compared with the corresponding structures of other European countries.
- Identify critical inputs (resources), processes and outcomes of an educational system or institution.
- Identify the basic characteristics of an effective educational institution, which functions under the principles of total quality management.

Structure

13 three-hour lectures

Assessment

Student assessment is achieved through a combination of written examinations (80% of the total score) along with small scale projects allocated to groups of students and presented during the semester (20%).

Bibliography

P. Pashiardis (2004), *Educational Leadership: From the era of positive indifference to the contemporary era*, Athens: Metaichmio

P. Pashiardis and G.Pashiardi (2000), *Effective Schools: Reality of Utopia?*, Athens: Typothito

ΚΕΠ 12 - Teacher Education

Tutor: George Bagakis

Semester: 5th

ECTS: 4

This course focuses on introducing students to the theory, the praxis as well as the methodology of teacher education in Greece. The course has two basic axes: the pre-service teacher training/education and the in-service teacher training/ education in Greek Primary and Secondary Education. Emphasis is placed on the practical orientation of the teaching profession, school-based professional development, adult education, the reflective practitioner, action research, leadership, innovations, teacher collaboration and professionalism. There are references to similar issues in EU countries and particularly in the UK.

Aims

Acquisition of fundamental knowledge concerning the epistemological framework of teachers' pre-service and in-service training/education

Acquisition of fundamental knowledge concerning the content and the types of teachers' pre-service and in-service training/education

Critical appreciation of the contemporary issues in teachers' pre-service and in-service training/education

Critical appreciation of Greek and European practices and policies concerning teachers' pre-service and in-service training/education

Learning Outcomes

Students are expected to obtain:

- Fundamental introductory knowledge of the epistemological framework of teachers' pre-service and in-service training/education
- Fundamental introductory knowledge concerning the content and forms of pre-service and in-service training/ Education
- The ability to critically face fundamental issues relating to pre-service and in-service training/education
- The ability to correlate Greek practices and policies of pre-service and in-service training/education with those in the rest of Europe

Structure

The course is realised in 13 meetings of 3 hours. The teaching techniques employed include lectures, focused discussion, brainstorming, work in small groups, case studies. Worksheets and electronic media are also used.

Assessment

The assessment is based on written final exams as well as on optional assignments presented by the students.

Bibliography

Altrichter, H., Posch, P., Somekh, (2001) *Teachers investigate their work*, Metaichmio, Athens

Day, C. (2003) *Developing Teachers*. Typothito, Athens

Tutor's Notes

European texts

ΚΕΠ13 - Adult Education

Tutor: George Bagakis

Semester: 5th

ECTS: 4

The course focuses on the introduction of students to the theory and praxis of Adult Education. Within this framework it will be based on the following: Conceptualization and relation of Adult Education with Continuing Education, Lifelong Education and Lifelong Learning. The course deals also with adult learning, adult teaching and adult learning groups.

Additionally, the course examines fundamental elements of adult programme planning and development.

Aims

- To familiarise students with the traits of the adult education framework
- To comprehend the differences between adult education and formal or other forms of education
- To comprehend the traits of the processes of learning in adult education
- To understand the formulation of objectives in a programme of adult education
- To comprehend the function of adult learning groups

Learning Outcomes

After the end of the course students should:

- Have acquired the basic introductory knowledge for the field of adult education
- Have the ability to define the field of adult education
- Have the ability to handle fundamental issues relating to adult education
- Have the ability to comprehend the elements in a programme of adult education

Structure

The course is realised in 13 meetings of 3 hours. The teaching techniques employed include lectures, focused discussion, brainstorming, work in small groups, case studies. Worksheets and electronic media are also used.

Assessment

The assessment is based on written final exams as well as on optional assignments presented by the students.

Bibliography

Jarvis, P. (2007) *Twentieth Century Thinkers in Adult Education*, Metaichmio, Athens.

Rogers, A. (1999) *Adult Education*, Metaichmio, Athens.

Tutor's Notes

European texts

ΚΕΠ14 - Sociology of Educational Practices

Tutor: Anna Tsatsaroni

Semester: 6th

ECTS: 4

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, and to discuss education as the most important institution within the field of symbolic control. 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 makes a brief reference to the historical development of the sociological research field which places educational knowledge and educational practices at the centre of its investigations. The second part discusses three basic essays in which Bernstein develops the main conceptual framework of his theory. The third part presents recent empirical studies, which utilize Bernstein's theory in the sociological analysis of changes in knowledge organization and in the practices of its transmission, acquisition and evaluation. Finally, making a brief reference to influences exerted upon sociology by the currents of structuralism and post-structuralism, an effort is made to critically assess the theory of educational codes, in light also of the recent tendencies for continuous educational reforms, emanating from a globalized policy agenda.

Aims

The main objectives of the course are:

- The understanding of the development and formation of the distinct field of the sociology of educational knowledge, its position within the

domain of sociology of education, and the specific problematic that it constructed in its development and its approach to education and the sociological analysis of knowledge.

- The familiarisation of students with the theory of pedagogic codes and the recognition of its specific contribution to the sociological study of educational knowledge and practices.
- The grasping of the basic concepts and the analytical tools of the theory of pedagogic codes, necessary for identifying the principles of knowledge organisation and for a systematic description of programmes of study, pedagogical practices and forms of evaluation.
- The application of the theory for understanding the possible implications of different forms of organisation, transmission and evaluation of knowledge.

Learning Outcomes

Upon the successful completion of the course students should be able to:

- Know the basic theory, the theoretical concepts and the problematic which in its development gradually helped to delineate the sociology of educational knowledge as a distinct field of theory and research.
- Understand the significance of the sociological perspective in the approach to school knowledge.
- Understand in depth the sociological claim that knowledge is a social construction.
- Recognize the principles of organisation of different forms of educational practice and demonstrate understanding of the consequences concerning both the reproduction of social inequalities and the social regulation of pedagogical subjects.
- Apply appropriate analytical tools for the description and deeper understanding of changes in the programmes of study, pedagogical practices and forms of evaluation, promoted by supranational and national agencies of education policy formation in the current, global context.

The course is designed to enable the students to develop the following competences: analytical skills, abilities for the critical review of research studies, development of arguments, ability to critically assess theories, abilities to apply theories in new contexts and conditions.

Structure

13 three-hour sessions. The course is taught through a combination of lectures and seminars. Seminars require students to read systematically

the learning materials of the course. They also allow the active participation of students in the learning process, through involvement in the presentation of a selective body of research studies and their discussion in the classroom. The teaching and learning process is supported through the electronic platform e-class

Assessment

Students' assessment is based on: (a) their contribution and active participation in the teaching and learning process, in particular their performance, orally and in a written form, on an assignment requiring them to review a relevant study (20%); and (b) a written examination (80%).

Bibliography:

- Apple, M. (2008) *Official Knowledge*, Thessaloniki, Epikentro.
- Bernstein, B. (1991) *Pedagogical codes and social control*, Athens, Alexandria.
- Blackledge and Hunt (1985) *Sociology of Education*, Athens, Metaichmio (chrs, 10, 11, 12).
- Fragoudaki, A. (1985) *Sociology of Education. Theories on social inequality in the school*, Athens, Papazisi (pp. 131-148).
- Gewirtz, Sh. & Cribb, A. (2011) *Understanding education. A sociological perspective*, Athens, Metaichmio (ch. 5).
- Koulaidis, V. & Tsatsaroni, A. (eds) (2010) *Pedagogical practices. Research and educational policy*, Athens, Metaichmio (ch.1).
- Michalakopoulos, G. (1997) *The school and the school class. Sociological perspectives*, Thessaloniki, Kyriakidi (Text 11, Sharp & Green, Education and social control).
- Solomon, J. (1997) The analysis of educational practices as an object of sociology. Theoretical principles and presuppositions, in Th. Mylonas (ed) *Sociology of Greek education*, Patra, Achaikes Ekdoseis.
- Solomon, J. (2000) The closed school has died? Optional programmes of education and evaluation in G. Bagakis (ed) *Optional educational programmes in school education*, Athens, Metaichmio.
- Solomon, J. (1994) Educational action and social regulation of subjects: Knowledge, discipline and the field of the school, in J. Solomon & G. Kouzelis (eds) *Discipline and Knowledge*, Topika, a', Athens, E.ME.A.
- Whitty, G. (2007) *Sociology and school knowledge. Theory, research and the politics of the curriculum*, Thessaloniki,

Epikentro.

ΚΕΠ16 – Citizenship Education and Multiculturalism

Tutor: Despina Karakatsani

Semester: 6th

ECTS: 4

This course presents some of the basic directions of educational policy in Greece, Europe, the USA and Canada concerning the integration of students (migrants and minorities old and new) with ethno-cultural particularities in the educational system and its different settings (especially on the primary and secondary level). Furthermore this course intends to analyse ethnocentrism as a characteristic of contemporary educational systems and the tendencies to mitigate them through the integration of other cultures in the school curriculum and environment.

The course will be structure upon the following axes:

- Analysis of multicultural education; distinction between multiculturalism and intercultural education; analysis of bibliography
- The ‘other students’ at school – Educational policy in France, UK, USA, Canada.
- Ethnocentrism and otherness in Greek education. Educational policy steps and axes.
- Bilingualism and Education
- Roma children and schooling. Learning achievement of immigrant students; drop-out
- Teacher education and heterogeneity
- Human Rights Education and cosmopolitan citizenship
- Xenophobia, racism/antiracism and antiracist education

Aims

This course focuses on the critical presentation and analysis of different questions concerning the content, the objectives and the construction of educational knowledge in our time. Specifically, the following will be analysed: a) different conceptions and approaches which focus on the ideological role of school in the construction of national identity, b) approaches inspired by multicultural education which aim to integrate pupils coming from other cultures. Another important objective is to analyse the following: bilingualism-multilingualism and education,

teacher education and heterogeneity, alternative methods and good practices in teaching and educating these populations in Greece and in other European countries, school success or failure, drop out, Roma children, Muslim minorities in Thrace and education, refugees-migrants, Zones of Educational priority (ZEP).

Learning Outcomes

Students completing the course should have a good understanding of multicultural education and pedagogy and acquired skills of recognition, distinction, use and critical analysis. More specifically, they will be expected to:

- Identify different approaches to this subject and make the connection of the particularities and differences with the historical context

- Understand the different conceptions and approaches and point out their limits and contradictions
- Explain why discrimination against immigrants and minority people (students in this case) is strongly related with social discrimination and inequalities

Structure

The course includes 13 three-hour interactive lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions of pre-issued questions and key readings; student presentations on topics relating to their assignments.

Assessment

Assessment is based on the following:

- A) an analysis of one (1) article or one (1) book from a relevant bibliography
- B) a research project on a subject or an area of interest connected with the course; a list of recommended titles will be provided. (3-4 interviews with teachers or other professionals or analysis of educational material)
- C) presentation of an article or a book and analysis of the results of the research (plan, bibliography, basic issues, critical analysis)

Bibliography

Askouni N. (2006), *The education of the Minority in Thrace*, Alexandria.
 Cummins, J. (1999), *Identities under Construction*, Athens : Gutenberg.
 Empeirikos, L. et al. (ed) (2001), *Linguistic Alterity in Greece*, Athens: Alexandria.

- Doussas, D. (1997) *Rom and Racial Discriminations*. Athens: Gutenberg.
- Govaris, Ch. (2001). *Introduction to Intercultural Education*, Athens: Atrapos.
- Katsikas C. and Politou E., *Out Side School classroom the one which is different*, Athens: Gutenberg, 1999.
- Markou G., *Approaches of multiculturalism and intercultural education-teacher education*, Ministry of Education, Athens 1996.
- Modgil S. et al. (eds.) (1997) *Multicultural Education*. Ellinika Grammata, Athens.
- Skoura T., (ed.) (2008), *Pedagogical actions and didactical approaches in a multicultural environment: the example of the 132nd Primary School of Athens*, Athens: Doudoumis.

ΚΕΠ17 - ICT in Education

Tutor: Athanassios Jimoyiannis

Semester: 6th

ECTS: 4

This course is designed to introduce undergraduate students to the applications of Information and Communication Technologies (ICT) in various educational programs. The general objective is to give a complete and thorough overview of the scientific field of ICT in education and the current trends concerning research and applications in practice.

The content is structured along four axes:

- ICT and learning theories
- Educational software and Web-based learning environments
- ICT and learning design
- Policies about ICT in education.

Aims

Specific objectives of the course are:

- to develop an integrated view of ICT in education as an independent scientific field
- to understand ICT as a cognitive/learning tool in the context of contemporary theories about teaching and learning
- to critically analyse current educational policies regarding ICT in education and e-learning

Learning Outcomes

After having completed this course, students will be able

- to recognise technological environments and tools that support and enhance learning
- to identify the principles and the pedagogical philosophy determining the harnessing of ICTs in educational practice
- to apply learning design principles and methodologies of implementing educational programmes and interventions with ICT tools
- to effectively use evaluation criteria regarding ICT-based learning environments and digital educational material
- to critically examine current models and policies for the integration of ICT in educational practice.

Structure

The course comprises lectures on theoretical subjects, practice and tasks in the computer laboratory and learning tasks implemented through the e-learning platform. The course is supported by a specific e-learning platform that has been set by the eLearning Research Group (<http://moodle.korinthos.uop.gr>).

Assessment

Student assessment is based on individual assignments (20%), their group project during the semester (20%), and the final written exams (60%).

Bibliography

Course folder (tutor's notes, worksheets, articles, online sources etc.), which is updated every academic year.

Komis V. (2004). *Introduction to the educational applications of ICT*. Athens: New Technologies

Raptis A. & Rapti A. (2013). *Learning and Instructions in the Information Age*. Athens

ΚΕΠ18 - e-Learning and Distance Learning.

Tutor: Athanassios Jimoyiannis

Semester: 7th

ECTS: 4

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.

The content is structured along four axes:

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

Aims

Specific objectives of the course are:

- to develop an integrated view of distance learning and e-learning as independent scientific fields
- to understand the convergence of the two fields and the role of contemporary technological environments
- to critically analyse current educational policies regarding e-learning in typical and non-typical education.

Learning Outcomes

- to become familiar with contemporary e-learning environments and platforms
- to identify the principles and the pedagogical philosophy behind e-learning models in educational practice
- to acquire the knowledge and skills for designing e-learning programmes for typical and non-typical education
- to effectively apply evaluation criteria and principles for e-learning programs
- to critically examine current trends and policies about e-learning.

Structure

The course comprises lectures on theoretical subjects, practice and tasks in the computer laboratory and learning tasks implemented remotely through the e-learning platform. The course is supported by a specific e-learning platform that has been set by the eLearning Research Group (<http://moodle.korinthos.uop.gr>).

Assessment

Student assessment is based on their individual assignments (20%), their group project during the semester (30%), and the final written exams (50%).

Bibliography

Course folder (tutor's notes, worksheets, articles, online sources etc.), which is updated every academic year.

Garrison D. & Anderson T. (2011). *e-Learning in the 21st Century: A Framework for Research and Practice*. Routledge

Keegan D. (2001). *Foundations of Distance Education*. Metaichmio, Athens.

ΚΕΠ11 - Economics of Education

Tutor: Athanassios Katsis

Semester: 8th

ECTS: 4

The course presents the fundamental concepts and applications of economics in education. More specifically, students are introduced to the theory of human capital, the types of rate of return regarding education systems, earning functions, filter theory and externalities. Although certain economic indexes are employed, no mathematical usage is necessary since the emphasis is on understanding the ideas in an educational setup.

Aims

Upon completion of the course the student will be able to:

- (a) Interpret results relevant to human capital theory
- (b) Know the various ways to calculate the rate of return
- (c) Suggest ways of applying tools of economics in education
- (d) Grasp the differences behind different earning functions

Learning Outcomes

- Development of skills with respect to interpreting the applications of economics in education
- Knowledge of the prevalent theories in economics of education in an international setup

Structure

13 three-hour lectures

Assessment

Written examination based on the lectures and the bibliography.

Bibliography

Papageorgiou, P., Hadzidima, S. (2003). *Introduction to economics of human resources and education*. Athens: Stamoulis

Psacharopoulos, G. (1999). *Economics of Education*. Athens: Papazisi

ΚΕΠ - Critical Pedagogy

Tutor: Maria Nikolakaki

Semester: 7th

ECTS: 4

The course refers to educational theory and teaching and learning practices aimed at developing students' critical awareness about oppressive social conditions. The critical consciousness, conscientization according to Paulo Freire, is seen as the necessary first step of a broader collective way of being for democracy by challenging social injustices and creating a society based more on equality and social justice. The field covers a wide range of Educational issues – the Curriculum, the pedagogy or teaching style, the role of the State, the influence of corporate power, the so-called Hidden Curriculum, issues of Cultural and Individual Identity etc.

This course is organised around the following themes:

- Neoliberalism and education
- Democracy and Education
- Reviews dimensions in higher education
- Austerity measures and training
- Trends in critical pedagogy
- Critical pedagogy in the classroom.

Aims

The objectives of the course are:

- To link teaching with social inequality and injustice.
- To help students realise how the social context affects the educational capabilities and performance.
- To bring students into contact with critical theory and social and class reproduction in education.

Learning Outcomes

After taking this course the student will be able to:

- Use critical thinking on issues of educational issues
- Realise the significance of social injustice and poverty to the educational process
- Evaluate the impact of neoliberalism in education.
- Realise the role of the education system in relation to the possibility of social change.

Structure

The course consists of 13 three-hours sessions.

Teaching methods include: Lecture, seminar, research seminar, working group, etc.

Assessment

Written Exams; optional written assignment

Bibliography

Freire, P. (1993) *Pedagogy of the oppressed*. London: Penguin

Nikolakaki, M. (2012) *Critical pedagogy in the new dark ages; Challenges and possibilities*. London, New York: Peter Lang

III. SPECIALISATION COURSES – SOCIAL POLICY

ΚΚΠ1 - Social Policy Planning and Evaluation

Tutor: Dimitris Venieris

Semester: 5th

ECTS: 3

The aim of the course is to provide students with an understanding of social planning and evaluation as an essential procedure of reasonable, rational and effective social policy making, and includes both principles and methodology of social planning. 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 presents the principles of social planning, the nature of policy making, governmental structures, models of the planning process. In terms of methodology, the course presents the major social planning techniques, focusing upon cost-benefit analysis and other methods of evaluation.

Aims

The specific objectives of the course are to:

- present the main planning and evaluation approaches in social policy intervention
- identify social, political, financial and organisational factors which are crucial to successful planning in terms of social justice
- explain the main issues of the ‘theory of change’ in the implementation and evaluation of social programmes
- interpret the usefulness of indicators in the evaluation of social interventions
- make students familiar with the criteria of social planning and the standards underpinning the discipline of evaluation

Learning Outcomes

- Competence to discern the main goals in the evaluation of social programmes
- Capacity to distinguish and compare the advantages and constraints of the main approaches (experimental, goaloriented, decision-focused, user-oriented and responsive evaluation) to the evaluation of social policies

- Acknowledgement of the widely accepted criteria and standards for the application of evaluation projects in social policy

Structure

13 three-hour lectures

Assessment

Students will be evaluated on the basis of a written examination at the end of the semester (80%) and an optional report on a topic approved by the tutor of the course (20%).

Bibliography

Esping-Andersen G, Gallie D., Hemerijck A., Myles J (2006), *Why We Need a New Welfare State*, Dionikos, Athens.

Herman J.L., Morris L.L. & Fitz-Gibbon C.T. (1987), *Evaluator's Handbook*, London: Sage.

Kassimati K. (2002), *Social planning and evaluation*, Athens: Gutenberg.

Midgley J. & Piachaud D. (eds.) (1984), *The Fields and Methods of Social Planning*, London: Heinemann.

Walker A. (1984), *Social Planning*, Oxford: Basil Blackwell.

ΚΚΠ2 - Social Anthropology of Work

Tutor: Manos Spyridakis

Semester: 6th

ECTS: 4

The course examines the form and structure of social relationships that arise during the process of production, distribution and exchange in the present and the past, within the Western and non-Western worlds. It examines all forms of work combined with the analysis of their cultural and social dimensions, which are crucial for the process of social reproduction.

Also, it examines the concept of work from an anthropological point of view with the respective methods and theory.

Aims

- Understanding of basic concepts of Social Anthropology
- In-depth analysis of the notion of work
- Understanding of the social and cultural aspects of work

Learning Outcomes

- Ability to interpret labour relations
- Ability to analyze the social relations of production
- Ability for comparative analysis

Structure

13 three-hour lectures

Assessment

Written exams

Bibliography

Ch. Karakioulafi -M. Spyridakis, (eds), (2010), *Labour and Society*, Athens: Dionikos

M. Spyridakis, (2010), *Labour and Social Reproduction in the Shipbuilding Industry of Piraeus*, Athens: Papazissis

M. Spyridakis, (ed.), (2013), *Unemployment and Job Insecurity; Aspects of a persistent risk*, Athens: Alexandria

ΚΚΠ3 - Economic Inequalities and Social Policy

Tutor: Kyriakos Souliotis

Semester: 6th

ECTS: 4

This course takes 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 methodological and 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 at both the level of the new “globalised” economy and the national level for a variety of countries, with the emphasis on “developed” OECD and EU member states. The second part of the course emphasises 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 various thematic sub-areas of social policy, such as health, employment,

housing, etc. Special reference is made to the dimensions and the impact of the recent economic crisis in Greece and the European South.

Aims

The course aims to:

- Provide students with a basic understanding of economic concepts relating to income allocation, inequalities, poverty, etc.;
- Familiarise students with concepts relating to income allocation and re-allocation at national and international level;
- Provide students with capabilities to critically analyze phenomena relating to globalization, the economic crisis etc., applying principles of cross-functional analysis.

Learning Outcomes

Upon course completion, students should:

- Know basic methods for measuring economic inequalities and poverty;
- Be able to assess specific choices for countering the impact of economic inequalities and financial crises, in a wider political, economic and social context;
- Be able to participate in research protocols relating to causes and dimensions of economic inequalities and apply contemporary tools for social policy analysis;
- Be able to propose solutions and advocate for choices in critical issues relating to economic inequalities and specific areas of social policy, based on international best practice and experience.

Structure

The course runs over 13 three-hour long lectures. Course presentations are in PowerPoint format and are made available to students throughout the semester. Students are also requested to familiarise themselves with international policy databases such as those of the UN, the World Bank and OECD and perform select analyses on their datasets. The course commences with introductory presentations on economic inequalities (analysis of key concepts relating to the economy, the methodology for measuring economic inequalities and poverty etc.), and goes on to discuss specific issues such as the dimensions of the recent economic crisis, its impact on economic inequality and the scope for responding to the crisis through social policy.

Assessment

Students are assessed via a written exam, which includes the discussion of at least one current economic inequalities challenge and its relation to social policy (cause and effect).

Bibliography

Dworkin R. (2006): *What is Equality: equality of welfare - equality of resources*, Polis, Athens.

Liaropoulos L. (2006): *Globalization and the Social State: Europe and America*, Papazisis Publications, Athens.

Lytras A., Souliotis K. (2004): *Alone in Globalization: Social Policy Issues*, Papazisis Publications, Athens.

Matsaganis M. (2011): *Social policy in hard times*, Kritiki, Athens.

Piketty Th. (2007): *L'économie des inégalités*, Polis, Athens.

Souliotis K. (2007): *Economic Inequalities and Health Policy*, Papazisis Publications, Athens.

ΚΚΠ4 - Health Policy

Tutor: Kyriakos Souliotis

Semester: 5th

ECTS: 4

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 healthcare services, examines population healthcare needs, defines priority setting and resource allocation under budgetary restraints, categorises healthcare 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 healthcare services. In addition, the course presents an overview of healthcare reforms in Greece in the past twenty years, focusing on policies developed for selected sectors of the Greek National Health System (primary healthcare, public health etc.).

Aims

The course aims to:

- Provide students with a basic understanding of key concepts in health and health services;
- Introduce students to the rationale and impetus for healthcare reform and the need for prioritization in health policy decision making;
- Provide students with capabilities to critically analyze individual functions of healthcare systems, applying principles of cross-functional analysis.

Learning Outcomes

Following the completion of the course, students should:

- Be sufficiently knowledgeable on health policy and able to assess specific policy choices in a wider political, economic and societal context;
- Be able to participate in research protocols relating to health policy and apply contemporary tools for health policy analysis;
- Be able to propose solutions and advocate for choices in critical health policy matters based on international best practice and experience.

Structure

The course runs over 13 three-hour long lectures. Course presentations are in PowerPoint format and are made available to students throughout the semester. Students are also requested to familiarise themselves with international health policy databases, such as the WHO HFA database and the OECD Health Database, and perform select analyses on their datasets. The course commences with general, introductory presentations to health policy, and goes on to introduce specific sectoral health policies.

Assessment

Students are assessed via a written exam, which includes the discussion of at least one current critical health policy challenge.

Bibliography

Bodenheimer T.S., Grumbach K. (2010): *Understanding Health Policy: a clinical approach*, Parisianou Scientific Publications, Athens.

Contiades X., Souliotis K. (2005): *Contemporary Challenges in Health Policy: Four Critical Legislative Interventions*, Sakkoulas Publications, Athens - Komotini.

Hatziandreu E., Souliotis K. (ed.) (2005): *Health Systems Reforms: International Best Practices and the Greek Reality*, Papazisis Publications, Athens.

Souliotis K. (2000): *The role of the Private Sector in the Greek NHS*, Papazisis Publications, Athens.

Souliotis K. (ed.) (2007): *Health Policy and Economics: Strategic Planning – Organization and Management – Economic Function – Sectoral Policies*, Department of Social and Educational Policy, University of Peloponnese / Papazisis Publications, Athens.

ΚΚΠ5 – Management of Social Services

Tutor: Mary Geitona

Semester: 6th

ECTS: 4

The course offers in-depth analysis of management in the public sector focusing on aspects such as:

- Public sector
- Social services
- Local authorities
- NGOs

The basic functions of management are presented in detail, emphasizing the alternative international management models. 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.

Aims

The students are expected to be able to understand and critically analyse:

- (a) topics relating to the principles of management.
- (b) functions of management applied in the public and private sector.
- (c) the management dynamics affecting the demand- and supply-side of social services.
- (d) the managerial and financial inefficiencies in public organizations and the reasoning behind them.

Learning Outcomes

Development of generic competences: understanding, critical analysis and comparison of the concepts and principles of management applied in the public and private sector.

Knowledge and development of basic skills relating to the profession, the role and the responsibilities of a manager in the public and private sector.

Structure

13 three-hour lectures.

Assessment

Written examination.

Bibliography

Kefis B. (1998) *Management of social enterprises and organizations*. Interbooks, Athens.

Rammata M. (2011) *Public Administration in Greece*. Kritiki, Athens.

Stathopoulos P. (2012) *Organization and Management of social services*, Papazissis, Athens.

ΚΚΠ6 - Comparative Social Policy

Tutor: Andreas Feronas

Semester: 8th

ECTS: 4

This course explores key questions and issues in social policy and welfare state development. It comparatively examines the history, growth, maturation, retrenchment and reform of the welfare states of the developed countries of Western Europe as well as their consequences. The comparative analysis of social policies, programmes and institutions helps us understand why, how and to what effect different countries deal with important social problems and issues. Five key questions structure the course:

- 1) Why did we need the welfare state in the first place?
- 2) How did we get the welfare state we got?
- 3) What are the main effects of welfare states?
- 4) Why do we need to reform the welfare state?
- 5) What new welfare state do we need and how do we get it?

Aims

- To critically analyze key concepts and terms of comparative analysis and study of social policy and welfare
- To understand the logic, the importance and the problems of comparative analysis

- To critically analyze and synthesise different theoretical approaches in the interpretation of the development of social policy
- To understand why, how and with what effects different countries construct the delivery of social services and transfers to citizens
- To stimulate critical thinking on whether and to what extent the existing and emerging social policies are able to solve current social problems
- To promote awareness of the dilemmas and social and political risks involved in major reforms of the welfare state

Learning Outcomes

Upon completion of the course students should be able to:

- Understand the basic concepts and terms in the comparative analysis of social policy and the welfare state
- Understand the rationale, significance and problems of comparative social policy analysis
- Analyze and synthesise quite different approaches in the comparative analysis of the development of social policy and the welfare state
- Apply established theories, methods and techniques of social sciences to problems of social policy development
- Demonstrate knowledge of the origins, meaning and implications of the similarities and differences of national social policies
- Identify exogenous and endogenous factors affecting the formation of different welfare state regimes

Structure

13 three-hour lectures.

Assessment

Written examination. The students may improve their final grade by up to 2 points by writing an essay of 1500 words max.

Bibliography

Amenta, A. (2003), "What we know about the development of social policy: comparative and historical research in comparative and historical perspective", in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*, Cambridge, Cambridge University Press, pp. 91–130.

Armingeon, K. and Boloni, G. (eds.) (2006), *The Politics of Post-Industrial Welfare States: Adapting Post-war Social Policies to New Social Risks* (pp. 3–26). London and New York: Routledge.

- Bonoli, G. and Natali, D. (eds.) (2012), *The Politics of the New Welfare State*, Oxford University Press, UK.
- Cousins M. (2005), *European Welfare States: Comparative perspectives*, Sage, London.
- G. Esping-Andersen, (1990): *The Three Worlds of Welfare Capitalism*, Cambridge, Polity, UK.
- Feronas, A (2013), *The Europeanization of Social Policy: Theoretical Perspectives, Methodological Problems and the Greek experience*, Dionicos, Athens.
- Ferrera M. (1996), 'The 'Southern Model' of welfare in Social Europe'. *Journal of European Social Policy*, 6, 17-37.
- Hill, M. (2006), *Social Policy in the Modern World: A Comparative Text*. Blackwell, Oxford, UK.
- Kennet, P. (ed.) (2013), *A Handbook of Comparative Social Policy*, Edward Elgar, 2nd Edition, UK.
- Leibfried, S. and Mau, S. (eds.), (2008), *Welfare States: Construction, Deconstruction, Reconstruction*, Edward Elgar, UL.
- Pierson, P. (ed.) *The New Politics of the Welfare State*, Oxford University Press.
- Powell, M. and Barrientos, A. (2011), "An Audit of the Welfare Modelling Business", in *Social Policy and Administration*, Vol. 45, No 1, pp. 69-84.
- Scruggs, L. and Allan, J.P. (2006), "The material consequences of welfare states. Benefit generosity and absolute poverty in 16 OECD countries", *Comparative Political Studies*, 39, 7, pp. 880–904.
- Taylor-Gooby, P. (ed.) (2004) *New Risks, New Welfare: The Transformation of the European Welfare State*. Oxford: Oxford University Press.

ΚΚΠ8 - Penitentiary Institutions

Tutor: Vassilis Karydis

Semester:

ECTS: 4

Penitentiary Science examines the organization and function of the prison system, i.e. the system of execution of sentences against freedom, extending from confinement to alternative community sentencing.

The course will be comprised of three units- sections, as follows:

- The legitimacy and legality of imprisonment
- Penitentiary systems: historical and architectural approach

- Treatment and rights of prisoners – General principles of Greek Penitentiary Law

Aims

This course focuses on the study of the Greek Penitentiary Law that determines the structure of the prison system, regulates the operation of Detention Centres and provides for a variety of institutions, such as parole, leave of absence, particular prisoners' rights, etc.

Learning Outcomes

Students should be able to understand in depth the substance and purpose of punishment and prison policy in general, the penitentiary models as well as the abolitionist perspective.

Structure

13 three-hour lectures

Assessment

Written or oral exams after the end of the semester. Another 10% for the preparation/ presentation of papers on a voluntary basis

Bibliography:

Alexiadis, S. (2001), *Penitentiary Science*, Sakkoulas, Athens.

Karydis V. & Fytrakis E. (2011), *Penal Detention and Rights: The Ombudsman's Perspective*. Nomiki Vivliothiki, Athens.

ΚΚΠ9 - Social Protection Institutions

Tutor: Xenofon Kontiades / Kyriakos Souliotis

Semester: 5th

ECTS: 4

The course focuses on the principles guiding the organization and management of social insurance, health and social welfare systems in Greece, taking into account the specific features of the Greek welfare model. In particular, the course offers analysis of the constitutional consolidation of those three systems (social insurance, health and welfare), examines critically the reforms which have taken place during the last five years and evaluates the proposals for further interventions in the institutional organization of the social security system.

Aims

- To offer an analysis of the institutional development of the social security system
- To elaborate on the definition and delineation of social insurance as a legal entitlement
- To familiarise students with the administrative structure of social security, health and social welfare

Learning Outcomes

Students shall acquire the skills to engage in comprehensive, comparative analysis and use of the mechanisms governing the institutional dimensions of social policy.

Structure

13 three-hour lectures

Assessment

Written exams

Bibliography

Contiades X. (2008), *Introduction to Social Administration and Social Security Institutions*, Papazissis, Athens

Contiades X. / Souliotis K. (2010), *Health Policies and Institutions*, Papazissis, Athens

ΚΚΠ10 - Criminal Policy

Tutor: Vassilis Karydis

Semester:

ECTS: 4

This course examines the science of criminal policy within the general context of public policy and focuses on the measures taken to address the phenomenon of crime. The course comprises three units-sections:

- A right to security or the security of rights
- Forms of crime and transformations of criminal policy
- Criminal policy models

Aims

The main objective of this course consists in the clarification of the strategies used for the design and implementation of criminal policies at local, national and European levels, as well as the comprehension of the determinants shaping their content.

Learning Outcomes

Students will become familiar with the different criminal policy models approached in a comparative perspective, especially through the examination of the application of security policies in Europe and the U.S.A. The critical analysis of the development of the concepts of penalty and security constitutes the second main objective of the course.

Structure

13 three-hour lectures

Assessment

Written or oral exams after the end of the course. Another 10% for the preparation/ presentation of papers on a voluntary basis.

Bibliography

Panousis, I. (2007), *Criminogenic risks*, Nomiki Vivliothiki, Athens

Papatheodorou T. (2005), *Public safety and criminal policy*, Nomiki Vivliothiki, Athens

ΚΚΠ12 - Migration Policy

Tutor: Theodoros Papatheodorou

Semester: 6th

ECTS: 4

International migrations in the 20th century. Post World-War II refugees. Post World-War II labour migration to Western Europe. Family reunion. The politicisation of migration. Refugees and asylum seekers in Europe after 1989. Free circulation of European citizens. Highly skilled and unskilled migrants in Europe. Student migration. EU policies.

Immigration to South and Eastern Europe after 1989. Migration to Greece. Legal and sociological categories of migrants.

Refugees and asylum seekers in Greece. Greek policies.

Racism and xenophobia. Institutional and informal discrimination. Stereotypes and the media.

International, supra-national and national policies. Regulation of flows and border control. Laws and regulation programs.

Integration policies and models. Labour market, integration and exclusion. Political rights and naturalization. Criminality, criminalisation. Trafficking and anti-criminal policy. Reception and detention camps.

The “second generation”. Legal status, citizenship, political and social rights. Educational and labour market policies, social mobility.

Aims

To understand:

- a. how states influence population flows and processes of migrant integration/exclusion
- b. the variation of state and supra-national terminologies and migration policies
- c. the various levels/agents of policy-making (international organizations, EU, central governments, local authorities)

To critically explore the legal and sociological categorizations of migrants

Learning Outcomes

The understanding of the historicity and complexity of migrations and migration policies

The competence:

- a. to link specific migration policies with their short- and long-term consequences
- b. to distinguish political discourse from actual practices and planning from implementation

Structure

13 weekly three-hour sessions with input from tutor and discussion

Assessment

Written examination.

Students who wish to obtain a deeper understanding of the course may prepare a written essay (2000-5000 words), which will account for 50% of their final grade.

Bibliography

Bagavos, Ch, Papadopoulou, D, (eds.) (2006), *Immigration and immigrant assimilation in Greek society*, Athens, Gutenberg.

Goldin I., G. Cameron, M. Balarajan (2013), *Exceptional People: How Migration Shaped Our World and Will Define Our Future*, University of Crete Press, Irakleion.

Maroukis Th. (2010), *Economic Migration in Greece. Labour Market and social integration*, Athens, Papazissis.

Pavlou, M, Christopoulos, D, (eds.) (2004), *The Greece of Immigration: social participation, rights and citizenship*, Athens, Kritiki.

ΚΚΠ13 - Health Economics Evaluation of Health Services

Tutor: Mary Geitona

Semester: 7th

ECTS: 4

This course is designed to introduce students in the field of health economics, emphasising the institutional, economic, political and social role of healthcare systems. The healthcare market is presented in detail and compared to the free market principles whose macro and micro effects are discussed. Detailed and comparative discussion on the Greek NHS and its sources of funding. Emphasis is placed on the management and the socioeconomic evaluation of healthcare programs.

Aims

The students are expected to be able to understand and critically analyse:

(a) topics relating to the social and economic dimension of health and healthcare.

(b) terms and theoretical approaches in the field of health economics and socioeconomic evaluation.

(c) problems and inefficiencies relating to the NHS institutional role, its structure and financing mechanisms.

(d) methods and techniques relating to health decision making as well as health policy planning.

Learning Outcomes

Development of generic competences: understanding, critical analysis and comparison of basic concepts in the field of health economics.

Knowledge and development of basic skills relating to the methods of socio-economic evaluation of healthcare programs.

Structure

13 three-hour lectures.

Assessment

Written examination.

Bibliography

Drummond H, O' Brien B, Stoddart G, Torrance G (2002). *Methods for the evaluation of healthcare programmes*. Kritiki, Athens.

Geitona M (2012, 2nd ed.): *Health Technology Assessment: Pharmacoeconomics and Decision Making*. University of Thessaly, Volos.

Yfantopoulos J. (2011, 2nd ed.). *Health Economics, Theory and Policy*. Typothito, Athens.

ΚΚΠ14 - Organisations and Bureaucracy

Tutor: Manos Spyridakis

Semester: 6th

ECTS: 4

The course is about the synthetic and critical exploration of organizational theories in the 20th century and their relation to anthropological and sociological theory. It also attempts to study the organizational phenomenon by widening its theoretical approach and examining how organizations are structured as bureaucratic-administrative institutions.

Aims

- Understanding of organizational theories
- Familiarization with the bureaucratic phenomenon
- Understanding of decision-making

Learning Outcomes

- Competence in theoretical analysis
- Competence in interpretation of organizational forms
- Competence in analyzing organizational culture

Structure

13 three-hour lectures

Assessment

Written examination at the end of the semester.

Bibliography

N. Mouzelis, (2009), *Organisation and Bureaucracy; An analysis of contemporary theories*, Athens: Sakkoulas.

M. Spyridakis, (2009), *Power and Harassment in the Workplace*, Athens: Dionikos

ΚΚΠ15 - Social Economy

Tutor: Michael Fefes

Semester: 5th

ECTS: 4

It is assumed that the student is already familiar with the basic concepts as regards the European Union and Social Policy. The course aims to describe the social economy sector, considered to be the third pole between private and public sector economy. We analyze the basic concepts of social economy, the importance and contribution to global and national economy, the underlying principles and institutions through which it operates (e.g. cooperatives, associations, foundations, NGOs etc.). Then we analyze the concepts of co-operative, association, foundation and mutual funds that is the key players of any activity in the social economy producing goods and services valuable to the community, creating jobs and providing solutions to local communities that the other two sectors of economy cannot offer. Finally we discuss the meaning and function of the European Co-operative, which is the first pillar of the European Institutions of Social Economy.

Aims

- To help students understand and become familiar with the basic concepts described above.
- To help students support and supplement the knowledge gained from other courses.
- To guide students to engage actively in social economy, a growing sector, which will improve them both in terms of social behaviour and participation in social activities and will also become an important asset for their future professional security and development.

Learning Outcomes

Students completing the course should:

- Have developed their knowledge of economics, economic policy and the functioning of the social economy sector at international, EU and national level;
- Know the differences between sectors of the economy and the specificity of social economy;
- Know the modes and operating procedures of social economy, the opportunities for fundraising and the methods of administration and management of human resources involved in their activities;
- Have the ability to work as executives in the social economy actors.

Structure

The course includes 13 three-hour interactive lectures. The first part is an introductory tutorial, followed by discussion with the students on issues pertaining to that or previous tutorials.

Assessment

Assessment will be through a written exam at the end of the semester.

Bibliography

Tutors' Notes

ΚΚΠ17 - Theoretical Perspectives in Social Policy

Tutor: Andreas Feronas

Semester: 6th

ECTS: 4

This course aims to familiarise students with the basic theories and concepts in social policy and the welfare state. It critically examines theoretical approaches such as Liberalism, Marxism, Social Democracy, neo-Liberalism, neo-Marxism, the “third way”, post-modernism, etc., as well as approaches from the perspective of social movements, especially the feminist, antiracist and ecological ones. The core arguments developed in the course is that: (a) theories are often intertwined with ideological and political interpretations of the nature and role of social policy and the welfare state in modern societies and (b) knowledge of theories is a prerequisite for a better understanding of political processes and political dialogue that develops around these issues, as well as in the practical implementation of social policies.

Aims

To enable students to:

- Understand the frameworks, concepts and language of social policy;
- Develop an understanding of the links between social policy theory, ideology, policy and practice;
- Explore different perspectives on social policy and their implications for understanding and addressing major social problems in society

Learning Outcomes

By the end of this course students should be able:

- To demonstrate an analysis of key theoretical and ideological perspectives on social policy
- To evaluate the strengths and weaknesses between the different perspectives in modern social policy
- To understand the links between social policy theory, values, policy and practice

Structure

13 three-hour lectures.

Assessment

Written examination. The students may improve their final grade by up to 2 points writing an essay of 1500 words max.

Bibliography

Alcock, P., May, M. and Rowlingson, K. (eds.) (2008), *The Student's Companion to Social Policy*, Oxford, Blackwell, UK.

George, V. and Wilding, P. (1994), *Welfare and Ideology*, Hemel Hempstead: Harvester Wheatsheaf.

Lavallette, M. and Pratt, A. (2005), *Social Policy. Theories, Concepts and Issues*, SAGE Publication, UK.

Lister, R. (2010), *Understanding Theories and Concepts in Social Policy*, Policy Press, Bristol, UK.

Stasinopoulou, O. (2000), *Welfare State. Historical Evolution – Contemporary Theoretical Perspectives*, Gutenberg, Athens.

ΚΚΠ18 - Social Exclusion and Policies for Social Integration

Tutor: Andreas Feronas

Semester: 5th

ECTS: 4

Social exclusion has become the new “paradigm” for understanding social inequalities in the era of globalization. This 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. It explores how the notion of “social exclusion” evolved in modern (post) industrialised rich societies; it critically assesses “social exclusion” as a sociological concept in relation to key social problems such as poverty, unemployment, deprivation and marginalization; it considers the impact of globalization on contemporary understandings of social exclusion, the core social groups that are affected by processes of exclusion; and it critically examines the dominant policy strategies developed at global, European and national level for eliminating social exclusion and promoting social integration.

Aims

To enable students:

- To acquire basic Knowledge of the concept of social exclusion, and related concepts such as poverty, social inequality, deprivation, and marginalisation
- To critically examine “social exclusion” as a new paradigm of understanding social inequalities
- To identify the economic and political processes generating poverty and social exclusion.
- To critically examine the role of social policy in creating and/or fighting social exclusion and promoting social integration

Learning Outcomes

By the end of this course students should be able:

- To demonstrate a critical understanding of social exclusion, its causes, factors, forms and consequences.
- To demonstrate an understanding of the dynamic and multidimensional nature of social exclusion
- To understand the structural forces that shape, maintain, and reinforce inequality and social exclusion in society
- To consider ways in which social exclusion might be reduced through public policies

Structure

13 three-hour lectures.

Assessment

Written examination. The students may improve their final grade by up to 2 points writing an essay of 1500 words max.

Bibliography

Bhalla A. and Lapeyre F. (2004), *Poverty and Exclusion in a Global World*, Palgrave Macmillan, UK.

Byrne D. (2005): *Social Exclusion*, Buckingham: Open University Press.

Economou, Ch., Feronas A. (eds.) (2006), *The Outsiders: Poverty and Social Exclusion in modern societies*, Dionicos, Athens

Estivill J. (2003), *Concepts and Strategies for combating social exclusion: An Overview*, International Labour Office, Geneva.

Hills J., Le Grand J., Piachaud D. (eds.), *Understanding Social Exclusion*, Oxford University Press, Oxford.

Kaftantzoglou I. (2006), *Social Exclusion: Outside, Inside and Under. Theoretical, historical and political foundations of the concept*, Athens: Savvalas

Levitas R. (1998), *The Inclusive Society? Social Exclusion and the New Labour*, Macmillan, London.

Percy-Smith J., (ed.) (2000), *Policy Responses to Social Exclusion: Towards Inclusion?*, Open University Press, Maidenhead.

Petmesidou, M., Papatheodorou, Ch. (eds.) (2004), *Poverty and Social Exclusion*, Exantas, Athens

Rodgers G., Core C.H., Figueiredo J.B., (eds.) (1995), *Social Exclusion: Rhetoric, Reality, Respinces*, International Labour Office.

Room G. (1995) (ed.), *Beyond the Threshold. The Measurement and Analysis of Social Exclusion*, Polity Press, Bristol, UK.

Schnapper D. (2008), *Social Integration. A contemporary approach*, Kritiki, Athens

Sen A. (2000), "Social Exclusion: Concept, Application and Scrunity", *Social Development Papers No 1*, Office of Environment and Social Development, Asian Development Bank.

Silver H. (1994), "Social Exclusion and Social Solidarity: Three Paradigms", *International Labour Review*, vol. 133.

ΚΚΠ7 - Juvenile Law

Tutor: Michael Fefes

Semester: 5th

ECTS: 4

The subject of this course is the analysis of the concept of juvenile delinquency and of the framework for the protection of youth. The institutional measures that tackle the delinquent behaviour and constitute, according to the Greek law, the main branch of Juvenile Law are being examined, as well as their compliance with principles and rules that regulate the protection of juvenile in international and European level. The specific topics examined include

- The legal framework of penal treatment of juvenile in Greece
- The criminal theories concerning protection of juvenile
- The penal justice for juvenile in Europe

Aims

To present and analyse the institutional measures that tackle the delinquent behaviour and constitute the main branch of Juvenile Law in Greece. The issue of the compliance of Greek Law with the principles that regulate the protection of youth at the international and European level is also examined.

Learning Outcomes

Students are expected to understand the framework of penal justice for juvenile through a comparative approach, after studying the application of penal policies of this field in Europe.

Structure

13 three-hour sessions

Assessment

Written or oral exams. Students have the option to ameliorate their score by 10% by submitting an essay (on a voluntary basis).

Bibliography

Dimopoulos Ch. - K.Kosmatos, (2011) *Juvenile Law*, Nomiki Vivliothiki, Athens.

Kourakis, N. (2012) *Law for Juvenile Delinquents*, Sakkoulas, Athens.

Koutsoukou, E., (2013) *The Legal Protection of Children in Greece: Penal and Constitutional Provisions*, Nomiki Vivliothiki, Athens.

ΚΚΠ16 - Economic Anthropology**Tutor: Manos Spyridakis****Semester: 7th****ECTS: 4**

The course attempts to highlight the debate on the concept of economic phenomenon in the Western and non-Western context as well as the way actors organise and define their social practice for the production and reproduction of material goods that make their lives possible. The framework of the course is based upon the view that economic phenomena are not purely economic but fully social and cultural ones as well.

Aims

- Analysis of the terminology of economic anthropology
- Presentation of the discussion about economic phenomena
- Problematization of the notion of rational man

Learning Outcomes

- Ability to analyze economic processes
- Ability to study the modes of production
- Ability for theoretical and comparative analysis

Structure

13 three-hour lectures

Assessment

Written Examination

Bibliography

S. Narotzky, (2007), *New Directions in Economic Anthropology*, Athens: Savvalas R. Wilk-L. Cliggett, (2010) *Economies and Cultures: Foundations of Economic Anthropology*, Athens: Kritiki

ΚΚΠ11 - European Criminology**Tutor: Vassilis Karydis****Semester:**

ECTS: 4

Adopting a comparative perspective, this course tackles contemporary European trends on drugs, violence, juvenile gangs, migration and marginalization, security and freedoms etc.

The course will be comprised of three units- sections, as follows:

- The criminological problematique – main schools of criminological thought
- The emergence and principles of Critical Criminology
- From theory to practice: implementations of Critical Criminology

Aims

The central task of the course is identified with the study of the various criminological theories developed throughout the 20th century in Europe. Particular emphasis is put on the emergence and development of the current of critical criminology, revisited in the light of modern social challenges. In this context, the Department of Social and Educational Policy participates in the Network of “Critical Criminology and Criminal Justice in Europe”, functioning in collaboration with the Universities of Athens, Hamburg, Barcelona, Rotterdam, Ghent and New York. Twice a year (October and May) a meeting is held in a different city, where staff members and students interact and reflect on various topics.

Learning Outcomes

Students completing the course should be able to understand the reciprocal and interactive relations between criminology and society. Changes in theory that undergird changes in policy are themselves a product of transformations in society.

Students attending the course are required to participate in the preparation of teamwork papers that will be presented in the common sessions of the Network. A basic knowledge of English is required.

Structure

13 three-hour lectures

Assessment

Written or oral exams after the end of the course. Another 10% for the preparation/ presentation of papers on voluntary basis.

Bibliography

Karydis V. (2010), *Visions of Social Control in Greece. Moral Panics, Criminal Justice*, Sakkoulas.

Lazos G. (2007), *Critical Criminology*, Nomiki Vivliothiki, Athens.

IV. FREE ELECTIVE COURSES

EE2 - Modern Social Theory

Tutor: Manos Spyridakis

Semester: 3rd

ECTS: 3

The course concerns the presentation and analysis of modern social theory from Parsons onwards. Schools of thought and thinkers are analyzed as well as their influence and contribution to theoretical discourses. At the same time there is an attempt to analyze contemporary social and cultural phenomena through the theoretical lens of various schools and thinkers.

Aims

- Understanding of relevant theories
- Understanding of theoretical analysis
- The relation between theory and social issues

Learning Outcomes:

- Competence for theoretical synthesis
- Competence for theoretical comparison
- Competence for theoretical interpretation

Structure

13 three-hour lectures

Assessment

Written examination at the end of the semester

Bibliography

D. Gefou-Madianou, (2010), *Culture and ethnography; from ethnographic realism to cultural criticism*, Athens: Patakis

G. Ritzer, (2012), *Sociological Theory*, Athens: Kritiki

EE3 - Educational Practices

Tutor: Maria Nikolakaki

Semester:

ECTS: 3

This course will examine the application of innovative practices in education, with particular emphasis on team teaching and interdisciplinary education. The aim is to investigate the relationship of the micro world of teaching and the macroscale of the educational system. It also examines the role of the teacher as an agent of action and change.

Aims

The course aims to explore the gap between educational practices in Greek schools, the discourses and rhetoric and the implementation.

To help students :

- Realise the need for unity of knowledge as opposed to fragmentation.
- Identify the diversity of recontextualised school knowledge versus scientific knowledge.
- Develop a holistic understanding of the articulation of educational praxis in a range of teaching styles;
- Develop the skills for making systematic analyses of the features of teaching styles in different contexts and the factors that determine such differences;
- Develop critical awareness of how rhetoric differs from implementation.

Learning Outcomes:

Students completing the course should be able to:

- Evaluate teaching in comparison with group participation of the students.
- Judge and evaluate interdisciplinary teaching.
- Organise a team and interdisciplinary teaching context.
- Realise the benefits of group cooperation.
- Critically analyse and articulate the major teaching theories and models in relation to the different major educational traditions.

Structure

The course is developed along two main principles: interdisciplinarity and team teaching. The interdisciplinary conceptualization of the construct of school knowledge is based on the concept of pericharaxis and sort by Basil Bernstein. The parameters of team teaching are then structured on the basis of the principles of teamwork teaching.

The course includes 13 three-hour interactive lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions of pre-issued questions and key readings; student presentations on topics relating to their intended assignments; group work on approaches to comparative topics for assignments; student-led seminars on issues relating to the programme and guided workshops on use of data. The object of these sessions is to develop interaction and sustained debate so the group may learn from the wide range of collective professional and international experience of the staff and the students on the course.

Assessment

Assessment will be through written examinations and a written assignment of 4-5,000 words on subjects connected with the course; a list of recommended titles will be provided.

Bibliography

- Francis, J. Buckley S.J. (2000). *Team teaching-what, why, and how*. London: Sage
- Rowley, C, Cooper, H. (2009). *Cross-curricular approaches to teaching and learning*. London: Sage
- Snell, M. E. & Janney, R. (2000). *Collaborative teaming*. Baltimore, MD: Paul H. Brookes.
- West, M. A. (2012) *Effective Teamwork: Practical Lessons from Organizational Research* (3rd ed.). London: Wiley–Blackwell.
- Woodfield, S. & Kennie, T. (2008) 'Teamwork' or 'Working as a Team'? The Theory and Practice of Top Team Working in UK Higher Education. *Higher Education Quarterly*, 62(4), 397–415.

EE4 - State Policies and Local Government

Tutor: Xenophon Contiades, T. Theodorikakos

Semester: 3rd

ECTS: 3

Changes in the modern institutional framework that defines the actions of local government with emphasis in Social Policy. Analysis of the content and responsibilities of both first-degree and Regional Authorities. Record and analyze the framework and possibilities for social policy actors.

Explore new policies and the programmes and actions of local government agencies in the social sector during the economic crisis

Aims

The aim of the course is that students acquire and consolidate the capacity of creative communication and cooperation with Local Authorities, through applied research for social policy programs. Also, the course aims for students to gain the ability to define indicators for assessing pilot social policies by Local Authorities

Learning Outcomes

Introduction to research, literature review, assessing information, discussion guide for qualitative research, questionnaire design. Developing the skills for scientific work and presentation.

Structure

13 three-hour meetings.

Assessment

Written examination. Research project selected in consultation with the tutor on social policy actions by specific local government agencies. This work is presented publicly and represents 30% of the final grade.

Bibliography:

Chlepas N.-K. (1999) *Local administration in Greece. The Dialectical competition between decentralization and local government*, Athens - Komotini

Contiades X. - Theodore N. Tsekos (2008), *Restructuring Social Administration at the local level*, Papazisis, Athens

Contiades X. (2005) "The welfare state as a precautionary response to the crisis of the traditional welfare state", in:

Anthopoulos X., & Contiades X., Papatheodorou T. (ed.), *Security and Rights at Risk Society*, Athens

E.E.T.A.A (1995), *Social Policy and Local Government. Present situation and prospects*, EETAA - KEDKE Athens

Sotiropoulos, D. (2003), "Opsis Babylonia: Land Interpretations of post-war welfare development in Greece ", in D. Venieris

/ Papatheodorou C., (ed.) *Social Policy in Greece Challenges and Prospects*, Athens.

Stasinopoulou O. (1999), *The Local Community in Pursuit of Social Policy, Local Government, The Challenge of Reform*

EE6 - History of Education

Tutor: Effi Gazi

Semester: 4th

ECTS: 3

The course focuses on key developments and phenomena in the Greek state during the 20th century. It examines the Goudi Movement, the Balkan Wars, WWI and the Asia Minor Campaign, the inter-war years, World War II, the Occupation, the Resistance, the Civil War, the emergence of post-war Greece, the military junta up to the transition to democracy and the process of globalisation. Particular emphasis is given to the socio-economic and political processes and phenomena as well as the cultural and ideological trends and currents.

Aims

- To familiarise students with the history of contemporary Greece
- To familiarise students with current scholarly literature on contemporary Greek history
- To offer students the opportunity to analyze and understand contemporary realities within their historical context

Learning Outcomes

Students completing the course should have acquired sufficient knowledge of contemporary Greek history to be able to critically approach contemporary social phenomena and developments

Structure

13 three-hour lectures

Assessment

Assessment will be through a written exam after the completion of the course. The final assessment will also be based on an optional written assignment drawing upon the themes of the course.

Bibliography

Ch. Hadjiiosiph (ed.) (2002), *History of Greece in the 20th century*, Bibliorama, Athens.

K. Kostis (2013), *The spoiled children of history; the formation of the Greek state, 18th-20th c.*, Polis, Athens.

Th. Veremis & I. Koliopoulos (2006), *Hellas, the contemporary sequel*, Kastaniotis, Athens.

Y. Voulgaris (1991), *Greece after the Dictatorship*, Themelio, Athens.

EE5 – Legal Status of Foreigners, Migrants and Minorities

Tutor: Michael Fefes

Semester: 7th

ECTS: 3

The subject of this course is the study of the evolution of the legislative system for foreigners as well as of the migrative policy, as it has been formed by European Union policies. Furthermore, the contribution of Law on Foreigners in the formulation of social policies is also examined.

Aims

The course aims to provide the students with a clear understanding of the legislative system of Law on Foreigners at the national and European level, and the basic axes used in the formulation of a migration policy.

Learning Outcomes

Students are expected to demonstrate an understanding of the evolution of migration policy through a comparative approach, after studying the application of these policies in the European Union.

Structure

13 three-hour lectures

Assessment

Assessment will be through a written exam at the end of the semester

Bibliography

Papassiopi-Passa, Z (2007) *Legal Status of Foreigners*, Sakkoulas.

Papatheodorou Th, (2010) *Legal Status of Foreigners*, Nomiki Vivliothiki, Athens.

EE7 - Fundamental Freedoms and Common Policies of the E.U.

Tutor: Michael Fefes

Semester: 8th

ECTS: 3

This course aims to describe the effective functioning of the European Union, namely the fundamental freedoms enshrined in the Treaty and common policies. This will be achieved through the in-depth examination of the following topics:

- Free movement of goods;
- Free movement of workers and freedom of establishment;
- Free movement of services;
- Free movement of capital;
- Employment Policy;
- Social Policy;
- Common Agricultural Policy (CAP);
- Economic and Monetary Union and Economic Convergence;
- Educational Policy;
- Environmental Policy.

Aims

To cover the subject area of “Institutions and Organization of the European Union”.

To help students understand and become familiar with the functioning of the EU.

Learning Outcomes

Students completing the course should have full knowledge of the European Union.

Structure

13 three-hour lectures

Assessment

Assessment will be through a written exam at the end of the semester.

Bibliography

Tutors' Notes

EE8 - Sociological Approaches to Education Policy

Tutor: Anna Tsatsaroni

Semester: 7th

ECTS: 3

This course approaches education policy from the perspective of critical sociology (“policy sociology”) and aims to introduce students to the systematic and critical study of policies for education. It focuses on the analysis of dominant discourses created by the activity of supranational networks of policy making, which currently define the educational agenda and the limits of legitimate action. It also looks into the enactments of policy, that is to say, the ways in which educational institutions respond to policies and deal with the often conflictual and incompatible demands various policies pose on them. The course shifts between theory and the analysis of concrete policies (e.g., policies on lifelong learning) or value fields (e.g. identity) and aims to familiarise students with the post-structuralist currents of thought, especially Foucault inspired theoretical perspectives and the methodology of discourse analysis.

Aims

The main objectives of the course are:

- The integration and utilisation of knowledge students have acquired in the courses of sociology and sociology of education that they have learnt during the previous years of their study.
- The familiarisation of students with contemporary perspectives and theories, focusing on the poststructuralist, Foucault-inspired theoretical perspectives.
- The familiarisation of students with the methodology of discourse analysis and the understanding of its special value in the examination of education and education policy as fields of social practice.
- The deeper understanding of education policy and practice as complex and dynamic arenas of social regulation and as spaces within which contemporary/legitimate identities are projected/shaped.
- Raising and exploring crucial issues concerning contemporary forms of governance of the field of education and their relationships with legitimate forms of knowledge.

Learning Outcomes

Upon the successful completion of the course students should be able to:

- Utilise the specialised knowledge they have acquired in the courses of sociology and sociology of education during the previous years of their study in order to approach crucial issues of educational policy and practice.
- Know the basic theoretical concepts and understand the specific problematic that poststructuralist approaches introduce in the study of educational processes and practices.
- Have research tools of discourse analysis and utilise them to examine systematically various educational policies, in their making and their enactments in concrete, local contexts.
- Pose critical questions concerning the content and the processes of policy formation, in the current globalized conditions.
- Discern the critical issues in educational policy and the developments in a rapidly changing environments.
- Apply specialised knowledge and skills and develop arguments around controversial issues of educational policy and practice.

The course is designed to enable students to develop the following competences: Search different sources, critical reading of policy texts, development of arguments, well-founded formulations of views/positions.

Structure

13 three-hour sessions. Students are called to engage in individual study, week by week, of relevant texts and bibliographical sources and to participate actively in the educational process. Seminars are the main method of teaching and learning and are based on the discussion of the texts students have studied as part of their homework. An effort is made to utilize knowledge students have acquired during their studies of preceding courses in sociology, sociology of education and sociology of educational practices; as well as to develop new knowledge and skills that will allow them to get deeper insights into the dynamic environments of education policy making, to analyse and describe policies that are crucial for education, and to explore the enactments of policies in specific, local contexts.

Assessment

Students' assessment is based on their actual and regular contribution to the seminar and an oral examination.

Bibliography

- Ball, S., Maguire, M. & Braun, A. (2012) *How schools do policy. Policy enactments in secondary schools*, London, Routledge.
- Foucault, M. (1978) *The history of sexuality, Volume one, The will to knowledge*, Athens, Rappa (pp. 115-127).
- Gewirtz, S. & Cribb, A. (2011) *Understanding education A sociological perspective*, Athens, Metaichmio (chrs. 3 & 6)
- Howarth, D. (2008) *Discourse*, Athens, Polytropon.
- Phillips, L. & Jorgensen, M. (2009) *Discourse analysis as theory and method*, Athens, Papazisi
- Tsoukalas, K. (2010) *The invention of otherness. Identities and differences in the era of globalization*, Athens, Kastanioti.

EE9 - Political Culture and Education

Tutor: Takis Kafetzis

Semester: 8th

ECTS: 3

The course is structured in two parts. The first part includes the theory of political culture, the Comparative Politics approach and the methodology of quantitative political survey. The second part focuses on the relationships between political culture and education through the process of political socialization.

Aims

- To acquire knowledge on the relevance of the 'subjective dimensions' of Politics.
- To acquire Knowledge on the rationale and the tools of a comparative-attitudinal social survey research.
- To acquire knowledge on the links and forms connecting Politics and educational institutions.

Learning Outcomes

- Development of competence for a critical appraisal of the normative, evaluative and ideological facets of education and educational policy.
- Development of competence to interpret quantitative social data in a theoretically informed context.
- Development of competence in linking the macro- and micro-level of Politics.

Structure

13 three-hour lectures.

Assessment

An essay (up to 5000 words) submitted at the end of the semester, on a topic agreed with the tutor and presented in the course, accounts for 35% of the grade.

Bibliography

Almond G. - Verba S. (1973), *The Civic Culture, Political Attitudes and Democracy in Five Nations*, Princeton University Press, Princeton.

Almond G. - Verba S. (eds), (1980), *The Civic Culture Revisited*, Little, Brown.

D. Kavanagh (1991), *Political Culture*, Papazissis, Athens.

A.-I.D Metaxas (1976), *Political Socialization*, Sakkoulas, Athens.

P. Terlexis (1975), *Political Socialization*, Gutenberg, Athens.

Tutor's Notes.

EE10 - Policies for Child Welfare and Protection

Tutor: Despina Karakatsani

Semester: 4th

ECTS: 3

This course will examine some of the major axes in the history of child welfare and protection in the 19th and 20th century within the Greek and European context. The focus will be on legislation, policies and practical aspects for the prevention, protection and care of children in different sectors such as health, education, social care, nutrition, justice, employment/ labour, family settlements/orphan. We will follow the evolution of the child welfare system according to changing beliefs and attitudes about what role government and the various public or private institutions should play in order to deal with abused, marginalised, abandoned, excluded and destitute children.

This course probes into the social institutions for child healthcare established at particular political and social junctures in the Greek and European context, and explores questions such as: The procedures which led to changes in social health policy, the circumstances under which reform was implemented and the public figures with a key role in the attempted reforms; The profound impact of political changes and war on the establishment of institutions for child health supervision; The

physicians', especially paediatricians', contribution to the formation of child healthcare policy; The framework of collaboration of physicians with international health organizations and the ways this collaboration affected plans for public health reform; The construction of the cultural categories of illness and physical and mental health.

Aims

This course aims to help students acquire a good overview of the legislative/epistemological and socio-political aspects in the history of childhood, a more specific focus on social policy and child welfare and on protection measures. More specifically this course focuses on underlining the change of mentalities towards children and childhood in different historical periods and in different national and cultural contexts in connection with economic, social and political aspects and parameters.

Learning Outcomes

Upon completing the course, students should be able:

- To analyse the major theories and models of child welfare in relationship to national, cultural and socio-political aspects
- To compare different models of social policy and child welfare in different countries and settings
- To consider the role of institutions, individuals and the State.
- To analyse the role of international organizations, international politics and the limits of Humanitarianism
- To analyse the child welfare institutions and settings within the Greek context in the 20th century
- To identify the Greek particularities compared to the European and Balkan models

Structure

The course will include 13 three-hour interactive lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions of pre-issued questions and key readings; student presentations on topics relating to their assignments.

Assessment

Assessment will be based on

- an essay (up to 5000 Words) or a small research project with an analysis of documents, reviews, texts and oral testimonies with a very good structure, synthesis, analysis, presentation and bibliography

- participation in the discussions and analysis of texts and documents
- presentation of the essay at the last 2 courses

Bibliography

Ackerknecht E. H. (1998), *History of Medicine*, Marathias Athens.

Daskalakis D. (2008), *Poverty, social exclusion and childhood*, Sakkoulas.

Korasidou M. (2002), *When Disease is Threatening. Supervision and Control of the Population in 19th-century*, Typothito, Athens.

Liakos A. (1993), *Labour and Policy in Interwar Greece*, Athens.

Makrynioti D. (ed.) (2001), *Childhood-Texts*, Nissos, Athens.

Makrynioti D. (ed.) (2010), *Worlds of Childhood*, EMEA, Athens.

Riginos, M. (1995), *Forms of Child Labour in industry* Athens.

Theodorou V., Karakatsani D. (2010), *Hygiene Imperatives. Medical Inspection and Child Welfare*, Dionikos, Athens.

Vigarelo G. (2000), *Concepts of Cleanliness: Changing Attitudes in France since the Middle Ages*, Athens, Alexandria.

EE11 - State Theories

Tutor: Takis Kafetzis

Semester: 7th

ECTS: 3

This course overviews the main theories on the modern state's organization. Liberalism, the theory of polyarchal democracy, Marxism, the totalitarian interwar state, neo-corporatism and the state in the post-nation era constitute the thematic modules of the course.

Aims

- To acquire knowledge on the institutional and political dimensions of state power.
- To acquire knowledge on various theoretical approaches of the state.

Learning Outcomes

Development of competence for an in-depth apprehension of the various state theories' concepts and notions.

Development of competence in the critical comparison of bibliographic sources and the composition of an essay.

Structure

13 three-hour lectures.

Assessment

A written examination at the end of the semester accounts for 65% of the total score. An essay (up to 5000 words) submitted at the end of the semester, on a topic agreed with the tutor and presented in the course, accounts for 35% of the total score.

Bibliography

R. A. Dahl (1956), *A Preface to Democratic Theory*, The University of Chicago Press.

D. Held (2003), *Models of Democracy*, Polytropon, Athens.

C.B Macpherson (1994), *The Life and Times of Liberal Democracy*, Gnosi, Athens.

EE13 - Power and Knowledge in Educational Policy

Tutor: Maria Nikolakaki

Semester: 8th

ECTS: 3

This course attempts to investigate the mechanisms used by the power to shape the conscience through the knowledge provided by the educational system. The course examines the relationship between power, knowledge and educational science, which is one of the main topics in the discourse for the curriculum of critical pedagogy and especially the trend of the postmodern discourse in educational sciences. The course focuses on the contradictions of domination and emancipation in the field of educational sciences. The problem of power in educational sciences considered in the context of discussions on modernity and postmodernity.

The course covers the following areas

- Relations of power and knowledge;
- Modern / Postmodern;
- Issues of epistemology;
- Education and the construction of subjectivity;
- Curriculum / teaching / education teachers as agents of power and knowledge.

Aims

- Critique the development of various ideologies and their policy effects in specific sectors of education (such as Early Years, School Education Leadership, School Teaching, Further Education and Higher Education)
- Critically evaluate the differential impact of policy and its implementation in relation to specific education issues
- Identify and critique the impact of a specific policy initiative on a specific educational sector
- Identify and justify one's own evaluative presuppositions and judgment on education ideology, policy and change

Learning Outcomes

Students after completing this course will be able to critically evaluate a range of theoretical explanations and ideological perspectives relating to education policy including, the role of the state, capital and educational change and its application to the specific sectors of student interest/focus.

Structure

13 three-hour lectures.

Assessment

The assessment is in two parts: written examination and a written case study. Notes provide further guidance on both parts of assessment.

Bibliography:

Hill, D. (2013): *Marist Essays on Postmodernism, Neoliberalism, Neoconservatism, Class, Race and Education*. Brighton: Institute for Education Policy Studies.

Knoester, M. & Apple, M. (ed.), (2012) *International struggles for critical democratic education*. London-New York: Peter Lang

Popkewitz, T. (2008). *Cosmopolitanism and the age of school reform: Science, education and making society by making the child*. New York: Routledge.

EE14 - Digital and Information Technology Literacy

Tutor: Athanassios Jimoyiannis

Semester: 4th

ECTS: 3

The general objective of this course is for students a) to understand the epistemological framework of digital literacy and its impact on personal and social life, and b) to develop a broad view of digital literacy policies. Emphasis is placed on social media and the use of Web 2.0 applications. The content is structured along four axes:

- Digital literacy
- Information technology literacy and formal education curriculum
- Social media
- Digital literacy policies

Aims

Specific objectives of the course are for students to be able

- to develop an integrated view of digital literacy as an independent scientific field
- to critically examine the Informatics and ICT curricula for comprehensive education
- to recognise the role and the impact of social media (Web 2.0) in personal and social lives
- to be aware of and analyse the national and European policies about digital literacy.

Learning Outcomes

After having completed this course, students will be able

- to recognise the dimensions of digital literacy
- to understand the factors of digital divide and its impact on individuals and societies
- to be aware of the Informatics and ICT curricula in education
- to familiarise themselves with Web 2.0 applications and to analyse their role in education and the modern society
- to develop a complete view of digital literacy policies at national and European level.

Structure

The course comprises lectures on theoretical subjects and learning tasks in the computer laboratory and the e-learning platform. The course is supported by a specific e-learning platform that has been set by the e-Learning Research Group (<http://moodle.korinthos.uop.gr>).

Assessment

Student assessment is based on individual assignments (20%), a group project during the semester (30%), and the final written exams (50%).

Bibliography

Course folder (tutor's notes, worksheets, articles, online sources etc.), which is updated every academic year.

EE15 - Advanced Issues in Health Policy

Tutor: Kyriakos Souliotis

Semester: 8th

ECTS: 3

This course is delivered through independent seminars on specific issues of health policy, during which students participate in an advanced discussion on how to address and resolve current health policy challenges. The course looks into the impact of the economic crisis on the population's health needs, issues relating to mental health and dependence, healthcare for vulnerable population groups such as immigrants and prisoners, combating the stigma related to living with some health conditions, rules and regulations relating to clinical trials and bioethics, legislation on privacy of personal data and safeguarding health records, etc. One section of the course is dedicated to patient education and patient advocacy, disease management and patient compliance to treatment and its impact on health outcomes.

Aims

The course aims to:

- Provide students with an advanced understanding of specific areas of and challenges for health policy and health services;
- Familiarise students with sectoral health policies and interventions;
- Provide students with the competence to critically analyse individual functions of health systems, applying principles of cross-functional analysis.

Learning Outcomes

Upon completion of the course, students should:

- Have an in-depth understanding of specific health policy areas and challenges and be able to assess choices in health policy relating to a wider political, economic and social context;

- Be able to participate in research protocols relating to specific issues in health policy and apply contemporary tools for health policy analysis;
- Be able to propose solutions and advocate for choices in critical, specific issues in health policy, based on international best practice and experience.

Structure

The course runs over 13 independent, three-hour seminar-type lectures. Course presentations are in PowerPoint format and are made available to students throughout the semester. Students are also requested to familiarise themselves with complex methodological research and analysis tools, customised to specific health policy issues.

Assessment

Students are assessed on the basis of a research essay on a subject of their interest. Students are split into teams and each team is allocated a research subject of their choice. Course lecturer is responsible for monitoring overall essay progress, based on an ongoing review of essay drafts / interim reports submitted by each student team.

Bibliography

Contiades X., Souliotis K. (eds.) (2010): *Health Institutions and Policies*, Department of Social and Educational Policy, University of Peloponnese / Papazisis, Athens.

Golna C., Contiades X., Souliotis K. (2005): *Pharmaceutical Policy in Greece and Europe – Function of the Market and Regulatory Framework*, Papazisis, Athens.

Kyriopoulos J., Lionis C., Souliotis K., Tsakos G. (eds.) (2003): *Quality in Health Services*, Themelio, Athens.

Kyriopoulos J, Lionis C, Souliotis K et al (2010): *The Role of Local Governments in Public Health*, Papazisis, Athens.

Tountas Y. (2000): *Society and Health*, Odysseas / Nea Hygeia, Athens

Tountas Y. (2008): *Health Services*, Odysseas / Nea Hygeia, Athens

Yfantopoulos J. (2003): *Health Economics: Theory and Policy*, Dardanos, Athens

EE16 - Comparative Analysis of Social Policy Systems

Tutor: Dimitris Venieris

Semester: 8th

ECTS: 3

This course consists of lectures, workshops and student presentations. The first part of each seminar includes a teacher's lecture on the theory of Social Security and the second a student presentation on a selected national social security system with the focus upon social insurance, healthcare protection, social assistance and the labour market. The course discusses issues of quality and eligibility of social provision, social expenditure, the impact of redistribution, demographic and financial trends, pension systems, etc.

Aims

The aim of this course is to help students understand basic concepts, different theoretical approaches and major questions in reference with Social Security and the ways it is implemented in different countries, including the major institutional, financial and provision aspects of the systems under examination. Students are expected to understand these issues and make presentations in reference with a specific national social security system.

Learning Outcomes

Students are expected to familiarise themselves with the evolution, development and impact of Social Security in a wide range of issues and to:

- understand the key issues of Social Security theory
- acknowledge the contribution of comparative analysis in the study of Social Policy
- understand and critically/comparatively assess different national social security approaches and compare the impact of these approaches in reference with the aims of Social Policy
- acknowledge the current problems/challenges of Social Security systems all over the world

Structure

13 three-hour lectures

Assessment

Students will be evaluated on the basis of a written examination at the end of the semester (70%) and a report/presentation undertaken during the semester (30%).

Bibliography:

Bonoli G. and Natali D. (eds.) (2012), *The Politics of the New Welfare State*, Oxford: Oxford University Press.

Cousins M. (2005), *European Welfare States: Comparative perspectives*, Sage, London.

G. Esping-Andersen (2006), *The three worlds of welfare capitalism*, Athens: Ellinika Grammata.

Hill M. (2006), *Social Policy in the Modern World: A Comparative Text*, Oxford: Blackwell.

Kennet P. (ed.) (2013), *A Handbook of Comparative Social Policy*, London: Edward Elgar, 2nd Edition.

EE18 - Principles of Diffusion and Communication of Scientific and Technological Knowledge

Tutor: Vassilis Koulaidis

Semester: 4th

ECTS: 3

The course deals with the mechanisms and procedures employed in the diffusion and communication of scientific and technological knowledge for non-expert audiences. These mechanisms and procedures have crucial implications for decision making practices in a variety of sectors in a knowledge-based society.

Aims

The objectives of this course are to familiarise students with:

- Contemporary communication theories
- The communication fields through and within which scientific and technological knowledge is circulated (interspecialist field, intraspecialist field, education, mass media);
- The communication and reception procedures with regard to techno-scientific knowledge occurring in the public domain; and
- The basic principles and methodologies employed in communicating techno-scientific knowledge to non-experts (e.g. narratives, analogies, metaphors).

Learning Outcomes

Students who complete this course will be able to:

- Recognise the circumstances under which communicating science and technology to non-experts becomes necessary
- Plan activities for diffusing and communicating science and technology to non-expert audiences
- Employ a variety of expressive tools for popularizing techno-scientific knowledge for the benefit of non-experts.

Structure

13 three-hour lectures

Assessment

Student assessment is achieved through a combination of written examinations (80% of the total score) and small-scale projects allocated to groups of students and presented during the semester (20%).

Bibliography

M.A.K. Halliday (2004), *The language of Science*, Greek edition Athens: Metaichmio.

V. Koulaidis, K. Dimopoulos, S. Sklaveniti and V. Christidou (2002), *The texts of techno-science in the public domain*, Athens: Metaichmio

EE19 - Presentation and Analysis of Social and Educational Policy Institutions

Tutor: Panagiotis Theodorikakos / Xenophon Contiades

Semester: 4th

ECTS: 3

Description and analysis of social and educational policy. The analysis is done at the level of central government and regional governments, based on all recent institutional changes. The exercise of social and educational policy of these stakeholders is examined in the light of the current socio-economic conditions in the country.

Aims

This course aims for students to understand the operational framework through which the work of social and educational policy is carried out and acquire the ability of conducting their own scientific research to analyze the social and educational policies of the state and the social actors

Learning Outcomes

Introduction to research, literature review, assessing information, discussion guide for qualitative research, questionnaire design. Developing the skills for scientific work and presentation.

Structure

13 three-hour meetings.

Assessment

Written examination. Research project selected in consultation with the tutor on social policy actions by specific local government agencies. This work is presented publicly and represents 30 % of the final grade.

Bibliography

Andreou A. , Papakonstantinou G. (1994), *Power and organization - administration of the education system* , New Frontiers - AA Livanis, Athens

European Commission (1995), *Employment in Europe*, DG. Employment, Industrial Relations and Social Affairs, Brussels/ Luxembourg

Ministry of Education (2002). Organization of regional offices of Primary and Secondary Education, evaluation of educational work and education, teacher training and other provisions (Act 2986/02). Athens: National Printing Office

Stamelos G. (2009), *Educational Policy*, Dionikos, Athens

EE - Contemporary theories of social justice

Tutor: Xenophon Paparrigopoulos

Semester: 4th

ECTS: 3

The course aims to present and analyze contemporary theories of social justice. Rawls' theory of justice, Dworkin's concept of equality, Nozick's libertarianism and the capabilities approach of Sen constitute the fundamental building blocks on which the entire course is structured.

Aims

To familiarize students with contemporary debates concerning the moral and political criteria which should govern the distribution of social resources and benefits within the context of democratically organized, multicultural societies.

To familiarize students with the modern debates about social justice, equality, liberty, the nature and function of human rights, the redistributive function of the state, the functioning of the market, the extent to which majorities may dictate the distribution of social advantages and benefits, the lawful and desirable borderline between public intervention and privacy concerns.

General capacities

Decision making

Respect for difference and multiculturalism

Demonstrating social, professional and moral responsibility

Exercising criticism and self-criticism.

Learning Outcomes

To develop in students the capacity to analyze issues pertaining to the distribution of social resources and benefits, in view, especially, of the moral and legal-political implications of the choices involved and of the consequences of such choices.

To sensitize students to the various points of view that may be voiced in the context of complex social formations, within which people who hold varying beliefs about what is right and what is good compete over the appropriation of social resources and benefits, such as income, education, health, work etc.

Structure

13 three-hour meetings.

Assessment

One final written examination, which counts towards the 100% of the final grade. Students may discuss the possibility to submit a relatively extensive research paper, to count towards 50% of their final grade.

Bibliography

Michael Sandel, Justice

Will Kymlicka, Contemporary Political Philosophy

John Rawls, A Theory of Justice

Ronald Dworkin, Sovereign Virtue

Amartya Sen, The idea of Justice

(additional secondary bibliography in Greek is also provided for Greek speakers)

Introduction to jurisprudence and legal theory***Tutor: Xenophon Paparrigopoulos******Semester:******ECTS: 3*****Short Description**

What is law? How does it differ from other forms of social control? What is the relationship between law and morality? What is the meaning of legal validity? Wherefrom does law draw its authority? Is enforcement and habitual obedience a crucial element of the legal system? How is legitimacy different from legitimation? How has the structure and function of legal systems changed over time? How should modern legal systems deal with the problem of civil disobedience?

Aims:

Students are expected to get an understanding of the nature and function of legal systems across societies and across time, and to become familiar with the key issues of legal theory and legal sociology.

Learning outcomes:

Enhance the capacity of students to work in international and interdisciplinary environments.

Enhance respect for difference and multiculturalism.

Develop the capacity of criticism and self-criticism.

Structure:

13 three-hour lectures

Assessment:

Written examination

Select bibliography:

Hart, H.L.A., *The Concept of Law* (Oxford: Clarendon) 1997

Nonet, Ph. & Selznick Ph., *Law and Society in Transition: Towards Responsive Law* (Transaction Publishers) 2001

Weber, Max , *Economy and Society* (U. of California Press) 1978

PATIENT EMPOWERMENT AND PATIENT RIGHTS**Tutor: Kyriakos Souliotis****Semester: 7th****ECTS: 3****Commitment:**

3 hours of lecture per week/ 25 hours of work per ECT

Short Description/About the course:

The course focuses in the health policy decision-making process and highlights the importance of empowering patients by involving them in this process and protecting their rights. In particular, it explores the international and Greek experience of active participation of citizens in health policy-making, the institutional framework for such participation, as well as the experience of lobbyists' and stakeholders' participation in the decision making process. Furthermore, the right of access to care is analyzed from the standpoint of protecting the health service user, while specific reference is made on patient organizations , their level of participation in health policy, as well as on the actions they have taken for defending patients' rights.

Aims:

The course aims to:

Acquaint students with the basic principles of health policy as well as the main procedures and mechanisms involved in the decision-making process.

Help students to understand how to form better policies by prioritizing needs and actively engage patients in decision making.

Help students to develop critical and interdisciplinary thinking regarding patients' rights, both at national and an international level.

Learning outcomes:

Following the completion of the course, students should:

Have gained adequate knowledge on how health policy decisions are being formed, acknowledging the importance of active participation on behalf of patients' organizations.

Be able to take part in research initiatives and other actions implemented by patients' organizations, using contemporary data analysis tools and following international examples of best practices.

Be able to suggest ways of improving engagement of patients' organizations in the health policy decision making process and the defense of patients' rights, on the grounds of international corroborating scientific evidence.

Structure:

The course runs over 13 three-hour long lectures. Course presentations are in PowerPoint format and are made available to students throughout the semester.

Assessment:

Students are assessed on the basis of a research essay on a subject of their interest. Students are split into teams and each team is allocated a research subject of their choice. Course lecturer is responsible for monitoring overall essay progress, based on an ongoing review of essay drafts / interim reports submitted by each student team.

Recommended Literature/Bibliography:

Souliotis K. (Ed.): Democracy, Citizens and Health Policy: Participation in decision-making, lobbies, patient associations, Papazisis, Athens 2014.

Contiades X., Souliotis K.: Recent Challenges in Health Policy: Four Critical Legislative Assistance, Sakkoulas, Athens-Komotini 2005.

Souliotis K. (Eds.): Policies and Economy of Health: Strategic Planning - Organisation and Management - Economic Function - Sectoral Policy, Department of Social and Educational Policy - University of Peloponnese, Papazisis, Athens 2007

Bodenheimer T.S., Grumbach K.: Understanding Health Policy: A Clinical Approach, Lange 2005, Parisianou Scientific Publications, Athens 2010.

Contiades X., Souliotis K. (Ed.): Institutions and Policies of Health, Department of Social and Educational Policy - University of Peloponnese, Papazisis, Athens 2010.

Sissouras A.: Thirty years NHS: analysis of health policy and implementation courses Kastaniotis, Athens 2012.

Scientific Articles with relevant scope of interest:

Health Expectations

Health Policy

BMC Public Health

Social Science and Medicine

Quality Assurance in Primary and Secondary Education

Tutor: Kostas Dimopoulos

Semester: 8th

ECTS: 4.5

Short Description:

This course is structured along the following modules:

- i. The “inputs, processes, outcomes, context” model for analyzing the quality of an education system or of an individual school unit.
- ii. Indicators for describing the “inputs”, “processes”, “outputs” and “context”.
- iii. The notions of effectiveness and efficiency in primary and secondary education
- iv. Models for the self-evaluation of schools
- v. Models for the external evaluation of schools

Aims:

The objectives of this course are to:

- Present the “inputs, processes, outcomes, context” model for analyzing the quality of an education system or of an individual school unit.
- Identify key indicators corresponding to the different parts of the aforementioned model.
- Discuss the notions of effectiveness and efficiency in primary and secondary education and propose methods for rendering these notions “measurable”.
- Present wide spread models for the self evaluation of school units
- Present wide spread models for the external evaluation of school units

Learning Outcomes:

After having completed this course, students will be able to:

- Use the “inputs, processes, outcomes, context” model for analyzing

the quality of an education system or of an individual school unit.

- Identify and find relevant data about key indicators corresponding to the different parts of the aforementioned model.
- Understand and apply the notions of effectiveness and efficiency in primary and secondary education
- Understand the basic principles of the schools self-evaluation models
- Understand the basic principles of the external evaluation of school models
- Design rubrics, checklists and other instruments for evaluating the quality in primary and secondary education

Structure:

13 three-hour lectures.

Assessment:

Student assessment is achieved through two assignments (50% each). The first assignment has to do with the application of the “inputs, processes, outcomes, context” model in one national primary or secondary education system. The second assignment has to do with the design (and possibly the application) of an instrument for evaluating a selected aspect of school life.

Bibliography:

Karatzia-Stavlioti, E., & Lambropoulos, H. (2006). Evaluation, efficiency and quality in education. Athens: Gutenberg (in Greek).

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

Quality Assurance in Education
<http://www.emeraldinsight.com/journals.htm?issn=0968-4883>

EE - The problem of social change**Tutor: Xenophon Paparrigopoulos****Semester:****ECTS: 3****Short Description**

This course aims at familiarizing students with some issues associated with the problem of social change and the possibility and limitations of social engineering. The course examines necessitarian and non-necessitarian approaches to social change, including variants of social Darwinism and Marxism. It then provides an overview of Karl Popper's criticism of historicism and utopian social engineering and of Popper's concept of piecemeal social engineering. The concepts of causal explanation in history, functionalism, functional explanation, agency and path dependence are also examined and analyzed. The course concludes with an effort to systematically understand social structure and social change as exemplified in, especially, the work of Roberto M. Unger.

Aims:

The students are expected to be able to understand and critically analyze processes of social change and social engineering, assess the possibility and limitations of purposeful social action and comprehend the forces that may enhance or impede social reform.

Learning outcomes:

Enhance decision-making capabilities

Enhance project-design and project-administration skills

Develop the capacity of criticism and self-criticism.

Structure:

13 three-hour lectures

Assessment:

Written examination

Select bibliography:

McLellan, D., Karl Marx selected writings (Oxford: Oxford U. Press) 2000

Popper, Karl, The Poverty of Historicism (Oxford: Routledge) 2002

Unger R.M., Politics – The Central Texts (London: Verso) 1997

Unger R.M., What Should the Left Propose (London: Verso) 2006

Paparrigopoulos, X. The Second Way: R.M. Unger's political and legal thought [in Greek] (Athens : Sakkoula eds.) 2008

Specific Issues on the organisation of the state

Tutor: Xenophon Contiades

Semester: 8th

ECTS: 3

Short Description:

The course provides an in depth analysis of issues related to the organization of the state and fundamental rights. It provides additional insight to the material of the mandatory courses taught in the 3rd and 4th semesters (Organization of the State and Individual and Social Rights).

Aims:

The aim of this course is to provide students with an understanding of the basic concepts related to the impact of the economic crisis on state functions, democracy, state power and rights of vulnerable groups. Students will explore the constitutional foundations of political parties and the electoral system as well as the relationship between the legislator and the judge in modern pluralist democracies.

Learning Outcomes:

After the end of the course students are expected to understand, compare, analyse and use concepts and tools related to the organisation of the state and state-citizen relationship to investigate primary and secondary sources, write reports and essays.

Structure:

13 three-hour lectures.

Assessment:

Oral presentation of essays (100%)

Bibliography

Handouts

English Language**English Language I*****Athanassia Spyropoulou******Required course 1st semester ECTS: 1***

The course is addressed to students who do not possess an English language certificate of B2 level (according to the CEFR classification levels), but it is also open to all students who wish to refresh and advance their knowledge of English. The course includes a review of the tense system and the basic syntactic structures of the English language, development of the students' vocabulary and exposure to relatively simple or simplified oral and written discourse of limited length with an emphasis on themes related to university life and their field of studies. Throughout the course, extensive use is made of the E-learning platform and the Internet. Students are also requested to read at least one simple book of their choice for pleasure.

Aims

To help students recall and organize their often fragmented prior knowledge of English and, building upon it, to help them acquire further knowledge and skills of B1-B2 level.

To help students re-approach the English language as a valuable communication tool and a means of access to knowledge and information and to raise their awareness of the need for and the usefulness of English in real life and in their current studies.

To equip students with useful tools so that they themselves can seek and access sources of knowledge and means of cultivation of their linguistic competence.

To encourage the use of the language at personal level, especially by reading extended discourse (books) for pleasure, but also by listening to/reading discourse accessed through suitably selected internet sites.

To enhance the students' meta-cognitive and self-evaluation skills and self-confidence, with a parallel development of the students' ability to learn independently by using the appropriate resources and tools.

By means of appropriately selected texts related to their studies, to help students explore differing cultures and mentalities and become aware of the richness of human experience and knowledge, thus developing their capacity to appreciate diversity and to approach issues from a variety of perspectives.

Learning Outcomes

Subject specific competencies

- By attending the course, the students are expected to improve/develop their ability to understand and use basic grammatical and syntactic structures of the English language
- intensive reading and listening skills and vocabulary with an emphasis on vocabulary related to their studies and the university context, through appropriately selected semi-authentic or simple authentic texts (intensive reading/ listening).
- General reading skills and language competence through extensive reading (books) *Generic competencies*

By attending the course, the students are expected to improve/develop their

- communication skills
- information technology skills by using the internet for personal study and language skills development
- ability to reflect upon and evaluate own performance
- capacity to learn independently and improve their own learning and performance, including their study and research skills
- appreciation of diversity and multi-culturality

Structure

13 three-hour classes

Assessment

Students are evaluated on the basis of attendance and successful completion of related assignments (30%), and a written examination at the end of the semester (70%). Passing mark: 60%

English Language II

Athanassia Spyropoulou

Required course 2nd semester ECTS: 1

The course is addressed to students who have successfully completed the course *English Language I* or to those who do not possess an English language certificate of C1 level (according to the CEFR classification levels), but it is also open to all students who wish to refresh and advance their knowledge of English. Through the course the students are taught advanced grammatical and syntactic structures and vocabulary and are exposed to oral and written discourse of medium length and difficulty with an emphasis on themes related to university life and their field of studies. Throughout the course, extensive use is made of the E-learning

platform and the Internet. In addition, students are requested to read at least one book of their choice.

Aims

To develop students' knowledge and skills in more demanding grammatical and syntactic structures of the English language of B2-C1 level.

To develop students vocabulary, especially in relation to their field of studies.

To expose students to academic discourse of medium difficulty, helping them develop their reading skills.

To raise students' awareness of the need for and the usefulness of English in real life and in their current studies, as a most effective means of motivating them to increase their competence in the language.

To encourage the use of the language at personal level, especially by reading extended discourse (books) for pleasure, but also by listening to/reading discourse accessed through suitably selected internet sites, with the aim to increase their language competence and reading skills but also to expand their general and subject-specific knowledge.

To enhance the students' meta-cognitive and self-evaluation skills, with a parallel development of the students' ability to learn independently by using the appropriate resources and tools.

By means of appropriately selected texts related to their studies, to help students explore differing cultures and mentalities and help them become aware of the richness of human experience and knowledge, thus developing their capacity to accept diversity and to approach issues from a variety of perspectives.

Learning Outcomes

Subject specific competencies

By attending the course, the students are expected to improve/develop their

- ability to understand and use grammatical and syntactic structures of the English language at an advanced level (B2-C1)
- intensive reading and listening skills
- speaking and writing skills
- vocabulary with an emphasis on lexical items related to their studies and the university context, through appropriately selected authentic academic texts or other related discourse (intensive reading/listening).

- general reading skills and language competence through extensive reading for pleasure (books)
- writing skills (short writing assignments of academic content)

Generic competencies

By attending the course, the students are expected to further improve/develop their

- communication skills in English
- information technology skills by using the internet for personal study and language skills development, and also through the systematic use of the E-learning platform of the department
- ability to learn independently, reflect upon and evaluate own performance
- appreciation of diversity and multi-culturality

Structure

13 three-hour classes

Assessment

Students are evaluated on the basis of attendance and successful completion of related assignments (30%), and a written examination at the end of the semester (70%). Passing mark: 60%

English for Academic Purposes I

Athanassia Spyropoulou

Required course 3rd semester ECTS: 1

The course is addressed to students who have successfully completed the course *English Language II* or to those who do not possess an English language certificate of C2 level (according to the CEFR classification levels), but it is also open to all students who wish to advance their knowledge of English. Through the course the students are introduced to the use of English for academic purposes. They are taught appropriate strategies for approaching and comprehending relatively extensive, medium difficulty authentic academic discourse related to their studies. In addition, they are taught the structure and conventions of such discourse and learn related vocabulary and advanced grammatical and syntactic structures. At the same time, they develop their content knowledge and study skills. Throughout the course, extensive use is made of the E-learning platform and the Internet. In addition, students are requested to read at least one book of their choice.

Aims

To develop students' awareness and knowledge of the mechanisms and structure of academic discourse

To develop students' academic vocabulary.

To help students develop their academic reading skills by exposing them to relatively extensive, medium difficulty authentic academic discourse.

To develop students' academic writing skills.

To develop students' academic listening and speaking skills.

To develop students' confidence in their ability to handle extensive, authentic academic discourse.

To encourage the use of the language at personal level, especially by reading books for pleasure, but also by listening to/reading academic discourse accessed through suitably selected internet sites, with the aim to increase their language competence but also to expand their subject-specific knowledge.

To enhance the students' meta-cognitive and self-evaluation skills, with a parallel development of the students' ability to learn independently by using the appropriate resources and tools.

To improve the students' study skills

Learning Outcomes:

Subject specific competencies

By attending the course, the students are expected to improve/develop their

- ability to recognize, understand and use grammatical and syntactic structures and other conventions related to academic discourse
- academic vocabulary related to their studies and the university context, through appropriately selected authentic academic texts or other related discourse (intensive reading/listening).
- ability to approach and comprehend authentic academic discourse of relatively limited length and difficulty
- ability to speak and write using the conventions of academic English
- general reading skills and linguistic competence (extensive reading of books)

Generic competencies

By attending the course, the students are expected to further improve/develop their

- communication skills in an academic setting

- information technology skills by using the internet for personal study and language skills development, and also through the systematic use of the E-learning platform of the department
- ability to learn independently, reflect upon and evaluate own performance
- study skills and overall academic performance

Structure

13 three-hour classes

Assessment

Students are evaluated on the basis of attendance and successful completion of related assignments (30%), and a written examination at the end of the semester (70%). Passing mark: 60%

English for Academic Purposes II

Athanassia Spyropoulou

Required course 4th semester ECTS: 2

The course is addressed to students who have successfully completed the course *English for Academic Purposes I* and those who possess an English language certificate of C2 level (according to the CEFR classification levels). Through the course the students increase their competence in handling academic discourse. They are taught and practice appropriate strategies for approaching, comprehending and analyzing extensive, authentic academic discourse related to their studies, while expanding their academic vocabulary. Students are expected to write short essays by using the conventions of academic discourse and make short group presentations on academic subjects. Throughout the course, extensive use is made of the E-learning platform and the Internet. In addition, students are requested to read at least one book of their choice.

Aims

- To further develop students' knowledge, skills and strategies required
 - a. for the understanding of authentic, extensive academic discourse (mostly written but also spoken)
 - b. for the writing of short academic essays
 - c. for public speaking on an academic subject
- To further develop students' academic vocabulary.
- To develop students' note-taking skills in English

- To encourage the use of the language at personal level, especially by reading books for pleasure, but also by listening to/reading academic discourse accessed through suitably selected internet sites, with the aim to increase their language competence but also to expand their subject-specific knowledge.
- To develop students' capacity for team working and cooperation
- To enhance the students' meta-cognitive and self-evaluation skills, with a parallel development of the students' ability to learn independently by using the appropriate resources and tools.
- To improve the students' study and research skills

Learning Outcomes

Subject specific competencies

By attending the course, the students are expected to further improve/develop their

- ability to understand and use grammatical and syntactic structures and other conventions used in academic discourse
- academic vocabulary related to their studies
- ability to comprehend academic discourse (oral, written)
- ability to speak and write using the conventions of academic English
- general reading skills and linguistic competence (extensive reading of books)

Generic competencies

By attending the course, the students are expected to further improve/develop their

- communication skills in an academic setting
- information technology skills by using the internet for personal study and language skills development, and also through the systematic use of the E-learning platform of the department
- ability to learn independently, reflect upon and evaluate own performance
- study and research skills and overall academic performance
- capacity for team-work and cooperation

Structure

13 three-hour classes

Assessment

Students are evaluated on the basis of attendance and successful completion of related assignments (30%), and a written examination at the end of the semester (70%) on a 1-10 scale.