

UNIVERSITY OF WEST ATTICA
SCHOOL OF HEALTH AND CARE SCIENCES
DEPARTMENT OF BIOMEDICAL SCIENCES
AND
SCHOOL OF ADMINISTRATIVE, ECONOMIC &
SOCIAL SCIENCES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
AND CARE

INTERDEPARTMENTAL POSTGRADUATE STUDIES
PROGRAM

"EDUCATION SCIENCES THROUGH INNOVATIVE
TECHNOLOGIES AND BIOMEDICAL APPROACHES"

POSTGRADUATE STUDY GUIDE

ACADEMIC YEAR 2024-2025

AIGALEO, SEPTEMBER 2024

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1. History of establishment and general information about the I.P.P.S.

1.1 History of establishment

The Interdepartmental Postgraduate Program (IPP) titled "Education Sciences through Innovative Technologies and Biomedical Approaches" was re-established in 2022 (Government Gazette 3205/vol. B'/23-06-2022), continuing the successful and fruitful 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 of the University of West Attica.

This IPP is a continuation and evolution of the Postgraduate Program that has been operating continuously since 2017, initially as a joint Interdepartmental Postgraduate Program of the Department of "Medical Laboratories" and the Department of "Preschool Education" of the Technological Educational Institute (TEI) of Athens, titled "Pedagogy through Innovative Approaches, Technologies and Education" (Government Gazette of Establishment: 1546/vol. B'/05-05-2017). Subsequently, with the establishment of the University of West Attica (UNIWA) in 2018, it became an Inter-institutional Postgraduate Program titled "Pedagogy through Innovative Technologies and Biomedical Approaches" of the Department of Biomedical Sciences of the School of Health and Care Sciences of UNIWA, in partnership with the Department of "Early Childhood Education and Care" of the School of Administrative, Economic and Social Sciences of UNIWA, and the "Pedagogical Department" of the Higher School of Pedagogical and Technological Education (ASPETE) (Government Gazette 5312/vol. B'/27-11-2018).

1.1.1 The University of West Attica

The University of West Attica was founded in March 2018 by Law 4521. The establishment of the University resulted from the merger of the Technological Educational Institute (TEI) of Athens and the Piraeus University of Applied Sciences (Technological Sector). In 2019, the National School of Public Health was incorporated into the newly established University.

The mission of the University of West Attica is to provide excellent quality education in the cognitive subjects it covers, to produce research achievements of international impact with simultaneous dissemination to society, and to cultivate the arts and culture.

Aiming for high knowledge and the development of "philosophy," the University of West Attica operates with high standards (educational – research) and largely meets the particularly increased demands of a modern society for the creation of executives with a serious scientific and technocratic background.

The newly established university is the third largest in the country in terms of student numbers. It is an ecosystem of approximately 64,000 individuals, including students of all cycles, teaching, administrative, and other staff, as well as collaborators in every

capacity and form of employment. The University of West Attica is hosted on three campuses within the metropolitan area of Athens. The Egaleo Park Campus is located within the administrative boundaries of the Municipality of Egaleo, surrounded by Milou, Ag. Spyridonos, Dimitsanis, and Edessis streets. The Ancient Olive Grove Campus is located in West Attica in the Municipality of Egaleo, on P. Ralli and Thivon streets, on the edge of the historic olive grove of Athens. Finally, the Athens Campus is located in the Municipality of Athens on Alexandras Avenue and is housed in the facilities of the former National School of Public Health in a building of particular historical value, which has been declared a listed building.

Today, a total of twenty-seven (27) departments operate at the University of West Attica, organized into six (6) schools, covering a wide range of scientific fields: the School of Public Health, the School of Administrative, Economic and Social Sciences, the School of Food Sciences, the School of Health and Care Sciences, the School of Applied Arts and Culture, and the School of Engineering.¹ The cognitive fields of its schools cover a broad spectrum of modern scientific studies, such as social, administrative and economic sciences, engineering sciences, health and care sciences, food sciences, as well as artistic studies.

1.1.2 The Department of "Biomedical Sciences"

The Department of Biomedical Sciences of the School of Health and Care Sciences of the University of West Attica has as its mission the provision of high-quality Undergraduate and Postgraduate Studies, Research, and Lifelong Learning, aiming to educate appropriate scientific personnel who will possess high-level knowledge, abilities, and skills in the science and technology of the broader field of Medical and Biological Biomedical Sciences, in Health Protection and Promotion, and in the prevention, diagnosis, treatment, and rehabilitation of diseases.

The Department of Biomedical Sciences covers cognitive subjects in the broader and constantly evolving scientific field of Biomedical Sciences and their Applications.

1.1.3 The Department of "Early Childhood Education and Care"

The Department of Early Childhood Education and Care (TAFPPE) belongs to the School of Administrative, Economic and Social Sciences of the University of West Attica and has been operating as a University Department since 2018. It focuses on study, research, and education in the broader scientific field of early childhood education and humanities education in general, and concentrates on the following areas:

- Development of pedagogical methods and programs suitable for the all-round development of infants and toddlers (motor, social, emotional, aesthetic, cognitive, and linguistic), in qualitatively appropriate pedagogical environments.
- The psychological development of typically developing infants and toddlers, as well as infants and toddlers with developmental disorders, forms the basis for the design of pedagogical practices.
- Study of the socio-political and economic environment within which preschool institutions develop and operate, as well as the necessity of these institutions

for the smooth functioning, cohesion, and performance of society (social and economic research).

- Investigation of the cultural environment which enhances the smooth development of children and is an integral part of their education and care.
- Study of elements, conditions, and situations that promote the professional development of educators and assist in the optimal provision and realization of pedagogical work.

The main goal of the Department of Early Childhood Education and Care (TAFPPE) is the education of early childhood educators regarding theories, methods, and pedagogical and teaching practices for children of this age group, the development and acquisition of knowledge in the education sciences, and the provision to students of the necessary skills that ensure their sound training for their scientific and professional careers and development, as well as study and research in the broader field of Education Sciences. Studies in this Department are characterized by interdisciplinarity and a modern orientation and provide students with the opportunity to cultivate individual inclinations and interests.

1.2 Subject of the I.P.P.S.

The subject of the Interdepartmental Postgraduate Program (I.P.P.S.) titled "Education Sciences through Innovative Technologies and Biomedical Approaches" is the provision of specialized pedagogical knowledge to graduates of domestic higher education institutions and equivalent foreign institutions, who serve or intend to serve in General as well as in Special Needs Education (S.N.E.), primary, secondary, and/or in the education and care of early childhood children, and are interested in acquiring specialized knowledge, some of which in cutting-edge fields such as Pedagogy, General and Special Didactics, Psychology, and Counseling, and to possess critical awareness of the issues emerging in the aforementioned fields and their interconnection with New Technologies and Biomedical Sciences.

1.3 Purpose of the I.P.P.S.

The purpose of the I.P.P.S. is to maximize the potential of its graduates in the educational field, on one hand through the acquisition of a holistic approach to modern Pedagogical Science and to the processes of Universal Design for Learning, and on the other hand through the updating of students' knowledge and skills in the aforementioned cognitive fields.

In this context, the I.P.P.S. focuses on bridging Biomedical Sciences and New Technologies with various sectors of Education, while aiming at the dissemination of modern interdisciplinary approaches through theory, research, and application in the field of Education Sciences. The contribution of the Department of Biomedical Sciences of the University of West Attica, which covers the cognitive subject of Biomedical Sciences and their Technological Applications, is of crucial importance for the Program, because it has the appropriate scientific staff to support such an approach, as well as the necessary high-technology specialized laboratory equipment to offer students specialized knowledge in areas of Biology, Neurobiology, Genetics, etc. As documented by modern studies, the aforementioned fields play a significant

role in the learning process and reframe areas such as Special Needs Education and Inclusive Education. This approach is innovative, modern, and unique among postgraduate programs in Greece.

An additional significant innovation of the I.P.P.S. is that it functionally integrates the inclusive dimension into its Study Program, thereby fully harmonizing with modern 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 incorporating the inclusive dimension, the I.P.P.S. aligns, among others, with:

- Article 24 of the Convention on the Rights of Persons with Disabilities, which underscores the necessity of access for persons with disabilities to quality, inclusive education.
- The new European Strategy for the Rights of Persons with Disabilities 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 education sectors aimed at promoting the inclusive goal.
- The new legislative framework for the internal and external evaluation of school units, which sets 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 individualized interventions.

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

1. theoretical approaches in the field of special needs education and inclusive education,
2. specialized applications of Neuroscience and Genetics in the field of developmental disorders (e.g., in Attention Deficit Hyperactivity Disorder (ADHD), in Specific Learning Disorder – dyslexia, in dyscalculia, in Autism Spectrum Disorder (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 contexts,
6. the design and application of the principles of differentiated teaching and universal design for learning,
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 (theater, music, visual arts) as well as assistive technology in the education of individuals with disabilities and/or special educational needs.

1.4 Administrative bodies of the I.P.P.S.

The following bodies are responsible for the organization and overall operation of the Interdepartmental Postgraduate Program (I.P.P.S.) "Education Sciences through Innovative Technologies and Biomedical Approaches":

- The Steering Committee (S.C.) of the I.P.P.S.,
- The Director of the I.P.P.S..

1.4.1 The Steering Committee (S.C.) of the I.P.P.S.

The Steering Committee of the I.P.P.S. "Education Sciences through Innovative Technologies and Biomedical Approaches":

Role	Name	Title
President:	Efstathia Papageorgiou	Director of the I.P.P.S., Professor, Department of Biomedical Sciences, UNIWA
Vice President:	Anastasios Kriebardis	Professor, Department of Biomedical Sciences, UNIWA
Member:	Tryfaini Sidiropoulou-Kanellou	Professor, Department of Early Childhood Education and Care, UNIWA
Member:	Eleni Mousena	Associate Professor, Department of Early Childhood Education and Care, UNIWA
Member:	Christina Fountzoula	Associate Professor, Department of Biomedical Sciences, UNIWA

The Steering Committee of the I.P.P.S. consists of members of the Teaching and Research Staff (D.E.P.) of the collaborating Departments of "Biomedical Sciences" and "Early Childhood Education and Care" of the University of West Attica (UNIWA) and is formed by a decision of the UNIWA Senate, following a proposal from the Assemblies of the collaborating Departments.

The S.C. consists of five (5) D.E.P. members from the collaborating Departments. Specifically, the Department of "Biomedical Sciences" is represented on the S.C. by three (3) members, and the Department of "Early Childhood Education and Care" by two (2) members.

The S.C. is responsible for the organization, administration, and management of the I.P.P.S., and specifically for:

1. forming committees for the evaluation of applications from prospective postgraduate students and for approving their enrollment in the I.P.P.S.,
2. allocating teaching duties, inviting Visiting Professors, and assigning teaching duties to the categories of instructors under Article 83 of Law 4957/2022,
3. proposing to the Senate the amendment of the I.P.P.S. establishment decision, as well as the extension of the I.P.P.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 in order to award the I.P.P.S. degree,
6. drafting and approving the initial annual budget of the I.P.P.S. and its amendments, as well as proposing their approval to the Research Committee of the Special Account for Research Funds (E.L.K.E.),
7. approving the incurring of I.P.P.S. expenses,
8. drafting and approving the I.P.P.S. financial report,
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, whether reciprocal or not, in accordance with the provisions of the I.P.P.S. establishment decision, the I.P.P.S. Operating Regulations, and the Institution's postgraduate and doctoral studies regulations,
11. drafting and approving a plan for amending the study program,
12. approving the reallocation of courses between academic semesters, as well as approving issues related to the qualitative upgrading of the study program,
13. approving any other matter required for the smooth operation of the I.P.P.S..

1.4.2 The Director of the I.P.P.S.

Role	Name	Title
Director:	Efstathia Papageorgiou	Professor, Department of Biomedical Sciences, UNIWA
Deputy Director:	Anastasios Kriebardis	Professor, Department of Biomedical Sciences, UNIWA

The Director of the I.P.P.S. is a member of the Teaching and Research Staff (D.E.P.) – preferably at the rank of Professor or Associate Professor – from the Department of "Biomedical Sciences," which is designated as the lead department of the I.P.P.S. and is responsible for the administrative support of the Program. The Director is appointed by a decision of the S.C. for a two-year term, renewable without limitation.

The Director of the I.P.P.S. has the following responsibilities:

1. chairs the Steering Committee (S.C.), prepares the agenda for its meetings, and convenes its meetings,
2. makes recommendations to the S.C. on matters concerning the organization and operation of the I.P.P.S.,
3. makes recommendations to the S.C. and other bodies of the H.E.I. on matters related to the effective operation of the I.P.P.S.,
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 I.P.P.S. bodies, the articles of the I.P.P.S. Operating Regulations, as well as the execution of the I.P.P.S. budget,

6. exercises any other responsibility defined in the I.P.P.S. establishment decision.

1.6 Message from the Director of the I.P.P.S.

As the Director of the Interdepartmental Postgraduate Program (IPP) titled "Education Sciences through Innovative Technologies and Biomedical Approaches," of the University of West Attica, I have the distinct pleasure of welcoming you to the IPP. This IPP emerged from the fruitful collaboration between the Departments of "Biomedical Sciences" and "Early Childhood Education and Care" of the School of Health Sciences and the School of Administrative, Economic and Social Sciences of the Institution, respectively. Characterized by interdisciplinarity and approaching Pedagogy holistically, while utilizing both New Technologies and approaches from the field of Biomedical Sciences (covering issues of Neurobiology, Genetics, etc.),¹ it is pioneering among postgraduate programs in Greece. It came to meet the need of a large portion of graduates, not only from our Departments but from our entire Institution, who wish to engage professionally in education, regardless of the orientation, knowledge, skills, and specializations acquired during their first cycle of studies at the Institution during their undergraduate studies.

However, the IPP is also aimed more broadly at education professionals, both public and private, as well as any graduate, employed or not, who wishes to engage in education, early childhood education and care, and Special Needs Education. The goal, in any case, is to enhance professional qualifications through the acquisition of new knowledge in Pedagogical Science with an approach through innovative theories, technologies, and Biomedical Approaches.² The existence of three specializations, the option to choose courses, the practical internship, and the elaboration of a thesis in the final semester enhance specialization and greatly increase the competitiveness and professional expertise of our graduates. The structure of the Study Program was designed in the same context and with a view to the possibility of acquiring Pedagogical Competence, which was granted by Government Gazette 3784/vol.B'/14-10-2019. The IPP also provides its graduates with computer literacy proficiency, recognized by ASEP. The instructors in the IPP, in addition to the faculty members of the three Departments and the Institution in general, include faculty members from other HEIs, Researchers, Directors of Education, or School Counselors with equivalent qualifications, all of whom are distinguished scientists in the cognitive fields they cover and are excellent instructors and pedagogues.

Our Program's postgraduate students enjoy all the benefits and facilities offered by the Institution to our undergraduate students in their education. Specifically, the University of West Attica has all the necessary support infrastructures for the smooth servicing of students, such as electronic secretarial processing of requests, shared Wi-Fi network, library, full medical office, gym, restaurants and canteens, parking spaces, conference center, social counseling and care structures, employment and career structures, innovation and entrepreneurship structures, liaison office, as well as internship and lifelong learning structures. The existing material and technical infrastructure of the University of West Attica covers the operational needs of the³ IPP (building facilities, laboratories, amphitheaters, laboratory and special equipment, internet access, software with capabilities for asynchronous distance learning).

Additionally, studies in the "Inclusive Education" specialization of the IPP have established relevance to the subject of Special Needs Education (S.N.E.) by the Ministry of Education, Research and Religious Affairs, Government Gazette 1812/vol.B'/29-04-2021.

Finally, the IPP is included in the continuous evaluation procedures based on the plan drawn up by the Hellenic Authority for Higher Education (HAHE) and the Institution's Quality Assurance Unit (MODIP). The evaluation includes indicators that highlight the competitiveness of the IPP, in terms of its preference by prospective students as well as its image in the labor market.

Thank you for your interest,

Efstathia Papageorgiou

Director of the IPP

Professor

Department of Biomedical Sciences

University of West Attica

1.7 Operating Regulations of the I.P.P.S.

The current Operating Regulations of the I.P.P.S. "Education Sciences through Innovative Technologies and Biomedical Approaches" have been drafted in accordance with the provisions of current legislation, harmonized with decision no. 71763/27-07-2023 of the Senate of the University of West Attica on the "Approval of the Operating Regulations of the Postgraduate Study Programs of the University of West Attica." They are published in the Government Gazette of the Hellenic Republic (Government Gazette 7695/vol. B'/31-12-2023).

1.8 Administrative and Secretarial support of the I.P.P.S.

The administrative support of the I.P.P.S. is undertaken by the Department of "Biomedical Sciences" of the University of West Attica, which has been designated as the lead Department of the I.P.P.S.. The Secretarial and Administrative support of the I.P.P.S. and the bodies operating within its framework is implemented by the I.P.P.S. Secretariat, which is staffed, following decisions of the Program's S.C., by external collaborators and/or members of the Administrative Staff of the University of West Attica, in accordance with the procedures defined by the Regulations of the University of West Attica and the Special Account for Research Funds (ELKE) of the University of West Attica, specifically for the support of this Program.

The Secretarial and Administrative support of the I.P.P.S. consists of handling all types of administrative and financial matters that arise during the Program's operation, as well as executing all necessary actions to ensure the smooth conduct of the Program's activities. The duties of the Secretariat include, indicatively, secretarial support for

administrative bodies, promoting procedures for drafting and publishing calls and for submitting applications, collecting candidate documents and registering new students after the completion of the selection process, drafting and continuously updating lists of enrolled students, maintaining a file for each enrolled student, updating the Central Database of UNIWA (application "Student Registry"), issuing all types of certificates and attestations, promoting procedures for granting scholarships, student travel passes, parking permits in the Institution's parking areas, and other benefits provided by the applicable provisions, procedures for issuing and awarding degrees, and generally providing any information concerning the program's operation.

The I.P.P.S. Secretariat is housed in office K10.113 (building 10, 1st floor) of the Egaleo Park Campus of the University of West Attica. The analog archive of the I.P.P.S. is also kept in the same space.

The Secretariat operates daily, with physical presence, in office K10.113 of the Egaleo Park Campus, from 11:00-15:00. Communication for prospective and current students of the I.P.P.S. is conducted in person, on the aforementioned days and hours, electronically via email to secedutech@uniwa.gr, and by telephone (contact numbers: 210 538 5373 and 210 538 7428). Information and support material regarding the Program's secretarial support services are also provided through the I.P.P.S. website (fields "e-Secretariat": <https://edutech.uniwa.gr/e-grammateia/> and "Contact/Contact Form": <https://edutech.uniwa.gr/epikoinonia/forma-epikoinonias/>).

Contact Address:

Secretariat of I.P.P.S. "Education Sciences through Innovative Technologies and Biomedical Approaches."

University of West Attica, Egaleo Park Campus,

Building 10 (K10), Office K10.113.

Agiou Spyridonos, 122 43 Egaleo.

1.10 Location of classes – Infrastructure – Access

The material and technical infrastructure of the University of West Attica covers the operational needs of the I.P.P.S. (building facilities, laboratories, amphitheaters, laboratory and special equipment, libraries, internet access, software with capabilities for synchronous and asynchronous distance learning).

Classes are held at the facilities of the University of West Attica, typically at the Egaleo Park Campus (<https://www.uniwa.gr/epikoinonia/>), on Fridays from 17:00-21:00, and Saturdays from 09:00-17:00.

Access to the Egaleo Park Campus is possible by Public Transport as follows:

- **By Metro:** LINE 3: DIMOTIKO THEATRO - DOUKISSIS PLAKENTIAS - AIRPORT, "Agia Marina" Station (800 meters from the entrance of the Egaleo Park Campus).
- **By Bus:**
 - Line 829: UNIWA ANCIENT OLIVE GROVE CAMPUS - ST. AIGALEO - UNIWA EGALEAO PARK CAMPUS (CIRCULAR)
 - Line 891: AG. VARVARA – AIGALEO – PERISTERI - ST. ATTIKIS
 - Line A15: LARISSIS STATION - DASOS
 - Line B15: LARISSIS STATION - PALATAKI
 - Line 845: PIRAEUS - ELEFSINA (via THIVON)
 - Line 731: ANTHOUPOLI - ST.M. ANTHOUPOLI - ATTIKO HOSPITAL - DASOS
 - Line 750: ATTIKO HOSPITAL - ST. METRO AIGALEO – NIKAIA Stop "UNIVERSITY OF WEST ATTICA - EGALEAO PARK CAMPUS"
 - Line 831: PIRAEUS - AIGALEO, stop AG. TRIADA
 - Line 811: HAIDARI- ST. AG. MARINA (CIRCULAR). Stop "DELTON"

1.11 Distance learning

The organization of the I.P.P.S. educational process may also be carried out using distance learning methods [synchronous, asynchronous, blended learning]. The University of West Attica and the I.P.P.S. have proven readiness for the use of an integrated distance learning system (use of teleconferencing and virtual electronic classroom technologies, appropriate equipment, ability to share applications and texts, ability to use an electronic whiteboard, ability to access discussion forums), as defined by current legislation.

The organization of courses and other educational activities using distance learning methods concerns courses and educational activities that by their nature can be supported by distance learning methods and do not involve students' practical training, the conduct of which requires the physical presence of students. For this purpose, the S.C. decides which courses and educational activities may be conducted using distance learning methods. The percentage of distance learning is set at a maximum of eighty percent (80%). This includes the twenty-five percent (25%) possibility of organization through asynchronous distance learning.

Regarding asynchronous distance learning, the educational process is carried out using asynchronous distance learning methods. The percentage of asynchronous education must not exceed twenty-five percent (25%).

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

- i. in cases of force majeure or extraordinary circumstances, where face-to-face conduct of the educational process or the use of University of West Attica infrastructure for conducting its educational, research, and other activities is not possible,
- ii. organization of in-depth courses and tutorial exercises, beyond the mandatory teaching hours per course.

The organization of the educational process with distance learning methods ensures accessibility for people with disabilities and special educational needs.

The I.P.P.S. distance learning guide regulates the more specific terms and conditions regarding the organization of the educational process with distance learning methods for the I.P.P.S., and specifically the following issues:

a) issues related to access to the integrated distance learning system, the user accreditation process, and access rights per user category¹ (instructor, student, supervisor, technical and other staff),

b) issues related to the technological infrastructure of UNIWA, technical support, maintenance, and upgrading of infrastructure and technologies to support the distance learning 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 learning methods and student evaluation,

e) the process of evaluating and upgrading the digital skills of the teaching staff participating in distance learning P.M.S.,

f) the process of checking assignments for 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 focusing on the field of developing e-learning systems,

i) the information confidentiality management policy and cybersecurity,

j) the criteria for periodic internal evaluation of distance learning postgraduate programs,

ia) the student registration process in the H.E.I.'s student register,

ib) any other issue related to the organization of P.M.S. with distance learning methods.

1.12 Candidate Categories

Graduates of Higher Education Institutions in Greece or equivalent institutions abroad are accepted into the I.P.P.S. in accordance with the provisions of current legislation. Final-year students of Departments may also apply, provided they submit a Certificate of Completion of Studies before the date of ratification of the list of successful candidates. In this case, a copy of their degree or diploma is submitted before the program's start date.

Members of the E.E.P. (Special Educational Staff), as well as E.D.I.P. (Laboratory Teaching Staff) and E.T.E.P. (Special Technical Laboratory Staff) categories and administrative employees, if decided by the S.C., may, upon their application, register as supernumerary, and only one per year, without the obligation to pay tuition fees.

Foreign candidates applying for admission to the I.P.P.S. in the Greek language must have sufficient knowledge of Greek (holders of a B2 level certificate according to ministerial decision F152/B6/1504/30-5-2001 (Government Gazette 659/vol.B'), as applicable).

1.13 To whom it is addressed

The IPPS is aimed at education professionals, both public and private, as well as any graduate, employed or not, who wishes to engage in education, early childhood education and care, and Special Needs Education. The goal, in any case, is to enhance professional qualifications through the acquisition of new knowledge in Pedagogical Science, approached through innovative theories, New Technologies, and Biomedical Approaches. The existence of three specializations, the option to choose courses, the practical internship, and the elaboration of a thesis in the final semester enhance specialization and greatly increase the competitiveness and professional expertise of our graduates.

Specifically, the I.P.P.S. is aimed at:

(a) Professionals in early childhood education and care, both public and private.

(b) Education professionals, both public and private.

* Primary, secondary, and tertiary education teachers.

* Education executives at all levels.

(c) Any graduate, employed or not, who wishes to engage in Special Needs Education and the educational and social inclusion of individuals and population groups with special educational needs and/or disabilities.

(d) Other specialized educational, scientific, or administrative staff at all levels of education, as well as early childhood education and care.

(e) Executives of organizations and businesses in the public and private sectors, who are interested in being employed or are already employed in:

* Education, training, professional specialization, vocational training, and

* Development of human resources through education-retraining, in-house training, etc.

(f) Any graduate, employed or not, who wishes to engage in education or early childhood education and care and:

* To acquire theoretical knowledge and specialized abilities and skills for developing educational programs aimed at all ages, offered either conventionally or remotely by utilizing new technologies, as well as the necessary knowledge of research methodology in education.

* To enhance their professional qualifications by acquiring new knowledge (or updating existing knowledge) in Pedagogical Science through an approach via innovative theories and technologies.

1.14 Number of entrants

The number of entrants to the I.P.P.S. "Education 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 period. In the event of a tie among candidates, the number of admitted postgraduate students is increased to include the last tied candidate. In addition to the number of entrants, scholarship holders and members of the EEP, EDIP, and ETEP categories are accepted as supernumeraries.

The I.P.P.S. "Education Sciences through Innovative Technologies and Biomedical Approaches" offers three (3) specializations:

- "Preschool Education" Specialization
- "Primary Education/Secondary Education" Specialization
- "Inclusive Education" Specialization.

The final distribution of the number of postgraduate students per specialization is determined by a decision of the S.C. upon the final ratification of the list of successful candidates.

During the planning process for the commencement of new study cycles, the S.C. may decide not to operate one or more of the aforementioned specializations, following justification, and consequently not to include it/them 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, in the event that the number of entrants does not exceed fifteen (15).

1.15 Prerequisites and admission procedure

Candidates are informed by the call for expressions of interest of the I.P.P.S., which is published on the websites of the I.P.P.S., the two participating Departments of UNIWA, and any other appropriate medium. The call for expressions of interest includes all relevant information (dates, method(s) and place of submission of the application for participation) regarding the necessary supporting documents, the application submission procedure, the deadline for submitting applications, as well as the criteria for evaluating candidates' applications.

The call for expressions of interest states:

- the conditions for participation of prospective postgraduate students in the selection process,
- the categories of graduates and the number of entrants,
- the procedure and criteria for selecting postgraduate students,
- the application deadlines,
- the required supporting documents,
- any other detail deemed necessary to facilitate the selection process for prospective postgraduate students.

Applications and the required supporting documents are submitted to the I.P.P.S. Secretariat, in printed or electronic form, within a deadline and by methods specified in the call for expressions of interest. The deadline for submitting applications and documents may be extended by a decision of the Steering Committee.

The selection of postgraduate students is carried out by evaluating the following criteria:

CODE	DESCRIPTION	WEIGHT
K1	Degree grade. Grades in courses related to the cognitive subject of the P.M.S. Thesis, where provided for in the 1st cycle of studies.	30%
K2	Any writing or research activity of the candidate.	15%
K3	Professional experience of the candidate or documented involvement with the program's subjects.	15%
K4	Interview.	40%

The final evaluation score of the application (B) is derived from the formula:

$$B=K1\times0.3+K2\times0.15+K3\times0.15+K4\times0.4$$

A prerequisite for admission to the I.P.P.S. is good knowledge of a foreign language (at least B2 level). Good knowledge is certified based on the conditions for good knowledge of a foreign language defined by ASEP.

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

Candidates declare the specialization they wish to follow in the second year of I.P.P.S. studies when submitting their application.

1.16 Awarded academic title

Upon successful completion of the Program, the Departments of "Biomedical Sciences" and "Early Childhood Education and Care" of the University of West Attica jointly award a Master's Diploma (M.Dip.) at level seven (7) of the National and European Qualifications Framework, titled:

"Education Sciences through Innovative Technologies and Biomedical Approaches"

[MSc in "Education sciences through innovative Technologies and Biomedical approaches"],

with the following specializations ("Specialization in Greek Language"/ "Specialization in English Language"):

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

1.17 Program duration

The duration of studies leading to the award of the Master's Diploma (M.Dip.) of the I.P.P.S. is set at four (4) academic semesters (each lasting at least thirteen (13) weeks of teaching), which correspond to thirty (30) ECTS Credits and which include the time for implementing the Internship and for elaborating and submitting the Master's Thesis (M.Th.) for assessment, where applicable.

The permissible duration for completing the requirements to obtain the M.Dip. is set at a minimum of four (4) academic semesters and a maximum of up to six (6) academic semesters. However, in exceptional cases, a suspension of studies may be granted by a decision of the S.C., without this time being counted towards the total required duration for the award of the Master's Diploma (M.Dip.).

The I.P.P.S. is completed with the award of a Master's Diploma (M.Dip.), level seven (7) of the National and European Qualifications Framework, in accordance with Article 47 of Law 4763/2020.

Successful completion of studies is ascertained by successful performance in the I.P.P.S. courses (including the Internship) and the successful elaboration of a Thesis, where provided.

1.18 Language of instruction

The language of instruction for the I.P.P.S. is Greek. There is also the possibility of implementing the Study Program in English, following a decision by the S.C. of the I.P.P.S..

1.19 Tuition fees

The tuition fees for the I.P.P.S. "Education Sciences through Innovative Technologies and Biomedical Approaches" are set at the amount of three thousand nine hundred euros (€3,900). This amount can be paid in a lump sum (ensuring 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 I.P.P.S. are obliged to pay these fees.

The payment of tuition fees is made to the Special Account for Research Funds (E.L.K.E.) of the University of West Attica, which is responsible for their management.

Postgraduate students must have settled all their financial obligations before being granted a certificate of completion of studies and the award of the Master's Diploma. In cases of discontinuation of studies, the total amount paid is not refunded.

The I.P.P.S. 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 P.M.S. of UNIWA and the Operating Regulations of the I.P.P.S..

1.20 Learning outcomes of the Program

Upon completion of the Program, postgraduate students acquire highly specialized, cutting-edge knowledge in the fields of Pedagogy, General & Special Didactics, Psychology, and Counseling. They also gain critical awareness of many issues in the aforementioned fields and, importantly, their interconnection with New Technologies and Biomedical Sciences.

All courses are aligned with the requirements of the most modern teaching techniques and methods related to Pedagogical Science. Emphasis is placed on the Practical Internship of postgraduate students, which includes monitoring, observation, educational intervention design, and conducting Microteaching and/or teaching. Teaching in school units or early childhood education and care centers is autonomous and supervised.

The design of the Practical Internship, research papers, and the Thesis aim to enhance the pedagogical competence of postgraduate students through the use of innovative theories and technologies.

The purpose of the I.P.P.S. is to maximize the potential of its graduates in the broader educational field, on one hand through the acquisition of a holistic approach to modern Pedagogical Science and the processes of Universal Design for Learning, and on the other hand through the updating of students' knowledge and skills in cutting-edge areas of the aforementioned cognitive fields. Thus, the I.P.P.S prepares education professionals capable of devising and promoting innovations to improve the quality of educational work at all levels of education, enhancing critical reflection on educational processes and improving school practice.

More specifically, by specialization, upon completion of the program, graduates will be able to:

A. Preschool Education Specialization

Knowledge:

- a) Broaden their cognitive field with new axes and elements for preschool education.
- b) Possess an understanding of the evolutionary dynamics of the cognitive field and current and/or innovative applications.
- c) Produce creative, practical work based on specific theories, tools, and methods by combining different areas of their studies.
- d) Recognize current research, scientific dialogue, policies, and practices in education from an interdisciplinary perspective.
- e) Examine their work, autonomously and/or in groups, within an international and interdisciplinary environment for the production of new research ideas, and project design and management.

Skills:

- a) Judge educational theories, policies, and practices through documented research.
- b) Differentiate and evaluate theories and approaches to problems and issues in the field of preschool education.
- c) Identify, evaluate, and integrate different sources of information into projects, assignments, or applications.
- d) Communicate with specialized scientific teams to transfer information, ideas, and solutions on specific pedagogical issues.

Competences:

- a) Apply new knowledge and skills.
- b) Connect research and experimentation with application in pedagogical practice.
- c) Evaluate and communicate the ideas and findings of modern educational research to the wider educational community.
- d) Evaluate the social, cultural, political, and historical context that influences educational policies and practices.
- e) Demonstrate social, professional, and ethical responsibility and sensitivity to gender issues, with respect for diversity and multiculturalism.

B. Primary/Secondary Education Specialization

Knowledge:

- a) Broaden their cognitive field with new axes and elements for compulsory and secondary education.
- b) Design, clarify, and evaluate elements of education using theories, tools, and methods from different scientific fields to produce creative or practical work.
- c) Possess an understanding of the evolutionary dynamics of the cognitive field and current and/or innovative applications.
- d) Evaluate thematic knowledge and experience from participation in discussion circles, lectures, and seminars in the scientific arena.
- e) Recognize current research, scientific dialogue, policies, and practices in education from an interdisciplinary perspective.

Skills:

- a) Judge educational theories, policies, and practices through documented research.
- b) Present assessments, qualitative and quantitative evaluations of information in assignments or scientific presentations.
- c) Identify, evaluate, and integrate different sources of information into projects, assignments, or applications.
- d) Conduct research on information, terms, technologies, and practices in the field of primary and secondary education using different sources.
- e) Communicate with specialized scientific teams to transfer information, ideas, and solutions on specific issues of primary and secondary education.

Competences:

- a) Reflect on the knowledge they have acquired.
- b) Actively enhance their educational experience through scientific projects and collaborative and participatory actions.
- c) Undertake the responsibility for developing the knowledge, skills, and abilities of individuals and groups to promote free, inductive thinking and creative action.
- d) Complete short-term or long-term assignments, collectively and collaboratively, enhancing the development of interpersonal skills based on diversity and multiculturalism.

C. Inclusive Education Specialization

Knowledge:

- a) Connect the accumulated knowledge and experience in the field of inclusive education with the conditions and requirements in the relevant professional field.
- b) Understand the concepts, methods, and practices of a theoretical field of knowledge that incorporates elements from different scientific areas to deepen, broaden, and augment their acquired knowledge.
- c) Describe and evaluate the ways in which different fields of study define, address, and interpret the significance of a problem in special needs and inclusive education, in order to propose an approach to the problem.
- d) Recognize current research, scientific dialogue, policies, and practices in education from an interdisciplinary perspective.

Skills:

- a) Judge educational theories, policies, and practices through documented research.
- b) Process basic ethical issues of a cultural and/or social nature, formulate perspectives for decision-making regarding them, and propose ways for the productive handling of the issue.
- c) Conduct research on information, terms, technologies, and practices in the field of special needs and inclusive education using different sources.
- d) Undertake the responsibility for developing the knowledge, skills, and abilities of individuals and groups for the promotion of free, inductive thinking and creative action.

Competences:

- a) Utilize their scientific knowledge at a professional level on issues of learning and teaching in inclusive educational contexts.
- b) Connect, in real conditions, theoretical knowledge in the field of special needs and inclusive education.
- c) Be informed about and participate in issues related to the pedagogical management of diversity and special educational needs, as well as other issues related to socially vulnerable groups (e.g., refugees, migrants, etc.).
- d) Participate in seminars, sample teachings, and workshops by specialized scientists and practitioners who have many years of experience in the field that interests them.
- e) Become familiar with alternative forms of intervention (theater, music, visual arts) as well as assistive technology in the education of individuals with disabilities and/or special educational needs.

f) Communicate their experiences to the group, analyze their experiences within a collaborative framework, an element considered a basic pedagogical process.

g) Develop a range of professional skills and experiences and acquire substantial and reliable work experience, acceptable to the labor market.

1.21 Certification of pedagogical and teaching competence of the I.P.P.S. graduates

With decision 68909/25.07.2022 (Government Gazette 4319/vol. B'/12.08.2022) of the UNIWA Senate, the Interdepartmental Postgraduate Program titled "Education Sciences through Innovative Technologies and Biomedical Approaches," 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 of the University of West Attica, is recognized as a Postgraduate Program that falls within the field of Education Sciences, and the granting of certification of Pedagogical and Teaching Competence to the Program's graduates is approved.

1.22 Relevance of the "Inclusive Education" Specialization of the I.P.P.S. with Special Needs Education

With the "18th Amendment of the Ministerial Decision no. 54929/Z1/08-04-2019 (B' 1217) regarding the determination of the relevance of Postgraduate Study Programs of Greece and abroad with the subjects of Special Needs Education (S.N.E.) and School Psychology" (Government Gazette 308/vol.B'/25-01-2023), the relevance of the "Inclusive Education" specialization of the I.P.P.S. with the subjects of Special Needs Education (S.N.E.) and School Psychology is determined.

1.23 Computer literacy proficiency

The IPPS provides its graduates with computer literacy proficiency, recognizable by ASEP, upon successful completion of four (4) courses of the IPPS Study Program, which fall under the area of Informatics or computer handling.

1.24 Ensured provisions - Access to further studies

The provisions ensured by the successful attendance and graduation from the I.P.P.S., as well as the development opportunities for graduates, are defined as follows:

- Graduates of all specializations of the I.P.P.S. ensure certified Pedagogical and Teaching Competence (Government Gazette 4319/vol. B'/12-08-2022).
- Graduates of the "Inclusive Education" specialization of the I.P.P.S. ensure established relevance with the subject of Special Needs Education (Government Gazette 308/vol. B'/25-01-2023), which leads to the right of

inclusion in the main Special Needs Education employment lists for unappointed teachers.

- Studies in the "Inclusive Education" specialization of the I.P.P.S. offer a holistic approach to issues concerning Special Needs Education, as well as the educational and social inclusion of individuals and population groups with special educational needs and/or disabilities.
- With the successful attendance of four (4) informatics courses, which are included in the Study Program, postgraduate students ensure a certificate of computer literacy proficiency, recognizable by ASEP.
- Graduates of the I.P.P.S. secure the maximum number of points (20) in the Teacher Appointment System.
- Successful completion of studies in the I.P.P.S. awards the maximum number of points in the selection processes for education executives.

Specifically, through studies in the I.P.P.S.:

- Abilities in designing, implementing, and evaluating teaching are improved.
- Specialized knowledge is provided on issues concerning behavior in the school environment, at all levels of education.
- The opportunity to apply knowledge in a real classroom environment (Microteaching/Teaching) is offered.
- The opportunity to acquire and/or improve knowledge related to computational teaching models and e-learning is offered.
- Knowledge is provided to highlight research areas for students so they are capable of organizing educational research.
- Graduates of the I.P.P.S. are prepared for the 3rd cycle of studies leading to a Doctoral Diploma.

2. Structure of the Study Program

2.1 Full list of courses of the I.P.P.S. Study Program

In detail, the Study Program of the three (3) specializations of the IPPS, per semester:

A' Semester

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

[Y = Compulsory (Υποχρεωτικό)]

B' Semester

Course Code	Course Title	Course Type	Credit Units (CU/ECTS)
MY.2.1	Methodology of Educational Research and Statistics	Y	8
MEY.2.2.1	Integration of Technology in Educational Practice	YE	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	YE	8
MY.2.3	Universal Design for Learning: Project-based Work and Implementation of Differentiated Teaching Programs	Y	8
MY.2.4	Genetics of Developmental Disorders	Y	6
	Total Credit Units for Semester:		30

[Y = Compulsory (Υποχρεωτικό), YE = Compulsory Elective (Κατ' Επιλογήν Υποχρεωτικό)]

C' Semester

Specialization: Preschool Education

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

[YK = Compulsory for Specialization (Υποχρεωτικό Ειδίκευσης)]

Specialization: Primary Education/Secondary Education

Course Code	Course Title	Course Type	Credit Units (CU/ECTS)
MYK.3.2.1	Psychosocial Support for Children and Adolescents - Counseling	YK	10

MEK.3.2.2.1	Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences	EK	10
MEK.3.2.2.2	Technology and Modern Trends in the Didactics of Language Courses	EK	10
MEK.3.2.2.3	Didactics of Biomedical Sciences	EK	5
MEK.3.2.2.4	Evaluation in Education	EK	5
MEK.3.2.2.5	Adult Education and Lifelong Learning	EK	5
	Total Credit Units for Semester:		30

[YK = Compulsory for Specialization (Υποχρεωτικό Ειδίκευσης), EK = Elective for Specialization (Επιλογής Ειδίκευσης)]

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	YK	8
MYK.3.3.2	Internship Part 1 – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures & School Units	YK	22
	Total Credit Units for Semester:		30

[YK = Compulsory for Specialization (Υποχρεωτικό Ειδίκευσης)]

D' Semester

Specialization: Preschool Education

Course Code	Course Title	Course Type	Credit Units (CU/ECTS)
MYK.4.1.1	Internship Part II – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom	YK	15
MYK.4.1.2	Thesis Elaboration	YK	15
	Total Credit Units for Semester:		30

[YK = Compulsory for Specialization (Υποχρεωτικό Ειδίκευσης)]

Specialization: Primary/Secondary Education

Course Code	Course Title	Course Type	Credit Units (CU/ECTS)
MYK.4.2.1	Internship – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom	YK	15

MEK.4.2.2.1	Thesis Elaboration	EK	15
MEK.4.2.2.2	Internship – Microteaching	EK	15
	Total Credit Units for Semester:		30

[YK = Compulsory for Specialization (Υποχρεωτικό Ειδίκευσης), EK = Elective for Specialization (Επιλογής Ειδίκευσης)]

Specialization: Inclusive Education

Course Code	Course Title	Course Type	Credit Units (CU/ECTS)
MYK.4.3.1	Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures & School Units	YK	15
MYK.4.3.2	Thesis Elaboration	YK	15
	Total Credit Units for Semester:		30

[YK = Compulsory for Specialization (Υποχρεωτικό Ειδίκευσης)]

Course Type Legend

Y: COMPULSORY

YE: COMPULSORY ELECTIVE

YK: COMPULSORY FOR SPECIALIZATION

EK: ELECTIVE FOR SPECIALIZATION

2.2 Detailed course descriptions

The detailed descriptions of the courses, which include the title, code, type, and level of each course, the number of credit units awarded (CU/ECTS) based on the workload required by the student to achieve the objective goals or learning outcomes, the objective goals of the course (intended learning outcomes), possible prerequisites, the course content (Syllabus), the recommended bibliography for study, teaching and learning methods, evaluation/grading methods, and the language of instruction, are included in Appendix 1 of this Study Guide.

2.3 Final exams

At the beginning of each semester, the academic calendar of the I.P.P.S. is announced to the postgraduate students, which is determined by a decision of the S.C.. The academic calendar states the start and end dates of the semesters, holidays, as well as the start and end dates of the examination period for each semester.

The S.C. prepares and announces the examination schedule for each examination period in a timely manner, and no later than ten (10) days before the start of the exams.

There may be a resit examination period, in which postgraduate students who fail the examination of a course/courses in the regular period or postgraduate students who did not participate in the examination of a course/courses in the regular period are entitled to participate.

2.4 Examination and evaluation/grading regulations

The evaluation of postgraduate students and their performance in the courses of the I.P.P.S. Study Program is carried out through written or oral examinations or by completing assignments throughout the semester. Performance in each course is evaluated by the instructor(s) and graded according to the grading scale applicable to undergraduate students. Specifically, evaluation grades range from zero (0) to ten (10), with an accuracy of one (1) decimal place. Passing grades are defined as five (5) and higher.

The teaching and evaluation of each course are generally 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, computer-based practical exercises. Seminar or tutorial support is provided if deemed necessary.

Methods for evaluating postgraduate students' performance typically 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 is distributed at the beginning of each semester, necessarily supplemented with the method of evaluation and a bibliography list; however, basic evaluation methods for the I.P.P.S. are final exams and a mixed system of final written and oral exams and written assignments/projects.

Written and oral examinations, in courses where they are chosen as the evaluation method, are conducted with physical presence at the facilities of the University of West Attica, and the presence of postgraduate students is mandatory. To address emergencies or force majeure conditions, electronic means may be used for course evaluation, provided that the integrity of the evaluation process is ensured.

For the evaluation of students with disabilities and special educational needs, the articles referring to alternative methods that may be applied on a case-by-case basis, as they apply in the Internal Operating Regulations of the University of West Attica, are implemented.

To improve their grades, postgraduate students may retake an examination in only one (1) course in which they have successfully passed and already secured credit, during an examination period that includes that specific course.

2.5 Master's Thesis (M.Th.)

The postgraduate student is obliged to elaborate and successfully defend their master's thesis in the corresponding semester of studies mentioned in this Study Guide, provided that the study program of their specialization includes thesis elaboration (compulsory or elective).

The purpose of the thesis is to demonstrate the postgraduate student's ability to expand their knowledge, assimilate new knowledge, and express it correctly. Research within the M.Th. framework involves delving into and reviewing acquired knowledge, defining and studying a problem, interpreting phenomena or situations, and combining the above, depending on the topic and the postgraduate student's ability in analysis, synthesis, and logical processing of data.

The most common approaches are research-based literature review, experiment, case studies, and surveys.

2.5.1 Intended M.Th. objectives

The elaboration of the M.Th. aims for the following objectives:

- Enhancing the student's ability to address a problem.
- Enhancing learning, through the study and processing of a significant problem and the acquisition of new knowledge derived from the¹ study.
- Enhancing the student's proficiency in seeking and presenting a complete and correct solution to problems that may arise.
- Practicing the student in seeking, investigating, selecting, using, and recording information from bibliographic sources.
- Practicing the student in writing and presenting a text with elements from bibliographic sources, without altering the meaning of the information from the original.
- Training the student in the ability to write not only a thesis but any kind of text that needs to incorporate scientific thought, presentation of positions and proposals, submission of new ideas and directions, and generally, any kind of text that serves the author's scientific credibility and the promotion of their ideas and proposals.

2.5.2 Undertaking an M.Th.

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 eligible to undertake a thesis. After the end of the second (B') semester of studies or during the third (C') semester of studies in the I.P.P.S., postgraduate students are invited to declare a field of scientific interest, according to a list posted on a specialized electronic platform for thesis elaboration.

The M.Th. topic must fall within the broader spectrum of scientific fields covered in the I.P.P.S.. The M.Th. topic must also be relevant to the specialization of studies chosen by the postgraduate student. For example, a postgraduate student participating in the

"Inclusive Education" specialization must elaborate an M.Th. on a topic related to the scientific field of Special Needs Education and/or Inclusion.

The I.P.P.S. provides for the elaboration of two types of Master's Theses:

- Research Thesis: constitutes original research work.
- Systematic Review: constitutes an extensive and well-documented literature review on a scientific topic of great interest or other type of significant work, which, however, cannot be considered original research work.

Supervisors of Master's Theses are appointed from instructors and/or scientific collaborators of the I.P.P.S. (members of D.E.P. or retired D.E.P. members or E.D.I.P. members or external scientific collaborators of the I.P.P.S. holding a Doctoral Diploma). For each M.Th., a Three-Member Examination Committee is appointed, consisting of three (3) Supervisors. Supervisor A' ("Advisor") and Supervisor B' evaluate and guide the M.Th. elaboration. Supervisor C' has a grading role in case of disagreement between the advisor and supervisor B', or replaces one of the Supervisors (A' or B') in case of justified inability to participate in the M.Th. evaluation process. Each Advisor is also appointed as Supervisor B' for an equal number of theses.

2.5.3 Electronic platform for M.Th. elaboration

The theses of the I.P.P.S. are organized, coordinated, and monitored through a specialized electronic platform for thesis elaboration, which operates at the address <http://e-du.edutech.uniwa.gr>.

Before starting the M.Th. elaboration, students are trained electronically or in person on matters concerning the writing of theses and the search for bibliographic sources.

2.5.4 Stages of thesis elaboration and writing

The elaboration of the M.Th. is completed with the submission of three (3) progress reports/drafts, which are evaluated and graded by the two supervisors:

- The 1st progress report concerns the drafting and submission of the content and initial pages of the thesis.
- The 2nd progress report is the final draft of the text.
- The 3rd progress report involves the submission of the final text.

The process is completed with the defense (presentation) of the M.Th., which has been approved in the progress report stage, before at least Supervisor A' and Supervisor B'. In case of absence of one of the two aforementioned Supervisors, Supervisor C' takes their place on the evaluation committee.

The deadlines for submitting progress reports and the dates for thesis presentations are published on the specialized electronic platform.

2.5.5 Master's Thesis Grade

The evaluation of the master's thesis is done using a ten-point scale (0-10) with an accuracy of one decimal place. The course "Thesis Elaboration" in the D' semester of the Study Program is successfully completed with a grade equal to or greater than five (5).

2.5.6 M.Th. Elaboration Regulations

Specific matters concerning the course "Thesis Elaboration" and the process of undertaking, elaborating, and completing the M.Th. are defined in the I.P.P.S. Master's Thesis Elaboration Regulations, which include 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 for the course "Thesis Elaboration",
7. good practices for writing the text and for electronic or print reading of the M.Th.,
8. information for studying and finding bibliographic sources,
9. instructions for writing research papers,
10. the M.Th. evaluation criteria,
11. changing the supervisor, etc.

2.6 Internship

In the I.P.P.S. Study Program, particular emphasis is placed on the Practical Internship of postgraduate students, which includes monitoring/observation, theoretical design of educational intervention, implementation of Microteaching, and/or development of teaching/didactic intervention.

The implementation of the Practical Internship aims at the practical application of the theoretical scientific knowledge covered in the courses of the I.P.P.S. Study Program and at familiarizing students with potential work environments, and especially at enhancing the pedagogical and teaching proficiency of postgraduate students through the use of innovative theories and technologies.

The conducting of an internship is included as a compulsory educational activity in the Study Program of all specializations of the I.P.P.S. ("Preschool Education," "Primary Education/Secondary Education," "Inclusive Education") and is implemented during the second year of studies (third (C') and fourth (D') semester of attendance), within the framework of the following courses:

"Preschool Education" Specialization:

- (Course Code: MYK.3.1.4) "Internship Part 1 – Recording and Evaluation of Pedagogical Work in Preschool Education" (C' semester, Compulsory Course, 10 Credit Units/ECTS).

- (Course Code: MYK.4.1.1) "Internship Part II – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom" (D' semester, Compulsory Course, 15 Credit Units/ECTS).

"Primary Education/Secondary Education" Specialization:

- (Course Code: MYK.4.2.1) "Internship - Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom" (D' semester, Compulsory Course, 15 Credit Units/ECTS).
- (Course Code: MEK.4.2.2.2) "Internship – Microteaching" (D' semester, Elective Course, 15 Credit Units/ECTS).

"Inclusive Education" Specialization:

- (Course Code: MYK.3.3.2) "Internship Part 1 – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units" (C' semester, Compulsory Course, 22 Credit Units/ECTS).
- (Course Code: MYK.4.3.1) "Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units" (D' semester, Compulsory Course, 15 Credit Units/ECTS).

2.6.1 Host/implementation providers for internships

The Practical Internship of postgraduate students can be implemented in formal and non-formal learning Structures/Providers, of General & Special Needs Education and Training, throughout Greece (or abroad, following a decision by the S.C. 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:

I. General education school units (Kindergartens, Primary Schools, Junior High Schools, High Schools, Vocational Junior – Senior High Schools).

II. Special Needs Education and Training School Units (Special Kindergartens, Special Primary Schools, Special Junior High Schools – Senior High Schools, Special Vocational Junior High Schools – Senior High Schools, E.E.E.E.K. - Laboratories of Special Vocational Education and Training).

III. KEDASY (Centers for Interdisciplinary Evaluation, Counseling and Support) (throughout working days and hours).

IV. Medical-Pedagogical Centers.

V. Municipal Counseling Stations.

VI. KDAP/ KDAPmeA (Creative Activity Centers / Creative Activity Centers for People with Disabilities) (mornings or afternoons).

VII. Community Mental Health Centers.

VIII. Schools operating within public hospitals.

IX. Higher Education Institutions.

X. Museums, Art & Culture Providers.

XI. Public or Private Legal Entities (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 supportive counseling services.

The Practical Internship of postgraduate students is conducted in the above providers, under the supervision of an I.P.P.S. instructor. The internship may also be conducted in Structures/Providers abroad, under formal and scientific conditions and provided that supervision of the internship process is feasible.

2.6.2 "Preschool Education" Specialization Internship

During the third (C') semester of the "Preschool Education" specialization Study Program, students are required to undertake an internship within the course titled "Internship Part 1 – Recording and Evaluation of Pedagogical Work in Preschool Education" (Course Code: MYK.3.1.4), the successful completion of which awards ten (10) ECTS credits.

Participants in the aforementioned course are required, for its successful completion and credit award, to follow a cycle of theoretical approaches (seminar/theoretical course cycle) and a cycle of practical applications with mandatory attendance of at least twenty (20) hours at a selected host provider.

During the fourth (D') semester of the "Preschool Education" specialization Study Program, students are required to undertake an internship within the course titled "Internship Part II – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom" (Course Code: MYK.4.1.1), the successful completion of which awards fifteen (15) ECTS credits.

The aim of the course is to provide students with the opportunity to practice investigating contemporary and innovative processes of didactic 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 actions.

The internship is implemented in host/implementation providers, which will provide students with a field for research work and practical training in the following key areas:

1. Contemporary Trends in Didactics within the classroom
2. Innovative actions in education and care contexts
3. Educational, social, and cultural approaches to child education and care
4. Psychosocial Support for children/adolescents and Counseling
5. School pedagogy and didactic practice

Participants in the course are required, for its successful completion and credit award, to follow a cycle of theoretical approaches (seminar/theoretical course cycle) and a cycle of practical applications (cycle of visits/observations and/or workshops at selected Providers) aiming at the design of lessons for educational interventions.

More specifically, it is noted:

1. Theoretical approaches concern compulsory seminar-type courses aimed at an interdisciplinary and holistic approach to didactic and school practice.
2. Practical applications concern visits to observe sample lessons, laboratory/creative actions in host providers: I. The trainees' activity in the host/implementation providers must cover a total of up to eight (8) hours, but it can be extended if the trainees request it and there is agreement from the Internship Supervisor and the host/implementation provider. II. Trainees participate in the program of each host provider and attend courses/seminars/lessons by general and special subject scientists, actions within Projects/programs, etc. III. During the Internship, trainees must record observation sheets, collecting the necessary material for the critical processing of the actions and the development of their individual work as a complete lesson plan for educational interventions.

2.6.3 "Primary Education/Secondary Education" Specialization Internship

During the fourth (D') semester of the "Primary Education/Secondary Education" specialization Study Program, students are required to undertake an internship within the course titled "Internship – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom" (Course Code: MYK.4.2.1), the successful completion of which awards fifteen (15) ECTS credits.

The aim of the course is to provide students with the opportunity to practice investigating contemporary and innovative processes of didactic practice, functioning as educators and learners. Specifically, the course, with 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 actions.

The internship is implemented in host/implementation providers, which will provide students with a field for research work and practical training in the following key areas:

1. Contemporary Trends in Didactics within the classroom
2. Innovative actions in education and care contexts
3. Educational, social, and cultural approaches to child education and care
4. Psychosocial Support for children/adolescents and Counseling
5. School pedagogy and didactic practice

Participants in the course are required, for its successful completion and credit award, to follow a cycle of theoretical approaches (seminar/theoretical course cycle) and a cycle of practical applications (cycle of visits/observations and/or workshops at selected Providers) aiming at the design of lessons for educational interventions.

More specifically, it is noted:

1. Theoretical approaches concern compulsory seminar-type courses aimed at an interdisciplinary and holistic approach to didactic and school practice.
2. Practical applications concern visits - observations of sample lessons, laboratory/creative actions in host/implementation providers: I. The trainees' activity in the host providers must cover a total of up to eight (8) hours, but it can be extended if the trainees request it and there is agreement from the Internship Supervisor and the host/implementation provider. II. Trainees participate in the program of each host/implementation provider and attend courses/seminars/lessons by general and special subject scientists, actions within Projects/programs, etc. III. During the Internship, trainees must record observation sheets, collecting the necessary material for the critical processing of the actions and the development of their individual work as a complete lesson plan for educational interventions.

During the fourth (D') semester of the "Primary Education/Secondary Education" specialization Study Program, participating students in the specialization are entitled to choose participation in the course "Internship – Microteaching" (MEK.4.2.2.2), the successful completion of which awards fifteen (15) ECTS credits. Participants in the course are required, for its successful completion and credit award, to follow a cycle of theoretical approaches (seminar/theoretical course cycle) and a cycle of practical applications, with mandatory participation, in a program of conducting/presenting Microteaching in roles of presenters, trainees, and evaluators, lasting at least thirty-six (36) hours. The cycle of practical applications may be implemented in host providers or at the University of West Attica, following a decision by the competent bodies of the I.P.P.S.

2.6.4 "Inclusive Education" Specialization Internship

The compulsory internship of the "Inclusive Education" specialization Study Program of the I.P.P.S. is inextricably linked to the Program's fundamental 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 internship in host providers of the "Inclusive Education" specialization, which is linked to Special Needs Education (S.N.E.), aims to:

1. Enable postgraduate students to enhance and utilize their scientific knowledge on issues of learning and teaching in inclusive and special educational contexts at a professional level.
2. Enable postgraduate students to connect, in real conditions, theoretical knowledge with the field of special needs and inclusive education, as well as with issues related to the pedagogical management of diversity and special educational needs, and other issues concerning socially vulnerable groups (e.g., refugees, migrants, etc.).
3. Enable postgraduate students to attend seminars, sample teachings, and workshops by specialized scientists and practitioners who have many years of experience in the field that interests them.

4. Provide postgraduate students with opportunities to familiarize themselves with alternative forms of intervention (theater, 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 and communicate their experiences within the group. Subsequently, to practice analyzing their experiences within a collaborative framework, 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 work experience, acceptable to the labor market.

Specifically, the Internship of the "Inclusive Education" specialization can be implemented in host providers, such as:

1. General education school units where students with special educational needs and/or disabilities attend (morning and all-day schools).
2. Inclusion classes in general schools (Kindergartens, Primary Schools, Junior High Schools, High Schools, Vocational Junior – Senior High Schools).
3. Special Needs Education and Training School Units (Special Kindergartens, Special Primary Schools, Special Junior High Schools – Senior High Schools, Special Vocational Junior High Schools – Senior High Schools, E.E.E.E.K. - Laboratories of Special Vocational Education and Training).
4. KEDASY (Centers for Interdisciplinary Evaluation, Counseling and Support) (throughout working days and hours).
5. Medical-Pedagogical Centers.
6. Municipal Counseling Stations.
7. KDAPmeA (Creative Activity Centers for People with Disabilities) (mornings or afternoons).
8. Community Mental Health Centers.
9. Schools operating within public hospitals.
10. Higher Education Institutions.
11. Museums, Art & Culture Providers.
12. Public or Private Legal Entities (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 supportive counseling services to individuals over fifteen (15) years of age with disabilities.

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

- Contemporary Trends in Didactics within the differentiated classroom.
- Educational, social, and cultural approaches to child education.
- Learning difficulties and educational interventions.
- Innovative educational interventions in educational inclusion.
- Psychosocial Support for children/adolescents and Counseling.
- Universal design for learning & differentiated instruction.
- Creation of inclusive learning environments.

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

- Didactic Methodology for the education of Persons with Disabilities.
- Education of individuals with autism, intellectual disability.
- Education of individuals with motor disabilities.
- Education of individuals with speech, language, and communication difficulties.
- Teaching individuals with learning and adjustment difficulties.
- Collaborative practices for the educational and social inclusion of individuals with special needs and/or disabilities.
- Strategies for managing emotional and behavioral problems of individuals with special educational needs and/or disabilities.
- Introduction to Assistive Technology - Information and Communication Technologies in Special Needs Education and Training.
- Curriculum Differentiation and Adjustments in Teaching.

The content of the course includes:

1. 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 disability. The main goal of the theoretical support cycle is to prepare students for the environment and the factors that constitute the framework of the Internship in the specialization. Concurrently, they will be supported regarding the design of lessons or educational interventions as well as the implementation of their scientific papers (e.g., issues of bibliographic references, types of research, research methodology, etc.).
2. Internship supervision: Students must 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 internship activities.
3. Fieldwork, 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 by the Coordinator/Supervisor professor and in collaboration with the responsible officials/educators.

Indicatively, activities may concern the following:

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

4. Exploratory fieldwork, for the systematic review of sources, for identifying bibliographic sources, research databases, and applications, aiming to collect data for feedback on the experiential experience in the field, possible enhancement of the thesis, composition of a scientific text such as a publication, participation in a scientific conference, etc..
5. Design of educational interventions/applications for the field, for the indirect and/or direct involvement of trainees in didactic practice.
6. Elaboration of a reflective internship paper per semester (deliverables).

Specifically, during the third (C') semester of the "Inclusive Education" specialization Study Program, students are required to undertake an internship within the course titled "Internship Part 1 – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units" (Course Code: MYK.3.3.2), the successful completion of which awards twenty-two (22) ECTS credits. The total internship hours for the course are analyzed as follows:

I. Theoretical support/Seminars: 25 hours

II. Internship supervision: 100 hours

III. Fieldwork: 200 hours

IV. Exploratory fieldwork: 70 hours

V. Design of educational interventions/applications in the field: 100 hours

VI. Elaboration of a reflective internship paper (Deliverables): 70 hours

During the fourth (D') semester of the "Inclusive Education" specialization Study Program, students are required to undertake an internship within the course titled "Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units" (Course Code: MYK.4.3.1), the successful completion of which awards fifteen (15) ECTS credits. The total internship hours for the course are analyzed as follows:

I. Theoretical support/Seminars: 25 hours

II. Internship supervision: 70 hours

III. Fieldwork: 130 hours

IV. Exploratory fieldwork: 30 hours

V. Design of educational interventions/applications in the field: 75 hours

VI. Elaboration of a reflective internship paper (Deliverables): 30 hours

The Practical Internship of each student participating in the "Inclusive Education" specialization is carried out in host/implementation providers where the student has the right of appointment or employment, based on their specialty. For example,

Primary Education teachers carry out internships in Primary Education structures, and subject-specific teachers, only where their appointment is relevantly provided for.

2.6.5 Internship Regulations

Specific matters concerning the implementation of the Practical Internship for students of the I.P.P.S. are defined in the Internship Regulations of the I.P.P.S., which include the following articles:

1. General information
2. Purpose of the Practical Internship
3. Prerequisites and Evaluation of the Practical Internship
4. Internship Providers
5. Internship by Specialization
6. Institutional Coordinator, Internship Committee, and Supervisors of Internship Providers
7. Placement of Students in Providers
8. Internship Deliverables
9. Duties of Students
10. Communication

2.7 Master's Diploma (M.Dip.)

The Master's Diploma (M.Dip.) is a public document. The graduate of the I.P.P.S. may be granted, prior to the award ceremony, a certificate confirming the successful completion of the P.M.S. and a detailed transcript with the corresponding Credit Units/ECTS.

2.8 Calculation of M.Dip. grade

The grade of the Master's Diploma (M.Dip.) is derived from the evaluation grade in the courses, the Practical Internship, and/or the Master's Thesis (M.Th.).

More specifically, in each semester, the student receives a grade for each course examined, and if evaluated successfully, is credited with the corresponding credit units.

The final grade of the M.Dip. is derived from the evaluation grade:

- i. in the courses,
- ii. in the practical internship and/or
- iii. in the Master's Thesis, according to what is provided for in the study program of each specialization of the I.P.P.S.

The grade of the Master's Diploma (M.Dip.) is calculated with an approximation of two decimal places and results from the formula:

$$B = (B_1 \times \Pi_1 + B_2 \times \Pi_2 + \dots + B_v \times \Pi_v) / (\Pi_1 + \Pi_2 + \dots + \Pi_v)$$

where B_1, B_2, \dots, B_v are the grades of all courses the student was successfully examined in, and $\Pi_1, \Pi_2, \dots, \Pi_v$ are the credit units corresponding to each course.

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

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

2.9 Diploma Supplement

A Diploma Supplement is attached to the Master's Diploma; it is an explanatory document and does not substitute the official degree or the detailed transcript of course grades. The Diploma Supplement is attached to the M.Dip. and provides information regarding the nature, level, broader educational context, content, and status of the studies successfully completed by the individual named on the original degree. The Supplement does not make value judgments, nor does it include statements of equivalence or correspondence, or proposals regarding the recognition of the M.Dip. abroad. The Diploma Supplement is issued automatically and without any financial charge in Greek and English, and must meet the authenticity requirements for the awarded degree. The date of issue of the Supplement does not necessarily coincide with the date of award of the M.Dip., but it can never be earlier than it.

2.10 Award of M.Dip. - Conferment Ceremony

The conferment ceremony is not a constituent element of the successful completion of studies but is a necessary prerequisite for the granting of the Master's Diploma. For reasons of force majeure (e.g., health reasons, residence or work abroad, military obligations) and by application to the I.P.P.S. Secretariat, the graduate may request the granting of the degree without participating in the conferment ceremony or request to participate in a subsequent conferment ceremony. Exemption from the obligation to participate in a conferment ceremony is approved by the Director of the I.P.P.S.. Prior to the conferment ceremony or exemption from it, graduates may be given a relevant certificate for the successful completion of their studies.

A Master's Diploma that has been granted may be revoked or annulled if it is proven that the conditions required by the legal and institutional framework for its acquisition were not met at the time of its acquisition. Revocation or annulment is made by a decision of the S.C., which is communicated to the Rector of the Institution.

3. Teaching Staff

The instructors in the I.P.P.S. are, in addition to the D.E.P. members of the two collaborating Departments and other Departments of the University of West Attica, D.E.P. members of other H.E.I.s, Researchers, Directors of Education, Coordinators of Educational Work, and specialized scientists or artists with experience and the required qualifications, all distinguished scientists in the cognitive fields they cover, excellent instructors, and pedagogues.

3.1 D.E.P. Members

3.1.1 D.E.P. Members of the Department of "Biomedical Sciences"

Name, Contact Information	Rank	Courses	CV
Papageorgiou Efstathia efipapag@uniwa.gr	Professor – Director of the I.P.P.S.	MY.2.1 – Methodology of Educational Research and Statistics MEK.3.2.2.1 – Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences MYK.3.3.1 – Educational and Social Inclusion of Students with Disabilities and/or Special Abilities	CV
Kriebardis Anastasios akrieb@uniwa.gr	Professor – Deputy Director of the I.P.P.S.	MYK.4.1.2 – Thesis Elaboration MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration MEK.4.2.2.2 – Internship – Microteaching MY.1.4 – Neuroscience and Special Education MY.2.4 – Genetics of Developmental Disorders MEK.3.2.2.3 – Didactics of Biomedical Sciences • MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration MEK.4.2.2.2 – Internship – Microteaching	CV
Fountzoula Christina chfountz@uniwa.gr	Associate Professor – Member of the S.C. of the I.P.P.S.	MY.1.4 – Neuroscience and Special Education MEK.3.2.2.3 – Didactics of Biomedical Sciences MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration • MEK.4.2.2.2 – Internship – Microteaching	CV
Karkaloulos Petros petef@uniwa.gr	Associate Professor	MYK.4.1.2 – Thesis Elaboration MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration	CV

Papagiorgis Petros ppapagiorg@uniwa.gr	Lecturer	• MY.1.4 – Neuroscience and Special Education	CV
Trapali Maria ymaria@uniwa.gr	Lecturer	MYK.4.1.2 – Thesis Elaboration
MEK.4.2.2.1 – Thesis Elaboration
MYK.4.3.2 – Thesis Elaboration	CV

3.1.2 D.E.P. Members of the Department of "Early Childhood Education and Care"

Name, Contact Information	Rank	Courses	CV
Sidiropoulou-Kanellou Tryfaini sidirofg@uniwa.gr	Professor – Member of the S.C. of the I.P.P.S.	MY.1.1 – Modern trends in Pedagogical Science – Pedagogy of Inclusion – Inclusion
MYK.3.1.1 – Childhood: Social and Cultural Approaches
MYK.3.1.3 – Professional Development of Educators – Network Creation
MYK.3.1.4 – Internship Part 1 - Recording and Evaluation of Pedagogical Work in Preschool Education
MYK.4.1.2 – Thesis Elaboration	CV
Mousena Eleni emousena@uniwa.gr	Associate Professor – Member of the S.C. of the I.P.P.S.	MY.1.1 – Modern trends in Pedagogical Science – Pedagogy of Inclusion – Inclusion
MYK.3.1.2 – Technological Innovations and Creativity in Pedagogical Practice
• MYK.3.1.3 – Professional Development of Educators – Network Creation
MYK.3.1.4 – Internship Part 1- Recording and Evaluation of Pedagogical Work in Preschool Education
MEK.3.2.2.4 - Evaluation in Education
MYK.4.1.2 – Thesis Elaboration	CV
Kalesopoulou Despoina deskal@uniwa.gr	Assistant Professor	MYK.3.1.1 – Childhood: Social and Cultural Approaches
MYK.3.1.4 – Internship Part 1- Recording and Evaluation of Pedagogical Work in Preschool Education
MYK.4.1.2 – Thesis Elaboration	CV

Katsiada Eleni ekatsiada@uniwa.gr	Assistant Professor	MYK.3.1.1 – Childhood: Social and Cultural Approaches MYK.3.1.4 – Internship Part 1-Recording and Evaluation of Pedagogical Work in Preschool Education MYK.4.1.2 – Thesis Elaboration	CV
Navridi Evanthia anavridi@uniwa.gr	Assistant Professor	MYK.3.1.3 – Professional Development of Educators – Network Creation MYK.4.1.2 – Thesis Elaboration	CV
Palaiologou Christina cpalaiologou@uniwa.gr	Assistant Professor	MYK.3.1.1 – Childhood: Social and Cultural Approaches MYK.3.1.4 – Internship Part 1-Recording and Evaluation of Pedagogical Work in Preschool Education MYK.4.1.2 – Thesis Elaboration	CV
Sotiropoulou Eleni esotiropoulou@uniwa.gr	Assistant Professor	MYK.3.1.1 – Childhood: Social and Cultural Approaches MYK.3.1.4 – Internship Part 1-Recording and Evaluation of Pedagogical Work in Preschool Education MYK.4.1.2 – Thesis Elaboration	CV
Hatzigianni Maria mhatzianni@uniwa.gr	Assistant Professor	MYK.3.1.2 – Technological Innovations and Creativity in Pedagogical Practice MYK.4.1.2 – Thesis Elaboration	CV

3.1.3 D.E.P. Members of other UNIWA Departments

Name, Contact Information	Rank Department	Courses	CV
Andri Elissavet andrie@uniwa.gr	Doctor, Assistant Professor – Department of Public Community Health, UNIWA	MYK.3.2.1 – Psychosocial Support for Children and Adolescents – Counseling	CV
Asonitou Sofia sasonitou@uniwa.gr	Associate Professor – Department of Business Administration, UNIWA	MEK.4.2.2.1 – Thesis Elaboration MEK.4.2.2.2 – Internship – Microteaching	CV

Valamontes Evangelos vala@uniwa.gr	Professor – Department of Electrical and Electronics Engineering, UNIWA	• MEK.3.2.2.1 – Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences	CV
Vivilaki Victoria vvivilaki@uniwa.gr	Assistant Professor – Department of Midwifery, UNIWA	MEK.4.2.2.2 – Internship – Microteaching	CV
Kalamatianos Theodosios tkalamatianos@uniwa.gr	Assistant Professor – Department of Biomedical Engineering, UNIWA	• MY.1.4 – Neuroscience and Special Education	CV
Koumpouros Ioannis ykoump@uniwa.gr	Associate Professor – Department of Public Health, UNIWA	MY.1.2 – Introduction to Educational Technology MEY.2.2.1 – Integration of Technology in Educational Practice 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 MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration	CV
Ntalianis Klimis kntal@uniwa.gr	Professor – Department of Business Administration, UNIWA	MY.1.2 – Introduction to Educational Technology • MEY.2.2.1 – Integration of Technology in Educational Practice 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 MYK.4.1.2 – Thesis Elaboration MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration	CV

Xanthos Theodoros txanthos@uniwa.gr	Vice-Rector, Professor – Department of Midwifery, UNIWA	MEK.3.2.2.3 – Didactics of Biomedical Sciences	CV
Papouli Eleni epapouli@uniwa.gr	Assistant Professor – Department of Social Work, UNIWA	MY.2.3 – Universal Design for Learning: Project-based Work and Implementation of Differentiated Teaching Programs	CV
Famelis Ioannis ifamelis@uniwa.gr	Professor, Department of Electrical and Electronics Engineering, UNIWA	MEK.3.2.2.1 – Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences	CV

3.1.4 D.E.P. Members of other Institutions

Name	Rank Institution	Courses	CV
Gioti Lamprina lgioti@uniwa.gr	Assistant Professor – Aristotle University of Thessaloniki	MEK.3.2.2.5 – Adult Education and Lifelong Learning	CV
Gomatos Leonidas gomatos@uniwa.gr	Professor – A.S.PAI.T.E. (Higher School of Pedagogical and Technological Education)	MEK.3.2.2.1 – Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences	CV
Kainourgiou Eleni ekainourgiou@uniwa.gr	Assistant Professor – University of Ioannina	MYK.3.1.3 – Professional Development of Educators – Network Creation	CV
Kounenou Kalliopi kkounen@uniwa.gr	Professor – A.S.PAI.T.E.	MY.1.3 – Childhood and Adolescent Psychology MYK.3.2.1 – Psychosocial Support for Children and Adolescents – Counseling MEK.4.2.2.1 – Thesis Elaboration	CV
Kostara Spyridoula skostara@uniwa.gr	Associate Professor – Higher Ecclesiastical	MYK.3.2.1 – Psychosocial Support for Children and Adolescents – Counseling	CV

	Academy of Athens	 MEK.4.2.2.1 – Thesis Elaboration	
Lalou Panagiota glalou@uniwa.gr	Professor – Merchant Marine Academy	MY.2.1 – Methodology of Educational Research and Statistics MEK.4.2.2.1 – Thesis Elaboration	CV
Megalonidou Christina cmegalonidou@uniwa.gr	Assistant Professor – International Hellenic University	MYK.3.1.4 – Internship Part 1 – Recording and Evaluation of Pedagogical Work in Preschool Education	CV
Mouridou Maria mariam@uniwa.gr	Assistant Professor – A.S.PAI.T.E.	MY.1.2 – Introduction to Educational Technology • MEY.2.2.1 – Integration of Technology in Educational Practice 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 MYK.4.1.2 – Thesis Elaboration MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration	CV
Moutsios-Rentzos Andreas amoutsiosrentzos@uniwa.gr	Assistant Professor – N.K.U.A. (National and Kapodistrian University of Athens)	MEK.3.2.2.4 - Evaluation in Education	CV
Ntaliani Maria mntaliani@uniwa.gr	Assistant Professor – Agricultural University Athens	MY.1.2 – Introduction to Educational Technology MEY.2.2.1 – Integration of Technology in Educational Practice 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	CV

		Learning Difficulties
 MYK.4.1.2 – Thesis Elaboration
 MEK.4.2.2.1 – Thesis Elaboration
 MYK.4.3.2 – Thesis Elaboration	
Pantazis Vasilis vpantazis@uniwa.gr	Professor University of Thessaly	MY.1.1 – Modern trends in Pedagogical Science – Pedagogy of Inclusion – Inclusion
 MYK.3.1.1 – Childhood: Social and Cultural Approaches	CV
Pezirkianidis Christos cpezirkianidis@uniwa.gr	Assistant Professor Panteion University of Social & Political Sciences	• MY.1.3 – Childhood and Adolescent Psychology
 MYK.3.2.1 – Psychosocial Support for Children and Adolescents – Counseling	CV
Raptis Nikolaos nraptis@uniwa.gr	Assistant Professor University of the Aegean	• MYK.3.1.3 – Professional Development of Educators – Network Creation	CV
Sidiropoulou Maria msidiropoulou@uniwa.gr	Assistant Professor Democritus University of Thrace	MYK.3.1.1 – Childhood: Social and Cultural Approaches
 MYK.3.1.4 – Internship Part 1- Recording and Evaluation of Pedagogical Work in Preschool Education
 MYK.4.1.2 – Thesis Elaboration	CV
Tsitsas Georgios gtsitsas@uniwa.gr	Assistant Professor Harokopio University	• MY.1.3 – Childhood and Adolescent Psychology	CV
Fragkoulis Iosif sfaka@uniwa.gr	Professor A.S.PAI.T.E.	MEK.3.2.2.5 - Adult Education and Lifelong Learning
 MEK.4.2.2.1 – Thesis Elaboration	CV
Chalidias Nikolaos nchalidias@uniwa.gr	Professor University of the Aegean	MY.2.1 – Methodology of Educational Research and Statistics
 MEK.4.2.2.1 – Thesis Elaboration	CV
Chatzifotiou Sevasti schatzifotiou@uniwa.gr	Professor Democritus University of Thrace	MY.2.1 – Methodology of Educational Research and Statistics	CV

3.2 External Scientific Collaborators

Name	Capacity/Specialty	Courses	CV
Alampanou Eleftheria ealampanou@uniwa.gr	Sociologist, Head of PEGASOS-IKAROS Unit, KETHEA	MYK.3.3.2 - Internship Part 1- Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units	CV
Dr. Anagnou Evangelos anagnouev@uniwa.gr	Educator, Scientific Collaborator H.O.U. (Hellenic Open University)	MEK.3.2.2.5 – Adult Education and Lifelong Learning	CV
Dr. Armakolas Stefanos sarmakolas@uniwa.gr	E.D.I.P. - University of Patras	• MEK.3.2.2.5 – Adult Education and Lifelong Learning	CV
Dr. Asvestas Anastasios aasvestas@uniwa.gr	Educator, Education Consultant C' Directorate of P.E. Athens	MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration	CV
Daktylidis Stamatios sdaktylidis@uniwa.gr	Educator, Deputy Head of 4th Primary School of Agioli Anargyroi	MYK.3.3.2 - Internship Part 1- Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units • MYK.4.2.1 - Internship – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom • MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units MEK.4.2.2.1 – Thesis Elaboration • MYK.4.3.2 – Thesis Elaboration	CV

Dr. Deli Ermioni ermdeli@uniwa.gr	E.D.I.P. – Athens School of Fine Arts, Postdoctoral Researcher N.K.U.A.	MY.2.3 – Universal Design for Learning: Project-based Work and Implementation of Differentiated Teaching Programs MYK.3.3.2 - Internship Part 1- Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units MYK.4.1.1 - Internship Part II – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom MYK.4.2.1 - Internship – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom • MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units MEK.4.2.2.1 – Thesis Elaboration • MYK.4.3.2 – Thesis Elaboration	CV
Dr. Karaminas Ignatios ikaraminas@uniwa.gr	Educator, Education Consultant 6th Unit of Primary Schools Piraeus	MEK.4.2.2.1 – Thesis Elaboration MYK.4.3.2 – Thesis Elaboration	CV
Dr. Kasimati Aikaterini akasimati@uniwa.gr kkasimati@hotmail.com	Professor Emerita	• MY.1.1 – Modern trends in Pedagogical Science – Pedagogy of Inclusion – Inclusion MY.2.3 – Universal Design for Learning: Project-based Work and Implementation of Differentiated Teaching Programs MEK.3.2.2.4 - Evaluation in Education 	CV

		MEK.4.2.2.1 – Thesis Elaboration	
Dr. Koukis Nikolaos nkoukis@uniwa.gr	Educator, Philologists' Education Consultant	MEK.3.2.2.2 – Technology and Modern Trends in the Didactics of Language Courses	CV
Dr. Koukoulas Ioannis ikoukoulas@uniwa.gr	Art Historian, Postdoctoral Researcher, Scientific Collaborator & Lecturer A.S.F.A. (Athens School of Fine Arts)	MY.2.3 – Universal Design for Learning: Project-based Work and Implementation of Differentiated Teaching Programs & MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units	CV
Dr. Kourmoussi Ntina kkourmoussi@uniwa.gr	E.D.I.P. – A.S.PAI.T.E.	MY.1.3 – Childhood and Adolescent Psychology & • MYK.3.2.1 – Psychosocial Support for Children and Adolescents – Counseling & MEK.4.2.2.1 – Thesis Elaboration	CV
Dr. Konstantakopoulou Olympia okonstantako@uniwa.gr	Researcher, Academic Fellow UNIWA	• MY.2.1 – Methodology of Educational Research and Statistics	CV
Dr. Konstanti Ourania okonstanti@uniwa.gr	E.D.I.P. – N.K.U.A.	MY1.4 – Neuroscience and Special Education & MY.2.4 – Genetics of Developmental Disorders & MEK.3.2.2.3 – Didactics of Biomedical Sciences & • MEK.4.2.2.1 – Thesis Elaboration & MYK.4.3.2 – Thesis Elaboration	CV
Dr. Koti Foteini Aikaterini fkoti@uniwa.gr	Academic Fellow UNIWA	MYK.3.1.4 – Internship Part 1- Recording and Evaluation of Pedagogical Work in Preschool Education	CV

		
 MYK.4.1.2 – Thesis Elaboration	
Lada Alik alada@uniwa.gr	Special Education Teacher, PhD Candidate N.K.U.A.	MYK.3.3.2 - Internship Part 1- Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units
 MYK.4.1.1 - Internship Part II – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom
 • MYK.4.2.1 - Internship – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom
 MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units	CV
Dr. Lyrakos Georgios glyrakos@uniwa.gr	Health Psychologist	MY.1.4 – Neuroscience and Special Education
 •	CV
Margariti Maria mmargariti@uniwa.gr	Social Worker, Director of Special Primary School of Zefyri	MYK.3.3.2 - Internship Part 1 – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units
 MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units	CV
Dr. Marinos Andreas amarinos@uniwa.gr	Educator, Director of S.E. Eastern Attica	MEK.4.2.2.1 – Thesis Elaboration	CV
Dr. Meintasi Athanasia ameintasi@uniwa.gr	Educator, Director of P.E. Piraeus	MEK.4.2.2.1 – Thesis Elaboration
 MYK.4.3.2 – Thesis Elaboration	CV

Dr. Michalopoulos Efstathios smichal@uniwa.gr	Special Functional Scientist B' - Academy of Athens	MY. 1.4 – Neuroscience and Special Education
 MY.2.4 – Genetics of Developmental Disorders
 MEK.3.2.2.3 – Didactics of Biomedical Sciences
 • MEK.4.2.2.1 – Thesis Elaboration
 • MYK.4.3.2 – Thesis Elaboration	CV
Dr. Xythali Vasiliki vxythali@uniwa.gr	Educator, Executive Education	MYK.3.2.1 – Psychosocial Support for Children and Adolescents – Counseling	CV
Dr. Panopoulos Vasileios vpanopoulos@uniwa.gr	Educator, Musician	MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units
 MEK.4.2.2.1 – Thesis Elaboration
 MYK.4.3.2 – Thesis Elaboration	CV
Papageorgiou Georgios gpapageorgiou@uniwa.gr	Mathematician, PhD Candidate UNIWA	MY.2.1 – Methodology of Educational Research and Statistics	CV
Papadopoulos Nikolaos npapadop@uniwa.gr	Special Education Teacher, Head of 1st KEDASY Piraeus	MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units	CV
Dr. Papadopoulou Vasiliki vpapad@uniwa.gr	Educator - Coordinator of Educational Work, PEZO branch	MYK.4.1.1 - Internship Part II – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom
 MYK.4.2.1 - Internship – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom	CV

		
 MEK.4.2.2.1 – Thesis Elaboration	
Dr. Papailia Artemis apapailia@uniwa.gr	Adjunct Lecturer, Democritus University of Thrace	MYK.3.1.4 – Internship Part 1- Recording and Evaluation of Pedagogical Work in Preschool Education
 MEK.4.1.2 – Thesis Elaboration
 MEK.4.2.2.1 – Thesis Elaboration	CV
Dr. Papoulidi Asimenia apapoulidi@uniwa.gr	School Psychologist, Scientific Collaborator UNIWA & H.O.U.	• MYK.3.1.1 – Childhood: Social and Cultural Approaches
 • MYK.3.1.4 – Internship Part 1- Recording and Evaluation of Pedagogical Work in Preschool Education	CV
Dr. Piliouras Panagiotis apil@uniwa.gr	Educator, Consultant A' of I.E.P. (Institute of Educational Policy)	MY.1.1 – Modern trends in Pedagogical Science – Pedagogy of Inclusion – Inclusion
 MEK.3.2.2.1 – Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences
 MYK.4.1.2 – Thesis Elaboration
 MEK.4.2.2.1 – Thesis Elaboration
 MYK.4.3.2 – Thesis Elaboration	CV
Dr. Polkas Lampros lpolkas@uniwa.gr	Educator, Education Consultant	• MEK.3.2.2.2 – Technology and Modern Trends in the Didactics of Language Courses
 MEK.4.2.2.1 – Thesis Elaboration	CV
Dr. Sakellariou Aikaterini asakellariou@uniwa.gr	E.D.I.P. N.K.U.A.	MYK.3.3.2 - Internship Part 1 - Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units
 MYK.4.3.1 - Internship Part II – Observation and	CV

		Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units
 MEK.4.2.2.1 – Thesis Elaboration
 MYK.4.3.2 – Thesis Elaboration	
Sopidou Varvara vsopidou@uniwa.gr	E.D.I.P. University of West Attica	MEK.4.2.2.1 – Thesis Elaboration
 MYK.4.3.2 – Thesis Elaboration
 • MEK.4.2.2.2 – Internship – Microteaching	CV
Dr. Stamatiou Ioannis istamatiou@uniwa.gr	Educator, Academic Fellow UNIWA	• MY.2.1 – Methodology of Educational Research and Statistics	CV
Dr. Feidakis Michail m.feidakis@uniwa.gr	E.D.I.P. University of West Attica	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
 MEK.4.2.2.1 – Thesis Elaboration
 • MYK.4.3.2 – Thesis Elaboration	CV
Dr. Fortis Sotirios sfortis@uniwa.gr	Postdoctoral Researcher & Academic Fellow UNIWA	MY.1.4 – Neuroscience and Special Education
 MY.2.4 – Genetics of Developmental Disorders
 MEK.3.2.2.3 – Didactics of Biomedical Sciences
 • MEK.4.2.2.1 – Thesis Elaboration
 MYK.4.3.2 – Thesis Elaboration
 MEK.4.2.2.2 – Internship – Microteaching	CV
Dr. Foti Paraskevi pfoti@uniwa.gr	Educator, Education Consultant	MY.1.1 – Modern trends in Pedagogical Science – Pedagogy of Inclusion –	CV

		Inclusion MYK.3.1.2 – Technological Innovations and Creativity in Pedagogical Practice • MYK.3.1.3 – Professional Development of Educators – Network Creation MYK.4.1.2 – Thesis Elaboration	
Dr. Chalaris Emmanouil manoshlr@uniwa.gr	Academic Fellow UNIWA	• MY.2.1 – Methodology of Educational Research and Statistics	CV
Chasiotou Soultana schasiotou@uniwa.gr	Special Education Teacher, PhD Candidate University of Piraeus	• MYK.3.3.2 - Internship Part 1- Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units MYK.4.3.1 - Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures and School Units	CV
Christopoulou Athina-Anna achristopoulou@uniwa.gr	Special Education Teacher, Head of Department C', Ministry of Education, Religious Affairs and Sports "Defense of Rights of Students with Disabilities and/or special educational needs"	MY.2.3 – Universal Design for Learning: Project-based Work and Implementation of Differentiated Teaching Programs • MYK.3.3.1 – Educational and Social Inclusion of Students with Disabilities and/or Special Abilities	CV

3.3 Course Coordinators

A' Semester

Course Code	Course Title	Coordination
MY.1.1	Modern trends in Pedagogical Science – Pedagogy of Inclusion - Inclusion	Sidiropoulou-Kanellou Tryfaini, Professor & Mousena Eleni, Assoc. Professor

MY.1.2	Introduction to Educational Technology	Mouridou Maria, Assist. Professor
MY.1.3	Childhood and Adolescent Psychology	Kounenou Kalliopi, Professor
MY.1.4	Neuroscience and Special Education	Kriebardis Anastasios, Professor

B' Semester

Course Code	Course Title	Coordination
MY.2.1	Methodology of Educational Research and Statistics	Papageorgiou Efstathia, Professor
MEY.2.2.1	Integration of Technology in Educational Practice	Mouridou Maria, Assist. Professor
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	Mouridou Maria, Assist. Professor
MY.2.3	Universal Design for Learning: Project-based Work and Implementation of Differentiated Teaching Programs	Dr. Deli Ermioni
MY.2.4	Genetics of Developmental Disorders	Kriebardis Anastasios, Professor

C' Semester

Specialization: Preschool Education

Course Code	Course Title	Coordination
MYK.3.1.1	Childhood: Social and Cultural Approaches	Sidiropoulou-Kanellou Tryfaini, Professor
MYK.3.1.2	Technological Innovations and Creativity in Pedagogical Practice	Mousena Eleni, Assoc. Professor
MYK.3.1.3	Professional Development of educators – Network Creation	Mousena Eleni, Assoc. Professor
MYK.3.1.4	Internship Part 1 – Recording and Evaluation of Pedagogical Work in Preschool Education	Sidiropoulou-Kanellou Tryfaini, Professor

Specialization: Primary Education/Secondary Education

Course Code	Course Title	Coordination
MYK.3.2.1	Psychosocial Support for Children and Adolescents - Counseling	Kounenou Kalliopi, Professor
MEK.3.2.2.1	Technology and Modern Trends in the Didactics of Mathematics and Natural Sciences	Famelis Ioannis, Professor
MEK.3.2.2.2	Technology and Modern Trends in the Didactics of Language Courses	Papageorgiou Efstathia, Professor & Dr. Polkas Lampros
MEK.3.2.2.3	Didactics of Biomedical Sciences	Xanthos Theodoros, Professor
MEK.3.2.2.4	Evaluation in Education	Kasimati Aikaterini, Professor Emerita
MEK.3.2.2.5	Adult Education and Lifelong Learning	Fragkoulis Iosif, Professor

Specialization: Inclusive Education

Course Code	Course Title	Coordination
MYK.3.3.1	Educational and Social Inclusion of Students with Disabilities and/or Special Abilities	Papageorgiou Efstathia, Professor
MYK.3.3.2	Internship Part 1 – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures & School Units	Dr. Deli Ermioni

D' Semester**Specialization: Preschool Education**

Course Code	Course Title	Coordination
MYK.4.1.1	Internship Part II – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom	Dr. Deli Ermioni
MYK.4.1.2	Thesis Elaboration	Karkalousos Petros, Assoc. Professor

Specialization: Primary Education/Secondary Education

Course Code	Course Title	Coordination
MYK.4.2.1	Internship – Observation of Sample Lessons in Institutions and/or School Units and Supervised teaching in a classroom	Dr. Deli Ermioni
MEK.4.2.2.1	Thesis Elaboration	Karkalousos Petros, Assoc. Professor
MEK.4.2.2.2	Internship – Microteaching	Kriebardis Anastasios, Professor

Specialization: Inclusive Education

Course Code	Course Title	Coordination
MYK.4.3.1	Internship Part II – Observation and Supervised Teaching in S.N.E. and/or Inclusion Structures & School Units	Dr. Deli Ermioni
MYK.4.3.2	Thesis Elaboration	Karkalousos Petros, Assoc. Professor

4. Services for postgraduate students

Postgraduate students of the I.P.P.S. enjoy all the benefits and facilities offered to first-cycle students of the University of West Attica, except for the right to free textbooks.

Specifically, the University of West Attica has all the necessary support infrastructure for the smooth service of students, such as electronic secretarial processing of requests, a shared Wi-Fi network, a library, a fully equipped medical office, a gym, restaurants and canteens, parking areas, a conference center, social counseling and care structures, employment and career structures, innovation and entrepreneurship structures, a liaison office, as well as internship and lifelong learning structures.

Postgraduate students who do not have access to medical, pharmaceutical, and hospital care are entitled to full medical, pharmaceutical, and hospital care within the National Health System (E.S.Y.) 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 residence.

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 defined by a decision of the S.C., following a proposal from the Director of the I.P.P.S..

Postgraduate students can participate in student exchange programs (e.g., ERASMUS) of the University or other research programs of foreign H.E.I.s, within the framework of transnational agreements with equivalent institutions, and register in them as host 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.

4.1 Electronic Services of the University of West Attica

The University of West Attica offers organized Electronic Services, supported by the Network Support Department, which cover educational, research, and administrative-organizational needs, as well as the communication needs of the members of the Academic Community.

Among these are included:

a) Electronic services in the educational process

The asynchronous distance learning platforms e-Class and Moodle support the educational process, with the posting of digital educational material for courses, organization of working groups, assignment of tasks, student evaluation, and communication with professors through announcements and messages.

Also, through the synchronous distance learning platform MS Teams, the conduct and attendance of course lectures via modern electronic classrooms are supported.

b) Electronic services supporting administrative services - Student Registry

UNIWA has installed a Student Registry program, through which the work of the Department's Secretariat is significantly supported. It provides the ability for postgraduate students to declare courses via the Internet, for electronic registration of course grades by D.E.P. members, and for informing students about the results of course examinations.

4.2 Central Library

The University of West Attica has organized libraries on its three campuses, which cover the informational needs of students, teaching and other staff of the Institution, as well as any other interested party. The Department is primarily served by the Library of the Egaleo Park Campus, which is an Academic Library of UNIWA and features:

- An extensive collection of books and printed scientific journals.
- A large number of electronic journals and databases, available through the Hellenic Academic Libraries Link (Heal-Link).
- An institutional repository where the entire scientific output of the University is collected (theses, postgraduate dissertations, and doctoral theses).
- Reading rooms.
- Computer rooms for internet access.
- An Audiovisual Material Room for five foreign languages.
- Workstations for people with visual, hearing, and mobility impairments.

Library of Egaleo Park Campus

Ag. Spyridonos, 12243 Egaleo.

Contact Information:

Head Librarian: 2105385134

Lending Service: 2105385711

E-mail: library1@uniwa.gr

URL: <http://library1.uniwa.gr>

4.3 Department of International Academic Affairs and Student Exchange – Erasmus+ Program

The Department of International Academic Affairs and Student Exchange supports the ERASMUS+ program, for the mobility of the Institution's staff and students abroad, for studies and internships. The Professor in Charge, appointed by the lead Department of "Biomedical Sciences," collaborates with this program.

Website of the Department of International Academic Affairs and Student Exchange (ERASMUS+): <https://erasmus.uniwa.gr/>

Contact Information:

Egaleo Park Campus

Ag. Spyridonos, 12243, Egaleo.

Email address: erasmus.global@uniwa.gr

Contact phone: 210 538 5174

4.4 Liaison, Mediation, and Innovation Office

The University of West Attica operates a Liaison, Mediation, and Innovation Office, which provides services to support and expand communication between the academic

community and the labor market. The purpose of the Department is to connect and mediate between the Institution and productive and social bodies, and to promote innovation and entrepreneurship.

The Office seeks to promote the research projects and services of the University to society, aiming to a) develop relationships between the Institution's research groups and educational and research bodies, private and public sector enterprises, organizations, local government services, as well as collective bodies such as chambers, cooperatives, etc., and b) provide information on innovative activities developed at the Institution, its connection with productive bodies, and support during the creation of knowledge-intensive businesses – spin-offs.

The office participates in cooperation networks with corresponding Offices of HEIs in Greece and abroad.

The staff of the Liaison, Mediation & Innovation Office of UNIWA serves and provides a range of services.

Visit the Liaison, Mediation, and Innovation Office of the University of West Attica at the Ancient Olive Grove Campus, in the Conference Center-Room 4, daily 09:30-16:30, to use the libraries & PCs and to get informed.

Communication with the Department is simple and free of charge.

Related link: <https://clio.uniwa.gr/department/>

4.5 Career Counseling and Guidance Office

The University of West Attica operates a Career Counseling and Guidance Office, which offers information and support services to students and graduates of the Institution on matters of studies and career.

Egaleo Park Campus

Agiou Spyridonos, 12243 Egaleo

Tel.: +30 210 5385180

Email address: stadiodromia@uniwa.gr

Department Website: <http://stadiodromia.uniwa.gr>

4.6 Provision of Counseling and Psychological Support

UNIWA offers psychosocial support services to members of the educational community and collaborates with bodies for the immediate and effective addressing of problems that require a therapeutic approach (<http://merimna.uniwa.gr>).

4.7 Support for Students with Disabilities / Special Educational Needs

The University of West Attica supports Students with Disabilities and/or Special Educational Needs (ΦμεΑ), who for various reasons (health, social, income-related) find it difficult to participate equally in the academic activities required by their studies. For this purpose, the "PROSVASI" (ACCESS) Unit for Support of Social Welfare Interventions for Students of the University of West Attica operates with funding from ESPA (NSRF) (<https://prosvasi.uniwa.gr/>). It provides Information, Academic Support, Counseling and Psychological Support, Financial Aid, Occupational Therapy, Physiotherapy, Sign Language Interpretation, and Exercise and Wellness services for Students with Disabilities. "PROSVASI" is managed by an institutional committee headed by a D.E.P. member appointed by the University of West Attica who belongs to the Department's staff.

The I.P.P.S. has a Professor-Academic Advisor for ΦμεΑ and hindered students, to whom ΦμεΑ can turn for information, guidance, and general academic support, while accessible digital learning material is also available for all offered courses.

4.8 Catering for Postgraduate Students

The catering needs of postgraduate students of the Department of Biomedical Sciences are served by the student restaurant located at the "Egaleo Park" Campus.

Postgraduate students are entitled to free meals based on their individual and family financial situation and their local residence. Applications for free meals at the University restaurants are processed through the website: <http://sitisi.uniwa.gr/>.

Website address of the UNIWA Student Welfare Directorate: <https://merimna.uniwa.gr/>

Contact:

Department of Financial Support for Students - Catering - Housing Egaleo Park:

Contact Tel.: 2105385190-1-2

Department of Financial Support for Students - Catering - Housing Ancient Olive Grove:

Contact Tel.: 2105381732

Email address: merimna@uniwa.gr / studentserv@uniwa.gr

4.9 Health Services

Postgraduate students who do not have access to medical, pharmaceutical, and hospital care are entitled to full medical, pharmaceutical, and hospital care within the National Health System (E.S.Y.) 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.

Uninsured students can now turn to Public Health Structures with their AMKA (Social Security Registration Number). The University of West Attica has medical offices on each Campus, which provide basic primary healthcare services to students and all staff <https://merimna.uniwa.gr/iatrofarmakeytiki-perithalpsi/>.

At the Egaleo Park Campus, specialized medical offices operate for more specific health services (ophthalmologist, gynecologist, dermatologist, ultrasounds) by D.E.P. members - doctors of the School of Health Sciences and under their responsibility.

4.10 Sports and Cultural Activities

The University of West Attica offers all members of the educational community the opportunity to develop sports and cultural activities. For this purpose, it has equipped facilities, which are supervised and directed by a Committee for Sports and Cultural Events.

Sports activities are coordinated by the Sports Department, which organizes various team sports programs, as well as internal championships. Sports facilities include courts and two gyms (one at the "Egaleo Park" Campus and one at the "Ancient Olive Grove" Campus), which are fully equipped with fitness equipment.

Related link: <https://sports.uniwa.gr/>

Regarding cultural activities, there are Music, Dance, Theater, Photography, and Cinema Departments in which all interested members of the educational community can participate. Relevant invitations are widely announced at the beginning of each academic year.

4.11 Student Ombudsman

The institution of the Student Ombudsman operates at the University, in accordance with the University's Regulations and other applicable provisions, with the aim of mediating between students and professors or administrative services of the institution, ensuring legality within the framework of academic freedom, addressing¹ phenomena of maladministration, and safeguarding the smooth operation of the institution.

Contact Information:

Egaleo Park Campus,

Agiou Spyridonos, 12243 Egaleo.

Student Ombudsman Office

Building K12 School of Engineering

1st floor

Contact phones: 210 5385 577 and 210 5385 578

Email address: advedu@uniwa.gr

Website <https://advedu.uniwa.gr/>

Appendix 1 - Detailed course descriptions