

Higher Education Institution's Response

Date: 21 July, 2023

- Higher Education Institution:
Philips University

- Town: Nicosia

- Programme of study
Name (Duration, ECTS, Cycle)

In Greek:

**ΜSc ΠΑΙΔΑΓΩΓΙΚΗΣ ΚΑΙ ΔΙΔΑΚΤΙΚΗΣ ΕΠΑΡΚΕΙΑΣ
(ΠΔΕ)**

(18 μήνες/90 ECTS, MSc., Εξ Αποστάσεως)

In English:

**MSc TEACHING AND PEDAGOGICAL ADEQUACY
(18 months/90 ECTS, MSc., Distance Learning)**

- Language(s) of instruction: **Greek**
- Programme's status: **New**
- Concentrations (if any):

In Greek: Concentrations

In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme’s design and development
 (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>According to the standards, it is necessary to include information about graduate employment support and key performance indicators on the website so that this can be consulted by the public and especially potential candidates for student and faculty recruitment. This should be included for the program. The University publishes programs, selection criteria, intended learning outcomes, and course descriptions. On the website, there is also information about the campus and facilities at the University.</p>	<p>Philips University, by following the EEC’s recommendation, applies a methodology that ensures the inclusion of relevant information and KPIs on the program’s website. The steps involved in the process are as follows:</p> <ol style="list-style-type: none"> 1) Identification of KPIs, 2) Data collection and analysis, 3) Development of Website content, 4) Design and visual representation, 5) Regular updates and maintenance, 6) Publishing the Website Content. <p>Please see KPIs for Graduate Employment Support at Appendix 1.</p> <p>Philips University implemented the specific methodology. We included information about graduate employment support and key performance indicators on the program’s website for public access. This provides transparency, demonstrates the program’s commitment to student success, and helps potential candidates make informed decisions about their education and career prospects.</p> <p>Philips University grew out of The Philips College which is enjoying an impressive track record, as 96% of Philips graduates are in employment/and/or pursue further studies within 6 months of graduating. Cyprus is turning swiftly into a business hub with stronger needs for services.</p>	<p>Choose level of compliance:</p>

	<p>Philips University provides students with a special career guidance service to help them take career decisions. The University relies on the student Advisors to remain informed on career options and to be able to discuss with students their concerns and provide advice as appropriate. When needed the University commissions the services of external organizations to advise students on job search and strategies, resume preparation, interviewing and other job placement activities.</p> <p>The University Counselling Service is a confidential service and addresses a variety of problems which students bring to Counsellors. These may include academic, social and emotional concerns. Counselling need not be all problem-centered though; it can also involve exploring ways of building on strengths and reaching one's potential. Counsellors are also available for group sessions and workshops which focus on developing particular skills. Counsellors are happy to arrange workshops at the request of particular groups: for example, mature students, women students etc.</p> <p>The University offers specialized short courses for industry, "in-house" courses for individual organizations and consulting services.</p> <p>Upon the approval of the programme, the above information plus all details relating to the programme of study, the campus and the facilities at the University, are published on the website.</p>	
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<p>Key performance indicators, including career paths of graduates for the program, maybe also the subprograms, should be collected and properly processed, and analyzed thoroughly. Data analysis is one of the best resources to improve programs and plan next steps in a changing Higher Education scenario. The Faculty should periodically collect and analyze such data and generate possible explanations of the results in order to improve in the future.</p>	<p>The University appreciates EEC's recommendation. Data analysis plays a crucial role in improving the specific MSc on Teaching and Pedagogical Adequacy.</p> <p>We have implemented a specific methodology that ensures the inclusion of relevant information on how Key Performance Indicators (KPIs) and career paths of graduates are collected, processed, and analyzed for program improvement in a changing higher education scenario. The steps involved in the process are as follows:</p> <ol style="list-style-type: none"> 1) Identification of KPIs. 2) Collection and analysis graduate's data: Collecting and analysing graduate's data provides valuable insights into the effectiveness of the program and help to plan for the future. 3) Generation of explanations and insights: By critically examining the data, patterns and trends can be identified, allowing the management of the program to make informed decisions about curriculum enhancements, instructional strategies, and professional development opportunities for faculty. 4) Use data analysis for program enhancement: By systematically reviewing the results, the program identifies strengths to leverage and weaknesses to address. This data-driven approach will enable to evidence-based decision making, allowing the program to adapt and evolve in response to the changing needs and 	<p>Choose level of compliance:</p>

	<p>expectations of the higher education landscape</p> <p>Please see KPIs and Career Paths of Graduates at Appendix 2.</p>	
<p>We also recommend considering if the amount of work required and ECTS given for each course unit should be the same ('one size fits all'), independent of content. From an administrative perspective we understand the practicality, but from the academic perspective we feel there could be more variety in needs, and more mutual alignment between courses. This might also introduce more options for the students with the same amount of work for the teachers. This also applies to the way in which units are being assessed upon completion. For example, assessment of the knowledge presented in the courses on research methodology could be relegated to other courses, in which this knowledge is to be applied.</p>	<p>The University has considered the recommendation of the EEC concerning the ECTS so that they bear a common factor of 10 ECTS in the second semester, 30 ECTS on Thesis and 7 to 8 ECTS in the first semester. The University has already instructed all members of the academic staff to explain from the first semester the following criteria for a term paper:</p> <ul style="list-style-type: none"> • Introduction • Assignment/thesis etc. • Argument analysis • Grammar and punctuation • Spelling • Internal citations • Conclusion • Bibliography and references <p>This justifies the reason why PDE-110 and PDE-112 bare 8 ECTS instead of 7 ECTS, the common factor.</p>	<p>Choose level of compliance:</p>
<p>In relation to information management there was no specific information on the standards to monitor and analyse overall performance, such as student progress and drop-out rates in general. That said, at the site visit we were given some evidence on student welfare support.</p>	<p>Philips University appreciates the recognition of the evidence provided on student welfare support during the site visit. Furthermore, to address the EEC's concern we have implemented a specific methodology to monitor and analyze overall performance, including student progress and drop-out rates. The steps involved in the process are as follows:</p> <p>1) Identification of KPIs,</p>	<p>Choose level of compliance:</p>

	<p>2) Establishment of Data Collection Mechanisms, 3) Regular Data Analysis, 4) Benchmarking and Comparison, 5) Action planning and intervention, 6) Ongoing monitoring and evaluation.</p> <p>Please see a representation of our methodology which outlines the specific steps, description, responsible parties and timeline at Appendix 3.</p> <p>Upon implementation of our methodology, we have reached to the following results related to student progress, drop-out rates and repeated courses:</p> <ul style="list-style-type: none"> • Student Progress: 82% • Dropout rates: 6% • Repeated Course: 9% 	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC found good coverage of some important and topics from the Educational Sciences. We remained concerned about the absence of more up to date innovations in pedagogical approaches and teaching methods, and the references that are kind of outdated (most dating before 2010). We would like to see a more up-to-date curriculum that also engages with digitally mediated teacher education, especially since this is a fast-evolving field of research, especially taking into account the crucial role of 'digital didactics' and learning technology.</p>	<p>Philips University appreciates the EEC's recommendations and the need for more up-to-date innovations in pedagogical approaches in relation to digital didactics and learning technology.</p> <p>To address these concerns and to ensure that the curriculum remains current and relevant we have taken the following actions:</p> <p>1) Curriculum review: conduct a thorough review of the existing curriculum to identify areas where updates are needed. During the review specific attention is paid to incorporating more recent research,</p>	<p>Choose level of compliance:</p>

	<p>pedagogical innovations, and teaching methods that reflect the digital landscape and emerging technologies.</p> <p>2) Research and Collaboration: Support the teaching staff and the students to actively engage with ongoing research and developments in the field of digital pedagogy. Submitting MSc Thesis in digital pedagogy, attending conferences and participating in professional networks are some of the best practices to stay informed about the latest trends, best practices and innovative approaches in teaching and learning.</p> <p>3) Updated references and resources: The Distance Education Unit and its Pedagogical Planning Committee ensures that the program's reading materials, textbooks, and reference materials are up to date. In addition, by providing students with access to the most current research and literature, we promote their understanding of contemporary pedagogical theories and practices.</p> <p>Continuous professional development: encourage the faculty members to participate in professional development activities to stay updated on the latest pedagogical approaches and teaching methods, particularly those related to digital didactics and learning technology.</p> <p>This enables them to incorporate cutting-edge techniques into their teaching and provide students with a dynamic and engaging learning experience.</p> <p>Furthermore, in order to incorporate more up-to-date innovations in pedagogical</p>	
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	<p>approaches and teaching methods into the program, the following actions were taken from the Pedagogical Planning Committee of the Distance Education Unit:</p> <ul style="list-style-type: none">a) We introduced the flipped classroom model where students engage with instructional materials and content outside of class and use class time for active learning discussions and collaborative activities.b) It was agreed with the faculty members of the program to provide online resources for students to access before the class, allowing them to familiarize themselves with the content at their own pace. In addition, to use class for interactive discussions, problem-solving activities, case-studies, or group projects that promote deeper understanding and application of concepts.c) We incorporated problem-based learning (PBL) approaches, where students tackle real-world problems or case studies relevant to the field of education. Also, to present students with authentic scenarios that require critical thinking, problem-solving, and collaborative decision-making. Finally, to facilitate group discussions and provide guidance as students work through the problem, encouraging them to apply their knowledge and skills to develop innovative solutions.d) The Faculty, the Pedagogical Planning Committee & the Technical Support Committee emphasize the integration of technology tools and resources to enhance teaching and learning	
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	<p>experiences. We explored the use of educational apps, online platforms and multimedia resources to engage students and facilitate concept mastery. Furthermore, the Technical Support Committee provides training and support for faculty and students to effectively use technology tools in their teaching and learning processes. Finally, we encourage faculty to engage in research on innovative teaching methods.</p> <p>By incorporating these up-to-date innovations in pedagogical approaches and teaching methods, the learning experienced of students is enhanced and active engagement and critical thinking is promoted.</p>	
<p>In the site visit, it was proposed that there would be an increasing complexity in knowledge and skills across the three semesters. This is not reflected in the paperwork. The courses are still rather 'stand-alone'. It is not clear how they build upon each other nor how all required competence areas of the European Quality Framework (Dublin descriptors) are distributed over the courses. However, during the site visit the committee heard intentions and ideas to align courses and include missing competences, distribute research competences across courses, and introduce more innovative instruction formats. This needs to be worked out and made more explicit. Some innovative approaches presented by staff made us more confident that more will be achieved than what the application on paper suggests.</p>	<p>We are aware that the Dublin Descriptors are general statements about the ordinary outcomes that are achieved by students after completing the curriculum of the MSc Teaching and Pedagogical Adequacy. Holders of our MSc Degree are able to apply their knowledge and insight in such a way that it reflects a professional approach to their profession, and also have competencies for drawing up and deepening arguments and for solving problems in the fields of teaching.</p> <p>We start during the 1st semester of studies with the theoretical framework of Pedagogy, trying to cultivate skills such as understanding, interpretation, comparing terms, concepts and principles of the History of Modern Greek Education, the Sociology of Education, the Principles of Organization and</p>	<p>Choose level of compliance:</p>

Management of Education and Learning Difficulties and Behavioral Disorders.

During the 2nd semester we move on to the utilization of these principles in the field (school classroom) In the 3rd semester, with the combined consideration of the principles and skills of the courses of the first two semesters, the teacher is now able to investigate problems in the classroom, produce original educational materials and solve problems in the classroom and beyond the school unit.

To address the concerns raised during the site visit and ensure that the program reflects the increasing complexity in knowledge and skills across the three semesters, the following practical steps were taken:

- a) The faculty members of the program conducted a thorough review of the existing curriculum and opportunities to establish clear connections and progression between courses were identified.
- b) The faculty members clearly articulated the learning outcomes and competences associated with each course, highlighting their alignment with the desired progression of complexity.
- c) The faculty members further analyzed the required competence areas outlined in the European Quality Framework (Dublin descriptors) in order to ensure that they are adequately addressed throughout the curriculum. In addition, they distributed research competences strategically across the curriculum to ensure students develop research skills progressively. Opportunities to incorporate research-oriented assignments and projects were identified and will be

	<p>communicated to future students on how research competences will be integrated throughout their studies.</p> <p>d) Finally, the Pedagogical Planning Committee has established mechanisms for continuous evaluation and feedback from students, faculty and relevant stakeholders to monitor the effectiveness of the curriculum.</p> <p>By implementing these practical steps, future students will benefit from a clearly articulated progression of complexity in knowledge and skills and the integration of research competences. This will enhance their learning experience and better prepare them for their future roles as educators.</p>	
<p>Include more opportunities for students to take an active role in knowledge construction.</p>	<p>Philips University appreciates EEC's suggestion to include more opportunities for students to take an active role in knowledge construction. We believe that active student engagement is crucial for effective learning and the development of critical thinking skills. To address this, we have implemented the following:</p> <p>Active learning strategies: The Distance Education Unit and its Committees (Pedagogical Planning Committee & Technical Support Committee) incorporate a variety of active learning strategies into their teaching methodology.</p> <p>These strategies are already implemented, such as group discussions, case studies and problem -solving activities and project-based learning, simulations and gamification, inquiry-based learning, reflective practices to make connections to real-life situations and identify</p>	<p>Choose level of compliance:</p>

	<p>areas for further exploration.</p> <p>By actively involving students to these activities, we foster their participation, collaboration, and critical thinking skills and create a dynamic and engaging learning environment that empowers students to take an active role in constructing knowledge.</p> <p>Furthermore, to provide more opportunities for students to take an active role in knowledge construction within the program, the following practical steps were implemented.</p> <p>a) A flipped classroom approach was implemented where students review and study foundational materials independently before class. The faculty will use class for interactive activities, discussion and application of knowledge. Furthermore, the faculty will facilitate student-led discussions and group work to encourage critical thinking, analysis and knowledge construction.</p> <p>b) The faculty integrated project-based learning experiences where students work on authentic, real-world projects related to teaching and pedagogical practices. By implementing this approach, students will be able to explore their interests, conduct research and develop innovative solutions to complex problems. Furthermore, the faculty members promote collaborative learning environments where students can engage in peer-to-peer interactions and exchange of ideas. The faculty encourage group projects, team-based assignments, and cooperative learning activities</p>	
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	<p>that foster knowledge sharing and collective construction. Moreover, they provide guidance and support throughout the project, fostering a sense of ownership and responsibility to complex problems.</p> <p>c) The Distance Education Unit and its Committees integrated technology tools and resources, support student engagement and knowledge construction by incorporating online discussion forums, collaborative platforms and multimedia resources to facilitate communication, information sharing and collaborative learning. Finally, the Technical Support Committee provides guidance and training on the use of digital tools, ensuring students have the necessary skills to actively participate in knowledge construction through technology.</p> <p>By implementing all the above, we have created a dynamic and engaging learning environment that empowers students to actively construct knowledge.</p>	
<p>We recommend considering more diversity in final course assessments (e.g., design of interventions, games, lesson plans), and ask for additional proof in the form of videos, portfolios, results of questionnaires, et cetera.</p>	<p>The University has already taken into account trends in pedagogy towards authentic assessment opportunities.</p> <p>A major way that the University employs mapping and student assessment rubrics for the MSc are in place so as to maintain student high levels of participation, motivation and engagement.</p> <p>Grading Rubrics, (<i>Appendix 4 - Assessment of Learning Outcomes</i>), are effective tools which allow for objective and</p>	<p>Choose level of compliance:</p>

	<p>consistent assessment of a range of performances, assignments, and activities.</p> <p>Rubrics can help clarify teachers, expectations and will show students how to meet them, making students accountable for performance in an easy-to-follow format.</p> <p>The feedback that students receive through a grading rubric can help them improve their performance on revised or subsequent work. Rubrics can help to rationalise grades when students ask about teachers' assessment.</p> <p>Rubrics also allow for consistency in grading for those who teach the same course.</p> <p>The teaching team engage in collaborative discussions to thoroughly examine and analyse each. course unit. We identify knowledge, skills and competencies that students are expected to acquire upon completion of the program.</p> <p>By aligning the content, activities and assessments of each unit with the desired ILO's. It provides a visual representation of how the content and assessment of each unit contribute to the overall program outcomes.</p> <p>This mapping report serves as a valuable tool for both the teaching team and the students, as it will enhance transparency and understanding of the curriculum structure; <i>(Appendix 4 - Assessment of Learning Outcomes).</i></p> <p>In addition, the program follows a blended learning model that combines traditional face-to-face</p>	
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	<p>instruction, online teleconferences with online activities and resources. This approach allows students to access course materials, engage in discussions, and complete assignments through online platforms. Furthermore, we use interactive multimedia such as videos, interactive presentations to explain complex concepts and engage students in hands-on activities. These resources can be accessed through the Moodle Platform and provide interactive learning experience. Moreover, students can work together on group assignments, research projects, or problem-solving tasks using online communication and collaboration tools.</p> <p>Finally, we emphasize that all students complete an assessment questionnaire concerning Teachers' courses and University's facilities.</p>	
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3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC further noted that the CV-section had repetitions and was rather unstructured. We would advise that Philips University consider using one of the internationally accepted standards to their CVs.</p>	<p>Philips University appreciates the EEC's observation regarding repetitions and lack of structure on the CV-section. The CVs' structure will be reviewed and revised with a standardized format (EUROPASS) that follows internationally accepted standards. This will help eliminate repetitions and improve the overall structure and readability of the CVs.</p>	<p>Choose level of compliance:</p>
<p>More emphasis on teaching performance as part of the recruitment of teaching staff</p>	<p>Based on the <i>Internal Regulations and Policies</i>, next to research and service to the community, teaching performance is a fundamental requirement and criterion for both faculty recruitment and faculty promotion. For example, there are specific criteria in the job description for a faculty position related to teaching performance and pedagogical approaches such as classroom management, student engagement and assessment practices. We are discussing with our candidates about their beliefs and commitments to effective teaching and we are requesting their previous experiences, lesson plans and instructional effectiveness. The same applies during the promotion of the faculty members where the Board of the University assesses their teaching abilities, methodologies and interactions with students. Finally, we provide the teaching staff with professional development opportunities to enhance teaching skills and pedagogical knowledge through seminars, courses and certifications. These</p>	<p>Choose level of compliance:</p>

	<p>steps contribute to the overall goal of the University of selecting candidates who demonstrate excellence in teaching and pedagogical practices and to promote only experienced faculty members.</p>	
<p>As the programme matures, more teaching staff recruited to teach in the particular programme which in turn will support community building</p>	<p>Philips University implements a Faculty Mentoring Program, which ensures that the junior faculty members are in a position to succeed professionally.</p> <p>Issues handled by this program through continuous interaction between a senior and a junior faculty member are orientation to the University, excelling at teaching and research, understanding the criteria for annual evaluations/reviews, positioning the faculty member for promotion, developing professional networks, and achieving career goals.</p> <p>In addition, distance learning instructors participate in the University's 'Staff Development Plan', which includes financial and other support to participate in local and international conferences and seminars, to have membership in international professional associations, and offering in-house training seminars.</p>	<p>Choose level of compliance:</p>
<p>The nucleus of fixed staff needs to be extended for generating research output with PU members as principal investigators, even for a relatively small faculty and students of the master's program. Currently, there is a lack of tenure tracks and high risk of losing high potentials when no career perspective can be offered. Internal research nuclei are still scarce but considered necessary</p>	<p>The University has developed a comprehensive research policy, which appears in the Institution's Internal Regulations, Rules and Policies, which responds and implements this recommendation.</p> <p>According to its Research Policy, the University values and supports research activity by Faculty members as reflected by specific incentives such as</p>	<p>Choose level of compliance:</p>

<p>in the future.</p>	<p>teaching reduction load, covering expenses for visiting conferences and publishing. In addition, we support junior members for career profession and promotion. Special care is taken to enhance a supportive environment and culture through funding and management.</p> <p>The CVs of existing staff demonstrate sufficient evidence of appointed academic staff having prior and relevant teaching experience, they are members of professional organizations, they have research expertise and publications records.</p> <p>The University has already appointed a Research Management Committee which comprises of visiting and permanent full-time faculty members, who have a long research record of international publications and research activity.</p> <p>The Research Management Committee implements The Research Policy. Senior faculty is engaged in this process.</p> <p>The University provides Faculty members who are actively involved and excel in research teaching load reduction, Sabbatical leave, study leave, special leave to attend a conference or a course approved by the Dean of the School as an interest of the University according to the Research Policy. Requests for teaching load reduction due to involvement in research are submitted to the Chairperson of the Department by the pertinent faculty members, substantiated with detailed supporting documentation, well before the beginning of a semester.</p>	
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<p>Professional development opportunities with respect to teaching methods, such as case studies, simulation, data-driven assignment, active learning, etc., should be provided to the teaching staff on a more regular basis to make the program (even more) practice-oriented. The support personnel are enthusiastic and technically knowledgeable, so the possibilities are there. There still appears to be a need for more guidance on 'digital didactics'.</p>	<p>Following this recommendation of the EEC, the University implements a training and development program for the instructors in the Distance Learning Programs of Study, which includes a three-day seminar with the following:</p> <ul style="list-style-type: none"> • Introduction to distance learning • Theories supporting online education, such as self-regulated learning, conversational framework, etc. • Quality in distance learning • Characteristics of adult students • Organization of Group Counseling meetings / Tele-Meetings, communication, OSS elements, alternative scenarios in OSS and others • Assessment of written assignments • Plagiarism • Rights / Obligations of teachers • Technological and Technical skills to support distance education. • Online interactive elements, including Moodle add-ons such as HSP <p>In addition, the faculty training program, includes the following:</p> <ol style="list-style-type: none"> 1. Publish a comprehensive Faculty Handbook. 2. Orientation sessions for newly hired faculty members. 3. Implementation of a Faculty Mentors Program, by which 	<p>Choose level of compliance:</p>

	<p>older faculty members are assigned as Mentors to new faculty members for advising and consultations on a continuous basis.</p> <p>Periodic offerings of training programs to all members of the teaching staff on pedagogical, research and other faculty-related matters. ((Appendix 5 - Distance Learning Instructors' (3-day Training Seminar)).</p>	
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4. Student admission, progression, recognition and certification
(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Considering that this MSc program is going to operate in an e-learning manner, further information is required in regard to the admission criteria, particularly on how the institution assesses the “Distance Education General Criteria” mentioned in the student admission requirements Paragraph 5.3. “Students... must have a satisfactory level of digital and technological knowledge and have access to a computer with a broadband Internet connection, speakers, microphone and camera”.</p>	<p>Admission Requirements</p> <p>Admission to the postgraduate MSc Teaching and Pedagogical Adequacy requires:</p> <ul style="list-style-type: none"> • Bachelor degree from an accredited institution of higher education • Evidence that the applicant is competent in written and spoken Greek and has also a good command of the English language • Satisfactory level of digital and technological knowledge and have access to a computer with a broadband Internet connection, speakers, microphone and camera. • Successful completion of a personal interview with the admission officer, either in person or by phone/skype/zoom. • Two letters of recommendation concerning the applicant’s character and academic potential. This could be mailed directly to the Admission Office. Such letters may be written by their Principal or Departmental Head or employer who know the applicants well as students, teachers or employees. 	<p>Choose level of compliance:</p>
<p>Additional admission criteria would be good to take place, such as a relevant fitness-to-practice document, letter of reference from the head-teachers for candidate students with previous</p>	<p>Philips University appreciates EEC’s suggestions for additional criteria to enhance the selection process and provide a more comprehensive evaluation of prospective students, particularly those with previous teaching experience. To address the</p>	<p>Choose level of compliance:</p>

<p>teaching experience (i.e., in-service teachers, etc) as well as more clear guidelines on the recognition of how the years of previous experience will be examined when recruiting prospective teachers.</p>	<p>recommendations, we will incorporate the following elements into our admission process:</p> <p>1) We have introduced a relevant fitness-to-practice document as part of the application requirements. This document enables candidates to demonstrate their commitment to professionalism and suitability for a career in teaching.</p> <p>2) For candidate students with previous teaching experience, such as in-service teachers, we require a letter of reference from their head-teachers or supervisors. This serves as a valuable endorsement of the candidate's skills and potential for further professional development.</p> <p>3) Clear guidelines on recognition of previous experience. As we understand the significance of acknowledging the years of previous teaching experience when recruiting prospective teachers, we have established clear guidelines on how the years of experience are examined and taken into consideration during the admission process. These guidelines provide a framework for evaluating the relevance and impact of candidates' previous teaching roles, allowing us to make informed decisions regarding their admission.</p> <p>Furthermore, we have reviewed our admission policy and develop clear and specific fitness-to-practice criteria that prospective teacher candidates must meet. These criteria are physical and mental health, professional conduct and ethical standards.</p> <p>Finally, during the Interview and Selection Process, the panel includes experienced educators and administrators who can assess the suitability of prospective teachers based on the previous mentioned criteria.</p>	
<p>The institution needs to ensure that there is a clear explanation provided of the different courses available and how they operate (especially</p>	<p>Philips University appreciates EEC's valuable feedback regarding the clarity and explanation of the different courses available, particularly for disciplines such as Science, Mathematics, Technology</p>	<p>Choose level of compliance:</p>

<p>for courses such as Science, Mathematics, Technology, etc) whether a student is full-time or part-time in an e-learning manner.</p>	<p>and others; We understand the importance of providing clear information to students regarding the course structure and how they will be delivered, especially in the context of e-learning environment.</p> <p>To address this, we took the following steps to ensure a clear explanation of the courses and their operations:</p> <p>1) Course descriptions: We provide detailed course descriptions that outline the learning objectives, content coverage, and assessment methods for each course. This information is easily accessible to students, enabling them to understand the course's focus and expectations.</p> <p>2) Study mode and delivery: We clearly specify how each course operates in an e-learning manner, regardless of whether a student is studying full-time or part-time.</p> <p>We provide tutorials on the online platform and the resources used, communication channels and any synchronous or asynchronous component of the course. Especially for courses that involve specialized disciplines such as Science, Mathematics, Technology and others, we provide additional information on the specific teaching methods and resources used to deliver these subjects effectively in the e-learning environment.</p> <p>This includes details on virtual laboratories, simulations, online tools, and interactive multimedia resources to facilitate understanding and practical application. Students have a clear understanding of how they engage with course materials, participate in discussions, and interact with instructors and peers.</p>	
<p>Additional opportunities for more research-oriented activities (i.e. projects, conferences, etc) need to be provided not only at the end of students' studies (i.e. thesis)</p>	<p>Philips University recognizes the importance of providing opportunities for students to engage in research throughout their studies, rather than solely at the end or during their thesis. To address this, we have incorporated the</p>	<p>Choose level of compliance:</p>

<p>but also during their studies.</p>	<p>following initiatives to enhance research-oriented activities during the program.</p> <p>1) We have introduced research projects that allow students to explore specific topics or issues related to teaching and pedagogy. These projects are integrated into various courses, providing students with hands-on experience in conducting research, analyzing data, and drawing meaningful conclusions. By incorporating research projects at different stages of the program, students have the opportunity to develop their research skills progressively.</p> <p>2) We encourage and facilitate student participation in conferences, seminars and other academic events related to teaching and pedagogy. Students have the opportunity to present their research findings, exchange ideas with peers and professionals, and receive feedback from experts in the field.</p> <p>3) We promote collaborative research opportunities among students, allowing them to work in teams and engage in collective inquiry.</p> <p>4) We offer dedicated courses on research methods that provide students with a comprehensive understanding of different research approaches, data collection methods, and data analysis techniques. These courses equip students with the necessary skills and knowledge to undertake research-oriented activities effectively.</p> <p>5) Students have access to experienced faculty members who can provide guidance and mentorship throughout their research endeavors. Faculty members support students in developing research proposals and provide constructive feedback on their progress. Engaging in research-oriented activities enables students to deepen their understanding of teaching and pedagogical practices and develop critical research skills that are valuable for their future careers.</p>	
<p>Research courses are</p>	<p>Philips University appreciates EEC's</p>	<p>Choose level of</p>

<p>important to be taught at the beginning of the student's studies and not only during their thesis. Students need to be trained in the use of various research tools and methods in order to apply them in research-related assignments or other activities during their studies.</p>	<p>emphasis on the importance of research courses and the need to provide training in research tools and methods throughout the students' studies, not just during their thesis. We understand the significance of integrating research skills early on in the program to enhance students' ability to apply research methods effectively in various research – related assignments and activities. Therefore, the program incorporates research courses at the beginning of the students' studies. These courses are focused on developing fundamental research skills and familiarizing students with various research tools and methods applicable to the field of teaching and pedagogical adequacy.</p> <p>In addition, as it was already mentioned in the previous recommendation, we have incorporated the following initiatives and encourage students to participate in: 1) Research Projects, 2) Conferences and 3) Collaborative research opportunities. With these initiatives we aim to provide students with meaningful research opportunities throughout their studies. By incorporating research courses at the beginning of the program and integrating research skills throughout the curriculum, we aim to empower students with a strong research foundation and the ability to apply research methodologies in practical settings.</p> <p>As we have already mentioned above, a dedicated course on 'Research Methods' is offered at the first semester of the program. The course provides students with a comprehensive understanding of different research approaches, data collection methods, and data analysis techniques as well as research tools such as NVIVO, SPSS, R etc.</p> <p>Furthermore, the faculty members incorporated research projects which allows students to explore specific topics related to teaching and pedagogy. These projects are integrated into various courses, providing students with hands-on experience in conducting research,</p>	<p>compliance:</p>
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	analyzing data, and drawing meaningful conclusions. By incorporating research projects at different stages of the program, students have the opportunity to develop their research skills progressively.	
A mentoring approach needs to be more clearly established during the students' practicum at schools. In the documentation, is not clear whether a member of the teaching staff will undertake the role of mentor in order to support students during their teaching practice at schools.	The faculty members of the M.Sc. in Teaching and Pedagogical Adequacy are experienced and qualified members with a strong background in education and the necessary skills to guide and support students effectively. Senior faculty members are certainly actively engaged in the teaching process by carrying the required teaching load prescribed for full-time faculty members. The faculty members and the students have regular meetings scheduled to discuss progress, challenges and goals. A mentoring approach is promoted by the University. The mentorship relationship is also applied in more practical matters such as lesson planning, classroom management, teaching techniques and assessment strategies.	
Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies while promoting mobility. A more detailed approach to the accreditation of prior learning and work experience is required, including recognition of study results acquired at foreign higher education institutions.	Philips University understands the significance of providing a comprehensive and detailed approach to the accreditation of prior learning and work experience, including recognition of study results acquired at foreign higher education institutions. Considering this, we reviewed our policies and procedures to ensure a fair and transparent recognition process that acknowledges the diverse education backgrounds and experiences of our students. Students, during this process, have the opportunity to submit evidence of their prior learning, such as transcripts, certificates, or other relevant documents. The Pedagogical Planning Committee will assess the submitted evidence and determine the level of recognition and credit allocation based on established criteria.	
More clear information and published regulations related to student certification need to take place for this specific MSc program. Students must receive a certification explaining the qualification	Philips University understands the importance of providing clear and transparent information to students regarding their qualification, level, content, and status of completed studies. To address this concern, we have revised our certification documentation to	

<p>gained, the level, content and status of studies that were pursued and successfully completed. At the moment the above mentioned are not clearly articulated neither on the committee's understanding after the site visit nor in the documentation provided.</p>	<p>ensure that all essential information is clearly articulated. The certification documents provided to students upon completion of the program include a detailed description of the qualification obtained, the level of the degree, and a summary of the courses and ECTS completed. This documentation provides a comprehensive overview of the student's academic achievements during their studies.</p>	
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5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>In respect to controlling for plagiarism and fraud we recommend looking for DL improvements, taking in account recent technologies (pattern/handwriting/iris recognition) and proctoring during exams.</p>	<p>Philips University recognizes the importance of maintaining academic integrity in DL and implements robust measures to prevent cheating and protect the integrity of online exams.</p> <p>We use Proctoring Specialized Software and Safe Exam Browser which are advanced security measures and help to get dependable results. Over and above the specialized software, the Distance Education Unit has introduced in its philosophy and methodology for distance-learning programs, formative continuous assessments and Rubrics which allow students to monitor their learning, identify the areas that require improvement and make necessary adjustments to ensure their understanding of the subject matter, The specific approach promotes active engagement and provides a more comprehensive evaluation of student learning outcomes.</p>	<p>Choose level of compliance:</p>
<p>To address the concerns, we have for the DL to support the desired competences, a real DLU should contain more substantial and more dedicated expertise for instructional methods and interactive elearning, to design and develop a more active and experiential program, needed to achieve some of the higher order competences in HE (see other comments). It appears recently new staff with more ICT and innovation affinity was contracted, but this is an ongoing process.</p>	<p>Philips University understands the importance of incorporating active and experiential learning approaches to enhance the achievement of high-order competences in higher education.</p> <p>To address these concerns and ensure that the program meets the desired competences, the following actions have been taken:</p> <p>1) Faculty development: We have recognized the need for expertise in instructional methods</p>	<p>Choose level of compliance:</p>

	<p>and interactive e-learning. As mentioned, we have recently hired new staff with a strong background in ICT and innovation. We will continue to invest in faculty development opportunities specifically focused on instructional methods and interactive e-learning. This ongoing process will ensure that our faculty members are equipped with the necessary skills and knowledge to design and deliver an engaging and effective program.</p> <p>Furthermore, we have enhanced the program's curriculum to incorporate more active and experiential learning opportunities.</p> <p>This includes the integration of case studies, simulations, group projects, and other interactive learning methods (as already mentioned in previous recommendations).</p> <p>Finally, we already have collaborations and partnerships with the Hellenic Open University which specializes in instructional methods and interactive e-learning. This allows us to gain fresh perspectives and insights, to access additional expertise, resources, and best practices in designing and developing effective online learning experiences. We are promoting and investing in continuous professional development for existing teaching staff to enhance their experience instructional methods and interactive e-learning through workshops, seminars and online courses focused on incorporating innovative teaching strategies and digital tools into the curriculum.</p> <p>The program has an efficient</p>	
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	<p>technology infrastructure (Moodle Platform, Microsoft 365 – AZURE – SharePoint, Teams, Forms, VPN, H5P for interactive videos, Learning analytics) and software application tools (Visual Paradigm, Trello for SCRUM, IBM Rational Architecture, VISIO, MS Project, Axure RP 9, Riverbed Modeler, Mongo DB, Hadoop & MATLAB) to support interactive e-learning. A digital dedicated learning environment that serves as a central hub for course materials, interactive resources, discussion forums, and student-teacher communication has been created.</p>	
<p>Install a school placement coordinator/unit to organize the connection between university programme and schools</p>	<p>Philips University recognizes the importance of establishing strong connections between the university program and schools to provide valuable practical experiences for our students.</p> <p>To address this, we have established a School Placement Coordinator / Unit within the program who is responsible for establishing and maintaining relationships with schools, coordinating placements for our students and ensuring effective communication between the University and the schools.</p> <p>The specific person will work closely with students and school mentors to ensure that the learning objectives and requirements of the program are met.</p>	<p>Choose level of compliance:</p>
<p>Appoint mentors as support for students throughout their study programme</p>	<p>To fulfill the specific recommendation, we have established a mentorship program where each student is assigned a dedicated mentor who provides guidance and support throughout their study program. A mentoring approach is promoted by the University. The faculty members are</p>	<p>Choose level of compliance:</p>

	<p>experienced professionals with expertise in the field of teaching and pedagogy who act as mentors having regular meetings with the students to discuss progress, challenges and goals. They serve as a point of contact for students, offering academic advice, career guidance, and personal support.</p>	
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6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:
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D) Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC appreciated the ambition of the proposal; to offer an 18-month MSc programme of preparation of (i) either secondary teachers already in posts in schools but without requisite certification, or (ii) those hoping to enter secondary teaching but who do not have a pedagogical qualification. Recent changes in Greek regulations for secondary teachers are moving to mandate certification. In relation to already employed secondary teachers, a virtual learning MSc programme focused on teaching and learning, policies, history, organisational and administrative theory, development theory, and research would enable them to continue with their classroom activities, whilst undertaking certification.</p>	<p>The Internal Quality Assurance Committee has the overall control and supervision of the University's quality assurance system, whereas the Central Quality Manager/Coordinator supervises the quality management process of teaching and learning, research, service provision and administration.</p> <p>The University has already informed the Quality Manager to run two classes of students (irrespective of their number), one for experienced students and one for beginners.</p> <p>Our program success is founded on the commitment, professionalism, enthusiasm and talents of the students who are part of the University community.</p>	<p>Choose level of compliance:</p>
<p>There are specific demands that also come with offering a teacher education programme that include the recruitment of students who will be suitable for the profession (e.g. safeguarding concerns, expertise, evidence of orientation to working with students), the recruitment of schools for placements, the placement of students who are not already teachers in schools, the ongoing monitoring of the practicum including how issues and concerns are dealt with.</p>	<p>Philips University recognizes the significance of addressing these demands to ensure the program's effectiveness and the preparation of competent teachers. To address these issues, as mentioned in the previous recommendations, we have taken the following measures:</p> <ol style="list-style-type: none"> 1) Rigorous student recruitment process that considers not only academic qualifications but also suitability for the teaching profession. This includes evaluating candidates' expertise, evidence of orientation to working with students and conducting appropriate background checks to address safeguarding concerns. 2) Partnership with schools to ensure the availability of suitable 	<p>Choose level of compliance:</p>

	<p>placement opportunities for our students. This involves establishing strong connections with schools, fostering relationships, and addressing their specific requirements and expectations for student placements.</p> <p>3) Support & Issue resolution. This involves prompt communication, effective problem-solving strategies, and collaboration between program coordinators, mentors, and school partners.</p> <p>We are committed to providing a supportive environment for our students and addressing any challenges they may encounter during their teacher education journey.</p>	
<p>We felt that the overall framing might also take account of the commitments and regulatory frameworks that operate at the global level that include the Sustainable Development Goals, global competences, digital literacies, large scale assessments, citizenship, and so on. This can also then be taken up as part of the contemporary context for Greek education and be added to courses like PDE110 and PDE111.</p>	<p>Philips University appreciates EEC's suggestion to incorporate the commitments and regulatory frameworks that operate at the global level, including the Sustainable Development Goals, global competences, digital literacies, large scale assessments, citizenship and other relevant aspects.</p> <p>To address this, we have taken steps to enhance the program's curriculum and ensure alignment with the contemporary context of Greek education.</p> <p>Specifically, we focus on courses such as PDE110 and PDE111 to integrate these global frameworks and topics.</p> <p>By incorporating these elements into the curriculum, we provide our students with a comprehensive understanding of the broader educational landscape and equip them with the knowledge and skills needed to address the evolving needs and challenges of modern</p>	<p>Choose level of compliance:</p>

	education.	
<p>We reviewed all courses and note that several e.g., PDE111 do not have an up to date reading list. Only one reading was written in 2007; the rest prior to 2000. That this is the sociology of education course, and that social issues and social relations are changing, we would expect to see a very contemporary list that include social inequalities (class/gender/race), contemporary debates on governance, and so on. PDE121 needs to include reference to subject knowledge domains that include mathematics and the sciences and add references to the course outline to indicate to the students who are recruited in these areas what they might read.</p>	<p>Despite that “all things are in flux” “everything flows, nothing stands still” declared Heraclitus’s, a famous ancient Greek philosopher, some books which are classified as classics continue to be used in Education irrespective of the date of publication.</p> <p>The university has given instructions to include also in its bibliography the latest editions both in Greek and English. <i>(Appendix 7 – Bibliography in Greek and in English).</i></p>	<p>Choose level of compliance:</p>
<p>We note that fluency in Greek as well as a Bachelor’s degree are the only requirements for gaining a place on the programme. However, given it is a professional qualification where at least for those not teaching in schools issues of ‘fitness to teach’ (safeguarding), plus evidence of an orientation toward working with young learners, should be part of the recruitment interview prior to being offered a place. For those already teaching, the applicant would provide a letter of reference from either a Head Teacher or a Department Head indicating support to study.</p>	<p>Admission Requirements Admission to the postgraduate MSc Teaching and Pedagogical Adequacy requires:</p> <ul style="list-style-type: none"> • Bachelor degree from an accredited institution of higher education • Evidence that the applicant is competent in written and spoken Greek and has also a good command of the English language • Satisfactory level of digital and technological knowledge and have access to a computer with a broadband Internet connection, speakers, microphone and camera. • Successful completion of a personal interview with the admission officer, either in person or by 	<p>Choose level of compliance:</p>

phone/skype/zoom.

- Two letters of recommendation concerning the applicant's character and academic potential. This could be mailed directly to the Admission Office. Such letters may be written by their Principal or Departmental Head or employer who know the applicants well as students, teachers or employees.

Moreover, we have reviewed our admission policy and developed clear and specific fitness-to-practice criteria that prospective teacher candidates must meet. These criteria are physical and mental health, professional conduct and ethical standards. In addition, as already mentioned, during the admission process we assess the years of previous teaching experience of prospective teachers. The admission criteria in this case are duration of experience, type of teaching, and the level of students taught.

Furthermore, letter of reference is part of our admission requirements. When we receive letters of reference from the head-teachers for candidate students with previous teaching experience, we prioritize and evaluate teaching skills, classroom management, and professional attributes as key areas for the admission process.

Finally, during the Interview and Selection Process, the panel includes experienced educators and administrators who can

	<p>assess the suitability of prospective teachers based on the previous mentioned criteria.</p>	
<p>The proposed Programme expects to enrol a mixed cohort; those with teaching experiences, and those without. More thought needs to be given to how the Programme Coordinator and the various professors delivering the programme will work with these different levels of teaching experiences to make the most of these affordances (more experienced versus less experienced). An indication of learning activities that can be offered across the different courses of the Programme that are alert to this cohort mix should be considered.</p>	<p>Our strategy to eliminate discrepancies between more experienced and less experienced students is through the following actions:</p> <ol style="list-style-type: none"> 1) Collaborative Learning Projects which allows students to share their expertise and learn from each other. 2) Case Studies and Reflective Journals: the faculty use case studies related to real classroom scenarios and ask students to write reflective journals on how they would approach these situations based on their experiences. This exercise allows more experienced students to draw upon their background while helping less experienced ones to develop critical thinking and problem-solving skills. 3) Guest Lectures and Panel Discussions: This exposes all students to diverse perspectives and experiences while encouraging discussions and questions. 4) Online Discussion Forums where students can engage in asynchronous discussions. This way, less experienced students can take their time to process information and respond, while experienced students can contribute their insights. 5) Role-playing techniques and simulations: We incorporate role-playing activities that mimic classroom scenarios. This allows students to experiment with different teaching techniques and strategies, regardless of their prior experience. 	

	<p>6) Flexible office hours: We ensure that the faculty members offer flexible office hours to accommodate the different needs of the students. This allows students to seek guidance and support tailored to their unique backgrounds and learning goals.</p> <p>In addition, the University continues to recruit students with merit and potential, to take full advantage of the educational opportunities offered by the University irrespective of the socio-economic background. Those students who lack teaching experience, the University is willing, free of charge, to offer special courses to help them to catch up.</p>	
<p>In the paperwork and in our site-visit conversations much was made of the prioritising of research knowledge and skills taught and acquired over the courses and realised in a 30-credit thesis. However, we did not see explicit attention given to different research skills, such as reading historical texts, critical reviews, systematic reviews, discourse analysis of policy, use of small and large data sets, interviews, narrative enquiry, managing qualitative data, use of different kinds of data, deriving axial codes, social network analysis, ethics, risk assessments, and so on. These should be made explicit in the course outline as an orientation, and in each of the courses regarding how they are introduced and built upon leading to the accomplishment of a thesis. This could be complemented with relevant references to the courses.</p>	<p>This recommendation is already implemented by incorporating these elements in the instructional material.</p> <p>Research skills and practices such as reading historical texts, critical reviews, policy discourse analysis, use of small and large data sets, interviews, narrative research, qualitative data management, social network analysis, ethics, risk assessments are present in all semester courses. For example: (indicatively)</p> <ul style="list-style-type: none"> • In the History of Modern Greek Education course, to process primary sources, read institutional texts and critically review them. (see p. 50, p.53, p.58 etc. of the Greek Guide. • The Sociology of Education course comments on the role and impact of social networks on education, also risk assessments are studied in chapters dealing with the difficulties of a mixed-intercultural class or 	

	<p>social inequalities and their effects on education.</p> <ul style="list-style-type: none"> • In the Principles of Organization and Management of Education course the research skills of critical review, management and comparison of qualitative data, ethics, the role of social networks in the educational function of a school unit and risk assessments are provided in the interactive questions and during the didactic procedure (see p. 34-35, p.41, p.56 etc of the Greek guide. • In the Learning Disabilities and Behavioral Disorders course, research skills and practices such as using small and large data sets, interviews, narrative research, qualitative data management and risk assessments are present in the design of the teaching and learning process. 	
<p>For students, additional opportunities for more research-oriented activities (i.e. projects, conferences, etc) need to be provided not only at the end of students' studies (i.e. thesis) but also during their studies. For academic staff teaching on the programme to provide some illustrative examples of how their research will draw upon to inform their teaching.</p>	<p>Faculty members incorporated research projects which allows students to explore specific topics related to teaching and pedagogy. These projects are integrated into various courses, providing students with hands-on experience in conducting research, analyzing data, and drawing meaningful conclusions. By incorporating research projects at different stages of the program, students have the opportunity to develop their research skills progressively.</p> <p>Moreover, the structure of the program and the instructors promote collaborative research opportunities among students, allowing them to work in teams</p>	

	<p>and engage in collective inquiry. Finally, the faculty members encourage and facilitate student participation in conferences, seminars and other academic events related to teaching and pedagogy. They support students who are engaged with research-oriented activities and provide constructive feedback to research proposals.</p> <p>As far as the Teaching Staff is concerned, research occupies 20-30% of the total workload of a full-time faculty member. The University provides faculty members, who are actively involved and excel in research, teaching load reduction according to the Research Policy of the University.</p> <p>The faculty members teaching in the program have an excellent record of both already published and on-going research. The outcomes of their research are included in the teaching material and bibliography of the pertinent courses.</p> <p>In addition, students are assigned with research papers after being introduced to research methodology based on their interest.</p> <p>During the three semesters, students are encouraged and supported to publish their research and a repository of students' research results to be used as material for further research either by themselves or by anyone who is interested.</p>	
<p>Whilst this could be viewed as an opportunity to pair off students in the programme with no practice experience with more teachers already practicing, there are quality assurance issues that teacher education programmes more generally must face. That</p>	<p>The Practicum is organized and implemented precisely and punctually according to the specifications and requirements of the relevant policy of CYQAA, and it is part of the program of study.</p>	

<p>is, all practice placement classrooms must be assessed by the University's practice placement personal as meeting a minimum standard of professional competence for the practicum classroom teacher. This will require a dedicated practicum placement coordinator/unit who recruits schools, school mentors, monitors students, irons out issues, manages safeguarding requirements, and ensures the ongoing relationship with the school. This will require coordination with the Distance Education Unit, to ensure that the virtual practicum for students who are not a practicing teacher are properly supported technically.</p>	<p>It operates, it is assessed on its one capacity, and it is required for completion of the program of study.</p> <p>The University and the pertinent department make sure and provide every support to the students involved to fully participate in, complete all requirements of the practicum and acquire all learning outcomes and practical skills in order to successfully complete and pass it on a Pass/Fail basis.</p> <p>In the remote case that a student fails the Practicum, most likely due to absences and not full participation, the student has to repeat the entire Practicum in order to graduate and receive the respective degree.</p> <p>Upon completion of the Practicum, the Supervisor, the Instructor and the Coordinator of each institution evaluate each intern student in relation to his/her entire academic and practical performance, based on the requirements of the specific Practicum.</p> <p>The Practicum involves an intensely supervised experience in the student's designated program area and an approved site. While gaining direct service experience, students regularly meet with an approved supervisor. Student performance is evaluated throughout the Practicum. The student's professional and career development, is an essential area of focus.</p>	
<p>We believe carefully crafted thesis topics could enable the students to use their current access to their school and classroom – assuming all ethics, risk and safeguarding protocols are properly completed, to carry</p>	<p>The University welcomes the recommendation of the EEC and we have already implemented the above recommendations and have instructed the members of the academic staff who supervise the thesis to carry out relevant</p>	

<p>out relevant and timely research that is useful for the teacher, their school, and the community. Examples in the paperwork would help to communicate to prospective students what might be expected and ensure that the overall ambition of the programme is traced down into each of the courses that make up the programme.</p>	<p>and timely research that is useful for the teacher, their School and the community (especially for the teachers teaching in the schools of the Greek islands). Carefully crafted thesis topics can serve as a powerful communication tool for prospective students and help align the overall ambition of the program with the individual courses. The faculty provided indicative thesis topics which demonstrate the practical applicability of the research and highlight the potential benefits for teachers, schools and communities. The thesis topics are provided below:</p> <ol style="list-style-type: none"> 1) Title: Enhancing STEM Education in Rural Elementary Schools: A Case Study of Innovative Teaching Methods and Their Impact on Student Engagement and Achievement. Description: This thesis explores how the integration of technology and hands-on learning in STEM subjects influences student engagement and academic performance in elementary schools located in rural communities. The research involves conducting classroom observations, administering student surveys, and analyzing academic results. 2) Title: Fostering Inclusive Education: Investigating the Impact of Differentiated Instruction on Students with Diverse Learning Needs. Description: This study examines the effectiveness of differentiated instruction in meeting the unique learning needs of students with disabilities and diverse learning abilities. The research involves designing and implementing 	
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differentiated lesson plans, collecting feedback from students and teachers, and analyzing the outcomes.

3) Title: Promoting Intercultural Understanding in the Classroom: A Comparative Analysis of Multicultural Education Approaches.

Description: This thesis compares different multicultural education strategies used in diverse classrooms to promote intercultural understanding. The research involves analyzing curriculum materials, conducting teacher interviews, and assessing student perceptions.

4) Title: Empowering Teachers through Professional Development: A Longitudinal Study on the Impact of Continuous Learning on Teacher Performance and Job Satisfaction.

Description: This study examines the effects of ongoing professional development on teacher performance, job satisfaction, and retention. It involves tracking teachers' professional development journeys, collecting feedback, and analyzing changes in their instructional practices over time.

5) Title: Teacher-Parent Partnerships for Academic Success: Exploring Effective Communication Strategies in Secondary Schools.

Description: This research investigates the role of effective teacher-parent communication in enhancing students' academic achievement and overall well-being. It involves conducting interviews with teachers, parents, and students to identify successful

	communication practices and barriers.	
<p>The EEC notes that Philips University has a number of partnerships that it has established and we commend them for this. We suggest exploring and pursuing collaborations or partnerships with other universities who are offering a digital professional qualification like teacher education. What can be learned, researched and shared across the partnership and the wider education community?</p>	<p>Following the recommendation of the EEC, in addition to the National Kapodistrian University of Athens, the Open Hellenic University the University of Albany State University, New York, we are in the process of strengthening our links with Aalborg University, Denmark thus seeking deeper international partnerships with competitive institutions of Higher Education, encompassing collaboration in teaching and research.</p> <p>By fostering partnerships with other universities offering digital teacher education programs, Philips University is seeking to position itself at the forefront of educational innovation. The collaborations include best practices in digital pedagogy, effective online course design, technology integration in classroom instruction, professional development for online teaching and collaboration in educational research.</p> <p>Furthermore, we provide training, development and support to enable our staff to work in cross-functional, open and collaborative ways.</p> <p>Finally, it is our aim to enable our academic staff with support for selected pedagogical innovations and scholarship of teaching and learning.</p>	

Finally, **Philips University congratulates the Chair and the members of the EEC** for their professional, punctual and distinctive conduct of the external evaluation, and has accepted and fully implemented all recommendations of the EEC, which aim to further improve the acceptable by the EEC program of study.

We also truly appreciate **Dr Lefkios Neophytou's** role as a coordinator of the education process.

E) Higher Education Institution academic representatives

Name	Position	Signature
Professor Dimitrios Natsopoulos	Rector Click to enter Position	
Professor Constantina Shiakallis	Vice-Rector for Academic Affairs	
Professor Andreas Hadjis	Acting Dean, School of Education and Sciences	
Professor Pavlakis Andreas	Director, Distance Learning Unit	

Date: 21 July, 2023

APPENDICES

- **Appendix 1: Key Performance Indicators (KPIs) for Graduate Employment Support**
- **Appendix 2: Key Performance Indicators (KPIs) & Career Paths of Graduates**
- **Appendix 3: Methodology for Overall Performance**
- **Appendix 4: Assessment of Learning Outcomes (Grading Rubrics)**
- **Appendix 5: Curriculum Mapping**
- **Appendix 6: Distance Learning Instructors' (3-day) Training Seminar**
- **Appendix 7: Bibliography (in Greek and in English)**

APPENDIX 1

Key Performance Indicators (KPIs) for Graduate Employment Support

By following the specific methodology, we included information about graduate employment support and key performance indicators on the program’s website for public access. This provides transparency, demonstrate the program’s commitment to student success, and help potential candidates make informed decisions about their education and career prospects.

Key Performance Indicators (KPIs) for Graduate Employment Support		
KPI	Definition	Current Performance
Employment Rate	Percentage of program graduates employed within 6 months of graduation.	85% *
Career Advancement	Percentage of alumni who have advanced their careers or taken on leadership roles in the field of education.	70% *
Alumni Satisfaction	Percentage of surveyed alumni who report satisfaction with the program's preparation for their careers.	92% *
Job Placement Assistance	Percentage of students who receive job placement assistance from the program's career services.	80% *
Alumni Networking Events	Number of networking events organized annually for program alumni to connect with industry professionals and enhance career opportunities.	4 *

*Indicative numbers based on already running programs.

The specific table follows out methodology and provides a concise overview of the relevant KPIs and their current performance for graduate employment support. It allows prospective candidates to quickly assess the program’s effectiveness.

APPENDIX 2

Key Performance Indicators & Career Paths of Graduates

By following our methodology, the table below presents the KPIs and corresponding career paths of graduates. It provides a concise and informative snapshot of the program's success in terms of employment, job placement, salary growth, further education enrollment, and alumni satisfaction.

Key Performance Indicators and Career Paths of Graduates	
KPI	Career Path
Employment Rate	90% of graduates secured employment within 6 months of graduation. *
Job Placement Success	80% of graduates obtained positions relevant to their field of study. *
Salary Growth	Graduates experienced an average salary increase of 20% within the first three years after graduation. *
Further Education Enrolment	30% of graduates pursued advanced degrees or professional certifications. *
Alumni Satisfaction	95% of surveyed alumni expressed satisfaction with their educational experience and program outcomes. *

*Indicative based on already running programs.

This information provides a clear understanding of the program's effectiveness and the career paths available to graduates.

APPENDIX 3

**Methodology for Overall Performance
(Including student progress & drop-out rates)**

By following our methodology, the table below outlines the specific steps, descriptions, responsible parties and timelines and provides a concise and informative snapshot on we are monitoring and analyzing overall performance, including student progress and drop-out rates:

Step	Description	Responsible Party	Timeline
Define Performance Metrics	Identify key performance metrics such as course completion rates, average grades, time-to-degree, and attrition rates.	Pedagogical Planning Committee, Program Coordinator	Before Program Launch
Establish Data Collection Mechanisms	Set up systems to collect data on student progress and drop-out rates, leveraging student information systems and other data management tools.	IT Department, Program Coordinator	Before Program Launch
Regular Data Analysis	Conduct regular analysis of collected data to monitor overall performance and identify trends and patterns.	Pedagogical Planning Committee, Program Coordinator	Ongoing
Benchmarking and Comparison	Compare program performance against established benchmarks or industry standards to gain context and identify areas for improvement.	Pedagogical Planning Committee, Program Coordinator	Annual Review
Action Planning and Intervention	Develop action plans and interventions based on data analysis and benchmarking results to address issues and support student success.	Program Coordinator, Faculty, Technical Support Committee	Ongoing
Ongoing Monitoring and Evaluation	Continuously monitor the effectiveness of interventions and evaluate their impact on student progress and drop-out rates.	Program Coordinator, Faculty, Pedagogical Planning Committee	Ongoing

Step	Description	Responsible Party	Timeline
Communication and Transparency	Provide clear and accessible information to students and stakeholders regarding performance monitoring and available support services.	Program Coordinator, Student Services, Technical Support Committee	Before and during Program

APPENDIX 4
Assessment of Learning Outcomes
(Grading Rubrics)



Postgraduate programme
MSc in Pedagogical and Teaching Adequacy

Assessment of Learning Outcomes

Professor FOUNDOPOULOU MARIA-ZOI
Program Coordinator

Contents

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1. Course “Educational Sociology”

Learning Outcomes	Grade: F Below 50% Description: Failure Quality Points: 0	Grade: D 50-54% Description: Pass Quality Points: 1.00	Grade: C - 55-59% Description: Pass Quality Points: 2.00	Grade: C 60-64% Description: Pass Quality Points: 2.0	Grade: C + 65-69% Description: Pass Quality Points: 2.60	Grade: B- 70-74% Description: Pass Quality Points: 3.00	Grade: B 75-79% Description: Pass Quality Points: 3.30	Grade: B+ 80-84% Description: Pass Quality Points: 3.60	Grade: A 85-100% Description: Pass Quality Points: 4.0
A. To understand basic concepts and theories of the Sociology of Education	The student has not understood the basic concepts and theories of the Sociology of Education	The student can explain in very simple and basic terms some basic concepts of Sociology of Education	The student can understand and explain many concepts and few theories of Sociology of Education	The student can understand and explain several concepts and some theories of the Sociology Education	The student has almost satisfactorily understood the basic concepts and theories of the Sociology of Education	The student has satisfactorily understood the basic concepts and theories of the Sociology of Education	The student demonstrates a good understanding of the basic concepts and theories of the Sociology of Education	The student demonstrates a very good understanding of the basic concepts and theories of the Sociology of Education	The student demonstrates an excellent understanding of the basic concepts and theories of the Sociology of Education
B. To acknowledge the factors affecting the school performance of students and the factors creating educational and social inequality	The student does not know the factors that affect the school performance of students and the factors that create educational and social inequality	The student knows very few factors affecting the school performance of students	The student knows few factors affecting the school performance of students	The student knows and understands very few factors affecting students' school performance and very few factors creating inequalities	The student knows and understands few factors affecting students' school performance and few factors creating inequalities	The student knows and understands several factors affecting students' school performance and several factors creating inequalities	The student knows and understands many factors affecting students' school performance and many factors creating inequalities	The student knows and understands most factors affecting students' school performance and most factors creating inequalities	The student knows and understands all factors affecting students' school performance and all factors creating inequalities
C. To understand the links between education and the institutions of the economy and politics	The student has not understood the linkage of education with the institutions of the economy and politics	The student has understood the links between education and the institutions of the economy and politics	The student has understood the links between education and the institutions of the economy, but has little understanding of the links between education and the institutions of politics	The student has understood the links between education and the institutions of the economy, but has partially understood the links between education and the institutions of politics	The student can demonstrate an almost satisfactory understanding of the links between education and the institutions of the economy and politics.	The student can demonstrate a satisfactory understanding of the links between education and the institutions of the economy and politics.	The student can demonstrate a good understanding of the links between education and the institutions of the economy and politics.	The student can demonstrate a very good understanding of the links between education and the institutions of the economy and politics.	The student can demonstrate an excellent understanding of the links between education and the institutions of the economy and politics.
D. To understand the school as a social institution that it is affected and it affects the social context.	The student has not understood and has not accepted the school as a social institution with a two way dependence on the social context	The student has understood that the school is a social institution	The student has understood that the school is a social institution that it is affected by the social context.	The student has understood that the school is a social institution that it is affected by the social context but it slightly affects the social context	The student has understood that the school is a social institution that it is affected by the social context and it affects the social context	The student has satisfactorily understood and accepted that the school is a social institution that it is affected and it affects the social context.	The student has well understood and accepted that the school is a social institution that it is affected and it affects the social context.	The student has very well understood and accepted that the school is a social institution that it is affected and it affects the social context.	He fully understands and accepts the school as a social institution that is influenced by and influences the social context
E. To detect the difficulties of a mixed-intercultural class	The student cannot detect the difficulties of a mixed-intercultural classroom	The student can realize that there are difficulties in a mixed-intercultural classroom but cannot detect them	The student can detect one or two difficulties of a mixed-intercultural classroom	The student can detect and identify few difficulties of a mixed-intercultural class	The student can detect and identify some difficulties of a mixed-intercultural classroom	The student can detect and identify many difficulties of a mixed-intercultural class	The student can detect and identify many difficulties of a mixed-intercultural classroom	The student can detect and identify most difficulties of a mixed-intercultural classroom	The student can detect and identify all difficulties of a mixed-intercultural class
F. Identify ways to mitigate differences, stereotypes and prejudices.	The student does not know and cannot identify ways to alleviate differences, stereotypes and prejudices	The student knows a few ways to alleviate differences, stereotypes and prejudices but cannot identify them	The student identifies very few ways of mitigating differences	The student identifies very few ways of mitigating differences, stereotypes and prejudices	The student identifies and suggests a few ways to mitigate differences, stereotypes and prejudices	The student identifies and suggests several ways to mitigate differences, stereotypes and prejudices	The student identifies, discovers and proposes few ways to alleviate differences, stereotypes and prejudices	The student identifies, discovers and proposes many ways to alleviate differences, stereotypes and prejudices	The student identifies, discovers and proposes almost all ways to alleviate differences, stereotypes and prejudices

2. Course “Principles of organization and administration of education”

Learning Outcomes	Grade: F Below 50% Description: Failure Quality Points: 0	Grade: D 50-54% Description: Pass Quality Points: 1.00	Grade: C - 55-59% Description: Pass Quality Points: 2.00	Grade: C 60-64% Description: Pass Quality Points: 2.0	Grade: C + 65-69% Description: Pass Quality Points: 2.60	Grade: B- 70-74% Description: Pass Quality Points: 3.00	Grade: B 75-79% Description: Pass Quality Points: 3.30	Grade: B+ 80-84% Description: Pass Quality Points: 3.60	Grade: A 85-100% Description: Pass Quality Points: 4.0
A. To understand the administration’s hierarchy, unity, single-member and collective governing bodies, the contemporary principles and the educational administration and leadership	The student does not understand the basic concepts of modern principles and the role of educational administration and leadership	The student can explain in very simple and basic terms some of the basic concepts of modern principles and the role of educational administration and leadership	The student can explain the administration’s hierarchy, unity, single-member and collective governing bodies	The student can understand and explain several of the modern principles and the role of educational administration and leadership	The student demonstrates basic theoretical understanding of contemporary principles and the role of educational administration and leadership	The student demonstrates almost good theoretical understanding of contemporary principles and the role of educational administration and leadership	The student demonstrates good theoretical understanding of contemporary principles and the role of educational administration and leadership	The student demonstrates a very good theoretical understanding of contemporary principles and the role of educational administration and leadership	The student demonstrates an excellent theoretical understanding of contemporary principles and the role of educational administration and leadership
B. To understand the elements of the education administration and of the existing operational framework in Greece	The student does not know the elements of education administration, nor the existing operational framework in Greece	The student knows very briefly the elements of education administration	The student knows very briefly the elements of education administration and the existing operational framework in Greece	The student has a basic knowledge of the elements of education administration and the existing operational framework in Greece	The student has an almost satisfactory knowledge and understanding of the elements of education administration and the existing operational framework in Greece	The student has a satisfactory knowledge and understanding of the elements of education administration and the existing operational framework in Greece	The student has a good knowledge and understanding of the elements of education administration and the existing operational framework in Greece	The student has a very good knowledge and understanding of the elements of education administration and the existing operational framework in Greece	The student has an excellent knowledge and understanding of the elements of education administration and the existing operational framework in Greece
C. To understand the structure of the Greek educational system, its administrative organization and the officers’ duties	The student does not know and does not understand the structure of the Greek educational system, its administrative organization and the officers’ duties	The student knows very briefly the structure of the Greek educational system	The student knows very briefly the structure of the Greek educational system, its administrative organization	The student knows very briefly the structure of the Greek educational system, its administrative organization and the officers’ duties	The student has an almost satisfactory knowledge and understanding the structure of the Greek educational system, its administrative organization and the officers’ duties	The student has a satisfactory knowledge and understanding the structure of the Greek educational system, its administrative organization and the officers’ duties	The student has a good knowledge and understanding the structure of the Greek educational system, its administrative organization and the officers’ duties	The student has a very good knowledge and understanding the structure of the Greek educational system, its administrative organization and the officers’ duties	The student has an excellent knowledge and understanding the structure of the Greek educational system, its administrative organization and the officers’ duties
D. To define the concept of crisis in the school area	The student does not understand and cannot define the concept of crisis in the school space	The student understands the crisis in the school area in a few cases, but cannot define it	The student understands the crisis in the school area in a few cases and rarely, defines it	The student understands the crisis in the school area in several cases and sometimes, can defines	The student has an almost satisfactory knowledge, understanding and definition ability of the crisis in the school area	The student has a satisfactory knowledge, understanding and definition ability of the crisis in the school area	The student has a good knowledge, understanding, definition ability of the crisis in the school area and sometimes, can propose mitigation measures	The student has a very good knowledge, understanding, definition ability of the crisis in the school area and sometimes, can propose mitigation measures	The student has an excellent knowledge, understanding, definition ability of the crisis in the school area and many times, can propose mitigation measures
E. To acknowledge and to be immersed in the implementation of the practices and the daily activities of the school organization and administration	The student has not acknowledged and cannot recognize the implementation of the practices and the daily activities of the school organization and administration	The student can recognize the implementation of the practices and the daily activities of the school organization and administration	The student can recognize and is little immersed in the implementation of practices and the daily activities of the school organization and administration	The student can sometimes recognize and is partially immersed in the implementation of practices and the daily activities of the school organization and administration	The student can recognize, understand and is almost satisfactorily immersed in the implementation of practices and the daily activities of the school organization and administration	The student can recognize, understand and is satisfactorily immersed in the implementation of practices and the daily activities of the school organization and administration	The student can recognize, understand and is almost deeply immersed in the implementation of practices and the daily activities of the school organization and administration	Recognises, understands and is deeply immersed in the implementation processes of the practices as well as the actions in the context of the daily school organization and administration	The student can recognize, understand and is fully immersed in the implementation of practices and the daily activities of the school organization and administration

3. Course “Teaching Methodology of Special Courses: Special Teaching of History”

Learning Outcomes	Grade: F Below 50% Description: Failure Quality Points : 0	Grade: D 50-54% Description: Pass Quality Points: 1.00	Grade: C - 55-59% Description: Pass Quality Points: 2.00	Grade: C 60-64% Description: Pass Quality Points: 2.0	Grade: C + 65-69% Description: Pass Quality Points: 2.60	Grade: B- 70-74% Description: Pass Quality Points: 3.00	Grade: B 75-79% Description: Pass Quality Points: 3.30	Grade: B+ 80-84% Description: Pass Quality Points: 3.60	Grade: A 85-100% Description: Pass Quality Points: 4.0
A. To know the definitions of History and historical events	The student does not know the definitions of History, historical concepts and historical events	The student knows few definitions and historical concepts and renders them in very simple and basic words	The student knows several definitions and historical concepts, but he does not know historical facts	The student knows several definitions and historical concepts, but very little about historical events	The student has an almost satisfactory knowledge and understanding of the definitions of History and historical events	The student has a satisfactory knowledge and understanding of the definitions of History and historical events	The student has a good knowledge and understanding of the definitions of History and historical events	The student has a very good knowledge and understanding of the definitions of History and historical events	The student has an excellent knowledge and understanding of the definitions of History and historical events
B. To analyze the students' problems and difficulties in relation to the subject of History	The student does not have the ability to identify and analyze students' problems and difficulties in relation to the subject of History	The student can identify very few of the students' problems and difficulties in relation to the subject of History and cannot analyze them	The student can identify few of the students' problems and difficulties in relation to the subject of History and cannot analyze them	The student can identify some of the students' problems and difficulties in relation to the subject of History and can analyze a few of them	The student can almost satisfactorily identify some of the students' problems and difficulties in relation to the subject of History	The student can satisfactorily identify and analyze the problems and difficulties of the students in relation to the subject of History	The student can well identify and analyze the problems and difficulties of the students in relation to the subject of History	The student can very well identify and analyze the problems and difficulties of the students in relation to the subject of History	The student can identify and analyze in an excellent manner the problems and difficulties of the students in relation to the subject of History
C. To become familiar with basic tools, means and directions of the science of history and its teaching methods, having the ability to use them in specific examples	The student does not understand and is not familiar with basic tools, means and directions of the science of history and its teaching methods	The student has a very basic understanding and is familiar with some of the basic tools, means and directions of the science of history and its teaching methods	The student has a basic understanding with some of the basic tools, means and directions of the science of history and its teaching methods, but cannot use them in specific examples	The student has a basic understanding with some of the basic tools, means and directions of the science of history and its teaching methods and can use them in few examples	The student demonstrates an almost satisfactory understanding of some of the basic tools, means and directions of the science of history and its teaching methods and has the ability to use them in specific examples	The student demonstrates satisfactory understanding and familiarity of the basic tools, means and directions of the science of history and its teaching methods and has the ability to use them in specific examples	The student demonstrates good understanding and familiarity of the basic tools, means and directions of the science of history and its teaching methods and has the ability to use them in specific examples	The student demonstrates very good understanding and familiarity of the basic tools, means and directions of the science of history and its teaching methods and has the ability to use them in specific examples	The student demonstrates excellent understanding and familiarity of the basic tools, means and directions of the science of history and its teaching methods and has the ability to use them in specific examples
D. Familiarize themselves with the teaching of History through sources as well as with the use of Digital Technologies	The student is not familiar with the teaching of History through sources and the use of Digital Technologies	The student is little familiar with the teaching of History through sources and the use of Digital Technologies	The student demonstrates an almost satisfactory understanding of the teaching of History through sources, but does not demonstrate familiarity with the use of Digital Technologies	The student demonstrates an almost satisfactory understanding of the teaching of History through sources, and little familiarity with the use of Digital Technologies	The student demonstrates satisfactory familiarity with the teaching of History through sources and an almost satisfactory familiarity with the use of Digital Technologies	The student demonstrates satisfactory familiarity with the teaching of History through sources and the use of Digital Technologies	The student demonstrates good familiarity with the teaching of History through sources and the use of Digital Technologies	The student demonstrates very good familiarity with the teaching of History through sources and the use of Digital Technologies	The student demonstrates excellent familiarity with the teaching of History through sources and the use of Digital Technologies
E. To realize the multiple ways in which the students can be assessed in History.	The student is not familiar with the multiple ways in which the students can be assessed in History	The student knows only a few ways in which the students can be assessed in History	The student knows few ways in which the students can be assessed in History but cannot put them into practice	The student knows some of the multiple ways in which the students can be assessed in History but cannot put them into practice	The student knows some of the multiple ways in which the students can be assessed in History and can rarely put them into practice	The student has a good knowledge of the multiple ways in which the students can be assessed in History and sometimes can put them into practice	The student has a good knowledge of the multiple ways in which the students can be assessed in History and most of the times can put them into practice	The student has a very good knowledge of the multiple ways in which the students can be assessed in History and most of the times can put them into practice	The student has an excellent knowledge of the multiple ways in which the students can be assessed in History and can always put them into practice

4. Course “Practice / Didactic Exercise”

Learning Outcomes	Grade: F Below 50% Description: Failure Quality Points : 0	Grade: D 50-54% Description: Pass Quality Points: 1.00	Grade: C - 55-59% Description: Pass Quality Points: 2.00	Grade: C 60-64% Description: Pass Quality Points: 2.0	Grade: C + 65-69% Description: Pass Quality Points: 2.60	Grade: B- 70-74% Description: Pass Quality Points: 3.00	Grade: B 75-79% Description: Pass Quality Points: 3.30	Grade: B+ 80-84% Description: Pass Quality Points: 3.60	Grade: A 85-100% Description: Pass Quality Points: 4.0
A. To be aware of the recent developments in relation to their subject, to the pedagogical science and teaching methodology	The student is not aware of the recent developments in relation to his subject, to the pedagogical science and teaching methodology	The student is a little aware of the recent developments in relation to his subject	The student knows several of the recent developments in relation to his subject	The student knows several of the recent developments in relation to his subject, but very few regarding the pedagogical science and teaching methodology	The student demonstrates a satisfactory understanding and knowledge of the recent developments in relation to his subject and an almost satisfactory regarding the pedagogical science and teaching methodology	The student demonstrates a satisfactory understanding and knowledge of the recent developments in relation to his subject, the pedagogical science and teaching methodology	The student demonstrates a good understanding and knowledge of the recent developments in relation to his subject, the pedagogical science and teaching methodology	The student demonstrates a very good understanding and knowledge of the recent developments in relation to his subject, the pedagogical science and teaching methodology	The student demonstrates an excellent understanding and knowledge of the recent developments in relation to his subject, the pedagogical science and teaching methodology
B. To create appropriate educational material that fully meets the educational needs of the students, is in line with the teaching plan and makes full use of Digital Technologies	The student cannot create appropriate educational material that fully meets the educational needs of the students, is in line with the teaching plan and makes full use of Digital Technologies	The student can create with difficulty appropriate educational material which sometimes meets the educational needs of students	The student can create with difficulty appropriate educational material which sometimes meets the educational needs of students but rarely this is in line with the plan	The student can create with difficulty appropriate educational material which sometimes meets the educational needs of students and sometimes this is in line with the plan	The student can create with difficulty appropriate educational material which sometimes meets the educational needs of students and is usually in line with the plan	The student can relatively easy create appropriate educational material which satisfactorily meets the educational needs of students and is usually in line with the plan and makes good use of Digital Technologies	The student can easily create appropriate educational material which responds well to the educational needs of students and is usually in line with the plan and makes good use of Digital Technologies	The student can easily create appropriate educational material which responds very well to the educational needs of students and is usually in line with the plan and makes good use of Digital Technologies	The student can easily create appropriate educational material which fully meets the educational needs of students and is usually in line with the plan and makes good use of Digital Technologies
C. To implement effective teachings in the context of the school classroom and to self-evaluate	The student cannot implement effective teaching in the classroom and cannot self-assess	The student rarely implements effective teaching in the classroom and cannot self-assess	The student sometimes implements effective teaching in the classroom and cannot self-assess	The student sometimes implements effective teaching in the classroom and rarely self-assess	The student satisfactorily implements effective teaching in the classroom and rarely self-assess	The student satisfactorily implements effective teaching in the classroom and self-assess	The student implements in a good manner the effective teaching in the classroom and self-assess	The student implements in a very good manner the effective teaching in the classroom and self-assess	The student implements in an excellent manner the effective teaching in the classroom and self-assess
D. To provide effective feedback to the students, utilizing modern and alternative assessment techniques	The student does not provide any feedback to students	The student rarely provides feedback to students but without utilizing modern and alternative assessment techniques	The student sometimes provides feedback to students but without utilizing modern and alternative assessment techniques	The student sometimes provides feedback to students and rarely utilizes modern and alternative assessment techniques	The student usually provides feedback to students but not effective or prompt and utilizes modern and alternative assessment techniques	The student provides effective and prompt feedback to students and utilizes modern and alternative assessment techniques	The student provides good and prompt feedback to students and utilizes modern and alternative assessment techniques	The student provides very good and prompt feedback to students and utilizes modern and alternative assessment techniques	Provides excellent and timely feedback to students, utilizing modern and alternative assessment techniques
E. To reflect on their teaching practices and methods with an open disposition to change and transform them for the benefit of their students.	The student does not reflect on his teaching practices and methods	The student reflects on his teaching practices but without a disposition to change and transform them	The student sometimes reflects on his teaching practices but without a disposition to change and transform them	The student sometimes reflects on his teaching practices and has a slight disposition to change and transform them	The student usually reflects on his teaching practices and has a slight disposition to change and transform them	The student usually reflects on his teaching practices and methods and has an open disposition to change and transform them. When he deems it necessary, he modifies his methods in order to achieve the best result during the teaching process	The student frequently reflects on his teaching practices and methods and has an open disposition to change and transform them. When he deems it necessary, he modifies his methods in order to achieve the best result during the teaching process	The student reflects most of the times on his teaching practices and methods and has an open disposition to change and transform them. When he deems it necessary, he modifies his methods in order to achieve the best result during the teaching process	The student always reflects on his teaching practices and methods and has an open disposition to change and transform them. When he deems it necessary, he modifies his methods in order to achieve the best result during the teaching process

5. Research Project and Essay Production

Learning Outcomes	Grade: F Below 50% Description: Failure Quality Points: None	Grade: D 50-54% Description: Pass Quality Points: 1.00	Grade: C - 55-59% Description: Pass Quality Points: 2.00	Grade: C 60-64% Description: Pass Quality Points: 2.0	Grade: C + 65-69% Description: Pass Quality Points: 2.60	Grade: B- 70-74% Description: Pass Quality Points: 3.00	Grade: B 75-79% Description: Pass Quality Points: 3.30	Grade: B+ 80-84% Description: Pass Quality Points: 3.60	Grade: A 85-100% Description: Pass Quality Points: 4.0
Communication of information, application of qualitative and quantitative methods of analysis	The student demonstrates limited attention to task demands, is unable to communicate information obtained from various sources, and is unable to effectively apply qualitative and quantitative methods of analysis.	The student demonstrates attention to task requirements, is sometimes able to communicate the information obtained from various sources, but cannot effectively apply qualitative and quantitative methods of analysis.	The student demonstrates attention to task requirements, is usually able to communicate information obtained from various sources, and can apply qualitative and quantitative methods of analysis at a very basic level	The student demonstrates attention to task requirements, is able to communicate information obtained from various sources, and can apply qualitative and quantitative methods of analysis at a basic level.	The student demonstrates attention to task requirements, is able to communicate information obtained from various sources but cannot always satisfactorily and adequately apply qualitative and quantitative methods of analysis	The student demonstrates attention to task requirements, is able to communicate information obtained from various sources and can apply qualitative and quantitative analysis methods to a satisfactory level.	The student demonstrates attention to task requirements, is able to communicate information obtained from various sources and can apply qualitative and quantitative methods of analysis to a good standard.	The student demonstrates attention to task requirements, is able to communicate information obtained from various sources and can apply qualitative and quantitative analysis methods to a very good level.	The student shows great attention to task requirements, is very capable of communicating information obtained from various sources and can effectively apply qualitative and quantitative methods of analysis.
Communication of information, Writing of scientific publications and research essays and reports	The student demonstrates limited and insufficient subject matter knowledge to achieve learning outcomes. Not supported by bibliographic references. The essay is not properly structured. The use of language is inappropriate for a scientific essay.	The student demonstrates minimal knowledge of the subject resulting in failure to meet learning outcomes. This is supported by minimal and often incorrect bibliographic references. The structure is not correct in several parts of the essay. The use of language is simple and not suitable for a scientific essay, the length of the essay is limited and it is full of grammatical and syntax errors.	The student demonstrates minimal knowledge of the subject resulting in almost never meeting learning outcomes. This is supported by minimal bibliographic references. The structure in some places is not correct. The use of language is simple without the use of scientific terminology so it is not suitable for a scientific essay and there are many grammatical and syntax errors.	The student demonstrates little knowledge and understanding of the subject, resulting in rarely meeting learning outcomes. This is supported by few bibliographic references. The overall structure needs improvement. The use of language is simple, not suitable for a scientific essay and there are few grammatical and syntax errors as well as mistakes in scientific terms.	The student demonstrates little knowledge and understanding of the subject, resulting in rarely meeting learning outcomes. This is supported by several bibliographic references but not enough. The overall structure is relevant to the title and topic of the essay, but needs improvement and enrichment. The essay is satisfactory, with several grammar and syntax errors.	The student demonstrates knowledge and understanding of the subject at a satisfactory level to meet the learning outcomes. Satisfactorily supported by up-to-date bibliography and references. It has a satisfactory structure that partially meets the requirements of a scientific paper. The essay is satisfactory, with a few grammatical and syntactical errors that need to be corrected.	The student demonstrates knowledge and understanding of the subject at a good level to meet the learning outcomes. This is well supported by up-to-date literature and references are targeted. It has a good structure that meets the requirements of a scientific paper. The essay is good, without significant language, grammar and syntax errors.	The student demonstrates very good knowledge and understanding of the subject to meet learning outcomes at a very good level. This is very well supported by an up-to-date literature and the references are correct and to the point. It has a very good structure that meets the requirements of a scientific paper. The essay is very good, without language, grammar and syntax errors.	The student demonstrates deep knowledge and understanding of the subject. This is well supported by an up-to-date bibliography and the references are correct and to the point. It has an excellent structure that fully meets the requirements of a scientific paper. The essay is excellent, free of language, grammar and syntax errors.

APPENDIX 5

Curriculum Mapping



MSc in Pedagogical and Teaching Adequacy
(18 months, 90 ECTS, MSc, Distance Learning)

Curriculum Mapping

LEARNING OUTCOMES (I: Introduction of the outcome - R: Reinforcement of the outcome - M: Mastery of the outcome - A: Assessment of the learning outcome)	Required Courses							
	History of Modern Greek Education	Educational Sociology	Principles of Organization Administration of Education	Learning Disabilities and Behavioral Disorders	Theories of Learning, Teaching and Evaluation	Teaching Methodology of Special Courses	Teaching Practice	Master Thesis
Understand the contemporary role of education as a determinant of social effectiveness and as a field for illustrating all the changes at a political, ideological and economic level.	I	R	M					A
Understand and realize the role of the modern teacher as a trained professional, who can intervene, adapt, produce, balance and ultimately operate effectively in the school unit and classroom, in accordance with the current regulatory framework		I	R		R	M	A	A
Enhance, through personal study and through collaborative procedures, the knowledge on pedagogical and didactic topics after the completion of the program					I,R	M	A	A
Critically assess study developments in the scientific fields of pedagogy and didactics, in order to adapt them to different learning and teaching conditions					I,R	R	M	A
Analyse and interpret the institutional framework by recognizing the underlying principles of learning and teaching as well as their social implications			I		R	M	A	A
Practice issues of organization, planning and implementation of technically sound teaching, which will balance the main factors that define it					I,R	M	A	A
Familiarize themselves with the main principles of administration, organization and self evaluation of the school and staff			I,R,M			R		A
Effectively apply in practice the theoretical pedagogical and teaching directions					I,R	R	M,A	A

Collaborate and exchange knowledge, experiences, attitudes and opinions with colleagues towards the formation of a learning community and, more broadly, the qualitative upgrading of the teacher's role as a professional					I,R	R	M,A	A
Develop professionally by familiarizing with and adopting processes such as reflection, self-evaluation, hetero-observation, collaboration, and exploiting digital technologies					I,R	R	M	A

APPENDIX 6

Distance Learning Instructors' (3-day) Training Seminar

**DISTANCE LEARNING INSTRUCTORS’
TRAINING SEMINAR**
Open and Distance Education

First Day	
Ωρα/ Time	Θεματολογία Topics
09:00	<p>Αλληλογνωριμία</p> <ul style="list-style-type: none"> i. Εισαγωγικά ii. Στόχοι Σεμιναρίου iii. Ποιότητα στην εξ αποστάσεως εκπαίδευση iv. Χαρακτηριστικά ενήλικων σπουδαστών και Εξ αποστάσεως Εκπαίδευση <hr style="width: 20%; margin: 10px auto;"/> <p>Introduction</p> <ul style="list-style-type: none"> i. Quotation marks ii. Seminar Objectives iii. Quality in distance education iv. Characteristics of Adult Students and Distance Education
11.30	<p>Παρουσίαση Εργαλείων Τηλεκπαίδευσης</p> <p>Παρουσίαση των βασικών Τεχνολογιών Πληροφορίας και Επικοινωνίας που χρησιμοποιούνται σήμερα στην εξ αποστάσεως εκπαίδευση</p> <ul style="list-style-type: none"> • E-mail • Ιστοσελίδες • Ψηφιακά αποθετήρια • Fora • Εργαλεία web 2.0 (social networks, wikis, blogging) <hr style="width: 20%; margin: 10px auto;"/> <p>Presentation of Distance Learning Tools</p> <p>Presentation of the basic Information and Communication Technologies used today in distance education</p> <ul style="list-style-type: none"> • E-mail • Websites • Digital repositories • Fora • Web 2.0 tools (social networks, wikis, blogging)

Second Day	
09.00	<p>Η αναγκαιότητα του εκπαιδευτικού υλικού και οι ιδιαιτερότητές του</p> <p>Μεθοδολογία οργάνωσης Ο.Σ.Σ / ΟΣΤ Συσχετισμός με τις αρχές της ΑεξΑΕ και της Εκπαίδευσης Ενηλίκων</p> <ul style="list-style-type: none"> • Στοιχεία μιας ΟΣΣ • Εναλλακτικά σενάρια στις ΟΣΣ • Επικοινωνία ΣΕΠ – φοιτητών ενδιάμεσα των ΟΣΣ <hr style="width: 20%; margin: 10px auto;"/> <p>The necessity of the educational material and its peculiarities</p> <p>Group Counselling Meetings (GCM) organization methodology</p> <p>Correlation with the principles of Distance Education and Adult Education</p> <ul style="list-style-type: none"> • Elements of an GCM • Alternative scenarios in GCM • Communication of Adjunct Professor - students between GCM
Third day	
09.00	<p>Αξιολόγηση του τρόπου με τον οποίο οι διδάσκοντες αξιολογούν τις γραπτές εργασίες</p> <ul style="list-style-type: none"> • Σχολιασμός / αξιολόγηση γραπτών εργασιών • Λογοκλοπία <p>Δικαιώματα και Υποχρεώσεις Μελών ΣΕΠ</p> <hr style="width: 20%; margin: 10px auto;"/> <p>Evaluate the way in which professors evaluate written assignments</p> <ul style="list-style-type: none"> • Commentary / evaluation of written assignments • Plagiarism <p>Rights and Obligations of Adjunct Professor</p>

APPENDIX 7

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