

**CORRECTIONS OF ERRORS**

(4)

In decision No. 122638/21-12-2023 of the Senate of the University of West Attica, published in the Government Gazette (B' 7695) concerning the approval of the modification of the Study Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled "Educational Sciences through Innovative Technologies and Biomedical Approaches," the following corrections are made:

1. On page 85655, in column A', the subject is corrected:

from the incorrect:

"Approval of the modification of the Study Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled 'Educational Sciences through Innovative Technologies and Biomedical Approaches,' in collaboration between the Departments of 'Biomedical Sciences,' of the School of 'Health and Care Sciences,' and 'Early Childhood Education and Care' of the School of 'Administrative, Economic and Social Sciences' in accordance with the Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA: subject: 'Approval of Operational Regulations for Postgraduate Study Programs of the University of West Attica' (B' 4861/2023).",

to the correct:

"Approval of the Internal Operational Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled 'Educational Sciences through Innovative Technologies and Biomedical Approaches,' in collaboration between the Departments of 'Biomedical Sciences,' of the School of 'Health and Care Sciences,' and 'Early Childhood Education and Care' of the School of 'Administrative, Economic and Social Sciences' in accordance with Law 4957/2022 and the Model Operational Regulations for Postgraduate Study Programs of the University of West Attica (B' 4861/2023)."

2. On page 85656, in column B, on the 48th line from the top, it is corrected:

from the incorrect:

"...the approval of the modification of the Study Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled 'Educational Sciences through Innovative Technologies and Biomedical Approaches,' in collaboration of the Departments of 'Biomedical Sciences,' of the School of 'Health and Care Sciences,' and 'Early Childhood Education and Care' of the School of 'Administrative, Economic and Social Sciences' in accordance with the Model Study Regulations for Postgraduate Study Programs (PSP) of

UNIWA subject: 'Approval of Operational Regulations for Postgraduate Study Programs of the University of West...',

to the correct:

"...the approval of the Internal Operational Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled 'Educational Sciences through Innovative Technologies and Biomedical Approaches,' in collaboration between the Departments of 'Biomedical Sciences,' of the School of 'Health and Care Sciences,' and 'Early Childhood Education and Care' of the School of 'Administrative, Economic and Social Sciences' in accordance with Law 4957/2022 and the Model Operational Regulations for Postgraduate Study Programs of the University of West..."

(From the University of West Attica)

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Start of Page 4 of PDF - Government Gazette Issue B' 7695/31.12.2023, p. 85655

## **DECISIONS**

### **No. 122638**

Approval of the modification of the Study Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled "Educational Sciences through Innovative Technologies and Biomedical Approaches," in collaboration between the Departments of "Biomedical Sciences," of the School of "Health and Care Sciences," and "Early Childhood Education and Care" of the School of "Administrative, Economic and Social Sciences" in accordance with the Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA: subject: "Approval of Operational Regulations for Postgraduate Study Programs of the University of West Attica" (B' 4861/2023).

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**Continuation from Page 4 of PDF - Government Gazette Issue B' 7695/31.12.2023, p. 85655**

## **THE SENATE OF THE UNIVERSITY OF WEST ATTICA**

Having in mind:

1. The provisions of Law 4521/2018 "Establishment of the University of West Attica and other provisions" (A' 38).
2. The provisions of Law 4610/2019 "Synergies of Universities and T.E.I., access to tertiary education, experimental schools, General State Archives and other provisions" (A' 70).
3. The provisions of Law 4957/2022 "New Horizons in Higher

Education Institutions: Enhancing the quality, functionality and connection of H.E.I.s<sup>1</sup> with society and other provisions" (A' 141).

3. The Internal Operational Regulations of the University of West Attica, as amended (B' 4621/2020).

4. The Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA "Approval of Operational Regulations for Postgraduate Study Programs of the University of West Attica" (B' 4861/2023).

5. The Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA "Approval of Operational Regulations for Postgraduate Study Programs of the University of West Attica" (B' 4861/2023).

6. Circular Ref. No. 135557/Z1/1.11.2022 of the Ministry of Education, Research and Religious Affairs "Application of the provisions of Law 4957/2022 'New Horizons in Higher Education Institutions: Enhancing the Quality, Functionality and Connection of H.E.I.s<sup>1</sup> with society and other provisions' for the organization and operation of postgraduate study programs and other matters."

7. Decision Ref. No. 108990/Z1/8.9.2022 of the Deputy Minister of Education and Religious Affairs "Regulation of matters concerning the procedure for free-of-charge attendance in Postgraduate Study Programs with tuition fees" (B' 4899).

8. Joint Decision Ref. No. 18137/Z1/16.2.2023 of the Ministers of Education and Religious Affairs, and of State "Determination of the conditions and procedure for organizing Postgraduate Study Programs using distance learning methods in Higher Education Institutions (H.E.I.)" (B' 1079).

9. Act No. 3458/11.4.2017 (B' 1546) of the President of TEI of Athens, by which the Interdepartmental Postgraduate Studies Program (IPSP) of the Department of Medical Laboratories and the Department of Preschool Education of the Technological Educational Institute (TEI) of Athens "Pedagogy through Innovative Approaches, Technologies and Education" with the English title "Education: Pedagogy through Innovative Approaches and Technology" was established.

10. Decision No. 8363/20.8.2018 of the Governing Committee of the University of West Attica by which the establishment of the IPSP "Pedagogy through Innovative Technologies and Biomedical Approaches" was approved (B' 5312).

11. Decision No. 104741/30.12.2020 (B' 61180) of the Senate of the University of West Attica regarding the amendment of Decision No. 8363/20.8.2018 of the Governing Committee "Approval of Inter-institutional Postgraduate Studies Program titled 'Pedagogy through Innovative Technologies and Biomedical Approaches' of the Departments of Biomedical Sciences, Early Childhood Education and Care of the University of West Attica and the Pedagogical Department of the School of Pedagogical and Technological Education of Athens" (B' 5312).

12. Decision No. 104742/30.12.2020 (B' 6118) of the Senate of the University of West Attica regarding the amendment of Decision No. 16171/2.4.2019 (B' 1369) of the Governing Committee of the University of West Attica Study Regulations of the

IPSP titled "Pedagogy through Innovative Technologies and Biomedical Approaches" of the Departments of Biomedical Sciences, Early Childhood Education and Care of the University of West Attica and the Pedagogical Department of the School of Pedagogical and Technological Education of Athens.

13. Decision No. 87111/18.10.2021 (B´ 5315) of the Senate of the University of West Attica regarding the amendment of Decision No. 8363/20.8.2018 (B´ 5312) of the Governing Committee: Approval of Inter-institutional Postgraduate Studies Program titled "Pedagogy through Innovative Technologies and Biomedical Approaches" of the Departments of Biomedical Sciences, Early Childhood Education and Care of the University of West Attica and the Pedagogical Department of the School of Pedagogical and Technological Education of Athens.

14. The "Special Collaboration Protocol" dated 2.12.2021 between the Department of Biomedical Sciences of the School of Health and Care Sciences and the Department of Early Childhood Education and Care of the School of Administrative, Economic and Social Sciences of the University of West Attica.

15. Decision No. 71747/27.7.2023 of the Senate of the University of West Attica "Amendment of Senate Decision No. 53996/9.6.2022 of the University of West Attica 'Approval of re-establishment and operation of the Interdepartmental Postgraduate Studies Program titled "Educational Sciences through Innovative Technologies and Biomedical Approaches" between the Department of Biomedical Sciences of the School of Health and Care Sciences and the Department of Early Childhood Education and Care of the School of Administrative, Economic and Social Sciences of the University of West Attica' (B´ 3205)" (B´ 4864).

16. Act No. 3/21.9.2023 (item 7) of the Program Steering Committee (as the Special Interdepartmental Committee was renamed according to Law 4957/2022) of the Interdepartmental Postgraduate Studies Program between the Department of Biomedical Sciences of the School of Health and Care Sciences and the Department of Early Childhood Education and Care of the School of Administrative, Economic and Social Sciences of the University of West Attica, on the subject: "New IPSP Operational Regulations."

17. Ascertaining Act No. 46969/12.5.2023 of the Vice-Rector for Research and Lifelong Learning of the University of West Attica, regarding the "Election of Rector of the University of West Attica" (Y.O.D.D. 454).

18. Act No. 77275/1.9.2023 of the Rector of the University of West Attica regarding the "Appointment of Vice-Rectors, Their Areas of Responsibility, Allocation of Duties, and Order of Substitution for the Rector of the University of West Attica" (Y.O.D.D. 921), as well as its amendment No. 94297/12.10.2023 (Y.O.D.D. 1141).

19. Decision No. 124685/22.12.2022 (ADA: 66YK46M9ΞH-Θ9Ξ) of the Rector of the University of West Attica regarding the "Formation of the Postgraduate Studies Committee of the University of West Attica," as well as Decision No. 86982/28.9.2023 (ADA: 6PP846M9ΞH-NEΦ) for its Reconstitution.

20. Act No. 80818/12.9.2023 (ADA: 9ZYΨ46M9ΞH-ΘΑΔ) of the Rector of the University of West Attica "Formation of the Senate of the University of West Attica."

21. Act No. 97386/19.10.2023 (ADA: ΨΛΓX46M9ΞH-107) of the Rector of the University of West Attica "Reconstitution of the Senate of the University of West Attica."

22. Decision No. 8/7.12.2023 (item 90) of the Postgraduate Studies Committee regarding the modification of the Study Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled "Educational Sciences through Innovative Technologies and Biomedical Approaches," in collaboration of the Departments of "Biomedical Sciences," of the School of "Health and Care Sciences," and "Early Childhood Education and Care" of the School of "Administrative, Economic and Social Sciences" in accordance with the Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA, subject: "Approval of Operational Regulations for Postgraduate Study Programs of the University of West Attica" (B' 4861).

23. Decision No. 17/11.12.2023 (item 21) of the Senate of the University of West Attica regarding the modification of the Study Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled "Educational Sciences through Innovative Technologies and Biomedical Approaches," in collaboration of the Departments of "Biomedical Sciences," of the School of "Health and Care Sciences," and "Early Childhood Education and Care" of the School of "Administrative, Economic and Social Sciences" in accordance with the Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA, subject: "Approval of Operational Regulations for Postgraduate Study Programs of the University of West Attica" (B' 4861).

24. The fact that the present decision does not incur expenditure against the state budget, decides:

**decides:**

the approval of the modification of the Study Regulations of the Interdepartmental Postgraduate Studies Program (IPSP) titled "Educational Sciences through Innovative Technologies and Biomedical Approaches," in collaboration of the Departments of "Biomedical Sciences," of the School of "Health and Care Sciences," and "Early Childhood Education and Care" of the School of "Administrative, Economic and Social Sciences" in accordance with the Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA, subject: "Approval of Operational Regulations for Postgraduate Study Programs of the University of West Attica" (B' 4861/2023), from the academic year 2023-2024, as follows:

**Article 1**

**General Provisions**

The Interdepartmental Postgraduate Studies Program (IPSP) titled "Educational Sciences through Innovative Technologies and Biomedical Approaches" resulted from the fruitful collaboration of the Departments of "Biomedical Sciences," of the School of "Health and Care Sciences," and "Early Childhood Education and Care" of the School of "Administrative, Economic and Social Sciences," and falls within the framework of the aims and general mission of the University of West Attica (UNIWA). It aims at the further promotion of scientific knowledge, the development of research, the satisfaction of the educational, research, social, cultural, and developmental needs of the<sup>1</sup> country, and the provision of high-level postgraduate education and in-depth study in cognitive areas of Applied Pedagogy, General and Special Didactic Methodology, School Psychology, and Special Needs Education, in conjunction with Biomedical Sciences and New Technologies. The IPSP aims at the high-level specialization of its graduates in theoretical and applied areas of these specific fields and at in-depth study in the cognitive areas of Educational Sciences.

## **Article 2**

### **Purpose - Organization**

The Program is aimed at graduates of domestic Higher Education Institutions (H.E.I.) and equivalent foreign institutions who are currently serving or intend to serve in General as well as Special Needs Education (S.N.E.), at primary or secondary levels, and/or in early childhood education and care, and who are interested in acquiring specialized knowledge, some of which is in cutting-edge fields such as Pedagogy, General and Special Didactics, Psychology, and Counseling, and in developing a critical awareness of the issues emerging in these fields and their interconnection with New Technologies and Biomedical Sciences.

The purpose of the IPSP is to maximize the potential of its graduates in the educational field, on the one hand, by acquiring a holistic approach to modern Pedagogical Science and Universal Design for Learning (UDL) processes, and on the other hand, by updating students' knowledge and skills in the aforementioned cognitive fields.

In this context, the IPSP focuses on bridging Biomedical Sciences and New Technologies with various sectors of Education, while also aiming at the dissemination of modern interdisciplinary approaches through theory, research, and application in the field of Educational Sciences. The contribution of the Department of Biomedical Sciences of the University of West Attica, which covers the subject area of Biomedical Sciences and their Technological Applications, is of crucial importance to the Program, as it possesses the appropriate scientific personnel to support such an approach, as well as the necessary high-technology specialized laboratory equipment to offer students specialized knowledge in fields such as Biology, Neurobiology, Genetics, etc. As documented by contemporary studies, these fields play a significant role in the learning process and reframe areas such as

Special Education and Inclusive Education. This approach is pioneering, modern, and unique among domestic postgraduate programs.

A further significant innovation of the IPSP lies in its functional integration of the inclusive dimension into its Curriculum. Thereby, it fully aligns with contemporary national and international mandates for the promotion of inclusive education and the removal of barriers to equal access to education for all students with disabilities and/or special educational needs. Specifically, by integrating the inclusive dimension, the IPSP aligns, *inter alia*, with:

- Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD), which underscores the necessity for persons with disabilities to access quality, inclusive education,
- the new European Disability Strategy 2021-2030, which promotes the principles of inclusive education,
- the National Action Plan for Disability, which provides for the creation of a new institutional framework for inclusive education for the benefit of students with disabilities and/or special educational needs, as well as the implementation of a Strategic Action Plan with interventions in all educational sectors aimed at promoting the inclusive goal,
- the new legislative framework for the internal and external evaluation of school units, which establishes inclusive education as one of the central axes for evaluating the educational work of school units, placing particular emphasis on issues of supporting students with special educational needs, applying differentiated learning practices, and implementing individualized interventions.

Furthermore, the inclusive dimension of the Program aims to train teachers, special educators, and related professionals active in the field of special education and, more broadly, in the education of students with disabilities and/or special educational needs, on issues directly related to this field, including, among others:

1. theoretical approaches in the field of special education and inclusive education,
2. specialized applications of Neuroscience and Genetics in the field of developmental disorders (e.g., Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disorder – dyslexia, dyscalculia, Autism Spectrum Disorder<sup>1</sup> (ASD)),
3. inclusive philosophy and policy,
4. the educational and social inclusion of students with disabilities and/or special educational needs,
5. learning and teaching in inclusive and special educational settings,
6. the design and application of the principles of differentiated instruction and Universal Design for Learning (UDL),
7. the design and implementation of targeted educational programs for students with disabilities and/or special educational needs in formal and non-formal learning environments,
8. the utilization of alternative forms of intervention (drama, music, visual arts) as well as assistive technology in the education of individuals with disabilities and/or special educational needs.

## **Article 3**

### **Founding, Organization, and Operation Bodies of the P.S.P. (Postgraduate Studies Program)**

For the organization and general operation of the Interdepartmental Postgraduate Studies Program (IPSP) "Educational Sciences through Innovative Technologies and Biomedical Approaches," the responsible bodies are the following:

- a) The Senate of the University of West Attica (UNIWA),
- b) The Program Steering Committee (PSC) of the IPSP,
- c) The Director of the IPSP,
- d) The Postgraduate Studies Committee (PSC-general university level, distinct from the program's PSC). (Translator's note: E.M.Σ. is a university-level committee, while PSC is specific to this program. "Postgraduate Studies Committee" is a common translation for E.M.Σ.)

- a) The Senate of the University of West Attica:

The Senate has the following responsibilities:

1. Approves the establishment of the Interdepartmental Postgraduate Studies Program (IPSP) or the amendment of the IPSP's founding decision.
2. Approves the extension of the operational duration of the IPSP.
3. Forms the Program Steering Committee in the case of interdepartmental, inter-institutional, or joint PSPs.
4. Decides on the abolition of PSPs offered by the University of West Attica.

- b) The Program Steering Committee (PSC):

The Program Steering Committee of the IPSP consists of members of the Teaching and Research Staff (TRS) of the collaborating Departments of "Biomedical Sciences" and "Early Childhood Education and Care" of the University of West Attica (UNIWA) and is formed by decision of the UNIWA Senate, following the recommendation of the Assemblies of the collaborating Departments. The PSC consists of five (5) TRS members from the collaborating Departments. Specifically, and as defined in the collaboration protocol, the Department of "Biomedical Sciences" is represented on the PSC by three (3) members, and the Department of "Early Childhood Education and Care" by two (2) members. The appointment of the TRS members who make up the PSC is carried out by the Assembly of each of the collaborating Departments. The appointment of a new member(s) to the PSC, in the event of resignation or impediment, is carried out by decision of the competent Departmental Assembly. The PSC members are not entitled to remuneration or any compensation for the execution of the duties assigned to them related to the performance of their tasks.



The Program Steering Committee is responsible for the organization, administration, and management of the IPSP, and specifically for:

1. forming committees for the evaluation of applications from prospective postgraduate students and for approving their enrollment in the IPSP,
2. allocating teaching duties, inviting Visiting Professors, as well as assigning teaching duties to the categories of teaching staff mentioned in Article 83 of Law 4957/2022,
3. recommending to the Senate the amendment of the IPSP's founding decision, as well as the extension of the IPSP's duration,
4. approving the formation of examination committees for the examination of postgraduate students' theses and for appointing supervisors for each thesis,
5. ascertaining the successful completion of studies for the award of the IPSP title,
6. drawing up and approving the initial annual budget of the IPSP and its amendments, as well as recommending their approval to the Research Committee of the Special Account for Research Funds (ELKE),
7. approving the incurring of IPSP expenditures,
8. compiling and approving the financial report of the IPSP,
9. approving the procedure for examining the criteria for exemption from tuition fees and for issuing a reasoned decision on the acceptance or rejection of the application,
10. approving the granting of scholarships, reciprocal or non-reciprocal, in accordance with the provisions of the IPSP's founding decision, the IPSP's Operational Regulations, and the Institution's postgraduate and doctoral studies regulations,
11. drawing up and approving a plan for the modification of the study program,
12. approving the reallocation of courses between academic semesters, as well as approving matters related to the qualitative upgrading of the study program,
13. approving any other matter required for the smooth operation of the IPSP.

c) The Director of the IPSP:

The Director of the IPSP comes from the members of the Teaching and Research Staff (TRS) – preferably at the rank of Professor or Associate Professor – of the Department of "Biomedical Sciences," which has been designated as the coordinating Department of the IPSP and has undertaken the administrative support of the Program, and is appointed by decision of the PSC for a two-year term, with the possibility of renewal without limitation.

The Director of the IPSP has the following responsibilities:

1. presides over the Program Steering Committee (PSC), prepares the agenda for its meetings, and convenes its meetings,
2. makes recommendations to the PSC on matters concerning the organization and operation of the IPSP,

3. makes recommendations to the PSC and to the other bodies of the H.E.I. (Higher Education Institution) on matters related to the effective operation of the IPSP,
4. is the Scientific Head of the program in accordance with Article 234 of Law 4957/2022 and exercises the corresponding responsibilities,
5. monitors the implementation of the decisions of the<sup>1</sup> IPSP bodies, the articles of the IPSP's Operational Regulations, as well as the execution of the IPSP's budget,
6. exercises any other responsibility defined in the IPSP's founding decision.

The Director of the IPSP is not entitled to remuneration or any compensation for the execution of the duties assigned to him/her that are related to the performance of his/her tasks. The appointment of a new Director, in the event of resignation, may be carried out by decision of the competent bodies, following the submission of an application by the members and a reasoned report of the request for change/resignation.

#### d) The Postgraduate Studies Committee

By decision of the Senate, following a proposal from the Deanships of the Schools of the University of West Attica, the Postgraduate Studies Committee is established. The Committee consists of one (1) member of the Teaching and Research Staff (TRS) from each School of UNIWA, one (1) member from the categories of Special Educational Staff (EEP), Laboratory Teaching Staff (EDIP), and Special Technical Laboratory Staff (ETEP)<sup>1</sup> of UNIWA, and the Vice-Rector responsible for academic affairs, as President. The members of the Committee have experience in organizing and participating in second-cycle study programs. The term of office of the Committee is two (2) academic years.

The responsibilities of the Committee are:

1. submitting opinions to the UNIWA Senate regarding the establishment of new Postgraduate Study Programs or the modification of existing PSPs, after evaluating requests from Departmental Assemblies for the establishment of new PSPs, the relevant feasibility and sustainability reports, and the costing of the PSP's operation, as well as the possibility of referring them back if the recommendation is not sufficiently justified or the accompanying reports are not complete,
2. drafting Regulations for PSPs of UNIWA and submitting them to the Senate,
3. developing a model draft of Operational Regulations for PSPs,
4. monitoring compliance with the operational regulations of the PSPs,
5. monitoring the implementation of legislation, the Regulations, and the decisions of the UNIWA administrative bodies by the PSPs,
6. monitoring the implementation of the procedure for exemption from the obligation to pay tuition fees,
7. any other responsibility defined by the Internal Regulations of each PSP.

8. By decision of the Senate, following a recommendation from the Postgraduate Studies Committee, the regulations for postgraduate study programs are approved, which constitute a distinct chapter of the internal operational regulations of UNIWA.

## **Article 4**

### **Number of Admitted Students, Criteria, and Selection Method**

The number of students admitted to the IPSP "Educational Sciences through Innovative Technologies and Biomedical Approaches" is set at a maximum of one hundred and eighty (180) and a minimum of twenty (20) students per admission period. In the event of tied candidates, the number of admitted postgraduate students is increased to include the last tied candidate(s). In addition to the number of admitted students, scholarship holders and members of the EEP, EDIP, and ETEP categories are accepted as supernumeraries.

The IPSP "Educational Sciences through Innovative Technologies and Biomedical Approaches" offers three (3) specializations:

1. Specialization in "Early Childhood Education."
2. Specialization in "Primary Education/Secondary Education."
3. Specialization in "Inclusive Education."

During the planning process for the commencement of new study cycles, the PSC (Program Steering Committee) may decide, following justification, not to operate one or more of the aforementioned specializations and consequently not to include it in a potential call for expressions of interest. It may also decide not to operate one or more of the specializations that have been included in a call for expressions of interest if the number of admitted students does not exceed fifteen (15).

### **Criteria and Method for Selecting Candidates:**

#### **I. Call for Expressions of Interest**

Prospective candidates are informed through the Call for Expressions of Interest of the IPSP, which is published on the websites of the IPSP, of the two participating Departments of UNIWA, and on any other appropriate media. The Call for Expressions of Interest includes all relevant information (dates, method(s) and place of application submission for participation) regarding the necessary supporting documents, the application submission procedure, the application deadline, as well as the criteria for evaluating candidates' applications. The Call for Expressions of Interest specifies:

- a) the conditions for participation of prospective postgraduate students in the selection process,

- b) the categories of graduates and the number of admitted students,
- c) the procedure and criteria for selecting postgraduate students,
- d) the application deadlines,
- e) the required supporting documents,
- f) any other detail deemed necessary to facilitate the selection process for prospective postgraduate students.

Applications and the required supporting documents are submitted to the Secretariat of the IPSP, in printed or electronic form, within the deadline specified in the Call for Expressions of Interest, which may be extended by decision of the Program Steering Committee.

## **II. Candidate Evaluation Committee (CEC)**

The selection of admitted students is carried out by a three-member Candidate Evaluation Committee (CEC), which consists of members of the Teaching and Research Staff (TRS) of the collaborating Departments of "Biomedical Sciences" and "Early Childhood Education and Care" of the University of West Attica, and/or TRS members from other Departments of the University of West Attica or Departments of other Institutions, and/or external scientific collaborators of the IPSP, who have undertaken work in the IPSP and are deemed suitable for participation in the evaluation process. The CEC is formed by decision of the PSC (Program Steering Committee).

The Candidate Evaluation Committee (CEC) has the following responsibilities:

1. Evaluation of all submitted supporting documents. The completeness of the supporting documents is checked by the Secretariat of the IPSP.
2. Verification of the candidates' language proficiency.
3. Conducting personal interviews with the candidates.

The supporting documents for participation of candidates in the IPSP "Educational Sciences through Innovative Technologies and Biomedical Approaches" are:

1. Application for participation in the IPSP.
2. Degree certificate(s) (tertiary education) and detailed transcript of grades (if the degree certificates have been awarded by foreign H.E.I.s, they must be accompanied by a recognition of equivalence).
3. Detailed Curriculum Vitae of the candidate.
4. Copy of both sides of the candidate's police identity card/passport.
5. Statement of Purpose, up to two (2) pages long, in which the candidate will explain the reasons for wishing to attend the specific Program, referencing their general and specific interests, as well as their previous contact with the scientific subjects of the program and/or their professional experience in them.
6. 6. Proof of good knowledge of a foreign language (B2 level) (if available). Good knowledge is certified based on the conditions specified by ASEP. In

the event that a candidate is selected and does not meet the ASEP-specified conditions for good knowledge of a foreign language, they will be examined in scheduled English language tests to ascertain sufficient foreign language proficiency.

7. Two (2) Letters of Recommendation (if available).
8. Proof of research, writing, and professional work (if available).
9. Diploma/Thesis (if completed).
10. Additional qualifications, scholarships, special seminars, postgraduate degrees, supplementary education degrees, etc. (if available).

Candidates declare the specialization they wish to follow during the second year of studies of the IPSP upon submission of their application.

Upon completion of the evaluation procedures, the competent CEC (Candidate Evaluation Committee) draws up a table of successful and runner-up candidates in order of ranking, according to the selection criteria and the weighting factors per criterion. Successful candidates are considered to be those who achieved a ranking position up to the maximum limit for student admission. The CEC may also consider as successful those candidates who tied with the last successful candidate. Runner-up candidates are considered to be those who achieved a ranking position beyond the maximum limit for student admission, having the right to enroll if those ranked higher do not accept the position or do not enroll within the deadline. In the event of a tie, all tied candidates are admitted.

The final ranking of candidates based on the Program's list of criteria and the proposal for candidate selection based on this ranking are submitted to the Program Steering Committee for validation. The final allocation of the number of admitted students per specialization will be determined by a decision of the PSC upon final validation of the list of successful candidates.

### III. Candidate selection criteria:

| CODE | DESCRIPTION   | WEIGHT |
|------|---|--------|
| K1   | Degree grade. Grades in courses relevant to the cognitive subject of the P.S.P. Diploma thesis, where provided for in the first cycle of studies. | 30%    |
| K2   | Any writing and/or research activity of the candidate.  | 15%    |
| K3   | Professional experience of the candidate or documented engagement with the subjects of the program.   | 15%    |
| K4   | Interview.  | 40%    |
|      | $\text{Grade} = K1 \times 0.3 + K2 \times 0.15 + K3 \times 0.15 + K4 \times 0.4$  |        |

### IV. Selection procedure

The required supporting documents are submitted within the deadlines specified in the respective call for expressions of interest. The Secretariat of the IPSP receives the applications and necessary supporting documents submitted by the prospective postgraduate students, in accordance with the provisions of the respective call for expressions of interest, and compiles a list of postgraduate student candidates, which it forwards to the CEC (Candidate Evaluation Committee). Candidates must submit their applications and necessary supporting documents within the deadlines specified in the relevant call for expressions of interest. Late applications are not accepted.

The candidate evaluation procedure includes two stages:

In the first stage, applications are evaluated based on the completeness and validity of the required submitted supporting documents, which is a prerequisite for advancing to the next stage.

During the second stage of the procedure, candidates are invited for an interview before the CEC. The aim of the interview is to ascertain which candidates are capable of substantially meeting the requirements of the IPSP, taking into account their motivation, interest, as well as their overall preparedness and scientific proficiency in relation to the subject of the postgraduate program.

Upon completion of the evaluation procedures, the CEC compiles a complete list of all candidates, ranks the candidates, makes the final selection, and draws up the provisional list of successful candidates, 1 per specialization, which is validated by the PSC (Program Steering Committee). Its posting is carried out in accordance with the provisions on personal data protection, on the IPSP website. In the event that two or more candidates accumulate the same total number of points, they are accepted as having tied.

An objection to the provisional list of successful candidates can be submitted within five (5) working days from the date of announcement of the lists. The objection must be specific and is judged definitively by a three-member Committee of TRS members from the collaborating Departments who have undertaken postgraduate work, which is appointed by decision of the PSC.

After the deadline for objections and the final decision of the objections committee (if any), the final list of successful candidates is posted, following the posting procedure of the provisional list. Successful candidates are invited to respond in writing or electronically (via email), within a predetermined deadline from the posting of the final list and following a relevant announcement or information from the IPSP secretariat, regarding their acceptance of admission to the IPSP and its operating terms, as described in the present operational regulations. If there are refusals, the Secretariat informs the next candidates in the evaluation order from the final list of successful candidates.

## **V. Enrollment in the P.S.P. (Postgraduate Studies Program)**

Successful candidates are invited and obliged to enroll by submitting an initial enrollment application to the secretariat of the IPSP, in accordance with instructions and deadlines set by the competent bodies, which are communicated to the successful candidates by the IPSP secretariat. For reasons of exceptional need, the enrollment of a postgraduate student after the deadline is possible, by decision of the PSC (Program Steering Committee) and following a justified request from the interested party. Admitted postgraduate students can be informed through the IPSP website and/or from the IPSP Secretariat.

## **Article 5**

### **Categories of Candidates**

Graduates of domestic Higher Education Institutions or equivalent foreign institutions are admitted to the IPSP (Interdepartmental Postgraduate Studies Program) in accordance with the provisions of current legislation. Final-year students of Departments may also apply, provided that they submit a Certificate of Completion of Studies before the validation date of the list of successful candidates. In this case, a copy of their degree or diploma is submitted before the program's commencement date.

Final-year students of foreign institutions that are not yet included in the National Registry of Recognized Foreign Institutions of DOATAP (Hellenic National Academic Recognition Information Center) may also apply. If a foreign institution is not listed on the DOATAP website, the procedure defined by current legislation is applied. Otherwise, the student will be de-registered, without any claim by the student for a refund of any fees they may have deposited.

Members of the EEP (Special Educational Staff), as well as EDIP (Laboratory Teaching Staff) and ETEP (Special Technical Laboratory Staff) categories, and administrative employees, if so decided by the PSC (Program Steering Committee), may, upon their request, enroll as supernumeraries, with only one such enrollment per year, without the obligation to pay tuition fees.

Foreign candidates applying to attend the IPSP in the Greek language must have sufficient knowledge of Greek (holders of a B2 level certificate according to Ministerial Decision Ref. No. Φ152/B6/1504/30.5.2001 (B' 659), as in force).

The Secretariat of the IPSP verifies whether the degree-awarding foreign institution is included in the National Registry of Recognized Foreign Institutions and whether the type of said degree is included in the National Registry of Degree Types from Recognized Institutions, which are posted on the DOATAP website.

## **Article 6**

## **Duration of Studies - Suspension of Studies**

### **6.1. Duration of studies**

The duration of studies leading to the award of the Master's Degree (D.M.S.) of the Program is set at four (4) academic semesters, each lasting at least thirteen (13) teaching weeks. Each semester corresponds to 30 ECTS Credits (totaling 120 ECTS for the program), and this period also includes the time for the completion of a Practicum and for the preparation and submission for assessment of the Master's Thesis (M.Th.), if applicable. The time for writing the M.Th. cannot be less than one (1) academic semester and no more than three (3) academic semesters. The compulsory courses of the study program are not less than thirty-nine (39) teaching hours. The permitted duration for completing the requirements to obtain the Master's Degree is a minimum of four (4), and a maximum of up to six (6) academic semesters. However, in exceptional cases, a suspension of studies may be granted by decision of the PSC (Program Steering Committee), and this suspension period will not be counted towards the total required duration for the award of the Master's Degree (D.M.S.). The IPSP (Interdepartmental Postgraduate Studies Program) is completed with the award of a Master's Degree (D.M.S.), at level seven (7) of the National and European Qualifications Framework, in accordance with Article 47 of Law 4763/2020. Successful completion of studies is determined by successful performance in the courses of the IPSP (including the Practicum) and the successful completion of a Master's Thesis, where applicable.

### **6.2. Suspension of studies**

A postgraduate student may, by submitting a justified application, request a suspension of studies (e.g., for military service, illness, absence abroad, serious personal or family reasons), provided they submit the relevant supporting documents. The decision to approve or reject the suspension request is made by the PSC (Program Steering Committee). The semesters of suspension of student status are not counted towards the prescribed maximum duration of regular studies. The right to suspend studies may be exercised once or in parts for a minimum period of one (1) academic semester, but the total duration of the suspension may not cumulatively exceed two (2) academic semesters. Students who are on suspension of studies lose their student status for the entire period of the suspension. Upon their return to studies, the student continues to be subject to the study regime applicable at the time of their enrollment as a postgraduate student.

## **Article 7**

### **Study Program**

The IPSP (Interdepartmental Postgraduate Studies Program) commences in the winter and/or spring semester of each academic year, based on the relevant decisions of the PSC (Program Steering Committee) regarding the planning of



admission procedures for postgraduate students, the appointment of course coordinators, as well as the planning of the start of studies for each cycle.

Successful examination in all courses of the study program, successful completion of the practicum and/or the master's thesis, where applicable, are necessary prerequisites for the award of the Master's Degree (D.M.S.).

All courses offered by the IPSP (compulsory and elective) are integrated within the framework of the most modern pedagogical methods and techniques that run through Education, Psychology, New Technologies, and Biomedical Sciences. Specifically, the courses concern theoretical, research, and specialized training in the field of Educational Sciences, and define the applied role of the modern educator and the modern special educator, in all contexts where differentiated instruction and universal design for learning are applied, in accordance with contemporary international developments and practices.

It is noted that the courses of the study program for the "Inclusive Education" specialization are relevant to the subject of S.N.E. (Special Needs Education), as defined by Ministerial Decision Ref. No. 52425/Z1/2019 "Determination of Relevance Criteria for Doctoral and Postgraduate Studies with the subjects of Special Needs Education (S.N.E.) and School Psychology" (B' 1152). Specifically:

1. In terms of duration, courses relevant to the subject of S.N.E. run through all semesters of the study program and correspond to a minimum of 90 credit units (CU/ECTS). The study program for this specialization also includes a compulsory Practicum.
2. In terms of content, the taught courses relevant to the subject of S.N.E. and the master's thesis cover 92 credit units (ECTS), which is 76% of the total number of credit units/ECTS of the IPSP's Study Program.

In more detail, all taught courses of the three (3) specializations of the IPSP, per semester, are listed in the table below:

### **|| 1st Semester |||**

| Course Code                      | Course Title   | Course Type | Credit Units (CU/ECTS) |
|----------------------------------|--|-------------|------------------------|
| MY.1.1                           | Modern Trends in Pedagogical Science - Pedagogy of Integration - Inclusion | C           | 8                      |
| MY.1.2                           | Introduction to Educational Technology                                     | C           | 6                      |
| MY.1.3                           | Child and Adolescent Psychology  | C           | 8                      |
| MY.1.4                           | Neuroscience and Special Needs Education                                   | C           | 8                      |
| Total Credit Units for Semester: |  |             | 30                     |

*(Note: Course type "C" corresponds to "Compulsory" based on the legend provided later in the original document.)*

## || 2nd Semester |||

| Course Code                             | Course Title  | Course Type | Credit Units (CU/ECTS) |
|---|---|-------------|------------------------|
| MY.2.1                                  | Educational Research Methodology and Statistics   | C           | 8                      |
| MEY.2.2.1                               | Integration of Technology in Educational Practice   | CE          | 8                      |
| MEY.2.2.2                               | Applications of Information and Communication Technologies (ICT) and Assistive Technology in the School and Social Inclusion of Students with Disabilities and/or Special Learning Difficulties | CE          | 8                      |
| MY.2.3                                  | Universal Design for Learning: Projects and Implementation of Differentiated Instruction Programs   | C           | 8                      |
| MY.2.4                                  | Genetics of Developmental Disorders   | C           | 6                      |
| Total Credit Units for Semester:     30 |   |             |                        |

In the context of the second (B') semester of the IPSP Study Program, each postgraduate student is required to choose, in addition to the three common compulsory general background courses (MY.2.1, MY.2.3, and MY.2.4), one of the two (2) offered elective courses (MEY.2.2.1 or MEY.2.2.2), in order to complete the required number of thirty (30) credit units for the semester.

(Note: Course types "C" and "CE" correspond to "Compulsory" and "Compulsory Elective" / "Mandatory Choice" respectively, based on the legend provided later in the original document.)

## || 3rd Semester |||

| **Specialization: Early Childhood Education** | | |

| Course Code                             | Course Title   | Course Type | Credit Units (CU/ECTS) |
|---|--|-------------|------------------------|
| MYK.3.1.1                               | Childhood: Social and Cultural Approaches  | SC          | 8                      |
| MYK.3.1.2                               | Technological Innovations and Creativity in Pedagogical Practice                             | SC          | 6                      |
| MYK.3.1.3                               | Professional Development of Educators - Network Creation                                     | SC          | 6                      |
| MYK.3.1.4                               | Practicum Part 1 - Recording and Evaluation of Pedagogical Work in Early Childhood Education | SC          | 10                     |
| Total Credit Units for Semester:     30 |  |             |                        |

(Note: Course type "SC" corresponds to "Specialization Compulsory" based on the legend provided later in the original document.)

## || 3rd Semester |||

| | **Specialization: Primary Education / Secondary Education** | | |

| Course Code                      | Course Title  | Course Type | Credit Units (CU/ECTS) |
|----------------------------------|---|-------------|------------------------|
| MYK.3.2.1                        | Psychosocial Support of Child and Adolescent - Counseling                         | SC          | 10                     |
| MEK.3.2.2.1                      | Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences | SE          | 10                     |
| MEK.3.2.2.2                      | Technology and Modern Trends in the Didactics of Language Courses                 | SE          | 10                     |
| MEK.3.2.2.3                      | Didactics of Biomedical Sciences  | SE          | 5                      |
| MEK.3.2.2.4                      | Evaluation in Education   | SE          | 5                      |
| MEK.3.2.2.5                      | Adult Education and Lifelong Learning   | SE          | 5                      |
| Total Credit Units for Semester: |   |             | 30                     |

*(Note: Course types "SC" and "SE" correspond to "Specialization Compulsory" and "Specialization Elective" respectively, based on the legend provided later in the original document.)*

The explanatory note following the table regarding course selection for this specialization (from p. 85681 of the Gazette / PDF page 30):

In the "Primary Education / Secondary Education" specialization, participants are required to choose, in addition to the compulsory specialization course (MYK.3.2.1), two or three courses from the five (5) offered elective specialization courses (MEK.3.2.2.1, MEK.3.2.2.2, MEK.3.2.2.3, MEK.3.2.2.4, MEK.3.2.2.5), in order to complete the required number of thirty (30) credit units for the semester.

## || 3rd Semester |||

|| Specialization: Inclusive Education |||

| Course Code                      | Course Title   | Course Type | Credit Units (CU/ECTS) |
|----------------------------------|--|-------------|------------------------|
| MYK.3.3.1                        | Educational and Social Inclusion of Students with Disabilities and/or Special Abilities  | SC          | 8                      |
| MYK.3.3.2                        | Practicum Part 1 - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings | SC          | 22                     |
| Total Credit Units for Semester: |  |             | 30                     |

*(Note: Course type "SC" corresponds to "Specialization Compulsory" based on the legend provided later in the original document.)*

The explanatory note concerning all 3rd-semester courses (from p. 85681 of the Gazette / PDF page 30):

During the third (C') semester of studies:

In the specializations "Early Childhood Education" and "Inclusive Education," the courses are compulsory for the participants in these specific specializations, without the possibility of choice.

In the "Primary Education / Secondary Education" specialization, participants are required to choose, in addition to the compulsory specialization course (MYK.3.2.1), two or three courses from the five (5) offered elective specialization courses (MEK.3.2.2.1, MEK.3.2.2.2, MEK.3.2.2.3, MEK.3.2.2.4, MEK.3.2.2.5), in order to complete the required number of thirty (30) credit units for the semester.

## || 4th Semester |||

| | **Specialization: Early Childhood Education** | | |

| Course Code | Course Title | Course Type | Credit Units (CU/ECTS) |
|-------------|--------------|-------------|------------------------|
|-------------|--------------|-------------|------------------------|

|           |   |    |    |
|-----------|---|----|----|
| MYK.4.1.1 | Practicum Part II - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom | SC | 15 |
|-----------|---|----|----|

|           |                                |    |    |
|-----------|--------------------------------|----|----|
| MYK.4.1.2 | Elaboration of Master's Thesis | SC | 15 |
|-----------|--------------------------------|----|----|

|                                  |  |  |    |
|----------------------------------|--|--|----|
| Total Credit Units for Semester: |  |  | 30 |
|----------------------------------|--|--|----|

*(Note: Course type "SC" corresponds to "Specialization Compulsory" based on the legend provided later in the original document.)*

## || 4th Semester |||

| | **Specialization: Primary Education / Secondary Education** | | |

| Course Code | Course Title | Course Type | Credit Units (CU/ECTS) |
|-------------|--------------|-------------|------------------------|
|-------------|--------------|-------------|------------------------|

|           |   |    |    |
|-----------|---|----|----|
| MYK.4.2.1 | Practicum - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom | SC | 15 |
|-----------|---|----|----|

|             |                                |    |    |
|-------------|--------------------------------|----|----|
| MEK.4.2.2.1 | Elaboration of Master's Thesis | SE | 15 |
|-------------|--------------------------------|----|----|

|             |                                    |    |    |
|-------------|------------------------------------|----|----|
| MEK.4.2.2.2 | Practicum - Microteaching Sessions | SE | 15 |
|-------------|------------------------------------|----|----|

|                                  |  |  |    |
|----------------------------------|--|--|----|
| Total Credit Units for Semester: |  |  | 30 |
|----------------------------------|--|--|----|

*(Note: Course types "SC" and "SE" correspond to "Specialization Compulsory" and "Specialization Elective" respectively, based on the legend provided later in the original document.)*

The explanatory note following the table regarding course selection for this specialization in the 4th semester (from p. 85684 of the Gazette / PDF page 33):

Participants in the "Primary Education / Secondary Education" specialization are required to choose, in addition to the compulsory Practicum (MYK.4.2.1), either the Elaboration of

Master's Thesis (MEK.4.2.2.1) or the course "Practicum - Microteaching Sessions" (MEK.4.2.2.2).

## **|| 4th Semester |||**

**| | Specialization: Inclusive Education | | |**

| Course Code | Course Title | Course Type | Credit Units (CU/ECTS) |

| MYK.4.3.1 | Practicum Part II - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings | SC | 15 |

| MYK.4.3.2 | Elaboration of Master's Thesis | SC | 15 |

| | Total Credit Units for Semester: | | 30 |

The explanatory note following the table regarding course selection for the 4th semester for all specializations (from p. 85684 of the Gazette / PDF page 33):

During the fourth (D') semester of studies:

Participants in the "Early Childhood Education" and "Inclusive Education" specializations are required to complete the second part of the Practicum and the Elaboration of Master's Thesis.

Participants in the "Primary Education / Secondary Education" specialization are required to choose, in addition to the compulsory Practicum (MYK.4.2.1), either the Elaboration of Master's Thesis (MEK.4.2.2.1) or the course "Practicum - Microteaching Sessions" (MEK.4.2.2.2).

Legend for Course Types

C: COMPULSORY

CE: COMPULSORY ELECTIVE (Mandatory Choice)

SC: SPECIALIZATION COMPULSORY

SE: SPECIALIZATION ELECTIV

In the first (A') and second (B') semesters of the IPSP Study Program, common courses (general background/core) are conducted for all three specializations.

In the third (C') and fourth (D') semesters of the IPSP Study Program, the courses become specialized, depending on the study specialization chosen by the participants ("Early Childhood Education," "Primary Education/Secondary Education," "Inclusive Education").

In the fourth (D') semester of studies, a Practicum and/or Elaboration of Master's Thesis is carried out, in accordance with the study program of each specialization.

During their studies, postgraduate students are required to attend courses, carry out practical training, and/or elaborate a master's thesis, with the aim of accumulating

the 120 European Credit Units (CU/ECTS) necessary for the completion of their postgraduate studies and for their graduation.

Furthermore,

- The courses of the IPSP are conducted in the Greek language.
- Postgraduate students secure thirty (30) Credit Units/ECTS per semester of studies.

Detailed description of the courses of the IPSP Study Program "Educational Sciences through Innovative Technologies and Biomedical Approaches":

### 1st Semester

| Course Code | Course Title   | ECTS Credits | Course Type                   |
|-------------|--|--------------|-------------------------------|
| MY.1.1      | "Modern Trends in Pedagogical Science - Pedagogy of Integration - Inclusion" | 8            | Compulsory General Background |

#### Content:

- Pedagogical Science. Modern Theoretical Approaches. Modern Didactic Directions for cultivating 21st-century skills.
- Science and Knowledge. Official School Knowledge.
- Curricula - Didactics of Social Sciences. Education for Citizen Identity. Intercultural Education.
- School Civil Society.
- Organization of teaching work. Design, implementation (Early Childhood Education)
- Organization of teaching work. Design, implementation (Primary and Secondary Education).
- Teaching design with a structured lesson plan within the framework of authentic learning and assessment.
- Differentiated pedagogy and teaching - Pedagogical and didactic practices of Integration - Inclusion (Early Childhood Education - THEORY)
- Differentiated pedagogy and teaching - Pedagogical and didactic practices of Integration - Inclusion (Primary/Secondary Education - THEORY)
- Differentiated pedagogy and teaching - Pedagogical and didactic practices of Integration - Inclusion (Early Childhood Education - EXERCISES)
- Differentiated pedagogy and teaching - Pedagogical and didactic practices of Integration - Inclusion (Primary/Secondary Education - EXERCISES)
- Psycho-pedagogical approaches - Workshop.

| Course Code | Course Title                             | ECTS Credits | Course Type                   |
|-------------|--|--------------|-------------------------------|
| MY.1.2      | "Introduction to Educational Technology" | 6            | Compulsory General Background |

### **Content:**

The course includes four lecture units and two laboratory exercise units:

### **LECTURES**

#### **1. Exploring the Digital Educational Ecosystem: The Internet, Resources, and Educational Technology.**

This unit covers topics related to the role of the Internet in education, digital resources, and the integration of technology in teaching and learning. Specifically, the following are discussed:

- the importance of the Internet for education and its transformative role; online learning opportunities (MOOCs, online courses, and open educational resources);
- web-based educational activities and their contribution to promoting active and interactive learning; educational resources on the Web; digital libraries and repositories of educational material; distance and blended education. Learning Management Systems; web quests as exploratory learning experiences.

#### **2. Education in the Information Society.**

This unit presents the era we are currently experiencing, which brings new challenges as well as opportunities for the educational system. Among other topics, issues related to the Information Society are discussed, as well as the impact of new information and communication technologies in the modern era. The implications of the modern era for education and learning are analyzed, while the most current statistics in Europe and Greece are presented. The profile of today's students is mapped to understand their needs. At the same time, the role that the educator should have in this new era is clarified. The educational goals and trends for 2030 at the European level are also presented.

#### **3. New Information and Communication Technologies in Education.**

This unit presents modern technologies that are utilized or can be utilized educationally. The aim is to understand these modern technologies and the possibilities they can offer to Education. Specifically, the following are presented and discussed: cloud computing technologies/services, Internet of Things, crowdsourcing technologies, virtual and augmented reality, holographic projection, haptic interfaces, social computing.

#### **4. Enhancing learning experiences through modern and emerging trends in Educational Technology.**

This unit presents modern and emerging trends and technologies that can enhance learning experiences and have a transformative impact on education. Specifically, virtual world environments, gamification and digital game environments, personalized learning, and finally, artificial intelligence applications are discussed.

## **LABORATORY EXERCISES**

### **1. Development of interactive educational websites.**

The subject of this laboratory is online website development tools, such as Google Sites, Wix, etc. Their features and functions are discussed, demonstrated, and tested, and their user-friendly interface environment is highlighted. The value of interactive elements on educationally oriented websites is emphasized. Issues of accessibility and respect for intellectual property rights are also discussed. Finally, reference is made to the role of generative artificial intelligence (generative AI) tools in supporting the development of educational websites and their content.

### **2. Development of interactive video-based lessons.**

The subject of the second laboratory is video as a digital medium/tool for teaching and learning. Topics related to its capabilities, limitations, and methods of educational utilization are discussed, and tools for video creation and editing are presented. The concept of interactive video, its role, and its usefulness as an educational tool are analyzed. Digital environments for creating interactive video lessons are presented and tested. Finally, reference is made to the role of generative artificial intelligence (generative AI) tools in supporting the development of interactive and non-interactive educational videos.

| <b>Course Code</b> | <b>Course Title</b>               | <b>ECTS Credits</b> | <b>Course Type</b>            |
|--------------------|-----------------------------------|---------------------|-------------------------------|
| MY.1.3             | "Child and Adolescent Psychology" | 8                   | Compulsory General Background |

#### **Content:**

- Introduction to Child and Adolescent Psychology.
- Personality development of the child and adolescent.
- Character, Temperament, Self-esteem, Self-concept.
- Self-completion and identity formation processes.
- Cognitive, emotional, social, and moral development of the child and adolescent.
- Theories of cognitive development in childhood and adolescence.
- Intelligence, emotional intelligence.
- Memory and learning.
- Five-factor theory of personality. Relationship of the five-factor theory with student behavior, performance, and the effectiveness of group processes.
- Psychodynamic perspective on child and adolescent development.



- Attachment theory and personality development of the child and adolescent. Attachment and relationships.
- Existential theory of personality.
- The role of positive psychology in child and adolescent development and its role in the educational process for personality formation and the enhancement of cognitive functions.
- Formation of the professional identity of the child and adolescent and the role of the family.
- Psychosocial-Emotional characteristics of gifted children and children with disabilities (AμEA - Individuals with Disabilities).
- The role of the school and parents.

| Course Code | Course Title                               | ECTS Credits | Course Type                   |
|-------------|--|--------------|-------------------------------|
| MY.1.4      | "Neuroscience and Special Needs Education" | 8            | Compulsory General Background |

**Content:**

- Connection and collaboration between brain sciences (Neurosciences) and educational sciences.
- Dimensions of brain research.
- Structural elements of the nervous system.
- Architecture of the cerebral hemispheres.
- Developmental phenomena.
- The human brain: how we learn.
- Issues of neurolinguistics.
- Neurobiological bases in special needs education.
- Brain plasticity and lifelong learning.
- Evolution, cognition, and meaning in human life.

**2nd Semester**

| Course Code | Course Title                                      | ECTS Credits | Course Type                   |
|-------------|---|--------------|-------------------------------|
| MY.2.1      | "Educational Research Methodology and Statistics" | 8            | Compulsory General Background |

**Content:**

- Introduction to research methodology and to scientific and business research.
- Design of the research process.
- Measurements/Scales/Questionnaire creation.
- Introduction to Data Analyses Techniques.

- Basic Statistics Measures.
- Correlation-Regression Analysis.
- $\chi^2$  (Chi-square) test of Independence.
- Test of equality of means.
- Exploratory Factor Analysis.
- Cluster Analysis - Discriminant Analysis.
- Writing a research report and methods for presenting research results.
- The above subjects are also studied and processed in a digital environment, through familiarization in laboratory sessions with the SPSS statistical software.

| Course Code | Course Title  | ECTS Credits | Course Type                               |
|-------------|---|--------------|---|
| MEY.2.2.1   | "Integration of Technology in Educational Practice" | 8            | Compulsory Elective<br>General Background |

#### **Content:**

The course includes the following lecture and laboratory exercise units:

#### **LECTURES**

- 1. Digital technologies and their utilization in teaching and learning.**
  - Categorization and description of modern digital technologies used in education and methods for their integration into teaching and learning.
  - Software Tools, Educational Software, Digital educational resources and learning objects on the Internet - Digital repositories.
- 2. Use and design of learning activities and educational scenarios.**
  - Learning activities, educational scenarios, worksheets.
  - Searching for educational scenarios on the Internet - Repositories.
  - Designing activities and educational scenarios, with an emphasis on designing inquiry-based learning scenarios.
- 3. Instructional design of online courses.**
  - Development of the Dick & Carey instructional design model as a framework for designing educational interventions conducted online.
  - Systematic approach to designing online courses.
  - Basic knowledge on issues of developing educational online courses.
- 4. Utilizing Web 2.0 tools and Generative Artificial Intelligence in teaching and learning.**
  - Web 2.0 tools/applications, their basic characteristics, and their educational utilization.
  - Creation of learning activities that incorporate Web 2.0 tools for various cognitive fields and for all levels of education.
  - Generative Artificial Intelligence (Generative AI) tools in education.
  - Synergy of Web 2.0 and Generative AI tools to support educators and enhance the learning experience.

## 5. Emerging technologies in Education.

- Artificial Intelligence.
- Recommendation Systems.
- Social Computing.

## LABORATORY EXERCISES

### 1. Concept and mind mapping tools

- The techniques of concept and mind mapping and their utilization in learning/teaching activities.
- Creation and editing of concept and mind maps with corresponding digital tools.

### 2. Assessment tools

- Types of tools for creating assessment/self-assessment/practice activities.
- Creation, dissemination, and management of digital assessment objects using corresponding tools.

### 3. Web 2.0 tools/applications in education.

- Types of Web 2.0 applications with potential for educational utilization.
- Creation of digital objects with Web 2.0 tools and design of educational activities that incorporate them.

### 4. Generative Artificial Intelligence (Generative AI) tools to support educational work.

- Suites and individual Generative AI tools to support the educator in designing lessons/educational activities, creating content, and in student assessment and feedback.

| Course Code | Course Title  | ECTS Credits | Course Type                                  |
|-------------|---|--------------|--|
| MEY.2.2.2   | "Applications of Information and Communication Technologies (ICT) and Assistive Technology in the School and Social Inclusion of Students with Disabilities and/or Special Learning Difficulties" | 8            | Compulsory<br>Elective General<br>Background |

Content:

The course includes the following lecture units:

### 1. Digital technologies and their utilization in teaching and learning

- Categorization and description of modern digital technologies used in education and methods for their integration into teaching and learning.
- Software Tools, Educational Software, Digital educational resources and learning objects on the Internet - Digital repositories.

### 2. Use and design of learning activities and educational scenarios

- Learning activities, educational scenarios, worksheets.
- Searching for educational scenarios on the Internet - Repositories.

- Designing activities and educational scenarios, with an emphasis on designing inquiry-based learning scenarios.
- 3. Information and Communication Technologies and Special Needs Education.**
- Basic definitions are provided, and possible levels of student distinction are presented. Reference is made to inclusion in education and the difficulties/challenges faced by existing educational systems. The model of inclusive education and differentiated instruction is presented. The most common cases of learning difficulties are analyzed in conjunction with classroom requirements, while updated statistical data are provided. Definitions of educational technology and assistive technology are given. Indicative assistive technologies and their utility for students are presented.
  - Real-world examples of technological innovations to support special needs education (e.g., Game-based learning for children with autism, etc.) are presented.
- 4. Educational software and online environments for Special Needs Education**
- Methods for searching for educational software and related online environments for Special Needs Education.
  - Overview of existing educational material and software for teaching and educating students with disabilities and/or special educational needs. The overview is conducted per category of special educational need (e.g., hearing impairments, motor impairments) and level of education.
  - Indicative use of Special Needs Education software.
- 5. Reading technologies for individuals with Dyslexia.**
- What dyslexia in reading is.
  - Traditional methods for addressing dyslexia.
  - Technologies used to address dyslexia.
  - Results of technologies in text reading and content comprehension.
- 6. Mixed reality applications for supporting deaf and hard-of-hearing individuals.**
- What physical and digital objects are.
  - How a hyper-world can be created by mixing digital and real-world objects.
  - Problems faced by deaf and hard-of-hearing individuals in the learning process.
  - Mixed reality applications to support deaf individuals. (*Note: "κωφάλλων" specifically means deaf-mute, but in context of supporting deaf and hard-of-hearing, "deaf individuals" is a broader and likely more appropriate term here*).
- 7. Social robots and their utilization in Co-education/Inclusion and Special Needs Education.**
- State-of-the-Art:
    - Social Robots: KASPAR, PROBO, NAO.
    - Softbank Humanoids (NAO, PEPPER) - technical characteristics, Software (<https://developer.softbankrobotics.com>, Aldebaran application

store, ERM Robotics AskNAO blockly, Atoy Nao Controller, Choregraphe).

- Impact (Disorder Diagnosis, Behavior of children with ASD, Socio-emotional interaction, Social and communication skills, Language development, Attention, Imitation, Eye contact).
- Case Study: Design and Implementation of an Educational Intervention for NAO (virtual/real) using Choregraphe.
  - Variables, Data Collection, Methodology.
  - Design: Choregraphe Environment and Capabilities.
  - Implementation of Educational Activities.
  - Application and Evaluation.

## 8. **Affective Computing and Wearable Devices in the field of Special Needs Education.**

- Background:
  - Theory of Emotions-Affect: Models, Ontologies, Neurological background, Primary-Secondary Emotions, Measurement-Dimensions of Emotion.
  - Emotion/Affect Detection & Recognition: Verbal or virtual self-report tools, Detection of physiological signals (EEG, EMG, EDA/SC, EKG/ECG, pupillometry, etc.), wearables, motor-behavioral activity (facial expressions, voice intonation, body posture), text analysis (sentiment analysis).
  - Affective Feedback: Virtual agents, chatbots and Recommendation Systems, information visualization.
- Case Study: Design of an educational intervention for the inclusive school.

| Course Code | Course Title  | ECTS Credits | Course Type                   |
|-------------|---|--------------|-------------------------------|
| MY.2.3      | "Universal Design for Learning: Projects and Implementation of Differentiated Instruction Programs" | 8            | Compulsory General Background |

### **Content:**

- Design and Implementation of Programs using the Project method in education and care contexts.
- Differentiation of content and teaching process based on student learning readiness.
- Differentiated instruction - Principles, Types, Strategies/Methods, Tools, Tiered Assignments, and final products.
- The role of the educator in the pedagogical and organizational differentiation of teaching in a mixed-ability classroom context.
- Creative approaches and techniques for raising awareness of diversity in the school and wider environment - Examples and good practices of project plans.
- Intertextual and Intericonic approaches to works of art in fields of application.

| Course Code | Course Title                          | ECTS Credits | Course Type                   |
|-------------|---------------------------------------|--------------|-------------------------------|
| MY.2.4      | "Genetics of Developmental Disorders" | 6            | Compulsory General Background |

**Content:**

- Basic principles of Genetics - Sex determination
- Study of human chromosomes
- Genome replication
- Haplotypes, genetic linkage, and recombination
- Mutations and DNA repair
- Molecular phylogenetics
- Learning difficulties - Definitions - Basic Concepts
- Genetics of learning difficulties - Heredity
- Speech and language difficulties
- Written language difficulties
- Mathematical difficulties
- Other difficulties - visual-motor disorders
- Autism - Genetics - Vaccines

**3rd Semester**

**Specialization: "Early Childhood Education"**

| Course Code | Course Title                                | ECTS Credits | Course Type               |
|-------------|---|--------------|---------------------------|
| MYK.3.1.1   | "Childhood: Social and Cultural Approaches" | 8            | Specialization Compulsory |

**Content:**

- Identity/ies of infancy and childhood - Cultural aspects of childhood.
- Anthropology of childhood.
- Childhood and migration.
- Gender dimensions of childhood.
- Aspects of childhood in the age of images.
- Child and early interactions. Promoting children's autonomy.
- Children as citizens with rights. Rights and protection of the child.
- Inequalities and exclusions in early childhood education.
- Issues of accessibility for children with disabilities in early childhood education structures.
- Quality in early childhood education: quality of structures, staff, programs.
- Studies by European and International Organizations on the quality of early childhood education.

| <b>Course Code</b> | <b>Course Title</b>  | <b>ECTS Credits</b> | <b>Course Type</b>        |
|--------------------|--|---------------------|---------------------------|
| MYK.3.1.2          | "Technological Innovations and Creativity in Pedagogical Practice" | 6                   | Specialization Compulsory |

**Content:**

- Digital Communication.
- Creativity, theoretical approaches.
- Innovation, Definitions and theoretical approaches.
- Innovative interactive activities. Developmentally appropriate software for early childhood.
- Pedagogical practice and digital reality - The Pedagogy of digital media - Technological literacy in early childhood.
- Playful forms of learning in early childhood.
- Messages and signals in the digital world - Forms of expression and creativity using ICT.
- New technologies and educational practices: potential benefits and limitations for future educators.
- Language, Creative writing, Digital children's book. Visual arts activities using ICT.
- Approaching topics from the natural world using ICT.
- Approaching topics from the social world using ICT.
- Digital citizenship and education.
- Issues of digital technology and accessibility in education.

| <b>Course Code</b> | <b>Course Title</b>  | <b>ECTS Credits</b> | <b>Course Type</b>        |
|--------------------|--|---------------------|---------------------------|
| MYK.3.1.3          | "Professional Development of Educators - Network Creation" | 6 (as per table)    | Specialization Compulsory |

**Content:**

- Forms of professional development - Professional guidance/Mentoring.
- Professional Ethics - Codes of professional ethics.
- Professional development, safety, and resilience of educators.
- Communication and collaboration in educational organizations - Institutional communication.
- Listening skills for a successful professional career.
- Co-teaching and professional autonomy.
- Crisis management in the early childhood education and care unit.
- The early childhood education unit as a learning community - Case study.
- Quality issues in early childhood education - Modern approaches.
- The pedagogical team and its function.
- The educator as a researcher. Action research.
- Twinning actions for early childhood education structures.
- Further training and research.

| Course Code | Course Title   | ECTS Credits | Course Type               |
|-------------|--|--------------|---------------------------|
| MYK.3.1.4   | "Practicum Part I - Recording and Evaluation of Pedagogical Work in Early Childhood Education" | 10           | Specialization Compulsory |

**Content:**

- Theoretical Basis of Early Childhood Education: Review of basic principles and theories governing early childhood education.
- Theoretical issues, such as the connection between theory and practice.
- Design and Implementation of programs, action plans, and educational activities tailored to children's needs.
- Observation and Evaluation: Development of recording methods and tools.
- Evaluation and Quality Criteria: How pedagogical work is evaluated and what quality criteria are considered during dissemination: Ethical issues, confidentiality, etc.
- Objectives of disseminating good practices of the work - Collaboration, outwardness. Reflective practice. Development of interactions and human relationships.
- Collaboration with parents: for evaluating educational progress. Involvement of parents in pedagogical work and its dissemination.
- Challenges in Early Childhood Education. Addressing potential problems within the early childhood education context. Research data for proposed intervention programs.
- Transitions in educational environments. The importance of early childhood transitions and the interconnection of family-school-community.
- Pedagogical work and evaluation processes in formal and non-formal learning environments (museum, theater, etc.). Playful learning: methods and materials.
- Also compulsory is the student's observation and involvement in the pedagogical context for at least twenty (20) hours in a selected Early Childhood Education institution for the purpose of recording work and presenting it to the class group.

**3rd Semester**

**Specialization: "Primary Education/Secondary Education"**

| Course Code | Course Title  | ECTS Credits | Course Type               |
|-------------|---|--------------|---------------------------|
| MYK.3.2.1   | "Psychosocial Support of Child and Adolescent - Counseling" | 10           | Specialization Compulsory |

**Content:**



- Psychosocial problems of children (primary education).
- Psychosocial problems of adolescents.
- Ways problems manifest, ways of management by the school environment and the educator.
- The role of the family in the formation of psychosocial problems in children and adolescents - Psychodynamic interactions.
- Family counseling.
- Crises and conflicts in the school environment, crisis management in school.
- Trauma and indirect trauma in children and adolescents. Ways of managing trauma in children and preventing indirect traumatization of children.
- Counseling in education.
- Applications of counseling in education and the role of the educator as a counselor in the school context.
- The counseling relationship and its role in the educator-student relationship.
- Training program in counseling and communication skills.
- Enhancing empathy, listening skills (verbal and non-verbal communication, active listening), reflection skills (paraphrasing, reframing, reflection of meaning, reflection of feeling, feedback, summarizing).
- Communication with parents and ways of communicating with different types of student parents.
- Educator stress - prevention of educator burnout.
- Psychology of communication. Harassment as conflictual communication.

| Course Code | Course Title  | ECTS Credits | Course Type             |
|-------------|---|--------------|-------------------------|
| MEK.3.2.2.1 | "Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences" | 10           | Specialization Elective |

The course aims to impart knowledge about modern learning theories and teaching approaches in Natural Sciences and Mathematics, to develop basic research skills related to the didactics of mathematics and natural sciences, and to encourage students to reflect on the role that modern technological tools can play in teaching Mathematics and Natural Sciences.

After a common cycle of lessons, students are divided into two groups, based on their interest and specialization in the Didactics of Mathematics and Natural Sciences at a specific educational level, that of Primary and that of Secondary education, respectively.

#### **Content of common course cycle:**

- The basic variables of the teaching and learning process in the teaching of Natural Sciences (NS).
- "Study of students' ideas and representations" about concepts and phenomena of NS.

- The didactics of problem-solving in NS.

**Course content per group (based on educational level):**

- **Group/direction "Primary Education":**
  - Socio-scientific issues (SSI) and teaching practice.
  - Modern teaching objectives - Authentic environments - Utilization of the history of Natural Sciences in teaching.
  - "Nanotechnology and Primary Education."
  - Environmental issues and Sustainability.
  - Didactic utilization of digital learning objects in Mathematics in Primary Education.
  - Utilization of WEB 2.0 tools in teaching, learning, and assessment of Mathematics and Natural Sciences in Primary Education.
  - Didactic utilization of digital learning objects and digital simulation tools in Natural Sciences in Primary Education.
- **Group/direction "Secondary Education":** (*Original Greek text incorrectly states "Primary Education" here*)
  - Modern mathematical education theories in Mathematics. Technology as a tool in teaching mathematical concepts in Gymnasium (Lower Secondary) and Lyceum (Upper Secondary). ChatGPT in the teaching of Mathematics. Mathematics with the computer.
  - Laboratory Course with teaching scenarios for teaching Mathematics in Gymnasium and Lyceum.
  - Teaching Natural Sciences using PCs and the internet. Artificial Intelligence and the teaching of Mathematics. Teaching Natural Sciences using PCs and the internet.
  - The physicochemical properties and applications of materials as a tool for understanding and teaching Physics and Chemistry topics in Gymnasium and Lyceum.

| Course Code | Course Title  | ECTS Credits | Course Type             |
|-------------|---|--------------|-------------------------|
| MEK.3.2.2.2 | "Technology and Modern Trends in the Didactics of Language Courses" | 10           | Specialization Elective |

**Content:**

- The multifaceted nature of digital technologies and their impact on the new textual reality.
- International scientific inquiries into language didactics with digital technologies.
- Reflections of international scientific inquiries in language didactics with digital technologies on the Greek educational reality.
- Models for the use of digital technologies in language didactics.

- Classifications and categories of digital technologies and environments in language didactics.
- Choices in language education with digital technologies: Discourses, knowledge, literacies, teaching practices, identities.
- Digital technologies as work environments, as means of practical and critical literacy.
- Web 2.0, interactive systems, learning object repositories, collaborative platforms and discourse production environments, MOOCs, online communities.
- Applications with Web 2.0 technologies, learning object repositories, collaborative platforms and discourse production environments, MOOCs, online communities.
- Instructional design in language didactics with digital technologies: Discourse production through didactic events - Literate identities.
- Examples of designing activities and micro-scenarios in language didactics with digital technologies.
- Evaluation of activities and micro-scenarios in language didactics with digital technologies: Critical Discourse Analysis.
- Applications in the evaluation of activities and micro-scenarios in language didactics with digital technologies.

| Course Code | Course Title                       | ECTS Credits | Course Type             |
|-------------|------------------------------------|--------------|-------------------------|
| MEK.3.2.2.3 | "Didactics of Biomedical Sciences" | 5            | Specialization Elective |

**Content:**

- Principles of learning theories, such as behaviorism, cognitivism, constructivism, andragogy, connectivism, metacognitive theory, and the role of reflection.
- The use of New Technologies in the Didactics of Biological Sciences.
- The basic principles governing examination (reliability, reproducibility, repeatability), how to create a written examination that assesses learning outcomes, the differences between formative and summative assessment, norm-referenced versus criterion-referenced assessment, objectively structured examinations, the creation of scoring rubrics for essay exams, the evaluation of journals and portfolios, examinations within certification programs.
- Strategies for instructional design in laboratory bench settings, methods of feedback in professional settings, methods of assessment in professional environments, the use of reflective portfolios in professional settings, methods of effective supervision in workplaces.
- Basic principles for creating learning outcomes for a study program, the principles of PRISMS, SPICES, Kern models, their capabilities and limitations, ways to improve a study program, ways to disseminate a study program,

developing study programs for large audiences, instilling professionalism and ethics in a study program, ways to map a study program.

- Definitions of cultural competence, the Cultural Quotient (CQ), the model of intercultural competence, ethnocentrism and stereotypes, the Tool for Assessing Cultural Competence Training (TACCT), cultural diversity in the education of students of biological sciences.

| Course Code | Course Title              | ECTS Credits | Course Type             |
|-------------|---------------------------|--------------|-------------------------|
| MEK.3.2.2.4 | "Evaluation in Education" | 5            | Specialization Elective |

A primary goal of education in today's Learning Society is not only the teaching of useful and necessary knowledge in every cognitive subject but mainly the development and cultivation of strong cognitive, metacognitive, social, and communication skills (21st Century Skills), which will allow every learner to become an independently thinking and active citizen of the 21st century.

In this context, evaluation, being a fundamental teaching process inextricably linked with learning and teaching, can function as a dynamic learning tool and feedback mechanism for all involved stakeholders, aiming to upgrade and improve the education provided.

#### **Content:**

- Conceptual clarification of the term "Educational Evaluation."
- Delimitation of the evaluative framework, a necessary prerequisite for the successful implementation of any evaluation process.
- Determination of the object, purpose, objectives, and criteria based on which the evaluation process is designed and implemented.
- Types (Initial/Diagnostic, Formative, Final/Summative) and forms of evaluation (e.g., participatory forms of evaluation - Self-assessment, descriptive forms of evaluation).
- Models of educational evaluation, with emphasis on school unit self-evaluation.
- Characteristics of evaluation (reliability, validity, consistency, objectivity, fairness, practicality).
- Evaluation techniques and tools for collecting evaluative data.
- Ways of utilizing and disseminating evaluative data.
- The evaluation of learners in modern learning and assessment environments (continuous monitoring of the learning path, detection of weaknesses-deficiencies through the development of strong metacognitive skills: self-regulation and self-assessment).
- The evaluation of the educator (redesigning appropriate teaching interventions to improve the teaching process).
- Assessment of educational work.
- Evaluation of the educator's work.
- Fundamental principles of evaluating educational work.
- Quality indicators of the educational system.

- Connection with educational changes and development.
- Actions of International Organizations for the promotion of quality in education.
- Relationship between educational evaluation and educational policy.
- Software and digital tools designed and used to support the Educational Evaluation process.

| Course Code | Course Title                            | ECTS Credits | Course Type             |
|-------------|---|--------------|-------------------------|
| MEK.3.2.2.5 | "Adult Education and Lifelong Learning" | 5            | Specialization Elective |

**Content:**

- Socio-Economic and Cultural dimensions of Adult Education.
- Learning Theories and their Application in Adult Education.
- Characteristics of adult learners, barriers to learning, problem-solving, and prerequisites for effective learning.
- Dynamics of the learning group (formation of a collaborative learning climate, roles in the group, communication in the group).
- The roles of adult educators.
- Educational Techniques.
- Educational and supervisory aids.
- Design of a teaching Unit.
- Open and Distance education.
- Lifelong Learning Centers.
- Adult education providers.
- Second Chance Schools (S.D.E.).
- Adult Education in acquiring basic skills in new technologies.
- Distance education.
- Utilization of counseling guidance - mentoring in the context of adult education.
- The institution of apprenticeship in the context of adult education.
- University pedagogy and adult education.

### 3rd Semester

#### Specialization: Inclusive Education

| Course Code | Course Title  | ECTS Credits | Course Type               |
|-------------|---|--------------|---------------------------|
| MYK.3.3.1   | "Educational and Social Inclusion of Students with Disabilities and/or Special Abilities" | 8            | Specialization Compulsory |

#### Content:

- Disability and Education: Theoretical framework.
- Educational inclusion of students with disabilities and/or S.N.E. (Special Needs Education): Issues of educational policy and practice.
- Creation of inclusive school environments: Basic principles and applications.
- Collaborative practices and inclusion of students with disabilities and/or S.N.E.
- Issues of assessment and pedagogy - Design of inclusive pedagogical interventions.
- Social inclusion - Counseling for students with disabilities and/or S.N.E.

| Course Code | Course Title   | ECTS Credits | Course Type               |
|-------------|--|--------------|---------------------------|
| MYK.3.3.2   | "Practicum Part 1 - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings" | 22           | Specialization Compulsory |

#### Content:

- Neurodevelopmental disorders according to DSM-5 and Special needs education.
- Therapeutic and educational interventions for addressing Learning Difficulties.
- Case study of children with: Autism Spectrum Disorder, Intellectual Disability, Speech, language and communication disorders, ADHD, gifted & talented children.
- Development of personal and social skills in the context of prevention and early intervention for addictions. Tools and techniques with the active participation of trainees.
- Case study of children in the Inclusion Department - Collaborative practices for developing an inclusive culture and addressing school marginalization and exclusion.
- Educational interventions for children on the autism spectrum: Theoretical background and case studies in the school environment.

- The use of technology in the education of children with autism: Examples of educational practice.
- The structure and function of educational frameworks and bodies as inclusive and creative learning environments (e.g., T.E. - τμήματα ένταξης [inclusion classes], Π.Σ. - παράλληλη στήριξη [parallel support], Ε.Δ.Υ. - επιτροπές διεπιστημονικής υποστήριξης [interdisciplinary support committees], ΚΕ.Δ.Α.Σ.Υ. - κέντρα διεπιστημονικής αξιολόγησης, συμβουλευτικής και υποστήριξης [centers for interdisciplinary assessment, counseling, and support], Σχολεία ΖΕΠ - ζώνες εκπαιδευτικής προτεραιότητας [zones of educational priority], Τ.Υ. - τάξεις υποδοχής [reception classes]) in school.
- The role of the family in the inclusion of children with difficulties in mainstream school.
- Alternative forms of intervention - visual and applied arts - in the education of individuals with different needs.

#### 4th Semester

##### Specialization: Early Childhood Education

| Course Code | Course Title  | ECTS Credits | Course Type               |
|-------------|---|--------------|---------------------------|
| MYK.4.1.1   | "Practicum Part II - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom" | 15           | Specialization Compulsory |

##### Content:

- Design and organization of teaching:
  - The course and plan of teaching.
  - The utilization of art and aesthetic experience in the educational process and practice.
- Innovative actions and practices in the school environment:
  - Intercultural education in Greek schools for students from vulnerable social backgrounds.
- Teaching interventions in mixed-ability groups:
  - The Modern Greek Educational System: support structures within public schools and their role in improving the quality of life for students with reduced functionality.
- Empowerment and inclusion:
  - The Inclusion Department in School: differentiation in teaching for gifted students with learning difficulties.

| Course Code | Course Title                     | ECTS Credits | Course Type               |
|-------------|----------------------------------|--------------|---------------------------|
| MYK.4.1.2   | "Elaboration of Master's Thesis" | 15           | Specialization Compulsory |

Content:

The thesis elaboration process is divided into two or three parts:

- Collection of required information through the study of available literature.
- Experimental part, if required by the thesis topic.
- Writing a text that will concisely and comprehensively present the viewpoint formed from the literature study, and/or the data resulting from the experimental procedure. The value of the thesis is not determined by the number of pages, although a minimum number of pages is necessary. It would be more accurate to specify a word count that the text needs to include to be considered complete and satisfactory. Specifically, 20,000 words are defined as the minimum word count for the main text, excluding bibliography, figures, tables, etc. Specialized topics may possibly be covered with a shorter text length. In such cases, it is the responsibility of the supervisor and the three-member examination committee to decide on the completeness of the topic's coverage and the acceptance of the thesis. It is self-evident that the greater or lesser acceptance and success of the thesis is determined by the quality of the work, and the criterion of quality is what must prevail, among other factors.

#### 4th Semester

##### Specialization: Primary Education/Secondary Education

| Course Code | Course Title  | ECTS Credits | Course Type               |
|-------------|---|--------------|---------------------------|
| MYK.4.2.1   | "Practicum - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom" | 15           | Specialization Compulsory |

Content:

- Design and organization of teaching:
  - The course and plan of teaching.
  - The utilization of art and aesthetic experience in the educational process and practice.
- Innovative actions and practices in the school environment:
  - Intercultural education in Greek schools for students from vulnerable social backgrounds.



- Teaching interventions in mixed-ability groups:
  - The Modern Greek Educational System: support structures within public schools and their role in improving the quality of life for students with reduced functionality.
- Empowerment and inclusion:
  - The Inclusion Department in School: differentiation in teaching for gifted students with learning difficulties.

| Course Code | Course Title                     | ECTS Credits | Course Type             |
|-------------|----------------------------------|--------------|-------------------------|
| MEK.4.2.2.1 | "Elaboration of Master's Thesis" | 15           | Specialization Elective |

Content:

The thesis elaboration process is divided into two or three parts:

- Collection of required information through the study of available literature.
- Experimental part, if required by the thesis topic.
- Writing a text that will concisely and comprehensively present the viewpoint formed from the literature study, and/or the data resulting from the experimental procedure. The value of the thesis is not determined by the number of pages, although a minimum number of pages is necessary. It would be more accurate to specify a word count that the text needs to include to be considered complete and satisfactory. Specifically, 20,000 words are defined as the minimum word count for the main text, excluding bibliography, figures, tables, etc. Specialized topics may possibly be covered with a shorter text length. In such cases, it is the responsibility of the supervisor and the three-member examination committee to decide on the completeness of the topic's coverage and the acceptance of the thesis.
- It is self-evident that the greater or lesser acceptance and success of the thesis is determined by the quality of the work, and the criterion of quality is what must prevail, among other factors.

| Course Code | Course Title                         | ECTS Credits | Course Type             |
|-------------|--------------------------------------|--------------|-------------------------|
| MEK.4.2.2.2 | "Practicum - Microteaching Sessions" | 15           | Specialization Elective |

Content:

**Cycle of theoretical approaches (seminar/theoretical courses):**

- The Concept of Microteaching: Highlighting the advantages of microteaching and the micro-lesson.
- Basic Principles of Microteaching.
- Educational Techniques.
- Stages of organizing Microteaching, formulation of objectives, content shaping and organization.
- Stages in the Microteaching Process.
- Microteaching Design: Design of a teaching unit, design of educational objectives, structuring of units, selection of visual aids and techniques, evaluation.
- Video recording and Feedback.
- Alternative Approaches to Implementing Microteaching. Presentation of Microteaching (Experiential Seminar): Theoretical approaches, demonstration by an instructor, practice in observing and analyzing instructor behavior, commentary.

#### **Cycle of practical applications:**

- Participation in recurring programs of Conducting/Presenting Microteaching sessions of 15'-20'.
- Alternating roles of presenters, trainees, evaluators.
- Course Evaluation by students.
- Course Evaluation by Educators.

### **4th Semester**

#### **Specialization: Inclusive Education**

| <b>Course Code</b> | <b>Course Title</b>   | <b>ECTS Credits</b> | <b>Course Type</b>        |
|--------------------|---|---------------------|---------------------------|
| MYK.4.3.1          | "Practicum Part II - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings" | 15                  | Specialization Compulsory |

#### **Content:**

- Definition and etiopathogenesis of learning disorders - Generalized and Specific learning difficulties: from theory to practice.
- Students with Autism Spectrum Disorder (ASD): understanding autism in mainstream school. Needs and interventions.
- Integrated Play Groups: Theoretical background and practical application in the context of interdisciplinary collaboration between special and mainstream schools.
- Social skills development intervention for adolescents with ASD and typically developing peers.
- Behavior and social adjustment issues in the school environment for students with learning difficulties. Applications in daily school life.

- Approaching drama and trauma/physical and mental illness through art.
- The role of the family in the prevention and early intervention of addictions and other behaviors. Case study.
- The child with difficulties in the family, school, and community.

| Course Code | Course Title                     | ECTS Credits | Course Type               |
|-------------|----------------------------------|--------------|---------------------------|
| MYK.4.3.2   | "Elaboration of Master's Thesis" | 15           | Specialization Compulsory |

**Content:**

The thesis elaboration process is divided into two or three parts:

- Collection of required information through the study of available literature.
- Experimental part, if required by the thesis topic.
- Writing a text that will concisely and comprehensively present the viewpoint formed from the literature study, and/or the data resulting from the experimental procedure. The value of the thesis is not determined by the number of pages, although a minimum number of pages is necessary. It would be more accurate to specify a word count that the text needs to include to be considered complete and satisfactory. Specifically, 20,000 words are defined as the minimum word count for the main text, excluding bibliography, figures, tables, etc. Specialized topics may possibly be covered with a shorter text length. In such cases, it is the responsibility of the supervisor and the three-member examination committee to decide on the completeness of the topic's coverage and the acceptance of the thesis.
- It is self-evident that the greater or lesser acceptance and success of the thesis is determined by the quality of the work, and the criterion of quality is what must prevail, among other factors.

During the second year of studies, postgraduate students are given the opportunity, in addition to the courses of their specialization, to choose, if they wish, up to two (2) courses from the same or another specialization, provided that their course timetable for the semester allows it.

## **Article 8**

### **Master's Thesis (M.Th.)**

The postgraduate student is obliged to elaborate and successfully defend his/her master's thesis in the corresponding semester of studies mentioned in the present Operational Regulations, provided that the study program of his/her specialization includes the elaboration of a master's thesis (compulsorily or by choice).

Postgraduate students who have completed the first two (2) semesters of studies and have successfully passed at least six (6) of the eight (8) common courses of the first year of the Study Program are entitled to undertake a master's thesis.

After the end of the second (B') semester of studies or during the third (C') semester of studies in the IPSP (Interdepartmental Postgraduate Studies Program), postgraduate students are invited to declare a field of scientific interest, according to a list posted on a specialized electronic platform concerning the elaboration of a master's thesis. The PSC (Program Steering Committee) of the IPSP reserves the right to revise the list of research interest fields, depending on demand and the educational/research needs of the IPSP. The topic of the M.Th. must fall within the subject area of the P.S.P. (Postgraduate Studies Program).

Specifically, matters concerning the elaboration of an M.Th. are defined by the Guide for the Elaboration of Master's Thesis of the IPSP, which includes the following:

1. the educational purpose of the M.Th.,
2. the stages of M.Th. submission,
3. the fields of research interest,
4. the stages of conducting the M.Th.,
5. changing the M.Th. title,
6. the deliverables of the "Elaboration of Master's Thesis" course,
7. good practices for writing the text and for the electronic or printed reading of the M.Th.,
8. information on studying and finding bibliographic sources,
9. instructions for writing research papers,
10. the evaluation criteria for the M.Th.,
11. changing supervisors, etc.

## **Article 9**

### **Organization of the IPSP using methods of synchronous and asynchronous distance education**

The primary location for conducting the educational process of the IPSP "Educational Sciences through Innovative Technologies and Biomedical Approaches" is the facilities of the University of West Attica. The organization of the educational process of the IPSP may also be carried out using distance education methods [synchronous, asynchronous, blended learning system]. The University of West Attica and the IPSP possess proven readiness for the use of an integrated distance education system (use of teleconferencing technologies and virtual electronic classrooms, appropriate equipment, ability to share applications and texts, ability to use an electronic whiteboard, ability to access discussion forums), as defined in current legislation. Having timely recognized the value and importance of using New Information and Communication Technologies in upgrading all its provided services, the University of West Attica offers a comprehensive range of network services to the academic community, supporting the educational process, research activity, as well as the administrative and support services of the Institution. Within the framework of the above philosophy, a series of applications have been developed or are used, which are accessible to the entire academic community using institutional credentials (username & password). For security reasons, access codes are secret and strictly personal for each user. The Network Support Department is responsible for supporting all provided electronic services at the University of West Attica. The Network Support Department provides a range of electronic voice and data services to members of the university community and the IPSP. Through the electronic services of the University of West Attica, participants in the IPSP (teaching staff, scientific collaborators, postgraduate students, technical and administrative staff) gain access to an individual user account, email services, wireless internet access, file transfer service, and digital signature. The organization of courses and other educational activities using distance education methods concerns courses and educational activities that by their nature can be supported by the use of distance education methods and do not involve practical, laboratory, or clinical training of students, which require the physical presence of students for their conduct. For this purpose, by decision of the PSC (Program Steering Committee), the courses and educational activities that may be conducted using distance education methods are determined.

The proportion of distance education is set at a maximum of eighty percent (80%). This includes a potential twenty-five percent (25%) organization through asynchronous distance education. Regarding asynchronous distance education, the educational process is carried out using asynchronous distance education methods. The proportion of asynchronous education must not exceed twenty-five percent (25%).

The conduct of student practicum, as an educational activity of the IPSP, may be carried out remotely if the host institutions support the teleworking method and supervision of the conducted practicum is ensured.

In any case, the educational process may be conducted using synchronous distance education methods in the following cases:

1. in instances of force majeure or emergency conditions, where face-to-face conduct of the educational process or the use of the University of West Attica's infrastructure for conducting its educational, research, and other activities is not possible,
2. for organizing in-depth courses and tutorial exercises, beyond the compulsory teaching hours per course.

The organization of the educational process using distance education methods ensures accessibility for individuals with disabilities and special educational needs.

The distance learning guide of the IPSP regulates the more specific terms and conditions regarding the organization of the educational process using distance education methods for the IPSP, and specifically [according to Joint Ministerial Decision Ref. No. 18137/Z1/15.2.2023 (B' 1079)] the following issues:

- a) matters related to access to the integrated distance education system, the user accreditation process, and access rights per user category (instructor, student, supervisor, technical and other staff),
- b) matters related to the technological infrastructure of UNIWA, technical support, maintenance, and upgrading of infrastructure and technologies to support the distance educational process, as well as the obligations of each user,
- c) the student educational support process,
- d) the pedagogical framework for designing and implementing courses and other educational activities using distance education methods and student assessment,
- e) the process for evaluating and upgrading the digital skills of teaching staff participating in distance learning PSPs (Postgraduate Study Programs),
- f) the process for checking assignments for potential plagiarism through reliable applications,
- g) the personal data protection policy and compliance with the provisions of the General Data Protection Regulation and Law 4624/2019,
- h) the information systems security policy targeting the field of e-learning systems development,
- i) the policy for managing information confidentiality and cybersecurity,
- j) the criteria for periodic internal evaluation of distance learning postgraduate study programs,
- k) the student registration procedure in the H.E.I.'s student Registry,
- l) any other matter related to the organization of PSPs using distance education methods.

## **Article 10**

### **Student Assessment – Examinations**

At the beginning of each semester and before the commencement of the IPSP (Interdepartmental Postgraduate Studies Program) courses, the academic calendar of the IPSP, which is determined by a decision of the PSC (Program Steering Committee), is announced to the postgraduate students. The academic calendar specifies the start and end dates of the semesters, holidays, as well as examination dates. The PSC prepares and timely announces the examination schedule for each examination period, no later than ten (10) days before the start of the examinations. A resit examination period may be provided, in which postgraduate students who fail the examination of a course/courses during the regular period or postgraduate students who did not participate in the examination of a course/courses during the regular period are entitled to participate. The assessment of postgraduate students and their performance in the courses they are required to attend within the framework 1 of the IPSP is carried out through written or oral examinations or by completing assignments throughout the semester. The assessment method is described in the outline of each course. Performance in each course is assessed by the instructor(s) and graded using the grading scale applicable to undergraduate students. Specifically, the grades given range from zero (0) to ten (10). Passing grades are defined as five (5) and above. For addressing emergency needs or conditions constituting force majeure, electronic means may be used for the assessment of courses, provided that the integrity of the assessment process is ensured.

The teaching and assessment of each course are, as a rule, flexible and individualized by each instructor (in consultation with the course coordinator) in the course design. Teaching methods include, among others: lectures, seminars, tutorials, laboratory exercises, field exercises, presentations, interactive teaching, group participation, role-playing, project work, guest speakers, PC practicum. Seminar or tutorial support is provided when deemed necessary. Methods for assessing the performance of postgraduate students indicatively include formative or summative assessment, multiple-choice tests, short-answer questions, essay questions, problem-solving, written assignments, reports, oral examinations, public presentations, and laboratory work. A complete detailed syllabus for each course, necessarily supplemented with the assessment method and a bibliography list, is distributed at the beginning of each semester; however, core assessment methods for the IPSP are final examinations and a mixed system of final written and oral examinations and written assignments/projects. For the assessment of students with disabilities and special educational needs, the articles referring to alternative methods that may be applied on a case-by-case basis are implemented, as these are in force in the Internal Operational Regulations of the University of West Attica. To improve their grades, postgraduate students may be re-examined in only one (1) course in which they have been successfully examined, during an examination period that includes that specific course. If a postgraduate student fails the same course more than three (3) times, he/she may request, by application to the Director of the IPSP, to be assessed by a three-member committee, which consists of teaching staff from the same or another Department of UNIWA, with a cognitive subject identical or related to that of the course under examination, in which the

course instructor cannot participate. If the Director of the IPSP does not appoint the committee members within one (1) month from the submission of the application, the student may request their appointment from the Head of the Department.

## **Article 11**

### **Practicum**

The Study Program of the IPSP (Interdepartmental Postgraduate Studies Program) includes the conduct of a practicum for postgraduate students, as a compulsory educational activity, which aims at the practical application of theoretical scientific knowledge covered in the courses of the IPSP Study Program and at familiarizing students with potential workplaces, and primarily at enhancing the pedagogical and didactic competence of postgraduate students through the use of innovative theories and technologies.

In the Study Program of all specializations of the IPSP ("Early Childhood Education," "Primary Education/Secondary Education," "Inclusive Education"), particular emphasis is given to the practicum of postgraduate students, which includes attendance/observation, theoretical design of educational intervention, implementation of Microteaching, and/or development of teaching/didactic intervention.

The practicum of postgraduate students can be implemented in formal and non-formal learning Structures/Bodies, of General & Special Needs Education, throughout Greece (or even abroad, following a decision by the PSC (Program Steering Committee) or through a mobility program (Erasmus)) and includes all actions and activities associated with the systematic organization and effective provision of educational support and teaching services, such as:

- a) Mainstream school units (Kindergartens, Primary Schools, Gymnasiums, Lyceums, Vocational Gymnasiums - Lyceums).
- b) School Units for Special Needs Education (Special Kindergartens, Special Primary Schools, Special Gymnasiums - Lyceums, Special Vocational Gymnasiums - Lyceums, E.E.E.E.K. - Special Vocational Education and Training Workshops).
- c) KEDASY (Centers for Interdisciplinary Assessment, Counseling, and Support - throughout working days and hours).
- d) Medico-Pedagogical Centers.
- e) Municipal Counseling Stations.
- f) KDAPmeA (Centers for Creative Activities for People with Disabilities - morning or afternoon).
- g) Community Mental Health Centers.
- h) Schools operating within public hospitals.
- i) Higher Education Institutions.
- j) Museums, Art and Culture Bodies.
- k) Legal Entities of Public or Private Law (N.P.D.D. or N.P.I.D.) supervised by the Ministry of Labor, Social Security and Social Solidarity, which provide education, training, and counseling support services.



Student practicum is conducted in the aforementioned bodies, hereinafter referred to as "host/implementation bodies (HI/B)," under the supervision of a P.S.P. instructor. The practicum may also be conducted in Structures/Bodies abroad, under formal and scientific conditions and provided that supervision of the practicum process is feasible.

Postgraduate students are obliged to carry out a practicum during their second year of studies in the IPSP (third (C') and fourth (D') semesters of the Study Program), as described in Article 7 of the present regulations.

Specifically, the compulsory practicum courses and the credit units corresponding to each course, per study specialization, are as follows:

### **Specialization: Early Childhood Education**

#### **|| 3rd Semester || ||**

| Course Code | Course Title | Course Type | Credit Units (CU/ECTS) |
|-------------|--------------|-------------|------------------------|
|-------------|--------------|-------------|------------------------|

|           |  |    |    |
|-----------|--|----|----|
| MYK.3.1.4 | Practicum Part 1 - Recording and Evaluation of Pedagogical Work in Early Childhood Education | SC | 10 |
|-----------|--|----|----|

| 4th Semester |  |  |  |
|--------------|--|--|--|
|--------------|--|--|--|

| Course Code | Course Title | Course Type | Credit Units (CU/ECTS) |
|-------------|--------------|-------------|------------------------|
|-------------|--------------|-------------|------------------------|

|           |   |    |    |
|-----------|---|----|----|
| MYK.4.1.1 | Practicum Part II - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom | SC | 15 |
|-----------|---|----|----|

### **Specialization: Primary Education/Secondary Education**

#### **|| 4th Semester || ||**

| Course Code | Course Title | Course Type | Credit Units (CU/ECTS) |
|-------------|--------------|-------------|------------------------|
|-------------|--------------|-------------|------------------------|

|           |   |    |    |
|-----------|---|----|----|
| MYK.4.2.1 | Practicum - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom | SC | 15 |
|-----------|---|----|----|

|             |                                    |    |    |
|-------------|------------------------------------|----|----|
| MEK.4.2.2.2 | Practicum - Microteaching Sessions | SE | 15 |
|-------------|------------------------------------|----|----|

### **Specialization: Inclusive Education**

#### **|| 3rd Semester || ||**

| Course Code | Course Title | Course Type | Credit Units (CU/ECTS) |
|-------------|--------------|-------------|------------------------|
|-------------|--------------|-------------|------------------------|

|           |  |    |    |
|-----------|--|----|----|
| MYK.3.3.2 | Practicum Part 1 - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings | SC | 22 |
|-----------|--|----|----|

## **|| 4th Semester || ||**

| Course Code | | Course Title | Course Type | Credit Units (CU/ECTS) |

| MYK.4.3.1 | | Practicum Part II - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings | SC | 15 |

(Note: Course Types SC = Specialization Compulsory, SE = Specialization Elective)

During the third (C') semester of the Study Program of the "Early Childhood Education" specialization, students are required to carry out a practicum within the course titled "Practicum Part 1 - Recording and Evaluation of Pedagogical Work in Early Childhood Education" (course code MYK.3.1.4), the completion of which yields ten (10) ECTS credits. Participants in the course are obliged, for its successful completion and validation, to follow a cycle of theoretical approaches (cycle of seminar/theoretical courses) and a cycle of practical applications with compulsory attendance of at least twenty (20) hours in a selected host institution.

During the fourth (D') semester of the Study Program of the "Early Childhood Education" specialization, students are required to carry out a practicum within the course titled "Practicum Part II - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom" (course code MYK.4.1.1), the completion of which yields fifteen (15) ECTS credits. The aim of the course is to provide students with the opportunity to practice investigating modern and innovative processes of teaching practice, functioning as both educators and learners. Specifically, the course, through a system of procedures and tools, seeks to bring the postgraduate student trainee into direct contact with modern pedagogical practice in order to provide feedback and improve their teaching action.

The practicum is implemented in host institutions, which will provide students with a field for research work and practical training in the following main axes:

- Modern Trends in Didactics within the classroom
- Innovative actions in education and care contexts
- Educational, social, and cultural approaches to child education
- Psychosocial Support of child/adolescent and Counseling
- School pedagogy and teaching practice

Participants in the course are obliged, for its successful completion and validation, to follow a cycle of theoretical approaches (cycle of seminar/theoretical courses) and a cycle of practical applications (cycle of visits/observations and/or workshops in selected Institutions) with the aim of designing teaching for educational interventions.

More specifically, it is noted:

1. The theoretical approaches concern compulsory seminar-type courses aiming at an interdisciplinary and holistic approach to didactic and school practice.
2. The practical applications concern visits - observations of model teachings, laboratory/creative actions in host institutions:

- a) The trainees' activity in the host institutions must cover a total of up to 8 hours, but it can be extended if the trainees request it and there is agreement from the Practicum Coordinator and the host institution.
- b) Trainees participate in the program of each host institution and attend courses/seminars/teachings by scientists of general and special subjects, actions within the framework of Projects/programs, etc.
- c) During this time, trainees must keep observation sheets, gathering the necessary material for the critical processing of actions and the development of their individual work as a complete teaching plan for educational interventions.

During the fourth (D') semester of the Study Program of the "Primary Education/Secondary Education" specialization, students are required to carry out a practicum within the course titled "Practicum - Observation of Model Teachings in Institutions and/or School Units and Supervised Teaching in a Classroom" (course code MYK.4.2.1), the completion of which yields fifteen (15) ECTS credits. The aim of the course is to provide students with the opportunity to practice investigating modern and innovative processes of teaching practice, functioning as both educators and learners. Specifically, the course, through a system of procedures and tools, seeks to bring the postgraduate student trainee into direct contact with modern pedagogical practice in order to provide feedback and improve their teaching action.

The practicum is implemented in host institutions, which will provide students with a field for research work and practical training in the following main axes:

- Modern Trends in Didactics within the classroom
- Innovative actions in education and care contexts
- Educational, social, and cultural approaches to child education
- Psychosocial Support of child/adolescent and Counseling
- School pedagogy and teaching practice

Participants in the course are obliged, for its successful completion and validation, to follow a cycle of theoretical approaches (cycle of seminar/theoretical courses) and a cycle of practical applications (cycle of visits/observations and/or workshops in selected Institutions) with the aim of designing teaching for educational interventions.

More specifically, it is noted:

1. The theoretical approaches concern compulsory seminar-type courses aiming at an interdisciplinary and holistic approach to didactic and school practice.
2. The practical applications concern visits - observations of model teachings, laboratory/creative actions in host institutions:
  - a) The trainees' activity in the host institutions must cover a total of up to 8 hours, but it can be extended if the trainees request it and there is agreement from the Practicum Coordinator and the host institution.

b) Trainees participate in the program of each host institution and attend courses/seminars/teachings by scientists of general and special subjects, actions within the framework of Projects/programs, etc.

c) During this time, trainees must keep observation sheets, gathering the necessary material for the critical processing of actions and the development of their individual work as a complete teaching plan for educational interventions.

During the fourth (D') semester of the Study Program of the "Primary Education/Secondary Education" specialization, student participants in the specialization are entitled to choose participation in the course "Practicum - Microteaching Sessions" (MEK.4.2.2.2), the completion of which yields fifteen (15) ECTS credits. Participants in the course are obliged, for its successful completion and validation, to follow a cycle of theoretical approaches (cycle of seminar/theoretical courses) and a cycle of practical applications, with compulsory participation in a program of conducting/presenting Microteaching sessions in the roles of presenters, trainees, and evaluators, lasting at least thirty-six (36) hours. The cycle of practical applications may be implemented in host institutions or at the University of West Attica, following a decision by the competent bodies of the IPSP.

The compulsory practicum of the Study Program for the "Inclusive Education" specialization of the IPSP (Interdepartmental Postgraduate Studies Program) is inextricably linked with the Program's primary aim of functionally integrating the inclusive dimension into its Study Program for its full harmonization with contemporary - national and international - mandates for the promotion of inclusive education and the removal of barriers to equal access to education for all students, including students with disabilities and/or special educational needs.

The supervised practicum in host institutions for the "Inclusive Education" specialization, which is connected with Special Needs Education (S.N.E.), aims to:

1. Enable postgraduate students to enhance and utilize, at a professional level, their scientific knowledge on issues of learning and teaching in inclusive and special educational settings.
2. Enable postgraduate students to connect, in real-world conditions, theoretical knowledge with the field of special needs education and inclusive education, as well as with matters pertaining to the pedagogical management of diversity and special educational needs, and other issues related to socially vulnerable groups (e.g., refugees, immigrants, etc.).
3. Enable postgraduate students to attend seminars, model teachings, and workshops by expert scientists and practitioners who have many years of experience in the work environment relevant to their interests.
4. Provide postgraduate students with opportunities to familiarize themselves with alternative forms of intervention (drama, music, visual arts) as well as assistive technology in the education of individuals with disabilities and/or special educational needs.
5. Enable postgraduate students to reflect on and communicate their experiences within the group. Subsequently, to practice analyzing their

experiences in a collaborative context, an element considered a fundamental pedagogical process.

6. In conclusion, for postgraduate students to develop a range of professional skills and experiences and to acquire substantial and reliable prior work experience, recognized by the labor market.

Specifically, the Practicum for the "Inclusive Education" specialization can be implemented in host institutions, such as:

- a) Mainstream school units where students with special educational needs and/or disabilities attend (morning and full-day programs).
- b) Inclusion classes in mainstream schools (Kindergartens, Primary Schools, Gymnasiums, Lyceums, Vocational Gymnasiums - Lyceums).
- c) School Units for Special Needs Education (Special Kindergartens, Special Primary Schools, Special Gymnasiums - Lyceums, Special Vocational Gymnasiums - Lyceums, E.E.E.E.K. - Special Vocational Education and Training Workshops).
- d) KEDASY (Centers for Interdisciplinary Assessment, Counseling, and Support - throughout working days and hours).
- e) Medico-Pedagogical Centers.
- f) Municipal Counseling Stations.
- g) KDAPmeA (Centers for Creative Activities for People with Disabilities - morning or afternoon).
- h) Community Mental Health Centers.
- i) Schools operating within public hospitals.
- j) Higher Education Institutions.
- k) Museums, Art and Culture Bodies.
- l) Legal Entities of Public or Private Law (N.P.D.D. or N.P.I.D.) supervised by the Ministry of Labor, Social Security and Social Solidarity, which provide education, training, and counseling support services to individuals over fifteen (15) years of age with disabilities.

The host institutions will offer trainees of the "Inclusive Education" specialization an open field for work, observation, investigation, and reflection, in key axes such as:

1. Modern Trends in Didactics within the differentiated classroom
2. Educational, social, and cultural approaches to child education
3. Learning difficulties and educational interventions

4. Innovative educational interventions in educational inclusion
5. Psychosocial Support of child/adolescent and Counseling
6. Universal design for learning and differentiated instruction
7. Creation of inclusive learning environments.

And in special cognitive subjects, concerning students/individuals with different educational needs, students/individuals with disabilities and/or with special educational needs:

- a) Didactic Methodology for the education of Individuals with Disabilities.
- b) Education of individuals with autism, intellectual disability.
- c) Education of individuals with motor disabilities.
- d) Education of individuals with speech, language, and communication difficulties.
- e) Teaching individuals with learning and adjustment difficulties.
- f) Collaborative practices for the educational and social inclusion of individuals with special needs and/or disabilities.
- g) Management strategies for emotional and behavioral problems of individuals with special educational needs and/or disabilities.
- h) Introduction to Assistive Technology - Information and Communication Technologies in Special Needs Education.
- i) Curriculum Differentiation and Teaching Adaptations.

The content of the course includes:

- a) Theoretical support, with specialized seminars and/or workshops on topics of applied pedagogy, learning and teaching, and/or case studies, for the education and inclusion of individuals with different educational needs, with special educational needs, and/or disabilities. The main objective of the theoretical support cycle is to prepare students for the field and the factors that constitute the framework of the Practicum in this specialization. Concurrently, they will be supported regarding the design of teachings or educational interventions as well as the implementation of their scientific work (e.g., issues of bibliographic references, types of research, research methodology, etc.).
- b) Supervision of practicum. Students are obliged to participate in supervision activities with the Coordinator/Supervisor and/or the instructors, aiming at the preparation, management, and resolution of educational problems that arise during the conduct of practicum activities.

c) Field practice, which includes observation, design of lessons or educational interventions, participation in teaching, supervised and autonomous teaching, in special learning environments, provided there is appropriate preparation and supervision from the Coordinator/Supervising professor and in collaboration with the responsible practitioners/educators. Indicatively, activities may concern the following:

- typical administrative tasks (e.g., taking case histories, filling out documents, etc.).
- psycho-pedagogical assessment.
- involvement in teaching.
- counseling sessions, individual or group.
- meetings of interdisciplinary team members.
- activities of an educational/training nature.
- other actions or activities that fall within the professional duties and skills of special practitioners.

d) Exploratory work in the field, for the systematic review of sources, for identifying bibliographic sources, research databases, and applications, aiming at data collection for feedback on experiential learning in the field, potential enhancement of the master's thesis, composition of a scientific text such as a publication, participation in a scientific conference, etc.

e) Design of educational interventions/applications for the field, for the indirect and/or direct involvement of trainees in teaching practice.

f) Elaboration of a reflective practicum report per semester (deliverables).

Specifically, during the third (C') semester of the Study Program of the "Inclusive Education" specialization, students are required to carry out a practicum within the course titled "Practicum Part 1 - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings" (course code MYK.3.3.2), the completion of which yields twenty-two (22) ECTS credits. The total practicum hours for the course are analyzed as follows:

a) Theoretical support/Seminars: 25 hours

b) Supervision of practicum: 100 hours

c) Field practice: 200 hours

d) Exploratory work in the field: 70 hours

e) Design of educational interventions/applications in the field: 100 hours

f) Elaboration of a reflective practicum report (Deliverables): 70 hours

During the fourth (D') semester of the Study Program of the "Inclusive Education" specialization, students are required to carry out a practicum within the course titled "Practicum Part II - Observation and Supervised Teaching in S.N.E. (Special Needs Education) Structures and School Units and/or Inclusion Settings" (course code

MYK.4.3.1), the completion of which yields fifteen (15) ECTS credits. The total practicum hours for the course are analyzed as follows:

- a) Theoretical support/Seminars: 25 hours
- b) Supervision of practicum: 70 hours
- c) Field practice: 130 hours
- d) Exploratory work in the field: 30 hours
- e) Design of educational interventions/applications in the field: 75 hours
- f) Elaboration of a reflective practicum report (Deliverables): 30 hours

For the implementation of the practicum for postgraduate students of the "Inclusive Education" specialization, a practicum agreement is concluded between the IPSP (Interdepartmental Postgraduate Studies Program) and the host institution, which is signed by the trainee student, the representative of the host institution, and the Director of the IPSP.

Postgraduate students of the "Inclusive Education" specialization who conduct a practicum are mandatorily insured under the National Organization for the Provision of Health Services (E.O.P.Y.Y.) through the Electronic National Social Security Fund (e-EFKA) (formerly Social Insurance Institute - Unified Insurance Fund for Employees - I.K.A. - E.T.A.M.), in accordance with par. 10 of Article 15 of Law 3232/2004 (A' 48) only for accident coverage.

By decision of the Senate of UNIWA, an Institutional Practicum Coordinator for UNIWA may be appointed.

By decision of the PSC (Program Steering Committee) of the IPSP, the following are appointed per academic year:

- a) The Practicum Coordinator, who is an instructor of the IPSP [member of Teaching and Research Staff (TRS) or Laboratory Teaching Staff (EDIP) or Special Educational Staff (EEP) or Special Technical Laboratory Staff (ETEP) etc.], whose object is the general supervision of the educational process of the practicum within the framework of the study program, the coordination of Practicum Supervisors and host institutions.
- b) The Practicum Committee, which consists of TRS or EDIP or EEP or ETEP members teaching in the IPSP, chaired by the Practicum Coordinator, with the object of evaluating the applications/declarations of students wishing to conduct a practicum, coordinating activities related to student practicum, resolving problems, appointing a Supervisor per trainee student, drafting and submitting an annual report on the implementation and evaluation of the practicum program to the PSC, as well



as submitting recommendations for the modification of the study program regarding practicum matters.

The Supervisor is responsible for guiding and supporting students throughout the practicum process in host institutions, communicating with host institutions to achieve the intended learning outcomes, and informing the Practicum Coordinator and the Practicum Committee. Instructors of the IPSP may be appointed as Supervisors.

## **Article 12**

### **Student Rights and Obligations - De-registration of Postgraduate Student**

#### **12.1. Student Rights**

Postgraduate students have all the rights and benefits provided for first-cycle students, except for the right to free provision of textbooks. Postgraduate students may use the existing material and technical infrastructure of the University of West Attica, which includes teaching spaces appropriately equipped with modern teaching aids and PCs, the Library, and the facilities of the Departments of "Biomedical Sciences" and "Early Childhood Education and Care" of the University of West Attica. Postgraduate students who do not have access to medical, pharmaceutical, and hospital care are entitled to full medical, pharmaceutical, and hospital care under the National Health System (NHS), with coverage of the relevant expenses by the National Organization for the Provision of Health Services (E.O.P.Y.Y.) by analogous application of Article 33 of Law 4368/2016 (A' 83), as amended and in force. Postgraduate students are entitled to free meals based on their individual and family financial situation and their local status. Postgraduate students may seek external funding for their studies from various Foundations or public and private sector bodies and Research Institutes. Postgraduate students may be financially covered by funded research programs in which they participate. The relevant details are determined by a decision of the PSC (Program Steering Committee), following a recommendation from the Director of the IPSP (Interdepartmental Postgraduate Studies Program). Postgraduate students may participate in the University's student exchange programs (e.g., ERASMUS) or in other research programs of foreign H.E.I.s, within the framework of transnational agreements with equivalent institutions, and enroll in them as visiting students. The collaborating Departments must ensure that postgraduate students with disabilities and/or special educational needs have accessibility to the proposed programs and teaching, or other accommodations. Postgraduate students may, if exceptional reasons exist, request a change of their study specialization within the IPSP to a specialization other than the one they were admitted to during their admission and enrollment process in the Program. The justified and documented application for a change of specialization is submitted to the Secretariat of the IPSP and is forwarded to the PSC, which is responsible for examining the application and for its approval or rejection.

## **12.2. Student Obligations**

Postgraduate students have the following obligations:

- To attend regularly the courses of the current study program. Attendance is sufficient if the student's total absences do not exceed 10% of the total hours taught throughout the academic year. For special reasons, the number of absences may be increased to 20% of the total hours. These reasons must be due to objectively serious causes and be documented.
- To submit required assignments within the set deadlines.
- To attend scheduled examinations.
- To declare responsibly that their master's thesis is not a product of plagiarism, neither in its entirety nor in parts thereof.
- To pay the prescribed tuition fees within the specified dates/periods, as defined in the call for expressions of interest and in Article 13 of the present Operational Regulations.
- To respect and adhere to the Postgraduate Study Regulations, the decisions of the bodies of the IPSP (Interdepartmental Postgraduate Studies Program), the Departments, and the University of West Attica, as well as academic ethics.
- Postgraduate students are invited to participate in and attend seminars, discussions, conferences/workshops with a cognitive subject relevant to that of the IPSP, lectures, or other scientific events of the IPSP.
- Postgraduate students may perform auxiliary teaching work in first-cycle study programs by decision of the PSC (Program Steering Committee).
- Postgraduate students must obtain an academic identity card through the Electronic Service for Academic Identity Acquisition of the Ministry of Education, Religious Affairs and Sports.

## **12.3. De-registration of Postgraduate Student**

The de-registration of a postgraduate student is carried out following a relevant recommendation from the Director of the IPSP (Interdepartmental Postgraduate Studies Program) to the PSC (Program Steering Committee) and the issuance of a relevant decision. The decision is communicated within fifteen (15) days to the concerned postgraduate student, who has the right to submit an objection within fifteen (15) days from its date of issuance. The objection is judged definitively by the aforementioned bodies.

The PSC may decide to de-register postgraduate students for the following reasons:

- a) Negligent fulfillment of the postgraduate student's obligations, as described in the IPSP Regulations.
- b) Non-payment of prescribed tuition fees within the specified dates/periods, as defined in the call for expressions of interest and in Article 13 of the present Regulations (in any case, a student who has not met their financial obligations is not

entitled to receive either a certificate of completion of studies or the Master's Degree).

c) Disciplinary offenses, such as violation of the terms of academic ethics and generally any violation of current legislation and the Internal Regulations of UNIWA.

d) Application for de-registration by the postgraduate student him/herself.

e) Repeated failures in the examination of a course or courses as defined in the IPSP Regulations.

f) Non-renewal of enrollment or non-attendance of courses for two (2) consecutive semesters.

g) In the event that a postgraduate student has committed the offense of plagiarism or an offense falling under intellectual property law (Law 2121/1993).

h) For any other reason deemed necessary by the competent bodies of the IPSP.

In the event of permanent discontinuation of studies or de-registration of a postgraduate student for any reason, tuition fees already paid are non-refundable.

## **Article 13**

### **Tuition Fees**

The amount of tuition fees for the IPSP (Interdepartmental Postgraduate Studies Program) "Educational Sciences through Innovative Technologies and Biomedical Approaches" is determined by the decision for the re-establishment and operation of the IPSP at the sum of three thousand nine hundred euros (€3,900). This amount can be paid as a lump sum (securing a five percent (5%) discount) or in the following ways: (a) in four (4) equal installments of nine hundred and seventy-five euros (€975) at the beginning of each semester, or (b) in up to fifteen (15) interest-free installments of two hundred and sixty euros (€260) using a credit card. Postgraduate students of the P.S.P. (Postgraduate Studies Program) are obliged to pay these fees. In cases of discontinuation of studies, the total amount paid is non-refundable. Tuition fees are paid to the Special Account for Research Funds (ELKE) of the University of West Attica, which is responsible for their management. Postgraduate students must have settled all their financial obligations before the issuance of a certificate of completion of studies and the award of the Master's Degree. The IPSP offers the possibility of exemption from tuition fees, in accordance with current legislation and as described in Article 14 of the Model Study Regulations for Postgraduate Study Programs (PSP) of UNIWA and the present Operational Regulations.

## **Article 14**

### **Scholarships**

The IPSP (Interdepartmental Postgraduate Studies Program) "Educational Sciences through Innovative Technologies and Biomedical Approaches" may grant scholarships (reciprocal and non-reciprocal, full or partial) or excellence awards to postgraduate students, in accordance with decisions of the PSC (Program Steering Committee).

Enrolled postgraduate students may be exempted from tuition fees, in accordance with the provisions of Article 86 of Law 4957/2022 and Ministerial Decision Ref. No. 108990/Z1/8.9.2022 (B' 4899). Granting of tuition fee exemption. After the completion of the selection and enrollment process of students in the IPSP, interested students may submit an application for exemption from tuition fees, in accordance with the provisions of current legislation and following a relevant announcement on the IPSP website, co-submitting all necessary financial or other information specified by current legislation. Students who meet the specified financial criteria are selected, up to a percentage of thirty percent (30%) of the total number of enrolled students in their admission cycle. In the event that the beneficiaries, according to the provisions of current legislation, exceed thirty percent (30%) of the total number of enrolled students in their admission cycle, the beneficiaries of the exemption are selected in order of ranking, starting from those with the lowest income.

Further categories of non-reciprocal scholarships are granted based on objective academic and social criteria, which, indicatively, are:

1. Academic:
  - a) Attendance.
  - b) Grade point average of the previous semester.
  - c) The grade of the degree with which they were admitted to the P.S.P. (Postgraduate Studies Program).
  - d) Recent academic achievements (such as awards and honors, etc.).
2. Social:
  - a) Divorced with dependent members (children).
  - b) Candidate's disability.
  - c) Single-parent family.
  - d) Orphaned by both parents and not having exceeded the 25th year of age.

e) Child of a large family.

f) Members of the same family, etc.

Procedure:

- Following a recommendation from the PSC (Program Steering Committee), a call for scholarship applications is announced. Candidates must complete all mandatory fields of the application with the required supporting documents, as applicable, and submit them to the Department Secretariat within the deadlines specified in the call.
- The application serves as a Solemn Declaration under Law 1599/1986.
- The competent body evaluates and ranks the candidacies based on the criteria defined in the internal Operational Regulations of the IPSP (Interdepartmental Postgraduate Studies Program) and recommends the list of candidates' names to the PSC.

In general, scholarships are granted based on objective criteria, such as the above, and are recorded in the approved budget of the IPSP (Interdepartmental Postgraduate Studies Program). Also, criteria for granting them may include their ranking during the selection process, the grade point average of the previous semester, the publication of an article in a peer-reviewed conference as a result of an exceptional master's thesis, first places in recognized competitions in the field of the IPSP, etc. Furthermore, the IPSP may grant awards to students with outstanding performance, according to criteria and procedures provided for by a decision of the PSC (Program Steering Committee).

Reciprocal scholarships will be judged on a case-by-case basis by the PSC.

A scholarship is not granted if the postgraduate student is already receiving a scholarship from another source, nor to a postgraduate student who has been admitted to the IPSP without the obligation to pay tuition fees.

## **Article 15**

### **Master's Degree (D.M.S)**

The Master's Degree (D.M.S.) is a public document. The graduate of the IPSP (Interdepartmental Postgraduate Studies Program) may be granted, prior to the award ceremony, a certificate confirming successful completion of the P.S.P. (Postgraduate Studies Program) and a detailed transcript of grades with the corresponding ECTS Credits.

A Diploma Supplement is attached to the Master's Degree, which is an explanatory document and does not substitute the official degree title or the detailed transcript of course grades. The Diploma Supplement is attached to the D.M.S. and provides

information regarding the nature, level, general educational context, content, and status of the studies successfully completed by the individual named on the original title. The Supplement does not make value judgments, statements of equivalence or correspondence, or suggestions regarding the recognition of the D.M.S. abroad. The Diploma Supplement is issued automatically and without any financial charge in both Greek and English, and must meet the authenticity requirements for the awarded degree title. The date of issuance of the Supplement does not necessarily coincide with the date of award of the D.M.S., but it can never precede it.

The grade of the Master's Degree (D.M.S.) is derived from the assessment grade in the courses, the Practicum, and/or the Master's Thesis (M.Th.). In more detail, in each semester the student receives a grade for each course examined and if successfully assessed, is proportionally credited with the corresponding credit units.

The final grade of the D.M.S. is derived from the assessment grade:

a) in the courses,

b) in the practicum and/or in the Master's Thesis, according to what is provided in the study program of each specialization of the IPSP.

The grade of the Master's Degree (D.M.S.) is calculated to two decimal places and results from the formula:

$$\text{Grade} = (G_1C_1 + G_2C_2 + \dots + G_nC_n) / (C_1 + C_2 + \dots + C_n)$$

where  $G_1, G_2, \dots, G_n$  are the grades of all courses in which the student was successfully examined, and  $C_1, C_2, \dots, C_n$  are the credit units corresponding to each course.

Passing grades for a course are defined as five (5) and above. The grading scale for assessing the performance of postgraduate students is defined from zero (0) to ten (10) as follows:

- Excellent: from eight and fifty hundredths (8.50) up to ten (10),
- Very Good: from six and fifty hundredths (6.50) up to and including eight and forty-nine hundredths (8.49),
- Good: from five (5) up to and including six and forty-nine hundredths (6.49), or
- Fail: from zero (0) up to four and ninety-nine hundredths (4.99).

## **Article 16**

### **Instructors of Postgraduate Study Programs**

The teaching work of the Postgraduate Study Program is assigned, following a decision by the PSC (Program Steering Committee), to the following categories of instructors:

a) members of the Teaching and Research Staff (TRS), Special Educational Staff (EEP), Laboratory Teaching Staff (EDIP), and Special Technical Laboratory Staff (ETEP) of the Collaborating Departments or other Departments of UNIWA or another Higher Education Institution (H.E.I.) or Higher Military Educational Institution (H.M.E.I.) or the Athens School of Fine Arts (A.S.F.A.), with additional employment beyond their legal obligations (for the collaborating Departments, their uncompensated employment may be counted towards their legal obligations). b) emeritus Professors or retired TRS members of the Collaborating Departments or other Departments of UNIWA or another H.E.I., c) collaborating professors, d) adjunct lecturers, e) visiting professors or visiting researchers, f) researchers and special functional scientists of research and technological<sup>1</sup> bodies under Article 13A of Law 4310/2014 (A' 258) or other research centers and institutes in Greece or abroad, g) scientists or artists of recognized standing, who possess specialized knowledge and relevant experience in the cognitive subject of the IPSP (Interdepartmental Postgraduate Studies Program).

The assignment of teaching work for the IPSP (Interdepartmental Postgraduate Studies Program) is carried out by decision of the PSC (Program Steering Committee), following a recommendation from the course coordinators, the members of the PSC, and/or the Director of the IPSP.

Specifically, the coordination and teaching of IPSP courses are assigned by priority to TRS members of the Department of "Biomedical Sciences" and the Department of "Early Childhood Education and Care" of the University of West Attica. The undertaking of teaching a course in the IPSP is done in accordance with current legislation, as it applies. By decision of the PSC, the more specific conditions, the invitation procedure from Greece or abroad, the more specific terms of employment, as well as any matter related to visiting instructors are defined. Visiting instructors may be distinguished scientists who hold a position or qualifications of a professor or researcher in a research center, or scientists of recognized standing with specialized knowledge or relevant experience in the cognitive subject of the IPSP.

The assignment of teaching duties for the IPSP courses is made by decision of the PSC (Program Steering Committee). The more specific conditions for assigning teaching duties and the selection criteria for instructors are defined as follows:

- Prior experience in teaching the corresponding or a similar course at the undergraduate or postgraduate level.
- Research involvement with the subject matter of the course.

By decision of the PSC, auxiliary teaching work may be assigned to doctoral candidates of the collaborating Departments or Schools of the University of West Attica with a subject relevant to the auxiliary teaching work provided in the IPSP, and/or to scientists or artists of recognized standing who possess specialized knowledge and relevant experience in the cognitive subject of the IPSP, under the supervision of an IPSP instructor.

The right to supervise master's theses is held by instructors of categories (a) to (f) of par. 12.1 [There seems to be a typo here, likely referring to the categories of instructors listed earlier in Article 16, not a par. 12.1 which is about student rights.],

provided they hold a doctoral degree. By decision of the PSC, the supervision of master's theses may also be assigned to TRS, EEP, and EDIP members of the collaborating Departments or Schools of the University of West Attica who have not undertaken teaching work in the IPSP.

All categories of instructors may be remunerated exclusively from the resources of the IPSP (Interdepartmental Postgraduate Studies Program). Payment of remuneration or other benefits from the state budget or the public investment program is not permitted. By decision of the PSC (Program Steering Committee) regarding the assignment of teaching work, the amount of remuneration for each instructor is determined. Specifically, instructors who are TRS (Teaching and Research Staff) members may receive additional remuneration for work offered to the IPSP, provided they fulfill their minimum legal obligations, as defined in par. 2 of Article 155 of Law 4957/2022. The latter provision applies analogously to members of EEP (Special Educational Staff), EDIP (Laboratory Teaching Staff), and ETEP (Special Technical Laboratory Staff), provided they fulfill their minimum legal obligations. The obligations of instructors include, among others, defining and describing the course, providing relevant bibliography, determining the course examination method, and communicating with postgraduate students. By decision of the PSC, the institution of the Academic Advisor is implemented in the IPSP. The purpose of this institution's operation is to provide counseling to postgraduate students during their studies on academic matters in an individualized manner. The expected outcome is to facilitate postgraduate students in completing their studies while simultaneously utilizing their particular skills and interests within the educational and research process. The Academic Advisor chooses the method of approach and provision of counseling to the students assigned to him/her each academic year.

## **Article 17**

### **Auxiliary teaching work of postgraduate students**

By decision of the PSC (Program Steering Committee) of the IPSP (Interdepartmental Postgraduate Studies Program), the participation of postgraduate students, doctoral candidates, and postdoctoral researchers in providing auxiliary teaching work in first or second-cycle study programs may be approved. UNIWA (University of West Attica) may grant reciprocal scholarships to postgraduate students with the obligation to support the educational process and provide auxiliary<sup>1</sup> teaching work. Auxiliary teaching work is defined as assisting members of the Teaching and Research Staff (TRS) in the exercise of their teaching duties, conducting student exercises, holding tutorials, laboratory exercises, supervising examinations, and grading exercises.



## **Article 18**

### **Funding - Financial Management**

The funding of the IPSP (Interdepartmental Postgraduate Studies Program) may derive from:

- a) tuition fees,
- b) donations, sponsorships, and financial aid of any kind,
- c) bequests,
- d) resources from research projects or programs,
- e) own resources of the University of West Attica,
- f) the state budget or the public investment program, etc.

The payment of tuition fees is made by the student him/herself or by a third natural or legal person on behalf of the student.

The management of the IPSP's resources is carried out by the Special Account for Research Funds (ELKE) of the University of West Attica.

The resources of the IPSP are allocated as follows:

- a) an amount corresponding to thirty percent (30%) of the total revenue from tuition fees is withheld by ELKE. This amount includes the percentage withheld in favor of ELKE for the financial management of the PSPs (Postgraduate Study Programs). For IPSP revenues from items (b) to (d) of par. 1, the withholding in favor of ELKE that applies to revenues from corresponding funding sources is carried out.
- b) the remaining amount of the total revenues of the P.S.P. (70%) is allocated to cover the operational expenses of the P.S.P.

Methodology for preparing revenue budgets: (indicative)

Regarding revenues, the funding sources are recorded, in accordance with pars. 1 and 2 of Article 84 of Law 4957/2022, and the corresponding amounts - expected inflows from each funding source.

Revenues - funding

1. Tuition fees
2. Donations, sponsorships, and financial aid of any kind
3. Bequests
4. Resources from research projects or programs
5. Own resources of UNIWA
6. State budget or Public Investment Program Total

Detailed budget of expenses.

Regarding expenses, the categories of operational expenses and the corresponding amounts - expected outflows are recorded. Specifically, seventy percent (70%) of the operational expenses of the P.S.P. (Postgraduate Studies Program) are allocated to:

- a) remuneration for administrative - technical support,
- b) Remuneration of teaching staff,
- c) travel expenses,
- d) equipment and material/technical infrastructure expenses,
- e) scholarship granting expenses.
- f) other operational expenses (case a. of par. 4 of Article 80 of Law 4957/2022).

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

Expenses - categories of expenditure

1. Remuneration for administrative - technical support
2. Remuneration of teaching staff
3. Travel expenses
4. Equipment and material/technical infrastructure expenses
5. Scholarship granting expenses
6. Other operational expenses Subtotal (70%)
7. UNIWA operational expenses (30%) ELKE Total

In accordance with par. 2 of Article 85 of Law 4957/2022, a maximum percentage of two percent (2%) of the total annual revenues of each P.S.P. is determined, which may be allocated to a Project/Program of par. 1 of the same article.

## **Article 19**

### **Plagiarism**

The postgraduate student is obliged to cite in the appropriate manner if they have used the work and opinions of others. Furthermore, postgraduate students who have used Artificial Intelligence (AI) services and assistance for the elaboration of assignments given to them within the framework of courses of the IPSP (Interdepartmental Postgraduate Studies Program) Study Program and/or the M.Th. (Master's Thesis), must include in the preamble of the text a "Declaration regarding the use of generative Artificial Intelligence (generative AI) and AI-assisted technologies during the writing process," where they will declare which tool they

used and for what reason. Plagiarism is considered a serious academic offense. Plagiarism is defined as the copying of someone else's work, as well as the use of another's work - published or unpublished - without due reference. The copying of any documentation material, even from the candidate's own studies, without relevant reference, may constitute grounds for a decision by the PSC (Program Steering Committee) for his/her de-registration. In the above cases, the PSC may decide on his/her de-registration, after he/she has first been given the opportunity to present, orally or in writing, his/her views on the matter. Any offense or violation of academic ethics is referred to the PSC for addressing the problem. Offenses also include the acts of copying or plagiarism and generally any violation of intellectual property provisions by a postgraduate student during the writing of assignments within the framework of courses or the elaboration of the master's thesis.

## **Article 20**

### **Conferral of Degrees - Graduation Ceremonies**

The graduation ceremony (oath-taking) is not a constituent element of the successful completion of studies, but it is a necessary prerequisite for the awarding of the Master's Degree. For reasons of force majeure (e.g., health reasons, residence or work abroad, military obligations) and upon application to the Secretariat of the IPSP (Interdepartmental Postgraduate Studies Program), the graduate may request the award of the degree title without participating in the graduation ceremony or request to participate in a subsequent graduation ceremony. Exemption from the obligation to participate in a graduation ceremony is approved by the Director of the IPSP. Prior to the graduation ceremony or exemption therefrom, graduates may be given a relevant certificate of successful completion of their studies. A Master's Degree that has been awarded may be revoked or annulled if it is proven that the conditions for its acquisition, as per the legal and institutional framework, were not met at the time of its acquisition. The revocation or annulment is carried out following a decision by the PSC (Program Steering Committee), which is communicated to the Rector of the Institution.

## **Article 21**

### **Evaluation of the IPSP**

At the end of each semester, an evaluation of each course and each instructor is carried out by the postgraduate students. The evaluation is conducted using a special evaluation questionnaire, which is completed electronically by the postgraduate students via the Integrated Information System (IIS) of the Institution's Quality Assurance Unit (QAU - MODIP). Courses are evaluated based on their content, teaching method, educational material, and the degree of their correlation with the principles and philosophy of the postgraduate program. Instructors are evaluated on multiple levels, which may indicatively include assessment of their knowledge and ability to transmit it to students, their preparation, use of current

bibliography, willingness to answer questions, timely grading and return of assignments and written exams, and adherence to course teaching hours. The assessment of the educational work through questionnaires by postgraduate students follows the procedures defined by the Institution's QAU (MODIP).

The annual internal evaluation of the IPSP (Interdepartmental Postgraduate Studies Program) is carried out in collaboration with the QAU (MODIP) of the University of West Attica and in accordance with the corresponding procedure of the internal Quality Assurance System of UNIWA, and is completed with the writing of the Program's annual internal evaluation report, which is then sent for approval to the Institution's QAU (MODIP).

The external evaluation of the IPSP is conducted in collaboration with the QAU (MODIP) within the framework of its certification according to the procedure provided by the Hellenic Authority for Higher Education (HAHE - ETHAAE). In this context, the overall assessment of the work accomplished by the IPSP is evaluated, including the degree of fulfillment of the objectives set at its establishment, its sustainability, the employability of its graduates in the labor market, the degree of its contribution to research, its internal evaluation by postgraduate students, the expediency of extending its operation, as well as other elements related to the quality of the work produced and its contribution to the national strategy for higher education.<sup>1</sup>

## **Article 22**

### **Website of the P.S.P. (Postgraduate Studies Program)**

The IPSP (Interdepartmental Postgraduate Studies Program) "Educational Sciences through Innovative Technologies and Biomedical Approaches" has a website, with content in both Greek and English, which operates at the address: <https://edutech.uniwa.gr/>. The official website of the IPSP is continuously updated and contains all information regarding the organization and operation of the Program. Announcements concerning all IPSP procedures, multimedia material, the course timetable, as well as any information that facilitates or clarifies the actions implemented within the framework of the Program in general, are posted on the website, serving as the official information platform for students, as well as for those interested in participating in the IPSP.

## **Article 23**

### **Other Provisions**

Postgraduate students who enrolled up to the academic year 2021-2022 in the IPSP (Interdepartmental Postgraduate Studies Program) titled "Pedagogy through Innovative Approaches, Technologies and Education" (B' 1546/2017) and in the re-established IPSP titled "Pedagogy through Innovative Technologies and Biomedical Approaches" (B' 5312/2018, B' 6118/2020, B' 5315/2021), in accordance with the

provisions of Law 4521/2018, may complete their studies by attending the corresponding courses and, upon graduation, receive the title (diploma) of the re-established IPSP, following their application and relevant decisions by the competent bodies.

The courses in the IPSP are conducted in the Greek language. There is a possibility of conducting the Program in English as well, following a decision by the PSC (Program Steering Committee).

The regular revision of these Operational Regulations is carried out every two years. Any issue that arises and is not covered by the relevant legislation or these Regulations will be addressed by decisions of the competent bodies and, where necessary,<sup>1</sup> by an extraordinary amendment of the Regulations, following a decision by the PSC.

This decision shall be published in the Government Gazette.

Egaleo, December 21, 2023

**The Rector PANAGIOTIS KALDIS**