



THE EUROPEAN  
WERGELAND  
CENTRE



**Internal Regulation of the Joint MA Programme  
«Identity, Education and Competences for  
Democratic Culture»  
National and Kapodistrian University of Athens with  
the European Wergeland Centre**

**Internal Regulation of the Joint MA Programme «Identity, Education and Competences for Democratic Culture» implemented by the Department of Theology, Department of Educational Studies and Faculty of Philology of the National and Kapodistrian University of Athens and the European Wergeland Centre (EWC).**

## **ARTICLE 1. SUBJECT-AIM**

1.1 The objective of the Joint MA Programme «Identity, Education and Competences for Democratic Culture» is to offer scientific expertise and to mark the starting point of research initiatives in the new field that is currently being developed on the basis of the RFCDC (=Reference Framework of Competences for Democratic Culture) and its implementation in Education –formal, non-formal and informal–, Human Rights, Democratic Culture, communication/interactions, Culture, identity and sustainable development. In addition to that/ Parallel to that/ At the same time, it aims at creating a specialized/sophisticated framework for society-oriented reflection, awareness and action towards the defense of Human Rights, the “treatment” of populism, extremist ideologies, racism, bigotry, sexism, discrimination based on one’s religion, colour, etc., and the transformation of everyone’s life –especially of weak, vulnerable and marginalized groups. As it is a bilingual MA Programme, it aims at the development of an international scientific network comprised by scientists-researchers that implement the Competences for Democratic Culture in their practice and enquire/delve into the results of this implementation on the individuals and their surroundings.

1.2 The MA awards a Master’s Degree on «Identity, Education and Competences for Democratic Culture» in the following specialties upon full and successful completion of the courses outlined in the Curriculum:

1. «Religion, Education and Competences for Democratic Culture»
2. «Language, History, and Literature in Education and Competences for Democratic Culture»
3. «Education for Democratic Citizenship (EDC)-Human Rights Education (HRE) and Competences for Democratic Culture»

1.3 The Joint MA Programme awards an integrated degree from the Department of Theology, the Department of Educational Studies and the Faculty of Philology of the National and Kapodistrian University of Athens in collaboration with the European Wergeland Centre.

1.4 Learning outcomes, qualifications acquired due to the successful attendance/completion of the Joint MA «Identity, Education and Competences for Democratic Culture».

Students that complete their studies will be able to:

- teach in Education, both formal and informal, while developing the students' Competences for Democratic Culture and promoting democracy and inclusion in school, as well as other learning environments, both physical and virtual,
- analyze the conceptual model of the twenty Competences for Democratic Culture that individuals need in order to function as citizens with Democratic and Intercultural Competences,
- use the twenty Competences for Democratic Culture and the 138 Descriptors, that specify their content, in their teaching practice to promote, develop and assess the students' level of proficiency with regard to each of the Competences for Democratic Culture,
- empower students to shape their identities according to the values, knowledge, skills and attitudes of Democratic Culture, in order for them to act as competent and efficient democratic citizens,
- implement modern democratic approaches of teaching in their teaching practice, in their lesson planning and the assessment of their teaching practice,
- use democratic and cooperative methods for working in groups and collaborating in all the aspects of their educational practice,
- delve into matters of identity, cultural diversity, pluralism, communication, theology, and intercultural dialogue in Education in a experiential and creative fashion,
- efficiently manage controversial issues in education/inside the classroom, especially those concerning religion, history, language, culture, gender, ethics, bioethics and human rights, by using multiple, appropriate methods and techniques,
- plan and implement a research on the social and educational reality, using multiple methodological approaches,
- personally develop Competences for Democratic Culture and democratic citizenship, so as to transform their knowledge and experience into action implementing them in their educational or other work.

The Joint MA will be carried out in Greek and in English. The implementation of the Greek-speaking program will be distinct from the English-speaking program.

## **ARTICLE 2. STRUCTURE AND ADMINISTRATIVE BODIES OF THE MA PROGRAMME**

## 2.1 CURRICULUM COMMITTEE

The Curriculum Committee serves as the competent body foreseeing the operation of the Joint M.A «Identity, Education and Competences for Democratic Culture». It is established by decision of NKUA's Senate following the proposal made by the Assemblies of the collaborating Departments (Theology, Educational Studies and Philology) and the competent body of the cooperating entity, the European Wergeland Centre. According to the signed Special Protocol of Collaboration, the Curriculum Committee consists of nine members (9): 8 members derive from the Academic-Teaching Staff of NKUA and more specifically four (4) members from the Academic-Teaching Staff of the Department of Theology, two (2) members from the Academic-Teaching Staff of the Department of Educational Studies, two (2) members from the Academic-Teaching Staff of the Faculty of Philology and 1 member from the European Wergeland Centre, which is selected by the EWC's competent body and participates in the teaching process of the Joint M.A.

The responsibilities of the Curriculum Committee:

- a) proposes the need for modifications of the M.A., as well as the extension of its duration to the Senate,
- b) appoints the Director and the members of the Coordinating Committee of the Joint MA,
- c) creates Committees for the assessment of the postgraduate candidates' applications and it approves of their enrollments in the M.A. Programme,
- d) delegates the teaching of the courses between the members of the teaching staff of the M.A. and it can also assign adjunct teaching to the Doctoral Candidates of the cooperating Departments under the supervision of an instructor of the M.A., after the approval of the cooperating Departments' Assemblies,
- e) creates examinational committees for the examination of the postgraduate students' Master's Dissertation and it appoints the supervisor for each Dissertation,
- f) ascertains the successful completion of the studies and it awards the Master's Degree,
- g) approves of the M.A.'s budget, after the proposal of the Coordinating Committee,
- h) exercises any other legal responsibility.

## 2.2 The Coordinating Committee (C.C.)

By the decision of the Curriculum Committee a Coordinating Committee of the MA is established, which serves a biennial term. It is mandatory that the Director of the M.A. Programme and other four (4) members of the Curriculum Committee (2 from

the Department of Theology, 1 from the Department of Educational Studies, 1 from the Faculty of Philology) participate in the Coordinating Committee (C.C.).

The C.C. is responsible for the monitoring and the coordination of Programme's operation and particularly for the following:

- a) it compiles the M.A.'s original annual budget and its modifications, provided that the M.A. Programme has its own resources, and it proposes the budget's approval to the Committee of Research of the Special Account For Research Funds (E.L.K.E),
- b) it compiles the review of the Programme and proposes its approval to the Curriculum Committee,
- c) it approves the conducting of expenditures for the M.A. Programme,
- d) it approves the granting of scholarships, reciprocal or not, in accordance with everything stated in the M.A.'s Foundational Decision and the Regulation of Postgraduate and Doctoral Studies,
- e) it proposes the delegation of the teaching, as well as the assignment of teaching to the Curriculum Committee,
- f) it proposes the invitation of Visiting Professors for the fulfillment of the MA's teaching needs to the Curriculum Committee,
- g) it compiles the plan for the modification of the curriculum and submits it to the Curriculum Committee,
- h) it proposes the redistribution of courses through the academic semester, as well as propositions related to the quality upgrade of the curriculum to the Curriculum Committee.

### 2.3 The **Director** of the Joint M.A.

The Director of the M.A Programme is a member of the Academic-Teaching Staff of the Department of Theology; priority shall be given to Professors or Associate Professors, especially those with scientific expertise in the M.A. Programme's specific scientific field or in scientific fields deemed relevant to that of the M.A. Programme. The Director is a member of the Curriculum Committee, they are appointed by decision of the MA's Curriculum Committee for a two-year term, with the possibility of renewal without any restrictions.

The MA's Director has the following responsibilities:

- a) they preside over the Coordinating Committee, as well as the MA's Curriculum Committee, they draft the agenda and call the meetings,
- b) they introduce issues concerning the M.A.'s organization and the operation addressed to the MA's Curriculum Committee,

- c) they introduce issues concerning the M.A.'s effective operation addressed to the C.C., to other bodies of the MA and bodies of the University,
- d) they are the Scientific Manager exercising the appropriate responsibilities,
- e) they monitor the implementation of the decisions made by the M.A's bodies and the Internal Regulation of Postgraduate and Doctoral Studies, as well as the M.A.'s budget execution,
- f) they exercise any other responsibility dictated in the M.A.'s Foundational Decision.

The Director of the M.A., alongside with the members of the C.C and the MA's Curriculum Committee, are not entitled to remuneration or any other form of compensation for the exertion of the responsibilities assigned to them and for anything associated with the exertion of their duties.

#### **2.4 Secretarial Support for the M.A.**

- a) The Secretariat of the Department of Theology is competent for the M.A.'s secretarial and administrative support.
- b) The M.A. Programme may hire, according to the existing legislation, outside contractors to provide services for secretarial and administrative support, who are still under the supervision of the Secretariat of the Department of Theology.

### **ARTICLE 3. CATEGORIES AND NUMBER OF ADMISSIONS**

3.1 Graduates that hold a degree from University Schools/Faculties in the field of Education, formal and non-formal, and in fields of the Curriculum taught in any Educational Level and from relevant domestic Departments or Departments of officially recognized equivalent foreign Institutions, as well as graduates that hold degrees from Technological Education Institutes (=T.E.I) in relevant fields, are eligible for admission in this M.A. Programme.

3.2. The maximum number of admissions in this M.A. Programme, taught online and offered in two languages (English and Greek), is set at 100 (one hundred) per specialization, therefore 300 (three hundred) in total.

3.3 Members of the Special Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) can register as surplus students, **one (1)** person per year, provided that their work is relevant to the subject of the M.A. Programme.

3.4 Holders of a scholarship by the State Scholarships Foundation (IKY), foreign students who receive a scholarship from the Greek state for the same or a relevant subject to that of the M.A. Programme are admitted.

## ARTICLE 4. METHODS OF ADMISSION

4.1 The candidates' selection process is carried out in accordance with the existing legislation, the NKUA's Regulation of Postgraduate and Doctoral Studies and the provisions of this Regulation.

4.2 By the Curriculum Committee's decision, the Joint M.A. Programme «Identity, Education and Competences for Democratic Culture» publishes every year, in September and in March, the Call for applications/admissions of postgraduate students in the M.A. Programme posted online in the M.A. Programme's webpage, in the collaborating Faculties'/Departments' webpages, in the European Wergeland Centre's webpage and in the Institution's (NKUA) webpage. The relevant applications alongside with the supporting documents are submitted to the Secretariat of the M.A. Programme in a deadline stated in the Call, which may be extended by decision of the MA's Curriculum Committee.

4.3 The M.A.'s Curriculum Committee assigns the candidates' selection process to the C.C.

4.4 The submission of the following documents is required:

- Application for admission
- CV
- Double-sided photocopy of the applicant's I.D. or Passport
- Copy of First Cycle Degree Certificate or a Certificate of Completion of studies
- Analytical transcript of the grades in the undergraduate courses
- English language Certification (Level B2)
- 2 Reference Letters
- Scientific publications (if any)
- Certification of professional or research experience (if any)
- Greek language Certification or adequate, verified by the Selection of Admissions Committee, knowledge of the Greek language, for foreign candidates wishing to participate in the Greek speaking M.A. Programme.
- A certificate confirming equivalence to Greek Titles for those who have degrees from foreign universities.

4.5 For graduates of foreign Institutions that do not submit a certificate confirming equivalence to Greek Titles by the National Academic Recognition Information Center (NARIC/D.O.A.T.A.P) the following procedure is set:

The M.A.'s Curriculum Committee designates a competent committee to verify whether a foreign Institution or a certain type of Title provided by a foreign institution is recognized. For a degree to be recognized the following must apply:

- the institution awarding the titles must be included in the National Registry of Foreign Recognized Higher Education Institutes and in the National Registry of Foreign Recognized Academic Title Types of NARIC (=D.O.A.T.A.P.),
- students must submit a certification of the location of study that is issued and sent by the foreign University. If the Greek territory is verified to be fully or partly the location of study, then the title is not recognized, unless the section of studies that took place in Greek territory is in a public Higher Education Institute.

4.6 The assessment of the candidates and the selection of admissions is realized by the assessment of the candidates' files based on the following criteria:

- Grade of first cycle degree (30%)
- Relevance of first cycle degree from a Higher Educational Institute and the candidate's knowledge of the M.A. Programme's subject (10%)
- Certified knowledge of the English Language of C1 level (10%)
- Knowledge of other foreign languages –up to 2 languages on a B2 level (5%)
- Scientific publications, participation in conferences –up to 5 (15%)
- Master's degree or a PhD (20%)
- Training that has lasted at least 7 months and is equal to 300 hours from a University or another Public Entity in relevant content –up to 2 (10%)

4.7 Based on the overall criteria, the C.C. compiles the candidates' assessment panel and deposits it to the M.A.'s Curriculum Committee for approval.

The successful candidates must enroll at the Secretariat of the M.A. in a fifteen-day (15) period after the decision of the M.A.'s Curriculum Committee.

In case of equal scores between the candidates (with mathematical rounding up of the numbers to the nearest integer on a scale of 100), the candidates who have achieved equal scores are admitted to the M.A. Programme on a percentage that does not exceed the 10% of the maximum number of admissions.

If one or more students don't enroll, the runner-ups (if any) will be called to enroll in the M.A. Programme based on their ranking in the approved assessment board.

## **ARTICLE 5. DURATION OF STUDIES**



5.1. The duration of study in the M.A. Programme that awards a Master's Degree is set at one (1) academic year without summer vacation in all 3 specializations; this also includes the time for the writing of the postgraduate dissertation.

5.2 There is an option of part-time attendance, after the submission of a justified application by the student and its approval by the MA's Curriculum Committee.

The right to submit an application for part-time attendance concerns:

- a) students who are proven to work at least twenty (20) hours a week,
- b) students with disabilities and special educational needs,
- c) students who –during the time of their studies– are athletes and belong to athletic clubs registered to the online register of sports club of the article 142 of the law 4714/2020 (A' 148), that is kept by the General Secretary of Sports on the following conditions:

ca) for all the years that they distinguish themselves by earning the places 1-8 in national championships for individual sports on the condition that there are at least twelve (12) athletes and eight (8) sports' clubs participating or that they compete in groups of the two (2) higher categories in team sports or that they participate as members of national teams in Pan-European championships, world championships or other international events under the Hellenic Olympic Committee or

cb) they participate in the Olympic Games, Paralympic Games and Deaflympics even for once during their studies in the M.A. Programme, to which they have submitted an application for part-time attendance. Students falling under this particular sub-category may enroll as part-time attendance students, after their application has been approved by the Dean's Office.

The duration of the part-time attendance cannot be more than double the time of the regular attendance. The maximum period of attendance is also applied in this case.

5.3 It is possible to grant an extension, after a student's justified application and its approval by the MA's Curriculum Committee. The extension does not exceed a time period of two academic years of regular attendance at the M.A. Thus, the maximum allowed time for the completion of the studies is set at three (3) academic years.

5.4 Students who have not exceeded the maximum time of attendance may be granted a temporary suspension of studies for a time period that cannot exceed two (2) consecutive semesters, after a justified application to the Assembly of the Department. The suspension of studies is granted in regards to serious reasons (military service, sickness, childbirth, absence due to being abroad, etc.).

The application must be reasoned and accompanied by all the relevant supporting documents from the competent public authorities or institutions, which verify the reasons for the suspension of studies. During the suspension period, postgraduate

students lose their student status and are not allowed to participate in any educational processes. The semesters of the suspension period do not count as regards to the maximum period of regular attendance.

At least two weeks prior to the end of the suspension period, the student is obligated to re-enroll to the M.A. Programme, in order to continue their studies with the rights and the obligations derived from their status as active students. Students may submit an application in order to terminate the suspension period and return to the M.A. Programme, only if they have applied for a suspension of studies for two (2) consecutive academic semesters. The application for the termination of the suspension of studies must be submitted the latest two weeks prior to the start of the second semester of the granted suspension period.

5.5 The duration of the suspension or the extension of attendance is discussed and approved by the C.C. that introduces it to the M.A.'s Curriculum Committee.

## **ARTICLE 6. CURRICULUM**

6.1 The M.A. Programme's commencement is set for the fall semester following the decision of the M.A.'s Curriculum Committee. In extreme circumstances it can commence in the spring semester. Provided that there is increased demand, one or two specializations may commence.

6.2 In order to obtain the Master's Degree from the M.A. Programme, a total number of seventy five (75) ECTS is required. All the courses are taught on a weekly basis and, where appropriate, they include experiential workshops.

6.3 The teaching and the writing of the postgraduate dissertation take place in English or Greek, depending on the study programme each student chooses.

6.4 During their studies, the students are obligated to attend the postgraduate courses, pass the examination processes successfully and write a postgraduate dissertation.

6.5 The writing of the Master's dissertation is realized during the summer and is credited with fifteen (15) ECTS.

6.6 The teaching of the courses will be realized online. More specifically, the educational processes of the M.A. Programme will be organized by utilizing methods of synchronous distance learning, in accordance with the current legislation and the provisions of this Regulation.

6.7 The indicative Curriculum per specialization is structured as follows:

<b>Specialization: Religion, Education and Competences for Democratic Culture</b>		
<b>1st Semester</b>		
<b>Mandatory courses</b>	<b>Teaching hours</b>	<b>ECT S</b>
<b>Identity and culture, diversity, pluralism and intercultural dialogue in education</b>	39	8
<b>Reference Framework of Competences for Democratic Culture and Whole-School Approach</b>	39	8
<b>Human Rights and Education for Democratic Citizenship- Human Rights Education</b>	42	9
<b>Competences for Democratic Culture and Pedagogies: Lesson Planning in Religious Education</b>	13	2
<b>Optional Courses (1 out of 6)</b>		
<b>Christianity and Human Rights</b>	26	3
<b>Bible and Democratic Culture</b>	26	3
<b>Orthodox Theology and Democratic Culture</b>	26	3
<b>Teaching about the Holocaust</b>	26	3
<b>Islam and Competences for Democratic Culture</b>	26	3
<b>God and Philosophy</b>	26	3
<b>Total</b>	146	<b>30</b>
<b>2nd Semester</b>		
<b>Mandatory courses</b>	<b>Teaching hours</b>	<b>ECT S</b>
<b>Competences for Democratic Culture and Pedagogies: Religion/s in Education and Teaching Methodology</b>	39	8
<b>Teaching Controversial issues related to Religion and their management in the classroom</b>	39	8
<b>Research: methodology and applications</b>	45	11
<b>Optional Courses (1 out of 6)</b>		
<b>Modern Pedagogies in Religious Education</b>	26	3
<b>Christianity and Dialogue on Human Freedom and Religious Diversity</b>	26	3
<b>Religions and Sustainable Development Goals</b>	26	3
<b>Bioethical Issues in Religious Context</b>	26	3
<b>Islamic Education and Democratic Culture</b>	26	3
<b>Modern Religious Movements, worldviews and non-religious convictions</b>	26	3
<b>TOTAL</b>		<b>30</b>
<b>Summer Semester</b>		
<b>Writing of the postgraduate dissertation</b>		15
<b>Total</b>		<b>75</b>

<b>Specialization: Language, History, and Literature in Education and Competences for Democratic Culture</b>		
<b>1st Semester</b>		
<b>Mandatory courses</b>	<b>Teaching hours</b>	<b>ECTS</b>
<b>Identity and culture, diversity, pluralism and intercultural dialogue in education</b>	39	8
<b>Reference Framework of Competences for Democratic Culture and Whole-School Approach</b>	39	8
<b>Human Rights and Education for Democratic Citizenship- Human Rights Education</b>	42	9
<b>Competences for Democratic Culture and Pedagogies: Lesson Planning</b>	13	2
<b>Optional Courses (1 out of 6)</b>		
<b>Language, Society and Identity</b>	26	3
<b>Intercultural Education and Drama/Theatre in Education</b>	26	3
<b>Identity, Nation and the World in school Education</b>	26	3
<b>Curriculum design for an "open" education</b>	26	3
<b>Teaching methods and assessment in a democratic framework</b>	26	3
<b>Teaching about the Holocaust</b>	26	3
<b>TOTAL</b>		<b>30</b>
<b>2nd semester</b>		
<b>Mandatory Courses</b>	<b>Teaching hours</b>	<b>ECTS</b>
<b>Competences for Democratic Culture and Pedagogies: Teaching Language and Literature</b>	39	8
<b>Teaching Controversial issues in History and Literature lessons and their management in the classroom</b>	39	8
<b>Research: methodology and applications</b>	45	11
<b>Optional Courses (1 out of 6)</b>		
<b>Hate speech and hate crimes in Democratic Culture</b>	26	3
<b>Literature and History in Education and Democratic Culture</b>	26	3
<b>Human Rights Education through the Language, History and Literature Curricula (Primary and Secondary Education)</b>	26	3
<b>Arts/Art in Education and Democratic Culture</b>	26	3
<b>Democratic Leadership in the classroom and in school</b>	26	3
<b>Peace Education, Conflict Resolution and Mediation</b>	26	3
<b>Teachers' Personal and Professional Growth and Competences for Democratic Culture</b>	26	3
<b>TOTAL</b>		<b>30</b>

<b>Summer Semester</b>		
<b>Writing of the postgraduate dissertation</b>		<b>15</b>
<b>Total</b>		<b>75</b>

<b>Specialization: Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) and Competences for Democratic Culture</b>		
<b>1st Semester</b>		
<b>Mandatory Courses</b>	<b>Teaching hours</b>	<b>ECTS</b>
<b>Identity and culture, diversity, pluralism and intercultural dialogue in education</b>	39	8
<b>Reference Framework of Competences for Democratic Culture and Whole-School Approach</b>	39	8
<b>Human Rights and Education for Democratic Citizenship-Human Rights Education</b>	42	9
<b>Competences for Democratic Culture and Pedagogies: Lesson Planning</b>	13	2
<b>Optional Courses (1 out of 6)</b>		
<b>Teaching methods and assessment in a democratic framework</b>	26	3
<b>ICT and Competences for Democratic Culture</b>	26	3
<b>Intercultural Education and Drama/Theatre in Education</b>	26	3
<b>Teaching about the Holocaust</b>	26	3
<b>Fundamental Principles of Liberal Democracies</b>	26	3
<b>Teaching English as a second language and Competences for Democratic Culture</b>	26	3
<b>Total</b>		<b>30</b>
<b>2nd Semester</b>		
<b>Mandatory Courses</b>	<b>Teaching hours</b>	<b>ECTS</b>
<b>Competences for Democratic Culture and Pedagogies: Teaching Human Rights and Education for Democratic Citizenship-Human Rights Education</b>	39	8
<b>Teaching Controversial issues in Human Rights and Education for Democratic Citizenship-Human Rights Education and their management in the classroom</b>	39	8
<b>Research: methodology and applications</b>	45	11
<b>Optional Courses (1 out of 6)</b>		
<b>STEM and Competences for Democratic Culture</b>	26	3
<b>Education for Democratic Citizenship through the Curriculum (Primary and Secondary Education)</b>	26	3
<b>Competences for Democratic Culture in pre-school Education</b>	26	3
<b>Hate speech and hate crimes in Democratic Culture</b>	26	3

<b>Arts/Art in Education and Democratic Culture</b>	26	3
<b>Transformative Education and Democratic Culture in Physical Education</b>	26	3
<b>Total</b>		<b>30</b>
<b>Summer Semester</b>		
<b>Writing of the postgraduate dissertation</b>		15
<b>Total</b>		<b>75</b>

## B. Courses' Content/Description

### 1. Specialization: Religion, Education and Competences for Democratic Culture

<b>1st Semester</b>		
<b>Mandatory courses</b>	<b>Teaching hours</b>	<b>ECTS</b>
<b>Identity and culture, diversity, pluralism and intercultural dialogue in education</b>	39	8
<p><b>Description:</b> The purpose of the course is for students to recognize and define the processes of identity formation (personal/social/cultural etc.) and the recognition of multiple identities within the context of school (formal education) but also more broadly (non-formal and informal education). Approaching modern theories on identity, they recognize the importance of the school environment and the pedagogical approaches developed in it, as well as the models of approach and management of cultures, multiculturalism, pluralism, diversity and otherness. In addition, the intercultural dimension of education is thoroughly studied during the course, both at a theoretical level and in its applications. The intercultural aspect of education is also studied comparatively based on other education models and the emphasis is placed upon the formation of identity in a democratic context.</p> <p>In particular, the thematic subsections of the course are:</p> <ol style="list-style-type: none"> <li>1. Identity</li> <li>2. Assigned status</li> <li>3. Achieved status</li> <li>4. Culture</li> <li>5. Cultural diversity</li> <li>6. Intercultural Education</li> <li>7. Multicultural Education</li> </ol>		
<b>Reference Framework of Competences for Democratic Culture and Whole-School Approach</b>	39	8
<p><b>Description:</b> The purpose of this course is for students to approach the principles of Democratic Culture and the Council of Europe's Reference Framework of Competences for Democratic Culture in</p>		

<p>detail and to recognize their applications in the Whole School Approach. The course analyzes the different types of citizenship (personally responsible, participatory and justice-oriented citizen) and the pedagogical methods that can be used within the classroom and the school community to promote active civic participation.</p> <p>The theory and application of the Whole School Approach and the way to evaluate the degree of development of Democratic Culture and Inclusion in a school community are both analyzed. Through the lens of the Whole School Approach, emphasis is placed on the theory of young people's participation in school (Hart's participation ladder) and pedagogical approaches that favor the greatest possible degree of student autonomy and participation.</p> <p><b>In particular, the thematic subsections of the course are the following:</b></p> <ol style="list-style-type: none"> <li>1. Citizenship and citizenship education</li> <li>2. Sense of civic duty</li> <li>3. Different forms of citizenship</li> <li>4. Democracy and Rule of Law-Constitution</li> <li>5. Authoritarianism, Patriotism and Nativism</li> <li>6. Grades and ways of democratic participation of students in school</li> <li>7. Student participation Ladder</li> <li>8. Pedagogical strategies to promote political participation</li> <li>9. Whole School Approach</li> <li>10. Evaluation of the school community with Democratic Culture and Inclusion criteria</li> </ol>		
<p><b>Human Rights and Education for Democratic Citizenship- Human Rights Education</b></p>	42	9
<p><b>Description:</b> The purpose of this course is for students to be able to identify and describe the characteristics of Human Rights, their origin, history and philosophy behind them (including Children's Rights), so that they can themselves teach Human Rights, apply them in their teaching practice and promote them in the context of formal and non-formal education. Emphasis is placed on the principles governing Human Rights Education as defined by the United Nations (education on human rights, education through human rights and education for human) and its multiple intersection with Citizenship Education.</p> <p>In addition, the course focuses on pedagogical methods that promote human rights values in practice (student-centered and interactive pedagogies) within the classroom, as well as ways of integrating human rights into all aspects of the school community to create human rights-friendly schools and groups.</p> <p><b>The thematic subsections of the course are as follows:</b></p>		

<ol style="list-style-type: none"> <li>1. Human Rights</li> <li>2. Human dignity</li> <li>3. Human rights education</li> <li>4. Children's rights</li> <li>5. Right to education</li> <li>6. Education as a human right</li> <li>7. Rights and responsibilities of citizens in a democratic society</li> <li>8. Critical pedagogy and Formal Education</li> <li>9. A human rights-based approach to education</li> <li>10. Human Rights Friendly Schools</li> </ol>		
<b>Competences for Democratic Culture and Pedagogies: Lesson Planning in Religious Education</b>	13	2
<p><b>Description:</b> The purpose of the course is for students to design work plans and teaching plans for Religious Education, using the Competences for Democratic Culture of the RFCDC (Council of Europe). This combination concerns every type of Religious Education (denominational, non-denominational) and the state contexts in which Religious Education is developed, when people respect democracy regardless of the religion, religions or non-religious beliefs they are taught. In the laboratory course, the distinct steps that lead to the composition of an effective Teaching Plan are analyzed, the students practice teaching planning, while indicative outlines for Religious Education lessons will be studied. Particular emphasis is placed on defining appropriate learning outcomes and objectives for learners and matching them to the Competences for Democratic Culture and their Descriptors. The course is completed with the following activity: the students plan a lesson of their own. At the same time, the design is theoretically framed with reference to knowledge processes, pedagogical methods and techniques that make teaching plans feasible.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Scheme of Work</li> <li>2. Lesson Plans</li> <li>3. Descriptors and Competences of Democratic Culture</li> <li>4. Defining expected learning outcomes and objectives</li> <li>5. Planning appropriate activities to achieve the learning outcomes</li> <li>6. Assessment and evaluation</li> <li>7. Development of Schemes of Work and Religious Education lesson plans with an emphasis on Democratic Citizenship, Human Rights Education and Intercultural Education.</li> </ol>		
<b>Μαθήματα επιλεγόμενα (ένα από τα παρακάτω προσφερόμενα 6)/ Optional Courses (1 out of 6)</b>		
<b>Christianity and Human Rights</b>	26	3
<b>Description:</b> The purpose of the course is for students to approach		



<p>the relationship between religion and human rights by discovering the universality of human rights and the role religions have played in creating human rights, as well as in securing them. During the course, the various phases of the development of human rights are analyzed, recognizing the relationship between Christianity and human rights and its effect on each social, historical and cultural environment. The relationship between Islam and Far Eastern religions with human rights, as well as interreligious dialogue are also studied. On the other hand, the negative and inhumane aspects of religious fundamentalism or the religious phenomenon generally are presented comparatively, in relation to human rights. The modern challenges concerning the functional use of human rights or their infringement in the public space is presented, too. Finally, by analyzing the contemporary dialogue about human rights and the values of democratic culture, the students redefine the role of human rights and the universal character of human rights in the modern and rapidly changing world.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. The genealogy of human rights</li> <li>2. Christianity and human rights</li> <li>3. Religions and human rights</li> <li>4. Contemporary Human Rights Challenges</li> <li>5. Towards a redefinition of human rights</li> </ol>		
<p><b>Bible and Democratic Culture</b></p>	<p>26</p>	<p>3</p>
<p><b>Description:</b> The purpose of the course is for students to correlate the biblical narrative to democratic culture based on the relevant Reference Framework of the Council of Europe (RFCDC). The Bible is the most popular book with the greatest geographical spread across various populations in the history of mankind and one of the most fundamental texts of the modern European democratic culture, including concepts and values such as, e.g. human rights, equality, tolerance, justice, accountability, humility, empathy, self-awareness, consent, respect for the environment, acceptance of others, respect for diversity or multiculturalism, which already appear in various forms within the biblical texts. During the course, the aforementioned concepts and values will be explored both in the Bible and in the biblical world in general, in order to demonstrate the timelessness, contemporality and the grave importance of the biblical testimony as a starting point for the understanding, consolidation, and promotion of democratic culture in all areas of modern social life.</p>		
<p><b>Orthodox Theology and Democratic Culture</b></p>	<p>26</p>	<p>3</p>
<p><b>Description:</b> The purpose of the course is for the students to analyze the establishment of the Church (through its history) as a community that functions eucharistically, always defending the values of a democratic culture. The content of the course includes biblical data on the relationship between theology and politics, authority ministry, and the Eucharistic character of organization, administration, and expression of the Church's polity. The</p>		

<p>theological and political framework of organization and development of the synovial system of Orthodox monasticism, the relationship between the Church and politics in Byzantium and the political role of the Church during the Turkish rule are presented. The tensions and challenges that modernity presents to the Orthodox Church and theology are critically studied and the negative aspects of the impact of nationalism and ethno-tribalism on the life and actions of the Local Orthodox Churches are explored. In addition, the negative dimensions in the relations between the Church and the State in modern times are analyzed in order to evaluate the relationship of the Orthodox Church and Theology with the ideals and values of the democratic culture, which fruitfully and critically gives meaning to the relationship of the Orthodox Church and theology with politics, economy, as well as the public space and civil society in general. By studying modern theological texts, the contribution of Orthodox theology to the prevalence of the values of democratic culture and to the treatment of intolerance, ethno-tribalism and religious fundamentalism is established. Finally, the view of the Orthodox theology on the natural environment and the life of the universe is mentioned.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Old and new Israel. God's people in the Church</li> <li>2. The Eucharistic formation of the Church</li> <li>3. Empire and desert: The emergence of monasticism</li> <li>4. Church and state in Byzantium</li> <li>5. Byzantium after Byzantium</li> <li>6. Orthodox Church and Modernity</li> <li>7. Orthodox theology and democratic culture</li> <li>8. Person, society, democracy</li> </ol>		
<p><b>Teaching about the Holocaust</b></p>	26	3
<p><b>Description:</b> The purpose of the course is for students to initially approach the Jewish religion (basic beliefs, sacred places, prayer and holidays, along with the Jewish cultural tradition). Then to get to know and understand important milestones in the history of the Jewish Diaspora until the establishment of the State of Israel in 1948. The course focuses on presenting the issue of the Holocaust of the Jews, but also other victims (Roma, ethnic minorities, individuals with disabilities, homosexuals) by the Nazi regime. The course also aims to raise awareness among students about the dangers of racism and intolerance. At the same time, in the context of the course, the Holocaust is connected with the present day and other genocides of the 20th century, as well as the Reference Framework of Competencies for Democratic Culture. In addition, the Pedagogical approaches to the teaching of the Holocaust are analyzed (such as the management of traumatic memory by avoiding over-exposure to violence and horror, the selection of sources</p>		

with criteria of multimodality and multiperspectivity, so that there are pluralistic ways of communicating with the past, historical reflection: if the Holocaust could have been avoided and how, etc.). Finally, students are asked to design schemes of work and/or lesson plans for the teaching of the Holocaust in the context of their field of studies.		
<b>Islam and Competences for Democratic Culture</b>	26	3
<b>Description:</b> The purpose of the course is for students to recognize the basic facts and teachings of the religion of Islam in their historical context in order to identify and categorize all those relevant elements, concepts, and terms that highlight the development of capacities for democratic culture in education. Some of the most important topics of Islamic history, tradition, law and institutions are highlighted. The structure of Islamic societies and the importance of Islamic law, its application within Muslim countries and its compatibility with non-Islamic countries are studied. It presents the contemporary geopolitics of Islam in both Islamic and non-Islamic countries, as well as the challenges they face and the resulting solutions for Muslims in European countries. Finally, the importance of Islam as one of the main factors in the political and social shaping of the modern world and the development of democratic culture and Competences for Democratic Culture in education is critically evaluated.		
<b>God and Philosophy</b>	26	3
<b>Description:</b> The purpose of the course is for students to study, analyze and evaluate the concept of "God" in ancient and modern philosophy. Approaching philosophy from its birth, it is found that it comes into dialogue with theology, inspired by it, while at the same time seeking the sanitization of the religious phenomenon from creeping tendencies of intolerance, fanaticism, and marginalization. The course examines the dialectical relationship between philosophy and religion in four stages: the concept of "God" in pre-Socratic and ancient philosophy; the establishment of the concept of "God" in early Christian and medieval philosophy; the gradual abandonment of the concept of "God" in modern philosophy; and its partial restoration in the philosophy of postmodernity. Learners deal with the following questions in each term: what is 'God'? How many "gods" can there be? Does God exist? What is the point of religion? The philosophical examination of these questions contributes decisively to the critical self-understanding of religious education and the role it is required to play in the context of intercultural dialogue and democratic culture.		
<b>2nd Semester</b>		
<b>Mandatory courses</b>	<b>Teaching hours</b>	<b>ECTS</b>
	42	8
<b>Competences for Democratic Culture and Pedagogies: Religion/s in Education and Teaching Methodology</b>		

<p><b>Description:</b> The purpose of the course is for students to recognize and identify pedagogical methods and approaches that promote Democratic Culture and to apply them effectively in the teaching of religion/s. The course focuses on the ways in which the educational process develops the principles of Democratic Culture through the integration of democratic processes inside the teaching practice itself (dialogue/discussion as a teaching technique, votes, agreement of rules). Additionally, a focus will be placed on implementing pedagogical techniques like task-based learning, community service, inquiry-based and experiential learning, collaborative and interactive learning, etc., in order to increase student engagement and engagement in Religious Education. In this context, the processes of self-evaluation, reflection and feedback play an important role in evaluating the performance of students. All of the above will be linked to the Reference Framework of Competences for Democratic Culture (Council of Europe), experiential learning, and transformative education.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Modeling democratic attitudes and behaviors in the classroom and school.</li> <li>2. Democratic processes in the classroom.</li> <li>3. Cooperative learning and direct teaching.</li> <li>4. Dialogic learning and teaching practice.</li> <li>5. Task-based learning, research, experience and community service</li> <li>6. Assessment, Self-assessment and evaluation</li> <li>7. Lesson Planning</li> <li>8. Feedback</li> </ol>		
<p><b>Teaching Controversial issues related to Religion and their management in the classroom</b></p>	42	8
<p><b>Description:</b> The aim of the course is for students to determine the meaning and characteristics of controversial issues, to recognize the role educators play in the educational process and to deal with controversial issues effectively in the classroom. Emphasis is placed on religious subjects or issues related to religion/s and faith in God. The challenges that teachers may face when dealing with such issues (e.g. personal burdens/personal opinions, religious beliefs) and the ways of managing them effectively are also part of the course. Modern (student-centered) pedagogical techniques and practices for dealing with controversial issues are approached with an emphasis on creating a safe climate in the classroom, within which students will be able to express themselves freely, with respect to their interlocutors, as defined by the democratic principles of dialogue and pluralism. In addition, the ways in which the teaching of controversial issues is coordinated with democratic citizenship education and the promotion of Democratic Culture will be studied.</p>		

<p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Controversial issues (concept and definition)</li> <li>2. The value of controversial issues in the educational process.</li> <li>3. Challenges in dealing with controversial issues (eg personal opinions, beliefs)</li> <li>4. Approaches and methods for teaching controversial issues related to religion/religions.</li> <li>5. Designing practices for dealing with controversial issues within the classroom.</li> <li>6. Scenarios for Teaching Controversial Issues in Religious Education and Other Religion-Related Courses.</li> </ol>		
<p><b>Research: methodology and applications</b></p>	45	11
<p><b>Description:</b> The purpose of the course is to acquaint students with the basic principles of scientific research methodology, planning, organization, conduct and different research methods in the context of quantitative and qualitative approaches, with an emphasis on educational and social Research. Specifically, within the course, the stages and ethical issues of scientific research are developed and analyzed. The process of defining and formulating the research problem of a study (hypotheses, variables and questions), sampling methods, researching and writing the literature and the structure of a study are presented. Different research examples of quantitative, qualitative and mixed research are analyzed (positivist, interpretive, experiment and quasi-experiment, case study, action research, grounded theory), as are research methods and techniques of data collection and analysis a) qualitative research (interview, observation, focus groups, alternative methods, content analysis, thematic analysis) and b) quantitative research (questionnaire, descriptive and inductive statistics). Basic principles of statistics and the use of modern statistical tools-software in research, as well as qualitative data processing tools-software are presented.</p> <p>Upon completion of the course, students can plan, organize, and utilize the different methodological approaches of research to understand, interpret, and effectively manage the development of Competences for Democratic Culture in education.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ul style="list-style-type: none"> <li>· The nature of research/Philosophy-Examples-Terminology</li> <li>· Research design</li> <li>· Quantitative and qualitative methods</li> <li>· Mixed research</li> <li>· Data analysis in quantitative and qualitative research</li> <li>· Writing and publishing results</li> </ul>		
<p><b>Optional Courses (1 out of 6)</b></p>		
<p><b>Modern Pedagogies in Religious Education</b></p>	26	3

<p><b>Description:</b> The purpose of the course is for students to identify modern pedagogical approaches to Religious Education and manage them effectively in the planning and implementation of teaching by correlating them to the Competencies for Democratic Culture of the Reference Framework of Competences for Democratic Culture (Council of Europe). Teaching techniques (e.g. group work, organized dialogue, drama/theater techniques, etc.) are the focus of this course with an emphasis on those that offer students the most opportunities for experience, comparison, analysis, reflection, and action. Special attention will be given to the concept of the "big idea" of the Religious Education teachings and its utilization during lesson planning. As it approaches learning in its transformative dimension, the course is based on activities that promote experiential learning and research, while a key part of the lessons is reflection, both as an auxiliary assessment material and as a metacognitive strategy for identifying and managing new knowledge of religious content.</p> <p>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> <li>1. Teaching based on experiential learning and transformative education.</li> <li>2. Designing the teaching of Religious Education by making use of the Reference Framework of Competences for Democratic Culture (RFCDC).</li> <li>3. Direct teaching, group work, dialogue, creative reasoning, drama/theater</li> <li>4. Problem solving, play/action, assignments</li> <li>5. "Big Idea" of the course</li> <li>6. Reflection</li> <li>7. Evaluation</li> <li>8. Learning through design</li> </ol>		
<p><b>Christianity and Dialogue on Human Freedom and Religious Diversity</b></p>	26	3
<p><b>Description:</b> The purpose of the course is for students to immerse themselves in the relations between Churches and Confessions and the dialogues between them with the aim of defending human freedom, respect for religious differences and the freedom to express religious beliefs. The starting point and basis of this dialogic relationship is the common faith in the Holy Trinity and the Gospel. The official dialogues of Churches, church organizations and interchurch organizations with state institutions are also studied, with the aim of cooperation for the formation of democratic consciousness and a culture of respect and cooperation among citizens. This course also focuses on the importance of education to promote all of the above at every level of education and at every age and recognize through the course that the Churches can have a decisive role in education for the formation of democratic consciousness, respect for human freedoms, religious beliefs, traditions, and the way of expressing faith. It also highlights how they can shape and strengthen inter-religious dialogues, i.e., dialogues with other religions and their believers at local and global level.</p>		

<b>Religions and Sustainable Development Goals</b>	26	3
<p><b>Description:</b> The purpose of the course is for students to investigate the relationship between religions and the Agenda of the seventeen Sustainable Development Goals, adopted by the UN since 2015. The 169 Individual Goals, intended to strengthen actions in areas of critical importance for humanity and the planet, such as to eliminate poverty and hunger from everywhere, fight inequalities within and between countries, build peace, fair and inclusive societies, protect human rights, promote gender equality, and the empowerment of women and girls, as well as ensure the sustainable protection of the planet and its natural resources, are analyzed. Students approach the three dimensions of Sustainable Development (economic, social, and environmental), which have as their final purpose the internal transformation of citizens, in order to carry out the very large fundamental changes required. At the same time, they recognize, as do the UN and the global scientific community, that religions in general, as repositories of strong cultural and moral values (such as reverence, respect, self-restraint, redistribution, and responsibility), are shapers of people's opinions and values and can thus contribute substantially to the mobilization of believers in the direction of achieving the seventeen Goals, promoting personal responsibility, moral transformation, and a change of attitude concerning the consumption of goods. In addition, the course relates these objectives to the Framework of Reference for Competences for Democratic Culture and explores examples from the teaching and worship practices of the main religions (Christianity, Islam, Judaism, Hinduism, and Buddhism) that cultivate the values of Sustainable Development and strengthen efforts to transform lifestyles in the direction of the seventeen Sustainable Development Goals. Finally, the use of religious values-practices in the creation of schemes of work and lesson plans in the direction of Education for Sustainable Development will be studied.</p>		
<b>Bioethical Issues in Religious Context</b>	26	3
<p><b>Description:</b> The purpose of the course is a) to introduce students to understanding what the concept of ethics means for the modern world (through the presentation of old and modern theories), b) to investigate the organic relationship of ethics with the phenomenon of religion (identification, interpenetration or differentiation?), c) the analysis of the anthropological sequences of the encounter of the religious or non-religious subject with moral dilemmas (such as guilt, the need for reconciliation, forgiveness and redemption, etc.) and d) to exploring how the religious event in itself and in relation to secular ethics, forms a variety of bioethical approaches.</p> <p>After the theoretical framework, the study of the relationship between religion and bioethics is specialized in the presentation of issues that are of major interest both for school education in general (concerns candidates for medical and biotechnological courses) and for religious school education in particular, such as a) Assisted reproduction, b ) Stem cells, c) Transplants, d) Clinical trials, e) CrispR/Cas9 and f) Euthanasia. Finally, space is given to the presentation of the Orthodox and Inter-Christian approaches to</p>		

bioethical issues.		
<b>Islamic Education and Democratic Culture</b>	26	3
<b>Description:</b> The purpose of the course is for students to improve their understanding of Islam and the educational needs of Muslim children and youth in their care. The contemporary theory and practice of Islamic Education and the different understandings of education and pedagogical practice in historical and contemporary Muslim societies are studied. Emphasis is placed on the importance of contemporary educational research in Islamic Education and curriculum development. In particular, the application of the Reference Framework of Competences for Democratic Culture in Islamic Education to the contemporary Muslim world and Muslim communities in the West is approached. In addition, the educational challenges faced by Muslim communities in the Western Diaspora, but also in the global community in general, are discussed, with particular reference to exploring the educational needs of Muslim youth.		
<b>Modern Religious Movements, worldviews and non-religious convictions</b>	26	3
<b>Description:</b> The purpose of the course is for students to manage methods of analyzing contemporary religious movements, worldviews and non-religious beliefs in their teaching of Religious Education regardless of their religious beliefs. The issues of definitions and terminology related to religious phenomena, religions, contemporary religious movements, worldviews, non-religious beliefs, spirituality, as well as existential questions, philosophy, interpretation of life, and organized or personal worldviews are critically approached. Emphasis is placed on teaching contemporary religious movements, worldviews, and non-religious beliefs, as well as spirituality, based on democratic values and democratic cultural competences. The implemented methodology can be aimed at forming a complete, coherent, and personal worldview at school and at creating a safe learning environment, where students can express and negotiate different points of view, without the risk of repercussions for them, cultivate communication and dialogue skills as a way of living together and developing tolerance, mutual understanding, and trust, dialogue and communication attitudes.		
<b>3rd Semester:</b>		
Writing of the Postgraduate dissertation		15
<b>TOTAL OF ECTS AWARDED</b>		<b>75</b>

## **2.Specialization:Language, History, and Literature in Education and Competences for Democratic Culture**

<b>1st Semester</b>		
<b>Mandatory courses</b>	<b>Teaching</b>	<b>ECTS</b>



	hours	
<b>Identity and culture, diversity, pluralism and intercultural dialogue in education</b>	39	8
<p><b>Description:</b> The purpose of the course is for students to recognize and define the processes of identity formation (personal/social/cultural etc.) and the recognition of multiple identities within the context of school (formal education) but also more broadly (non-formal and informal education). Approaching modern theories on identity, they recognize the importance of the school environment and the pedagogical approaches developed in it, as well as the models of approach and management of cultures, multiculturalism, pluralism, diversity and otherness. In addition, the intercultural dimension of education is thoroughly studied during the course, both at a theoretical level and in its applications. The intercultural aspect of education is also studied comparatively based on other education models and the emphasis is placed upon the formation of identity in a democratic context.</p> <p>In particular, the thematic subsections of the course are:</p> <ol style="list-style-type: none"> <li>1. Identity</li> <li>2. Assigned status</li> <li>3. Achieved status</li> <li>4. Culture</li> <li>5. Cultural diversity</li> <li>6. Intercultural Education</li> <li>7. Multicultural Education</li> </ol>		
<b>Reference Framework of Competences for Democratic Culture and Whole-School Approach</b>	39	8
<p><b>Description:</b> The purpose of this course is for students to approach the principles of Democratic Culture and the Council of Europe's Reference Framework of Competences for Democratic Culture in detail and to recognize their applications in the Whole School Approach. The course analyzes the different types of citizenship (personally responsible, participatory and justice-oriented citizen) and the pedagogical methods that can be used within the classroom and the school community to promote active civic participation.</p> <p>The theory and application of the Whole School Approach and the way to evaluate the degree of development of Democratic Culture and Inclusion in a school community are both analyzed. Through the lens of the Whole School Approach, emphasis is placed on the theory of young people's participation in school (Hart's participation ladder) and pedagogical approaches that favor the greatest possible degree of student autonomy and participation.</p> <p><b>In particular, the thematic subsections of the course are the following:</b></p> <ol style="list-style-type: none"> <li>1. Citizenship and citizenship education</li> <li>2. Sense of civic duty</li> <li>3. Different forms of citizenship</li> </ol>		

<ol style="list-style-type: none"> <li>4. Democracy and Rule of Law-Constitution</li> <li>5. Authoritarianism, Patriotism and Nativism</li> <li>6. Grades and ways of democratic participation of students in school</li> <li>7. Student participation Ladder</li> <li>8. Pedagogical strategies to promote political participation</li> <li>9. Whole School Approach</li> <li>10. Evaluation of the school community with Democratic Culture and Inclusion criteria</li> </ol>		
<b>Human Rights and Education for Democratic Citizenship- Human Rights Education</b>	42	9
<p><b>Description:</b> The purpose of this course is for students to be able to identify and describe the characteristics of Human Rights, their origin, history and philosophy behind them (including Children's Rights), so that they can themselves teach Human Rights, apply them in their teaching practice and promote them in the context of formal and non-formal education. Emphasis is placed on the principles governing Human Rights Education as defined by the United Nations (education on human rights, education through human rights and education for human) and its multiple intersection with Citizenship Education.</p> <p>In addition, the course focuses on pedagogical methods that promote human rights values in practice (student-centered and interactive pedagogies) within the classroom, as well as ways of integrating human rights into all aspects of the school community to create human rights-friendly schools and groups.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Human Rights</li> <li>2. Human dignity</li> <li>3. Human rights education</li> <li>4. Children's rights</li> <li>5. Right to education</li> <li>6. Education as a human right</li> <li>7. Rights and responsibilities of citizens in a democratic society</li> <li>8. Critical pedagogy and Formal Education</li> <li>9. A human rights-based approach to education</li> <li>10. Human Rights Friendly Schools</li> </ol>		
<p>Ικανότητες Δημοκρατικού Πολιτισμού και Παιδαγωγική: Σχεδιασμός Μαθήματος/<b>Competences for Democratic Culture and Pedagogies: Lesson Planning</b></p>	13	2
<p><b>Description:</b> The purpose of the course is for students to design Schemes of work and lesson plans for History, Literature and Language courses using the Competences for Democratic Culture of the RFCDC (Council of Europe). In the laboratory course, the distinct steps that lead to the composition of an effective Teaching Plan are analyzed, the students practice teaching planning, while indicative outlines for the lessons will be studied. Particular</p>		

<p>emphasis is placed on defining appropriate learning outcomes and objectives for learners and matching them to the Competences for Democratic Culture and their Descriptors. The course is completed with the following activity: the students plan a lesson of their own. At the same time, the design is theoretically framed with reference to knowledge processes, pedagogical methods and techniques that make teaching plans feasible.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Scheme of Work</li> <li>2. Lesson Plans</li> <li>3. Descriptors and Competences of Democratic Culture</li> <li>4. Defining expected learning outcomes and objectives</li> <li>5. Planning appropriate activities to achieve the learning outcomes</li> <li>6. Assessment and evaluation</li> <li>7. Development of Schemes of Work and lesson plans for History, Literature and Language courses with an emphasis on Democratic Citizenship, Human Rights Education and Intercultural Education.</li> </ol>		
<p><b>Optional Courses (1 out of 6)</b></p>		
<p><b>Language, Society and Identity</b></p>	26	3
<p><b>Description:</b> This course focuses on the most important sociolinguistic issues concerning identity construction inside a democratic (or non-democratic) environment. Issues stemming from sociolinguistic inequality and prejudice will be approached especially inside the framework of formal, non-formal and informal education. Moreover, linguistic sexism as a phenomenon will be analyzed and connected to aspects of gender and the construction of gender identities. The formation of linguistic policy and ideology will be emphasized in regards to democratic societies in the Western world.</p>		
<p><b>Intercultural Education and Drama/Theatre in Education</b></p>	26	3
<p><b>Description:</b> The purpose of the course is for students to recognize and identify pedagogical methods of Theater Education and to apply them both in the teaching of Theater Education as an independent course, and in the teaching of other courses (Humanities, STEM, Informatics, etc.), in order to promote the principles of Democratic Culture and Intercultural Education. It explores how theatrical conventions such as role-play, dramatization, point-of-view storytelling, performance, debate, and other techniques can promote intercultural dialogue and diversity at all levels of education, from preschool to adolescence. In addition, emphasis is placed on the connection of theatrical pedagogical approaches with Digital Technologies, the interactive experience of theater and the participation of the audience (students) in the theatrical game as a way of building active, democratic citizens.</p> <p>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> <li>1. Theater and citizenship</li> </ol>		

<ol style="list-style-type: none"> <li>2. Theater and Intercultural Education</li> <li>3. Dramatic play, role-playing, storytelling from different perspectives</li> <li>4. Dramatization</li> <li>5. The roles of students</li> <li>6. The role of the teacher (e.g. a teacher who pretends to know nothing, who does not answer questions, the devil's advocate, etc.)</li> <li>7. Theater and cross-curricular activities</li> <li>8. Theater Conventions and Humanities, IT, STEM, Animation</li> <li>9. Theatrical conventions and Digital Technologies</li> <li>10. Interactive methods and audience participation</li> </ol>		
<b>Identity, Nation and the World in school Education</b>	26	3
<p><b>Description:</b> The purpose of the course is for students to approach the relationship between identity, nation, and education in a global community as the world is today. The course focuses on the teaching of national history in primary and secondary education in the context of education for democracy, equality, and human rights, which is gaining particular importance and is primarily a pedagogical issue. With the aim of knowledge and critical understanding of the world, history is studied as a vehicle for developing understanding and respect for others, while the recognition of different perspectives is treated as a view that does not diminish the value of the history of each nation. This processing is done with a reference point in both the Curriculum and the school textbooks, which often contain reasons for reflection and fruitful contemplation, but remain unused due to insufficient training and experience on issues of nation, identity, and multiculturalism. At the same time, the students are invited to prepare their own original activities, assignments, as well as educational material about the concepts of identity, nation, and the world, as part of a wider teaching plan. It is requested that students develop the necessary knowledge, skills, and attitudes to effectively and respectfully include students from different cultural backgrounds in the educational process.</p>		
<b>Curriculum design for an "open" education</b>	26	3
<p><b>Description:</b> The purpose of the course is for students to immerse themselves in the conceptual categories with which the Curriculum is analyzed and critically interpreted, in issues concerning the planning, organization and development of the Curriculum by the teachers, as well as in the educational (pedagogical), social, and economic arrangements that are at play during the development of the Curriculum.</p> <p>In the course, students are asked to construct a comprehensive teaching unit based on the theoretical principles of curriculum design (interdisciplinary approach), with an emphasis on the use of new technological webs as well on issues related to the dimensions of problems young people face in modern life</p>		

<p>(bullying, cyber-bullying, sex education and ethics in relationships, democracy and democratic lifestyle, inclusivity, etc.).</p> <p>The course refers to democratic non-exclusive education. It essentially refers to what is defined as “curriculum as praxis” and aims to develop skills, so that teachers and future teachers are capable of developing programs (“from the bottom up”) that correspond to the special conditions of their classroom.</p>		
<p><b>Teaching methods and assessment in a democratic framework</b></p>	26	3
<p><b>Description:</b> The purpose of the course is for students to recognize and identify forms and types of assessment (inductive, summative, formative and productive) and to apply them effectively in their courses, in order to promote the principles of Democratic Culture. Evaluation techniques will be studied, such as the evaluation through an individual file (portfolio) and the principles that must be observed during the evaluation process (validity, reliability, impartiality, transparency, practicality and respect). Based on modern approaches to assessment, the processes of self-evaluation, reflection and feedback play an important role in the assessment of student performance in the course , especially concerning the assessment of the achievement of learning outcomes related to the Reference Framework of Competences for Democratic Culture (Council of Europe).</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Evaluation</li> <li>2. Assessment</li> <li>3. Inductive, summative, formative, generative assessment</li> <li>4. Democratic evaluation principles (validity, reliability, impartiality, transparency, practicality and respect)</li> <li>5. Self-evaluation</li> <li>6. Feedback</li> <li>7. Reflection</li> <li>8. Descriptors of RFCDC in the assessment</li> </ol>		
<p><b>Teaching about the Holocaust</b></p>	26	3
<p><b>Description:</b> The purpose of the course is for students to initially approach the Jewish religion (basic beliefs, sacred places, prayer and holidays, along with the Jewish cultural tradition). Then to get to know and understand important milestones in the history of the Jewish Diaspora until the establishment of the State of Israel in 1948. The course focuses on presenting the issue of the Holocaust of the Jews, but also other victims (Roma, ethnic minorities, individuals with disabilities, homosexuals) by the Nazi regime. The course also aims to raise awareness among students about the dangers of racism and intolerance. At the same time, in the context of the course, the Holocaust is connected with the present day and other genocides of the 20th century, as well as the Reference Framework of Competencies for Democratic Culture. In addition, the Pedagogical approaches</p>		

to the teaching of the Holocaust are analyzed (such as the management of traumatic memory by avoiding over-exposure to violence and horror, the selection of sources with criteria of multimodality and multiperspectivity, so that there are pluralistic ways of communicating with the past, historical reflection: if the Holocaust could have been avoided and how, etc.). Finally, students are asked to design schemes of work and/or lesson plans for the teaching of the Holocaust in the context of their field of studies.		
<b>Total</b>		<b>30</b>
<b>2nd Semester</b>		
<b>Competences for Democratic Culture and Pedagogies: Teaching Language and Literature</b>	42	8
<p><b>Description:</b> The purpose of the course is for students to recognize and identify pedagogical methods and approaches that promote Democratic Culture and to apply them effectively in the teaching of Language and Literature courses. The focus will be on how the educational process cultivates the principles of Democratic Culture through the integration of democratic processes in the context of the course (dialogue/discussion as a teaching technique, votes, agreement of rules). In addition, emphasis will be placed on utilizing experiential pedagogies, such as collaborative and dialogic learning, inquiry-based learning, task-based learning, and community service, with the goal of higher levels of student engagement in History and Language courses. In this context, the processes of self-evaluation, reflection, and feedback play an important role in evaluating the performance of students. All of the above will be linked to the Reference Framework of Competences for Democratic Culture (Council of Europe), experiential learning, and transformative education.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Modeling democratic attitudes and behaviors in the classroom and school.</li> <li>2. Democratic processes in the classroom.</li> <li>3. Cooperative learning and direct teaching.</li> <li>4. Dialogic learning and teaching practice.</li> <li>5. Task-based learning and giving back to the community</li> <li>6. Assessment, Self-assessment and evaluation</li> <li>7. Lesson Planning</li> <li>8. Feedback</li> </ol>		
<b>Teaching Controversial issues in History and Literature lessons and their management in the classroom</b>	42	8
<p><b>Description:</b> The aim of the course is for students to determine the meaning and characteristics of controversial issues, to recognize the role educators play in the educational process and to deal with controversial issues effectively in the classroom in the context of History and Literature courses. Emphasis will be placed</p>		

<p>on the challenges that teachers may face when dealing with such issues (e.g. personal burdens/personal opinions, religious beliefs) and the ways of managing them effectively are also part of the course. Modern (student-centered) pedagogical techniques and practices for dealing with controversial issues are approached with an emphasis on creating a safe climate in the classroom, within which students will be able to express themselves freely, with respect to their interlocutors, as defined by the democratic principles of dialogue and pluralism. In addition, the ways in which the teaching of controversial issues is coordinated with the Education for Democratic Citizenship and the promotion of Democratic Culture through History and Literature will be studied</p> <p><b>The thematic subsections</b><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Controversial issues (concept and definition)</li> <li>2. The value of controversial issues in the educational process.</li> <li>3. Challenges in dealing with controversial issues (eg personal burdens)</li> <li>4. Approaches and methods of teaching controversial issues.</li> <li>5. Designing practices for dealing with controversial issues within the classroom.</li> <li>6. Scenarios for teaching controversial issues in History and Literature</li> </ol>		
<p><b>Research: methodology and applications</b></p>	45	11
<p><b>Description:</b> The purpose of the course is to acquaint students with the basic principles of scientific research methodology, planning, organization, conduct and different research methods in the context of quantitative and qualitative approaches, with an emphasis on educational and social Research. Specifically, within the course, the stages and ethical issues of scientific research are developed and analyzed. The process of defining and formulating the research problem of a study (hypotheses, variables and questions), sampling methods, researching and writing the literature and the structure of a study are presented. Different research examples of quantitative, qualitative and mixed research are analyzed (positivist, interpretive, experiment and quasi-experiment, case study, action research, grounded theory), as are research methods and techniques of data collection and analysis a) qualitative research (interview, observation, focus groups, alternative methods, content analysis, thematic analysis) and b) quantitative research (questionnaire, descriptive and inductive statistics). Basic principles of statistics and the use of modern statistical tools-software in research, as well as qualitative data processing tools-software are presented.</p> <p>Upon completion of the course, students can plan, organize, and utilize the different methodological approaches of research to understand, interpret, and effectively manage the development of Competences for Democratic Culture in education.</p>		

<p><b>The thematic subsections of the course are as follows:</b></p> <ul style="list-style-type: none"> <li>· The nature of research/Philosophy-Examples-Terminology</li> <li>· Research design</li> <li>· Quantitative and qualitative methods</li> </ul> <p>0. Mixed research</p> <p>1. Data analysis in quantitative and qualitative research</p> <p>2. Writing and publishing results</p>		
<p><b>Optional Courses (1 out of 6)</b></p>		
<p><b>Hate speech and hate crimes in Democratic Culture</b></p>	26	3
<p><b>Description:</b> This course focuses on the study of key issues pertaining to hate speech, as a linguistic and legal phenomenon, and its connection to hate crimes in democratic culture environments, such as the European community. The examination of human rights threatened by hate speech is included in the course curriculum, while specific methods for preventing and recognizing such occurrences in the framework of developing democratic societies will be presented in class. The emphasis shall lie on the ways hate speech is linguistically framed in the modern environment, through the Internet for instance; the connection between hate speech and crimes against humanity, such as genocides, the Holocaust, war crimes, will be highlighted, as well as its connection to the potential of committing crimes in the future against individuals or groups based on certain social or other characteristics.</p>		
<p><b>Literature and History in Education and Democratic Culture</b></p>	26	3
<p><b>Description:</b> The purpose of the course is for students to recognize the basic principles of Democratic Culture and the Competences for Democratic Culture in detail, and to integrate pedagogical practices that promote it through the teaching of Literature and History courses. The focus will be on pedagogical methods, mainly student-centered and experiential, which promote Democratic Culture through the teaching practice itself, through dialogue, voting for the selection of texts to be taught with the consent of the students, creating a syllabus in the community, group-collaborative tasks, a constructivist approach to teaching, exploratory learning, learning through problem solving, etc., which promote the active participation of all students and experiential learning. In addition, special mention will be made to the criteria for selecting texts suitable for the promotion of Democratic Culture with an emphasis on the development of students' critical thinking through the deconstruction of stereotypes (e.g., for marginalized and minority groups, women, people of color, Roma, LGBTQ+ etc.), as well as the inclusion of historical and literary content that promotes realistic narratives of minority and marginalized groups (e.g., discrimination, violation of rights).</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Critical literacy</li> <li>2. Historical literacy</li> <li>3. Children's and Adolescent Literature for Democratic Citizenship</li> </ol>		



4. Literature, History and stereotypes (hero, "bad", "good", outsider) 5. Active citizenship and participation 6. Criteria for selecting texts to teach that promote democratic culture 7. Inclusivity and Intercultural Competence		
<b>Human Rights Education through the Language, History and Literature Curriculum (Primary and Secondary Education)</b>	26	3
<p><b>Description:</b> The purpose of the course is for students to recognize the basic principles of Human Rights Education and to apply them by making use of the Curricula of Language, History and Literature, recognizing the challenges involved in such an undertaking. Through the case study, a brief historical review of the Greek curricula of the aforementioned courses (20th century to the present) and their (ethnocentric) goals is attempted, in order to understand not only the specificity of identity courses in each educational environment, but also the possibilities that they hold for the development of Competences for Democratic Culture. Contemporary pedagogical practices are studied to promote the active participation of all students, inclusiveness, respect for cultural diversity, and Human Rights as a whole through the teaching of historical/linguistic/literary content (e.g., dialogic learning, students as creators of History, narratives from different perspectives/ multiplicity, inquiry-based learning, selection of literary texts from world literature, etc.).</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Curriculum of History, Literature and Language</li> <li>2. History, national struggles, "nation-state"</li> <li>3. Literature, Language and ethnocentric education</li> <li>4. Language and power relations</li> <li>5. Development of intercultural competence through History</li> <li>6. Literature, empathy and respect for diversity</li> <li>7. Didactic models in Literature</li> <li>8. Typologies of historical consciousness</li> <li>9. Traditional and modern pedagogical teaching methods</li> </ol>		
<b>Arts/Art in Education and Democratic Culture</b>	26	3
<p><b>Description:</b> The purpose of the course is for students to be able to utilize the arts in the teaching of subjects that are included in the Curricula of Primary and Secondary Education, in order to promote attitudes, values, and behaviors related to Democratic Culture. Pedagogical methods and practices that promote Democratic Culture through the educational process itself are studied during teaching through works of art (artistic reasoning), such as collaborative approaches to works of art, project and inquiry-based learning, as well as dialogic learning, which promote the active participation of students as producers of artistic meaning. At the same time, emphasis will be placed on the criteria for selecting suitable artistic works to be taught (e.g. criteria for selecting collections to visit in museums/galleries, cinemas) inside and outside of the class by including the students' participation in the process (e.g. voting on the choice of educational visits/course</p>		

<p>material). In addition, the focus is also on the importance of the intercultural meeting (e.g., the development of intercultural competence and the receptivity towards diversity on the part of the students), as is the reference to artists from different cultures (not only the West) from minorities, historically marginalized or oppressed groups (e.g., works by black creators, women, LGBT+) in a safe, inclusive classroom environment.</p>		
<p>Democratic Leadership in and out of the Classroom</p>	<p>26</p>	<p>3</p>
<p><b>Description:</b> The purpose of the course is for the students to study models related to school leadership and culture, having their interest constantly focused on how these could ensure the conditions of a democratic education oriented to ensure equality and human rights . Based on the Whole School Approach, case studies and examples of school leadership and culture are systematically used within the course in order for students to understand at a practical level the challenges they have to manage in the school community, in the classroom, and in the school in general. The desired outcome is that the students will cultivate the relevant knowledge, skills and attitudes in order to manage the classroom and to participate effectively in the educational organization, ensuring at the same time their democratic functioning and the functioning of the organization, where all voices will be heard. Thus, they are asked to recognize that the democratic function concerns all stakeholders in the school community (students, teachers, management, parents and local stakeholders). The use of adult education learning theories that aim to highlight the classroom and the school as organizations that learn and evolve through change, as demonstrated by C. Argyris, D. Schön, et al., will contribute significantly in this direction.</p>		
<p>Peace Education, Conflict Resolution and Mediation</p>	<p>26</p>	<p>3</p>
<p><b>Description:</b> The purpose of the course is for students to approach in depth not only the theoretical framework related to peace pedagogy, but also the theoretical framework related to conflict resolution and mediation. Students develop knowledge, skills and attitudes related to pedagogy aimed at finding ways to maintain peace and constructive confrontation, exchange of ideas, as well as mitigating those conditions that can potentially lead to any kind of conflict, unequal treatment and violation of human rights. As in almost all the courses offered, and attempting to link theory with the educational practice, the students will be asked to utilize both the applicable curricula and the applicable school textbooks in the context of their study, in order to discover possibilities for fruitful reflection with their own future students, regarding issues of peace, social-political and cultural confrontations both at the domestic and the international level. The aim is for students to strengthen their social skills, so that they can potentially contribute to the cultivation of horizontal skills, as well as the empathy of their students. At the same time, it is desired that the students develop conflict management and mediation strategies in the context of the pedagogical environments in which they live and teach.</p>		

<b>Teachers' Personal and Professional Growth and Competences for Democratic Culture</b>	26	3
<b>Description:</b> The purpose of the course is for the students, as teachers or future teachers, to study, initially at a theoretical level the alternative models of teacher training, while looking for ways to cultivate Democratic Culture skills. Then, delving into the emancipatory model of teacher training, according to Habermas, the students of the course can aim a) at their personal development, through the possible investigation of their personal assumptions on the issue of Democratic Culture and the Competences they should have in order to promote it and b) in their professional development so that they are able to plan, implement and reflect on their teaching interventions aimed at involving their students in processes related to democracy, human rights, equality, interculturalism, acceptance of difference, etc. In the context of the course, the appropriate conditions for reflection and fruitful contemplation are created so that everyone recognizes their own abilities, sets development goals and always seeks self-improvement.		
<b>TOTAL</b>		<b>30</b>
<b>Summer Semester</b>		
Writing of the postgraduate dissertation		<b>15</b>
<b>Total</b>		<b>75</b>

### 3.Specialization: Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) and Competences for Democratic Culture

<b>1st Semester</b>		
<b>Mandatory courses</b>	<b>Διδ. ώρες/teaching hours</b>	<b>ECTS</b>
<b>Identity and culture, diversity, pluralism and intercultural dialogue in education</b>	39	8
<b>Description:</b> Description: The purpose of the course is for students to recognize and define the processes of identity formation (personal/social/cultural etc.) and the recognition of multiple identities within the context of school (formal education) but also more broadly (non-formal and informal education). Approaching modern theories on identity, they recognize the importance of the school environment and the pedagogical approaches developed in it, as well as the models of approach and management of cultures, multiculturalism, pluralism, diversity and otherness. In addition, the intercultural dimension of education is thoroughly studied during the course, both at a theoretical level and in its applications. The intercultural aspect of education is also studied comparatively based on other education models and the emphasis is placed upon the formation of identity in a democratic context.		

<p>In particular, the thematic subsections of the course are:</p> <ol style="list-style-type: none"> <li>1. Identity</li> <li>2. Assigned status</li> <li>3. Achieved status</li> <li>4. Culture</li> <li>5. Cultural diversity</li> <li>6. Intercultural Education</li> <li>7. Multicultural Education</li> </ol>		
<p><b>Reference Framework of Competences for Democratic Culture and Whole-School Approach</b></p>	39	8
<p><b>Description:</b> The purpose of this course is for students to approach the principles of Democratic Culture and the Council of Europe's Reference Framework of Competences for Democratic Culture in detail and to recognize their applications in the Whole School Approach. The course analyzes the different types of citizenship (personally responsible, participatory and justice-oriented citizen) and the pedagogical methods that can be used within the classroom and the school community to promote active civic participation.</p> <p>The theory and application of the Whole School Approach and the way to evaluate the degree of development of Democratic Culture and Inclusion in a school community are both analyzed. Through the lens of the Whole School Approach, emphasis is placed on the theory of young people's participation in school (Hart's participation ladder) and pedagogical approaches that favor the greatest possible degree of student autonomy and participation.</p> <p><b>In particular, the thematic subsections of the course are the following:</b></p> <ol style="list-style-type: none"> <li>1. Citizenship and citizenship education</li> <li>2. Sense of civic duty</li> <li>3. Different forms of citizenship</li> <li>4. Democracy and Rule of Law-Constitution</li> <li>5. Authoritarianism, Patriotism and Nativism</li> <li>6. Grades and ways of democratic participation of students in school</li> <li>7. Student participation Ladder</li> <li>8. Pedagogical strategies to promote political participation</li> <li>9. Whole School Approach</li> <li>10. Evaluation of the school community with Democratic Culture and Inclusion criteria</li> </ol>		
<p><b>Human Rights and Education for Democratic Citizenship-Human Rights Education</b></p>	42	9
<p><b>Description:</b> The purpose of this course is for students to be able to identify and describe the characteristics of Human Rights, their origin, history and philosophy behind them (including Children's Rights), so that they can themselves teach Human Rights, apply them in their teaching practice and promote them in the context of formal</p>		

<p>and non-formal education. Emphasis is placed on the principles governing Human Rights Education as defined by the United Nations (education on human rights, education through human rights and education for human) and its multiple intersection with Citizenship Education.</p> <p>In addition, the course focuses on pedagogical methods that promote human rights values in practice (student-centered and interactive pedagogies) within the classroom, as well as ways of integrating human rights into all aspects of the school community to create human rights-friendly schools and groups.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Human Rights</li> <li>2. Human dignity</li> <li>3. Human rights education</li> <li>4. Children's rights</li> <li>5. Right to education</li> <li>6. Education as a human right</li> <li>7. Rights and responsibilities of citizens in a democratic society</li> <li>8. Critical pedagogy and Formal Education</li> <li>9. A human rights-based approach to education</li> <li>10. Human Rights Friendly Schools</li> </ol>		
<p><b>Competences for Democratic Culture and Pedagogies: Lesson Planning</b></p>	13	2
<p><b>Description:</b> The purpose of the course is for students to design schemes of work and lesson plans using the Competences for Democratic Culture of the RFCDC (Council of Europe). In the laboratory course, the distinct steps that lead to the composition of an effective Lesson Plan are analyzed, the students practice lesson planning, while indicative outlines will be studied. Particular emphasis is placed on defining appropriate learning outcomes and objectives for learners and matching them to the Competences for Democratic Culture and their Descriptors. The course is completed with the following activity: the students plan a lesson of their own. At the same time, the design is theoretically framed with reference to knowledge processes, pedagogical methods and techniques that make teaching plans feasible.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Scheme of Work</li> <li>2. Lesson Plans</li> <li>3. Descriptors and Competences of Democratic Culture</li> <li>4. Defining expected learning outcomes and objectives</li> <li>5. Planning appropriate activities to achieve the learning outcomes</li> <li>6. Assessment and evaluation</li> <li>7. Development of Schemes of Work and Lesson Plans with an emphasis on Democratic Citizenship, Human Rights Education and Intercultural Education.</li> </ol>		

<b>Optional Courses (1 out of 6)</b>		
<b>Teaching methods and assessment in a democratic framework</b>	26	3
<p><b>Description:</b> The purpose of the course is for students to recognize and identify forms and types of assessment (inductive, summative, formative and productive) and to apply them effectively in their own teaching, in order to promote the principles of Democratic Culture. Evaluation techniques will be studied, such as the evaluation through an individual file (portfolio) and the principles that must be observed during the evaluation process (validity, reliability, impartiality, transparency, practicality and respect). Based on modern approaches to assessment, the processes of self-evaluation, reflection and feedback play an important role in the assessment of student performance of this course, concerning especially the assessment of the achievement of learning outcomes related to the Reference Framework of Competences for Democratic Culture (Council of Europe).</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Evaluation</li> <li>2. Assessment</li> <li>3. Inductive, summative, formative, generative assessment</li> <li>4. Democratic evaluation principles (validity, reliability, impartiality, transparency, practicality and respect)</li> <li>5. Self-evaluation</li> <li>6. Feedback</li> <li>7. Reflection</li> <li>8. Descriptive Indicators of RFCDC in the assessment</li> </ol>		
<b>ICT and Competences for Democratic Culture</b>	26	3

<p><b>Description:</b> The purpose of the course is for students to identify the principles of Democratic Culture and the pedagogical methods that promote them, as well as to integrate them into the teaching practice of the Informatics course. More specifically, the principles of cooperative learning in the context of Information Technology and its application in group-cooperative programming activities, such as buddy programming/programming in pairs, mob programming, but also in education programs through Art using ICT, are analyzed. In the same context, project-based learning is also approached, with the aim of developing the democratic capacities of cooperation, receptivity to otherness and different points of view. Finally, techniques, such as computer-free computing are being studied to broaden the participation base in Computer Science courses, in which there is a reduced presence of specific groups based on racial and social characteristics (female gender, financial difficulties).</p> <p><b>In particular, the thematic subsections of the course are the following:</b></p> <ol style="list-style-type: none"> <li>1. IT Courses and Skills for Democratic Culture</li> <li>2. Cooperative learning</li> <li>3. Approaches that facilitate and support collaboration</li> <li>4. Collaboration techniques in IT</li> <li>5. Education through art</li> <li>6. Project-based learning in IT courses</li> <li>7. Tools of Information and Communication Technologies (ICT) in the organization and preparation of a project</li> <li>8. Increasing the participation of under-represented groups in the IT field (eg women)</li> <li>9. Computational Thinking</li> <li>10. Computing without a PC</li> <li>11. Competitions in Information Technology</li> </ol>		
<p><b>Intercultural Education and Drama/Theatre in Education</b></p>	<p>26</p>	<p>3</p>
<p><b>Description:</b> The purpose of the course is for students to recognize and identify pedagogical methods of Theater Education and to apply them both in the teaching of Theater Education as an independent course, and in the teaching of other courses (Humanities, STEM, Informatics, etc.), in order to promote the principles of Democratic Culture and Intercultural Education. It explores how theatrical conventions such as role-play, dramatization, point-of-view storytelling, performance, debate, and other techniques can promote intercultural dialogue and diversity at all levels of education, from preschool to adolescence. In addition, emphasis is placed on the connection of theatrical pedagogical approaches with Digital Technologies, the interactive experience of the theater, and the participation of the audience (students) in the theatrical game as a way of building active, democratic citizens.</p>		

<p>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> <li>1. Theater and citizenship</li> <li>2. Theater and Intercultural Education</li> <li>3. Dramatic play, role plays, storytelling from different perspectives</li> <li>4. Dramatization</li> <li>5. The roles of students</li> <li>6. The role of the teacher (e.g. a teacher who pretends to know nothing, who does not answer questions, the devil's advocate, etc.)</li> <li>7. Theater and cross-curricular activities</li> <li>8. Theater Conventions and Humanities, IT, STEM, Animation</li> <li>9. Theatrical conventions and Digital Technologies</li> <li>10. Interactive methods and audience participation</li> </ol>		
<p><b>Teaching about the Holocaust</b></p>	<p>26</p>	<p>3</p>
<p><b>Description:</b> The purpose of the course is for students to initially approach the Jewish religion (basic beliefs, sacred places, prayer and holidays, along with the Jewish cultural tradition). Then to get to know and understand important milestones in the history of the Jewish Diaspora until the establishment of the State of Israel in 1948. The course focuses on presenting the issue of the Holocaust of the Jews, but also other victims (Roma, ethnic minorities, individuals with disabilities, homosexuals) by the Nazi regime. The course also aims to raise awareness among students about the dangers of racism and intolerance. At the same time, in the context of the course, the Holocaust is connected with the present day and other genocides of the 20th century, as well as the Reference Framework of Competencies for Democratic Culture. In addition, the Pedagogical approaches to the teaching of the Holocaust are analyzed (such as the management of traumatic memory by avoiding over-exposure to violence and horror, the selection of sources with criteria of multimodality and multiperspectivity, so that there are pluralistic ways of communicating with the past, historical reflection: if the Holocaust could have been avoided and how, etc.). Finally, students are asked to design schemes of work and/or lesson plans for the teaching of the Holocaust in the context of their field of studies.</p>		
<p><b>Fundamental Principles of Liberal Democracies</b></p>	<p>26</p>	<p>3</p>
<p><b>Description:</b> The subject of the course is the basic principles of organization and operation of the modern constitutional state, which is based on democratic and liberal principles. Emphasis will be placed on the institutions of representative democracy on the one hand, and on the protection of constitutionally guaranteed</p>		



<p>fundamental rights on the other. On the one hand, these are the principles and rules of organizational constitutional law, such as the democratic principle, the representative and parliamentary principle, the principle of separation of powers and judicial review of the constitutionality of laws. And on the other hand, as for the protection of the fundamental rights enshrined both in the Constitution and in international texts, such as the European Convention on Human Rights and the Charter of Fundamental Rights of the European Union, contemporary variants of liberal and democratic polity will be examined from a comparative perspective, as well as the various "generations" of individual rights: from the classic rights of personal security and liberty and the rights of expression and collective organization to social rights, equality rights, and in the rights to recognition of identity (cultural, religious, sexual, gender identity, etc.).</p>		
<p><b>Teaching English as a second language and Competences for Democratic Culture</b></p>	26	3
<p><b>Description:</b> The purpose of the course is for students to promote Democratic Culture and Intercultural Dialogue through the teaching of English as a foreign language. Approaching language as a cultural phenomenon that codifies and reproduces the values and practices of the society in which the teaching practice takes place, means that English courses are not limited to the transmission of content, but to the integration of cultural codes in its educational material, with the aim of acquiring multiple communication skills (linguistic, cross-cultural) required in cross-cultural meetings. In addition, teaching practices that promote inclusivity and active participation in the course are studied, as well as techniques for dealing with stereotypical perceptions in relation to different cultures.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Foreign languages (English) and Intercultural Education</li> <li>2. Awareness of diversity and cultural diversity, cultural mediation</li> <li>3. Teaching English as a Foreign Language and Competences for Democratic Culture</li> <li>4. Planning group activities suitable for acquiring Intercultural Competence</li> <li>5. Addressing stereotypes about different cultures</li> <li>6. Project-Based Learning and Democratic Culture Competences</li> <li>7. Active participation in courses and democratic citizenship.</li> </ol>		
<p><b>Total</b></p>		<b>30</b>
<p><b>2nd Semester</b></p>		
<p><b>Mandatory Courses</b></p>	<p><b>Teaching hours</b></p>	<p><b>ECTS</b></p>
<p><b>Competences for Democratic Culture and Pedagogies: Teaching Human Rights and Education</b></p>	39	8

<p><b>Description:</b> The purpose of the course is for students to recognize and identify pedagogical methods and approaches that promote Democratic Culture and to apply them effectively in teaching. The way in which the educational process cultivates the principles of Democratic Culture through the integration of democratic processes into the teaching methodology is studied. Emphasis is placed on utilizing pedagogical methods such as cooperative and interactive learning, inquiry-based learning and task-based learning, and community service, with the goal of higher levels of student engagement. The impact of the Reference Framework of Competences for Democratic Culture on the assessment of learning outcomes, with the processes of self-assessment, reflection, feedback, and the application of experiential learning and transformative education, is highlighted.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Modeling democratic attitudes and behaviors in the classroom and school.</li> <li>2. Democratic processes in the classroom.</li> <li>3. Cooperative learning and direct teaching.</li> <li>4. Dialogic learning and teaching practice.</li> <li>5. Project-based learning and giving back to the community</li> <li>6. Assessment, Self-assessment and evaluation</li> <li>7. Feedback and action</li> </ol>		
<p><b>Teaching Controversial issues in Human Rights and Education for Democratic Citizenship-Human Rights Education and their management in the classroom</b></p>	42	8
<p><b>Description:</b> The aim of the course is for students to determine the meaning and characteristics of controversial issues, recognize the role they play in the educational process, and deal with them effectively in the classroom. Emphasis is placed on the challenges teachers may face when dealing with such issues (e.g. personal burdens/personal opinions) and how to manage them effectively. In order to deal with contentious issues, modern (student-centered) pedagogical techniques and practices will put a strong emphasis on fostering a safe environment in the classroom where students can express themselves freely and with respect for their interlocutors in accordance with democratic principles of dialogue and pluralism.</p> <p>In addition, the ways in which the teaching of controversial issues is in sync with the Education for Democratic Citizenship and the promotion of Democratic Culture are studied.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Controversial issues (concept and definition)</li> <li>2. The value of controversial issues in the educational process.</li> <li>3. Challenges in dealing with controversial issues (eg personal opinions, beliefs)</li> </ol>		

<ol style="list-style-type: none"> <li>4. Approaches and methods for teaching controversial issues.</li> <li>5. Designing practices for dealing with controversial issues within the classroom.</li> <li>6. Scenarios for teaching controversial issues</li> </ol>		
<b>Research: methodology and applications</b>	45	11
<p><b>Description:</b> The purpose of the course is to acquaint students with the basic principles of scientific research methodology, planning, organization, conduct and different research methods in the context of quantitative and qualitative approaches, with an emphasis on educational and social Research. Specifically, within the course, the stages and ethical issues of scientific research are developed and analyzed. The process of defining and formulating the research problem of a study (hypotheses, variables and questions), sampling methods, researching and writing the literature and the structure of a study are presented. Different research examples of quantitative, qualitative and mixed research are analyzed (positivist, interpretive, experiment and quasi-experiment, case study, action research, grounded theory), as are research methods and techniques of data collection and analysis a) qualitative research (interview, observation, focus groups, alternative methods, content analysis, thematic analysis) and b) quantitative research (questionnaire, descriptive and inductive statistics). Basic principles of statistics and the use of modern statistical tools-software in research, as well as qualitative data processing tools-software are presented.</p> <p>Upon completion of the course, students can plan, organize, and utilize the different methodological approaches of research to understand, interpret, and effectively manage the development of Competences for Democratic Culture in education.</p> <p><b>The thematic subsections of the course are as follows:</b></p> <ol style="list-style-type: none"> <li>3. The nature of research/Philosophy-Examples-Terminology</li> <li>4. Research design</li> <li>5. Quantitative and qualitative methods</li> <li>6. Mixed research</li> <li>7. Data analysis in quantitative and qualitative research</li> <li>8. Writing and publishing results</li> </ol>		
<b>Optional Courses (1 out of 6)</b>		
<b>STEM and Competences for Democratic Culture</b>	26	3
<p><b>Description:</b> The purpose of the course is for students to relate Democratic Culture Competences to the goals of STEM Education, to identify pedagogical methods and approaches that promote Democratic Culture and to apply them effectively in the teaching of STEM courses. The study material will be focused on how STEM teaching can reduce the opportunity gap for people from minority groups and convey values of Democratic Culture, such as inclusiveness through teaching practice (dialogic learning, discussion, group work) and teaching content. (reference to the scientific progress of people from different cultural backgrounds outside the Western world, women scientists, etc.), with an emphasis on the active participation of all students in the course. In addition,</p>		

the selection criteria for the appropriate teaching material used for the teaching of STEM are analyzed, with the aim of promoting Education for Democratic Citizenship.		
<b>Education for Democratic Citizenship through the Curriculum (Primary and Secondary Education)</b>	26	3
<b>Description:</b> The purpose of the course is for students to recognize the ways of applying Education for Democratic Citizenship of the Reference Framework for Democratic Culture (Council of Europe) through the Curriculum. The different approaches to the Curriculum as a learning plan (Knowledge-based Curriculum, Objective-based Curriculum, Competency-based Curriculum) are studied, as well as the ways of structuring it. More specifically, the focus is on training for Democratic Citizenship, which falls under the category of cross-curricular subjects that run through every subject of the Curriculum and require a holistic learning and connection to the real world. Thus, the aforementioned material will be associated with appropriate pedagogical practices such as experiential learning, inquiry, problem-based learning, project-based learning, individual portfolios, which promote active student participation in the educational process. The ultimate aim is that the (future) teachers succeed in empowering the students to become democratic citizens, through their practice and attitudes at school.		
<b>Competences for Democratic Culture in pre-school Education</b>	26	3
<b>Description:</b> The purpose of the course is for students to recognize the role of Preschool Education in the promotion and development of Democratic Culture Competences, to identify pedagogical methods and approaches that promote Human Rights Education and Democratic Culture and to apply them effectively in teaching preschool children. Education models for Human Rights and active participation in the context of Preschool Education are approached through teaching scenarios/telling of illustrative episodes from school classes concerning Democratic Culture, with an emphasis on democratic conflict resolution strategies (e.g., conflict resolution chair, Persona Doll) . In addition, the way to organize and implement group projects for the promotion of cultural diversity, Human Rights, and Democratic Culture is being studied.  In particular, the thematic subsections of the course are the following:  <ol style="list-style-type: none"> <li>1. Human rights in preschool education</li> <li>2. The models of human rights in preschool education</li> <li>3. Active citizenship in early childhood education</li> <li>4. Curriculum in early childhood education and human rights</li> <li>5. Case studies in the preschool classroom</li> <li>6. The role of the kindergarten teacher</li> <li>7. Indicative teaching approaches</li> <li>8. Basic knowledge of the task-based approach</li> <li>9. The role of the teacher in preschool education</li> <li>10. Key teaching strategies for teaching democratic values and</li> </ol>		

dealing with conflict in a preschool classroom		
<b>Hate speech and hate crimes in Democratic Culture</b>	26	3
<b>Description:</b> This course focuses on the study of key issues pertaining to hate speech, as a linguistic and legal phenomenon, and its connection to hate crimes in democratic culture environments, such as the European community. The examination of human rights threatened by hate speech is included in the course curriculum, while specific methods for preventing and recognizing such occurrences in the framework of developing democratic societies will be presented in class. The emphasis shall lie on the ways hate speech is linguistically framed in the modern environment, through the Internet for instance; the connection between hate speech and crimes against humanity, such as genocides, the Holocaust, war crimes, will be highlighted, as well as its connection to the potential of committing crimes in the future against individuals or groups based on certain social or other characteristics.		
<b>Transformative Education and Democratic Culture in Physical Education</b>	26	3
<b>Description:</b> The purpose of the course is for students to recognize and identify the principles and practices of Transformative Learning, connect them with Democratic Culture Competences and apply them in Physical Education courses, to promote social justice, social change, and active participation. Approaching Hellison's model of Social and Individual Responsibility Development, the five levels of responsibility that are a reference point in the assessment of students are analyzed (respect for the rights and feelings of others, initiative, taking responsibility, concern for others, transfer of behavior and "outside the gymnasium"/classroom) and their correlation with the development of Competences for Democratic Culture. In addition, relevant student-centered teaching practices that actually promote the development of democratic attitudes and behaviors in the context of Physical Education courses are studied (e.g. teacher-led discussions, negotiated learning, etc.).  <b>The thematic subsections of the course are as follows:</b>  <ol style="list-style-type: none"> <li>1. Introduction to the Principles of Hellison's Individual and Social Responsibility Model for teaching Physical Education (Hellison, 2003).</li> <li>2. Use of Hellison's model in the "construction" and implementation of lesson plans in Physical Education (PE), with the aim of promoting Democratic Citizenship Education and Human Rights Education (HRE).</li> <li>3. Introduction to social learning through the principles of the Sport Education model (Siedentop, 1994)</li> <li>4. Using the Sports Education model to design and implement Physical Education (PE) lesson plans to promote Democratic Citizenship Education and Human Rights Education (EDC/HRE).</li> <li>5. Transformative pedagogical practices for the evolution of higher education.</li> </ol>		

6. Principles of transformative teaching, social justice, and reflective thinking 7. Negotiated learning, storytelling, peer teaching and case studies		
<b>Arts/Art in Education and Democratic Culture</b>	26	3
<b>Description:</b> The purpose of the course is for students to be able to utilize the arts in the teaching of subjects that are included in the Curricula of Primary and Secondary Education, in order to promote attitudes, values, and behaviors related to Democratic Culture. Pedagogical methods and practices that promote Democratic Culture through the educational process itself are studied during teaching through works of art (artistic reasoning), such as collaborative approaches to works of art, project and inquiry-based learning, as well as dialogic learning, which promote the active participation of students as producers of artistic meaning. At the same time, emphasis will be placed on the criteria for selecting suitable artistic works to be taught (e.g. criteria for selecting collections to visit in museums/galleries, cinemas) inside and outside of the class by including the students' participation in the process (e.g. voting on the choice of educational visits/course material). In addition, the focus is also on the importance of the intercultural meeting (e.g., the development of intercultural competence and the receptivity towards diversity on the part of the students), as is the reference to artists from different cultures (not only the West) from minorities, historically marginalized or oppressed groups (e.g., works by black creators, women, LGBT+) in a safe, inclusive classroom environment.		
<b>Total</b>		<b>30</b>
<b>Summer Semester</b>		
Writing the postgraduate dissertation		<b>15</b>
<b>Total</b>		<b>75</b>

## ARTICLE 7- DISTANCE LEARNING

### 7.1 Synchronous distance learning

The educational processes of the M.A. Programme will be organized by utilizing methods of synchronous distance learning.

The organization of the courses and other educational activities with methods of synchronous distance learning concerns courses and activities that can naturally be supported by e-learning methods and do not entail practical, laboratory or clinical practice for the students, in which case physical presence of the students would be required.

NKUA's Digital Governance Unit will be responsible for the support of the online educational process, as well as issues concerning the protection of personal information.

The educational process is also implemented by methods of distance asynchronous

learning in a percentage that does not exceed the twenty five percent (25%) of the Programme's ECTS.

## 7.2 Asynchronous Distance Learning

The educational process utilizes Asynchronous Distance Learning methods, that do not exceed the twenty-five percent (25%) limit of the MA's ECTS. NKUA provides an online platform, through which the distance learning education is supported. This platform is also accessible to people with disabilities. Educational material per course, including notes, presentations, exercises and their solution, as well as recorded lectures (so long as current legislation regarding personal data protection is respected) can be uploaded in the platform. All types of educational material is provided for the sole purpose of educational use on behalf of the students and is protected by the law 2121/1993 (A' 25), provided that relevant conditions are met.

## **ARTICLE 8- EXAMS AND ASSESSMENT OF POSTGRADUATE STUDENTS**

8.1. The educational work for each academic year is divided into two semesters, the fall semester and the spring semester; each of the two includes at least thirteen (13) weeks of teaching and three (3) weeks of exams. There is a repeat exam for the courses of the fall and spring semester in September.

8.2 In case an obstacle prevents the conduct of a course, it is provisioned to be carried out on another date. Its date and time will be posted on the Programme's website and an announcement will also be posted on e-class.

8.3 The attendance of courses/workshops, etc. is mandatory. Postgraduate students are considered to have attended a course (and therefore have the right to participate in the exams), only if they have attended at least 77% of the course's hours and 100% of the workshops (if any). In the opposite case, postgraduate students are obligated to attend the course anew in the next academic year. If the percentage of a student's absences exceeds the 50% in the totality of the courses, then the question of their disqualification from the Programme is raised. This issue is examined by the C.C.; the C.C. deliver their opinion to the M.A's Curriculum Committee.

8.4 The assessment of the postgraduate students and their performance in the courses they have to attend during their studies at the Programme is realized at the end of each semester by written or oral exams or by writing essays throughout the semester. Alternatively, the assessment can rely on progress exams during the semester, written essays or a combination of the aforementioned methods. The method of assessment is defined by the instructor of each course. During the conduct of the written or oral exams, as assessment methods, the transparency of the assessment process must be ensured. The grading falls on the scale of 1-10. The results of the exams are announced by the instructor and they are sent to the Programme's Secretariat in four (4) weeks' time, after the exams of the course at the latest. In case an instructor repeatedly exceeds this time limit, the Director of the M.A. Programme informs the Department's Assembly.

The assessment is conducted with online exams and the fairness of the procedure is ensured.

For their participation in the exams students are required to have the following: A computer, mobile phone or tablet, a recent operating system like Windows, MacOS or iOS, or Android, an internet connection, a browser or the designated application

(where necessary) for access to the online meeting/videoconference platform, a camera, speakers and microphone, for the communication with the instructor, institutional account. There can be either oral or written online exams.

a) Online oral exams by utilizing videoconference tools. The students' identification is achieved through the use of the camera and the demonstration of their ID. It is necessary to use one of the following platforms: CiscoWebex, Google Meet and MSTeams, where students log in with their institutional account.

b) Online written exam by utilizing the eClass platform (relevant tool) for the distribution of the exam material. Different questions may be posed to groups of students (the distribution of the questions is done manually) and a time limit is set for the completion of the test. The answers may be written in paper, photographed by a mobile phone and posted on eClass. Students access eClass via their institutional accounts.

During the examination process all necessary precautions are taken for the users' authentication, their physical identification and the supervision of the process, so as to ensure the assessment's reliability and transparency.

The processing of personal information during the online examination is implemented in such a way that the appropriate safety level is achieved against threats, such as random or illegal destruction, loss, tampering, unauthorized disclosure or access to personal information data that were transmitted, saved or processed in any other way.

During the examination process under no circumstances would NKUA process the students' personal information in an automated way, nor does it proceed to the creation of a profile. For the entire duration of each exam when the students' cameras and microphones are turned on for the needs of the examination, NKUA will never record or collect personal image and sound data for any reason whatsoever.

The teaching staff, the supervisors and the individuals providing technical or/and administrative support (such as the platform handler) are bound by confidentiality policies.

8.5 The percentage allocated to the essays and the workshops for the final grading of each course is set independently for each course, after its instructor's proposal and it is registered into the M.A.'s Study Guide.

8.6 It is possible for alternative methods of student assessment to be implemented in regards to students with disabilities or special educational needs, by decision of the C.C. and a proposal of the Department's Committee for Students with Disabilities and taking into account the relevant guidelines provided by the Accessibility Committee.

8.7 In cases of illness or rehabilitation following serious diseases it is advisable that the instructor facilitates, however they see fit, the student in need (e.g. online oral exams). During oral exams the instructor ensures that they will not be alone with the student under examination.

8.8 Students have to repeat courses in whose assessment they haven't acquired a passing grade. However, a workshop or exercise that is independently graded, is guaranteed and not repeated, as long as their attendance is deemed successful.



8.9 A correction in one's grade is allowed, as long as there has been an obvious lapse or calculative error, after the instructor submits a document and the Department's Assembly makes the decision.

8.10 If a student fails the same course more than three (3) times, the procedure set by the existing legislation is followed.

8.11 The papers are compulsorily stored for two (2) years under the care of the course's instructor. After this period has gone by the papers cease to be valid; the responsibility lies in the M.A. Programme's Curriculum Committee to draft a relevant transcript and the papers are destroyed –unless there is a criminal, disciplinary or any other administrative process pending.

8.12 In order to determine the grade of the awarded title, each course's weighting in the study programme is taken into account; the weighting is expressed as the number of ECTS. A course's number of ECTS is at the same time the weighting of the course. In order to calculate the final grade of the master's degree: each course's grade is multiplied by the number of credits (ECTS) it awards and the sum of the individual products is divided by the number of credits required to obtain the master's title. The aforementioned method of calculation is expressed by this mathematical formula:

$$\text{Grade of Master Diploma} = \left( \sum_{k=1}^N \text{CG} * \text{CECTS} \right) / \text{TECTS}$$

explanation of symbols:

N = number of courses required to obtain the corresponding degree

k= 1 course

CG = course grade

CECTS = course ECTS

TECTS= total credits for obtaining the corresponding degree

In order to obtain the Master's Degree, postgraduate students have to successfully attend and pass the exams in the totality of compulsory courses and the required number of elective courses provided by the MA Programme, as well as write a postgraduate dissertation; all the above award seventy five (75) ECTS.

## **ARTICLE 9. WRITING THE POSTGRADUATE DISSERTATION**

9.1 The assignation of the postgraduate dissertation (PD) takes place after the attendance of all curriculum courses and the success in the exams of the courses.

9.2 The PD must be individual, authentic, based in research and its redaction must comply with the guidelines for writing a dissertation, posted on the Master Programme's website.

9.3 After the submission of the candidate's application in which the PD's proposed title, supervisor and a brief summary are included, the CC appoints the PD's supervisor and creates the three-member examination Committee for the approval of the PD; the supervisor is one of the members of the examination committee. The language for the redaction of the PD may be either English or Greek and this matter is settled along with the determination of the PD's theme.

9.4 The dissertation's title can be finalized after the submission of the student's application to the Programme's C.C. in agreement with the Supervisor. There must be a brief reasoning for the requested alteration inside the application.

9.5 In order for the dissertation to be approved, students must present it in front of the three-member examination committee.

9.6 The supervisor and the members of the PD's three-member examination committee are appointed from the following categories of people teaching in the MA Programme.

a) Members of the Academic Teaching Staff (DEP), Teaching-especial Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) of the Department, other Departments of NKUA, other Higher Education Institutes (AEI) or Military Educational Institutions (ASEI), receiving additional employment beyond the scope of their legal responsibilities, if the Postgraduate Programme requires tuition fees,

b) Professors Emeriti or out of service members of the Academic Teaching Staff (DEP) of the Department, other Departments of NKUA or other Higher Education Institutes (AEI),

c) collaborating Professors,

d) Teaching Assistants,

e) visiting professors or visiting researchers,

f) researchers and ELE Research Scientists from research and technological entities as defined in the article 13A of the law v. 4310/2014 (A' 258) or from other domestic or foreign research centers and institutes.

By decision of the C.C., the supervision of dissertations may be assigned to members of Academic Teaching Staff (DEP), Teaching-Especial Education Staff (EEP), Special Technical Laboratory Staff (ETEP) and Laboratory Teaching Staff (EDIP), who have not taken on a teaching role in the M.A. Programme.

9.7 Postgraduate dissertations are compulsorily deposited online on the Institutional Repository, "PERGAMOS", after their approval by the examination committee, in accordance with the decisions of NKUA's Senate.

9.8 So long as the Postgraduate dissertation includes authentic, unpublished results, it is possible for a summary to be posted on the website, followed by a full text upload at a later date, after the submission of an application by the supervisor and its co-signing by the postgraduate student.

#### **ARTICLE 10- POSTGRADUATE STUDENTS' OBLIGATIONS AND RIGHTS**

10.1. Postgraduate students hold all the rights and benefits provided to undergraduate students up to the end of the given extension of studies, besides the right of receiving the educational handbooks for free.

10.2 The Institute ensures accessibility to the proposed handbooks and the teaching for students with disabilities and/or special educational needs (<https://access.uoa.gr/>).

10.3 NKUA's Career Office provides students with counseling about issues concerning studies and absorption in the labor market (<https://www.career.uoa.gr/ypiresies/>).

10.4 Postgraduate students are invited to take part in and attend seminars by research groups, discussions about bibliographical information, visiting workshops, conferences/meetings about issues concerning the Programme's subject, lectures or other scientific events organized by the MA Programme, etc..

10.5 The Curriculum Committee may decide to disqualify students from the Programme, after a proposal made by the C.C., in the following cases:

- if they have exceeded the highest limit of absences,
- if they have failed the exams of one or more courses and they haven't successfully completed the programme according to everything designated in this regulation,
- if they have exceeded the maximum time period of attendance in the MA Programme, as designated in this regulation,
- if they have violated the existing provisions concerning the treatment of disciplinary offenses by the competent disciplinary bodies,
- if they haven't paid the provisioned tuition fees,
- if they have themselves submitted an application for disqualification.

10.6 In case a student gets disqualified from the Programme, they can apply for a certification for the courses whose exams they have successfully passed.

10.7 Students may participate in international student exchange programs, such as ERASMUS + or CIVIS in accordance with the existing legislation. In this case the maximum number of ECTS that can be recognized is thirty (30). This possibility is provided only after the first semester of studies. Postgraduate students must submit a relevant application to the C.C. and follow the programme's terms.

10.8 Students are able to have an internship in educational institutes, educational structures and places that are relevant to the Programme's subject, upon approval from the Curriculum Committee, without the requirement of remuneration from the MA Programme or NKUA. The internship awards ECTS that are not included in the seventy five (75) ECTS of the regular program of studies. The internship is certified in the Master Degree's appendix. The internship can be realized via exchange programs, such as Erasmus+, in accordance with the existing legislation.

10.9 NKUA's postgraduate students can enroll to Postgraduate Programmes in the same or other domestic or foreign Higher Education Institutes in the framework of educational or research collaborative programs, in accordance with the existing legislation.

10.10 Simultaneous attendance in an undergraduate and a postgraduate programme of studies or in two (2) Postgraduate Programmes in the same or another Department of the same or another Higher Education Institute is possible.

10.11 At the end of each semester there is an assessment of each course and each instructor by the students (see article 19).

10.12 Postgraduate students can apply for the issuing of an appendix for their degree in Greek and in English.

10.13 Postgraduate students pay a tuition fee of 3400 euros for their participation in the MA Programme. The payment of the tuition fee is done in three installments: a) 750 € at enrollment, b) 850 € before the second semester's commencement, c) 850 €

before the start of the summer semester and d) 950 € before the presentation of the postgraduate dissertation.

### **ARTICLE 11-EXEMPTION FROM TUITION FEES**

11.1 The MA Program's postgraduate students, who meet financial or social criteria and have excelled in their first cycle studies are exempt from tuition fees, according to the existing legislation. This exemption is provided for the participation in only one Master Programme. In any case, the number of exempt students does not exceed a percentage of thirty percent (30%) of the total number of students admitted to the MA Programme per academic year.

11.2 The application for exemption from tuition fees is submitted after the completion of the selection process of students for the Postgraduate Programmes. One's financial situation is under no circumstances cause for non-selection in a Postgraduate Programme.

11.3 Students receiving a scholarship from another source, as well as students from countries outside the E.E, are not eligible for an exemption from the tuition fees.

11.4 The Curriculum Committee carries out the examination of the criteria for the exemption from tuition fees and a justified decision of acceptance or rejection of the application is issued.

11.5 If the existing legislation sets an age criterion, then it is advised for reasons of good administration and equal treatment that the 31st of December of the birth year is considered as the student's date of birth.

11.6 Members of the Special Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) that are admitted as a surplus, according to article 9.5c of this regulation, are exempt from tuition fees.

11.7 In case members of the same family, up to a second-degree by blood or by marriage relatives, attend a Postgraduate Programme in the Institute, there is a possibility for providing a 50% discount to the paid tuition fees.

### **ARTICLE 12-SCHOLARSHIPS AND AWARDS**

Students are able to receive scholarships and awards for the realization of their studies.

12.1. Scholarships fall into the following categories:

a) **scholarships of excellence** (up to three per specialization) are awarded to honor students based on their performance in the courses of the first semester. The scholarships exempt students from the tuition fees of the last teaching semester; they are not exempt from their dissertation's supervision and assessment fees

Conditions:

Postgraduate students who have completed half the regular time of attendance can apply for a scholarship of excellence. Candidates must not have paid employment in the public or private sector or receive a scholarship from another institution for that specific time period.

Criteria

- graded performance in courses (with an average greater than or equal to eight),
- successful completion of all the courses according to the curriculum

- individual and family income,.

In cases of equal grading and equal income, the selection happens by lot. In the event that a student rejects the scholarship, it is provided to the runner-up in the ranking.

#### Process

Students submit their application compulsorily, accompanied by the following supporting documents, to the Secretariat of the Department of Theology, after the relevant call:

- 1) Analytical transcript of the grades in the courses
- 2) statutory declaration signed (through the platform gov.gr for Greek citizens) with the following text: "I do not have paid employment in the public or private sector, nor do I receive a scholarship from another institution for this specific time period".
- 3) recent tax records (individual and family)

The MA's C.C. examines the candidacies and makes a suggestion to the MA's Curriculum Committee; the latter decides regarding the issue.

b) **scholarship of excellence awarded by the European Wergeland Center**, which is attributed to the successful students of the MA, after their registration and application. The scholarship fully exempts the beneficiary from tuition fees.

#### Conditions

Candidacies for excellence scholarships can be submitted by successfully admitted MA students after their registration and application. Candidates must not hold a salaried position in the public or private sector or receive a scholarship from any other body for the specified period.

#### Criteria

- degree performance (with an average greater than or equal to 8.5/ or excellent),
- individual and family income,
- oral interview with a three-member committee appointed by the C.C., in which the representative of the European Wergeland Center participates.

In the event of a tie and a coincidence of income, a lottery is held. In the event that the student renounces the scholarship, it is given to the next in the ranking order.

#### Procedure

Following the invitation, the students submit an application to the Secretariat of the Theology Department along with the following supporting documents:

- 1) detailed score of first-degree studies
- 2) formal statement, signed (via the gov.gr platform for Greek citizens), with the following text: "I do not hold a salaried position in the public or private sector nor do I receive a scholarship from any other organization for the given period of time."
- 3) recent tax clearance certificate (individual and family)
- 4) a cover letter stating the reasons for the application and supporting the candidacy.

The Curriculum Committee examines the nominations and decides on them.

**12.2 Awards for Excellence.** The MA Programme may award awards of excellence

to the first three students of each class following the completion of the courses of the first and the second semester by the C.C.'s suggestion and the Curriculum Committee's decision. The awards come with no financial benefits. The award is signed by the Master's Programme Director and the Chair of the Department.

#### Conditions

1. An average greater than or equal to eight in the courses of the first and the second semester.
2. Completion and successful examination during the February exams (first semester) and the June exams (second semester) in the regular duration of studies (first and second semester of each class).

#### Process

After the completion of each year's dissertations assessment the C.C. examines each class' students' grades and if the previous conditions are fulfilled, it ranks the students in a decreasing sequence (taking into account their grading average) and suggests to the Curriculum Committee the distribution of awards to the top three (3) students.

**Average:** In any case of awarding scholarships or awards the average is calculated using the formula:

$$\text{Average} = \left( \sum_{k=1}^N \text{CG} * \text{CECTS} \right) / \text{TECTS}$$

N = number of required semesters' courses

k= 1 course

**CG** = course grade

**CECTS** = credits awarded by each course

**TECTS**= total credits of the required semesters

### **ARTICLE 13- INFRASTRUCTURE AND FUNDING OF THE MA PROGRAMME**

13.1. In order to ensure the MA Programme's smooth operation, classrooms for teaching and seminars, auditoriums equipped with audiovisual equipment and laboratories belonging to NKUA's School of Theology and School of Philosophy are available.

13.2 The MA Programme's administrative and secretarial support is carried out by the Secretariat of the Department of Theology in NKUA's School of Theology.

13.3 The MA Programme's funding may come from:

- a) tuition fees,
- b) donations, contributions and any other financial aids,
- c) bequests,
- d) resources from research work or programs,
- e) the own resources of the Higher Education Institute (A.E.I.) and
- f) the State Budget or the program of public investments.

g) any other legal source.

13.4 The payment of tuition fees is effectuated by the students themselves or by another legal or natural person acting on the student's behalf, as long as this is provisioned in the Joint MA Programme's Foundational Decision.

13.5 The management of MA Programme's resources is exercised by the NKUA's Special Account For Research Funds (E.L.K.E.).

13.6 The MA Programme's resources are distributed as follows:

a) an amount corresponding to thirty percent (30%) of the total expenses originating from the tuition fees is withheld by E.L.K.E. The percentage of deduction given to E.L.K.E as remuneration for the MA Programme's financial management is included in the aforementioned percentage. If the MA Programme's revenues come from donations, contributions and any other sort of financial aid, bequests or resources from research work or programs, the deduction in E.L.K.E's favor that applies to the corresponding means of funding is effectuated,

b) the rest of the amount of the Joint MA Programme's revenues is available for the fulfillment of its operational expenditures.

#### **ARTICLE 14- DELEGATION OF TEACHING/INSTRUCTORS OF THE MA PROGRAMME**

14.1 The MA Programme's teaching is assigned to the following instructor categories, by decision of the Curriculum Committee:

α) Members of the Academic Teaching Staff (DEP), Teaching-especial Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) of the Department, other Departments of NKUA, other Higher Education Institutes (AEI) or Military Educational Institutions (ASEI); they receive additional employment beyond the scope of their legal responsibilities, if the Postgraduate Programme requires tuition fees,

b) Professors Emeriti or out of service members of the Academic Teaching Staff (DEP) of the Department, other Departments of NKUA or other Higher Education Institutes (AEI),

c) collaborating Professors,

d) Teaching Assistants

e) visiting professors or visiting researchers,

f) researchers and ELE Research Scientists from research and technological entities as defined in the article 13A of the law v. 4310/2014 (A' 258) or from other domestic or foreign research centers and institutes.

g) respected overtly recognized scientists, who possess specialized knowledge and experience regarding the MA's subject.

14.2 All aforementioned instructor categories can be remunerated exclusively from the MA Programme's resources. The remuneration or other provisions from the State Budget or the program of public investments is not allowed. The amount of each instructor's compensation is defined by decision of the Curriculum Committee. Especially instructors who are members of the Academic Teaching Staff (DEP) can be additionally remunerated for the work they provide the MA Programme, as long as they fulfill the minimum obligations defined by law, as defined in section 2 of

article 155 of the law N.4957/2022. The last subparagraph is also applied by analogy to members of Teaching-especial Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP), as long as they fulfill the minimum obligations defined by law.

14.3 By decision the cooperating Departments' Assemblies adjunct teaching may be assigned to the Departments' doctoral candidates, under the supervision of an instructor in the MA Programme.

14.4 The assignment of teaching in the MA Programme is effectuated by decision of the Curriculum Committee, upon proposal by the MA's Coordinating Committee.

The decisions for the delegation teaching by the Curriculum Committee's Assembly compulsorily include the following information:

- α) the instructor's full name and surname,
- β) their status (e.g. member of DEP, EEP, EDIP, ETEP, etc.),
- γ) the type of teaching work assigned to each instructor (course, seminar or workshop),
- δ) the number of hours of teaching per course, seminar or workshop.

14.5 The delegation of teaching for the fall and spring semester takes place before the commencement of the academic year. In case the delegation of teaching cannot happen for both academic semesters, the decision is made before the start of each semester. The allocation of teaching can be altered during the academic year by a justified decision made by the Curriculum Committee.

14.6 The instructors can provide the MA Programme with teaching work, while they are on educational leave or suspension from their duties, if they find that their program allows them to do so, on condition that this is effectively and practically achievable under the circumstances; the issue has to be decided accordingly as any case arises.

### **Article 15- AWARDING THE MASTER'S DEGREE**

15.1 Students complete the studies for the acquisition of the Master's Degree by completing the minimum number of courses and credits (ECTS) required for the acquisition of the Master's Degree, as well as by successfully completing the postgraduate dissertation. The Curriculum Committee verifies the completion of studies in order for the Master's Degree to be awarded.

15.2 By completion of the aforementioned process students are granted a Certificate of Completion of studies, their status as students is lost and they can no longer participate in the University's collective administrative bodies.

15.3 The Master's Degree certifies the successful completion of studies and displays the grade, with a precision of two decimal points, according to the following scale: Excellent (8,5-10), Very Good (6,5-8,5; the latter is not included) and Good (5-6,5; the latter not included).

15.4 The type of Master's Degree awarded depending on each MA Programme type is the same for all the Faculties/Departments and Schools belonging to NKUA and it is included in the Institute's Regulation of Postgraduate and Doctoral Studies.

15.5 The MA awards a Master's Degree on «Identity, Education and Competences for Democratic Culture» in the following specialties:



1. «Religious Education and Competences for Democratic Culture»
2. «Language, History and Literature in Education and Competences for Democratic Culture»
3. «Education for Democratic Citizenship (EDC)-Human Rights Education (HRE) and Competences for Democratic Culture».

## **ARTICLE 16-GRADUATION CEREMONY**

16.1 The Graduation Ceremony does not constitute a key element to the successful completion of studies, it is however a prerequisite for the granting of the document of the degree. The convocation pledge takes place online or in the framework of the Assembly of the Department of Theology and in a venue inside the Department of Theology in the presence of the MA's Director, the Department's Chair/the Dean or the Deputy Dean, and, if possible depending on the circumstances, the Rector's Representative.

16.2 Requests for the graduation ceremony to take place in the Grand Hall of the Central building are examined by the Rector case-by-case, based on the estimation of the possibilities and the number of graduates, that will be declared by the Master Programme's Secretariat to the Education and Research Directorate.

16.3 Postgraduate students who have successfully completed the MA Programme can, in extreme circumstances (studies, location of residence or employment abroad, health issues), apply for an exemption from the convocation to the School's/Department's Secretariat. The exception from the obligation to attend the ceremony is approved by the School's/Department's Chair and the Vice Rector for Academic and Student Affairs.

## **ARTICLE 17- EVALUATION OF THE MA PROGRAMME**

### **17.1 Evaluation by the the Hellenic Authority of Higher Education (HAHE)**

The MA Programme is assessed during the Department's periodic evaluation/certification by the Hellenic Authority of Higher Education (HAHE). In this framework the following areas are assessed: the overall evaluation of the work achieved by each Postgraduate Program, the extent to which it achieved the aims set at its establishment, its viability, the absorption of its graduates in the labor market, the extent of its contribution to research, its internal evaluation by the postgraduate students, the expediency of the extension of its operation, along with other elements concerning the quality of the work and its contribution to the national strategy for higher education.

If it is deemed –at the stage of evaluation– that the MA Programme does not fulfil the conditions for its continuation, it operates until the graduation of the existing registered students, in accordance with the Foundational Act and the Regulation Of Postgraduate and Doctoral Studies.

### **17.2 Internal Evaluation**

The MA Programme's internal evaluation is conducted annually by the Institute's Quality Assurance Unit (MO.DI.P.). All people involved in the implementation of the Programme's actions and activities and more specifically the students, the

members of the teaching staff, the members of administrative and technical support, as well as the members of the MA Programme's Coordinating Committee take part in the internal evaluation process.

The internal evaluation process is conducted according to the existing legislation, the University's Internal System of Quality Assurance, HAHE's guidelines and standards.

The MA Programme's internal evaluation includes the assessment of the teaching, as well as all its academic operations and acts.

More specifically the following are being evaluated:

- a) the Curriculum's content, in accordance with the recent research in the specific field of the MA Programme, so as to ensure that the MA Programme stays current,
- b) the load of work for the courses, as well as the course and completion of the postgraduate studies by the students,
- c) the extent to which the Programme has fulfilled the students' expectations, the provided services to support their studies and the learning environment,
- d) the courses of the Curriculum are evaluated on a six-month basis through questionnaires that the MA Programme's students fill out.

The evaluation results are disclosed to the instructors and to anyone that is the head of the Programme's evaluation, as defined by the law. In general, the evaluation's results are the basis for the annual report made by the Curriculum Committee each September; the report utilizes the results aiming at the viability of the MA Programme, the high quality studies, the amelioration of its provisions and the efficacy of its instructors.

#### **ARTICLE 18- DURATION OF OPERATION**

The Joint MA Programme «Identity, Education and Competences for Democratic Culture» will be operating until the academic year 2034-2035, as long as it fulfils the criteria of internal and external assessment, in accordance with the existing legislation.