

## EDUCATION POLICY

### Διδάσκοντες Τμήματος Κοινωνικής και Εκπαιδευτικής Πολιτικής

#### (1) GENERAL

<b>SCHOOL</b>	SOCIAL AND POLITICAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EE55	<b>SEMESTER</b>	SPRING
<b>COURSE TITLE</b>	EDUCATION POLICY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Free elective		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

#### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After successfully completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• develop general skills in policy analysis,</li> <li>• contribute to informed policy debates and analyses that aim to promote educational achievement and equity,</li> <li>• develop perspectives on policy design applicable to the domain of education,</li> <li>• link education policy with other social issues and domains such as inequality, economic development, technology, labour markets and social cohesion.</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

**(3) SYLLABUS**

Week	Course	Lecturer
1	Introduction to education policy	Papadiamantaki
2	Internationalisation, globalisation and education policy	Papadiamantaki
3	European education policy: The institutional framework in the Lisbon Strategy and the Bologna Process	Papadiamantaki
4	Power and politics in education	Dimopoulos
5	Education policy and economic development	Koutsampelas
6	Education policy and socioeconomic inequalities	Koutsampelas
7	Education, training and labour markets	Fotopoulos
8	Educational leadership	Sifakakis
9	Educational policy in the 21 <sup>st</sup> century: the role of technology and innovation	Jimoyiannis
10	E-learning: current trends and design approaches	Tsiotakis
11	Education policy for refugees and migrants	Karakatsani
12	Education policy in the 21 <sup>st</sup> century: global challenges	Nikolakaki
13	Students' presentations and discussion.	Koutsampelas

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Writing of a full length essay with presentation	6 weeks x 3 hours x 1.5 = 27 hours
	Final Exams	13 weeks x 3 hours x 1.5 =58.5 hours
	<b>Course total</b>	<b>127 ECTS</b>

<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students' evaluation is based on written final examination (60% of the final grade) and an essay assignment (counting for 40% of the final grade) which will be presented and discussed in the class.</p>
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## (5) ATTACHED BIBLIOGRAPHY

### Suggested Reading

Bell, L., Stevenson, H. (2006). Education policy: process, themes and impact, Routledge, London.

Checchi, D. (2006). The Economics of Education: Human Capital, Family Background and Inequality. Cambridge University Press.

European Commission/EACEA/Eurydice, (2019). Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures. Eurydice Report. Luxembourg: Publications Office of the European Union.

Nikolakaki, M. (2012). Critical Pedagogy in the New Dark Ages: Challenges and Possibilities: An Introduction Source: Counterpoints, Vol. 422, Critical Pedagogy in the new dark ages: challenges and possibilities Peter Lang AG <sup>11</sup> <sub>SEPI</sub> pp. 3-31.

OECD, (2017). Education policy implementation: a literature review and proposed framework.

Pashiardis, P. (2014). Modeling School Leadership Across Europe: In Search of New Frontiers. Springer.

Scientific Committee in Support of Refugee Children (2017). Assessment Report on the Integration Project of Refugee Children in Education, Ministry of Education, Research & Religious Affairs, Athens.