



*Joint MA Programme
“Identity, Education and Competences for Democratic
Culture”*

Department of Theology (administration), Department of Educational Studies and Faculty of Philology of the National and Kapodistrian University of Athens in collaboration with the European Wergeland Centre

Studies Guide

**NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, GREECE
DEPARTMENT OF THEOLOGY, SCHOOL OF THEOLOGY
DEPARTMENT OF EDUCATIONAL STUDIES, SCHOOL OF PHILOSOPHY
FACULTY OF PHILOLOGY, SCHOOL OF PHILOSOPHY
AND
THE EUROPEAN WERGELAND CENTRE (EWC)**

**JOINT MA PROGRAM
“IDENTITY, EDUCATION AND COMPETENCES FOR DEMOCRATIC CULTURE”**

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1. ADMINISTRATIVE BODIES-COORDINATION

1.1. INTERINSTITUTIONAL COLLABORATIONS

The Joint MA Programme «Identity, Education, and Competences for Democratic Culture» has been designed due to the collaboration of the Department of Theology of the School of Theology, the Department of Educational Studies, the Faculty of Philology of the School of Philosophy, and the European Wergeland Centre. Inter-university collaborations are a part of the MA Programme with the aim of the highest possible quality of studies. For this reason, in addition to employing instructors from the aforementioned Departments that have undertaken the organization of the MA Programme, instructors from most Higher Education Institutions, domestic and foreign, have been asked to join, as described below.

1.2 ADMINISTRATIVE BODIES OF THE MA PROGRAM

a) Curriculum Committee

The Curriculum Committee is the administrative body competent for the function Of the Joint MA Programme «Identity, Education, and Competences for Democratic Culture» («Ταυτότητα, Εκπαίδευση και Ικανότητες για Δημοκρατικό Πολιτισμό»). It is established by decision of the Senate of the NKUA and assumes the administrative support of the Joint MA after a proposal made by the Assemblies of the Departments in Collaboration (Theology, Educational Studies, and Philology) or the competent body of the cooperating entity, the European Wergeland Centre. According to the signed Protocol of Collaboration it serves a two-year term; it consists of 9 members of the Academic Teaching Staff as designated below: four (4) members from the Academic-Teaching Staff of the Department of Theology, School of Theology of the National and Kapodistrian University of Athens, two (2) members from the Academic-Teaching Staff of the Department of Educational Studies, School of Philosophy of the National and Kapodistrian University of Athens, two (2) members from the Academic-Teaching Staff of the Faculty of Philology, School of Philosophy of the National and Kapodistrian University of Athens, one (1) member from the European Wergeland Centre that participates in the teaching processes of the Joint M.A.

Responsibilities of the Curriculum Committee:

- a) proposes the need for modifications to 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 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.

b) 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 the other four (4) members of the Curriculum Committee (2 from the Department of Theology, 1 from the Department of Educational Studies, and 1 from the Faculty of Philology) participate in the Coordinating Committee (C.C.).

The C.C. is responsible for the monitoring and coordination of Programme's operation, 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 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 conduct 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 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.

c) The Director of the Joint M.A.

The Director of the M.A. Programme will be 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., along 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 or for anything associated with the exertion of their duties.

d) 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.

1.3. TEACHING STAFF

The MA Programme aspires to provide high quality academic studies. Distinguished scientists from most Greek Higher Education Institutions provide teaching work in this direction. At the same time, collaborations will be made with distinguished scientists from institutions abroad. Members of the European Wergeland Centre can also provide teaching work.

List of teachers:

Department of Theology, NKUA

Christos Karakolis, Professor

K. Kornarakis, Professor

Marios Koukounaras-Liagkis, Associate Professor

Vassiliki Stathokosta, Associate Professor

Stavros Yiagazoglou, Associate Professor

Mich. Marioras, Associate Professor

Archim. Isidoros Charalambos Katsos, Assistant Professor

Father E. Markantonis, Scientific Associate

Department of Philology NKUA

S. Bella, Professor

M. Nikolopoulou, EDIP of Modern Greek Philology

Department of Educational Studies NKUA

Evag. Frydaki, Professor

D. Foteinos, Associate Professor

M. Mamoura, Assistant Professor

Antigone-Alba Papakonstantinou, Assistant Professor

NKUA (other Departments)

Vassileios Tsafos, Professor, Department of Early Childhood Education
Spyros Vlachopoulos, Professor, School of Law
Evd. Karava, Associate Professor, Department of English Language and Literature
Vasiliki Christou, Assistant Professor, School of Law
Nick. Semantiras, Assistant Professor, School of Law
Clio Fanouraki, Assistant Professor, Department of Theater Studies
Asp. Dania, Assistant Professor, SEFAA
R. Gogoulou, EDIP, Department of Informatics & Telecommunications, NKUA

Aristotle University

Ang. Ziaka, Professor, School of Theology
K. Bonidis, Associate Professor, Department of Philosophy and Pedagogy

University of Crete

El. Argyropoulou, Professor, Pedagogical Department of Preschool Education

University of Thessaly

K. Magos, Associate Professor, Pedagogical Department of Preschool Education
M. Vitsou, E.DIP, Pedagogical Department of Preschool Education

University of West Makedonia

V. Pliogou, Assistant Professor, Kindergarten Pedagogy Department
University of Thessaly

Foreign Collaborations

Felisa Tibbits, Chair in Human Rights Education in the Department of Law, Economics and Governance at Utrecht University and Adjunct Assistant Professor at the Institute for the Study of Human Rights, Columbia University.

Collaborations

Ang. Vallianatos, European Wergeland Centre

2. GENERAL INFORMATION

2.1. OBJECTIVE

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/ and 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 composed of scientists-researchers that implement the Competences for Democratic Culture in their practice and enquire/delve into the results of this implementation on individuals and their surroundings. The Joint MA will be carried out in Greek and English. The implementation of the Greek-speaking program will be distinct from the English-speaking program.

In the framework of the international dissemination of the Competences for Democratic Culture, but also in order to attract teachers of all levels and subjects, the new MA offers three (3) specializations. This design was preferred, so as to make possible both the horizontal and vertical (in all subjects of the Curriculum) application of the Competences for Democratic Culture, by the students who complete their studies and are absorbed in any level of Education either as Educators or as Consultants, in positions from which they can influence Education policies. 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»

2.2. IMPORTANCE OF THE M.A. PROGRAMME

The MA “Identity, Education and Competences for Democratic Culture” **attempts to cover, at the level of postgraduate education and research, the provision of knowledge and the familiarization of its students with a new and rapidly evolving field of outstanding scientific, social, and economic importance: the development of competences and skills for democratic culture through education.** This becomes particularly important when we consider the multiple challenges democratic societies face around the world today. The foundations for the development of democratic competences and civic-mindedness must be laid, extending from Pre-school through University Education, with the aim of creating active, socially aware citizens. At the same time, the MA Programme is aware of the

challenges faced by active teachers in the ever-increasing demands of the modern era, so it envisions **providing them with the appropriate tools, techniques, and teaching strategies** to deal with controversial issues, resolve conflicts arising from intercultural differences, and create a safe classroom climate for all students with respect to their identities.

The MA has developed a highly **flexible and student-centered Curriculum** with many courses offered, covering all levels of education and subjects. Also, the courses are based on a **distance learning experiential approach with modern educational material** that is constantly renewed. Specialized and prominent scientists from Greece and abroad have participated in the courses.

Based on the need to ensure the protection of human rights and the harmonious coexistence of people with multiple identities in a multicultural world, the MA **offers scientific expertise to those involved in research and educational practice, which leads to the development of Competences for Democratic Culture**. After all, Democratic Culture is at the center of global thinking and action for sustainable development for the well-being of people and the world, health, progress, communication, and work for all.

The MA **responds to the ever-increasing social need for the formation of active democratic citizens, starting with school education at all levels**. The availability of minimally comparable programs in Greece and abroad in particular confirms the necessity of a master's degree in such subject matter. At present, globally, there are very few educational programs in the broader category of Democratic Culture in education, with Europe having taken some steps in this direction.

The MA **offers specialization that appears to be professionally necessary in the context of the employability** of scientific personnel by institutions, structures, organizations, and companies related to formal education, non-formal education, adult education, teacher education, inclusive education, training and education, the development of policies, curricula and educational material, general and special didactics, the issues of communication, culture, religion, language, sociolinguistics, otherness, dialogue, refugees, human rights, democratic education, educational policy, education health, environmental education, sustainable development goals, information management, etc.

According to the data obtained from the labor market, **the MA's graduates will be able to be employed** as:

- 1) Education Policy Consultants in governmental, non-governmental, or educational organizations (e.g., Educational Policy Institute) offer their experience and knowledge in the design and implementation of policies in relation to education, human rights, democratic culture, communication, culture, identity, and sustainable development.
- 2) Curriculum Managers in educational organizations create educational materials and programs that promote democratic values and human rights within the formal education system.
- 3) Education Consultants in schools or educational organizations, offering guidance on strategy and good practices to deepen democratic education and human rights
- 4) Executives in Human Rights Organizations, working for the protection of human rights and social justice at local, national and international levels

- 5) Teachers of Primary or Secondary Education, who will integrate the ideas of democratic culture and human rights in their lessons, thus shaping the new generation of informed and active citizens
- 6) Researchers and Academics pursuing further studies in education, democracy and human rights
- 7) Youth development specialists working in organizations or government organizations that focus on the Young generation develop programs that enhance community participation and social responsibility in young people.
- 8) Training coordinators in international organizations that focus on training at an international level with an emphasis on intercultural understanding for programs that strengthen democratic values and knowledge about human rights at the global level

2.3. INTENDED LEARNING OUTCOMES

The following constitute the intended learning outcomes and qualifications to be achieved through successful attendance or 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 to 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 aspects of their educational practice,
- delve into matters of identity, cultural diversity, pluralism, communication, theology, and intercultural dialogue in Education in an experiential and creative fashion,
- efficiently manage controversial issues in education and 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 research on 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 English. The implementation of the Greek-speaking program will be distinct from the English-speaking program.

2.4. AWARDING TITLE

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 and the mandatory Master's thesis, as outlined in the Curriculum. The three specializations are listed below:

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»

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.

2.5. CERTIFICATION

Evaluation by 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 are being 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, and 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 fulfill 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.

Internal Evaluation

The MA Programme's internal evaluation is conducted annually by the Institute's Quality Assurance Unit (MO.D.I.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, and 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 content of the Curriculum, 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 services provided 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 who 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 Curriculum, the amelioration of its provisions, and the efficacy of its instructors.

3. ADMISSIONS AND ENROLLMENT PROCESSES

3.1. ADMISSIONS

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.

By the Curriculum Committee's decision, the Joint M.A. Programme «Identity, Education, and Competences for Democratic Culture» publishes every year, in September or on another date by decision of the Curriculum Committee, the Call for Applications and Admissions of Postgraduate Students faculties and departments 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, along with the supporting documents, are submitted to the Secretariat of the M.A. Programme by the deadline stated in the Call, which may be extended by the decision of the MA's Curriculum Committee.

The M.A.'s Curriculum Committee assigns the candidates' selection process to the C.C. or creates a candidates selection committee that consists of at least three members of Academic-Teaching staff that have a teaching role in the MA Programme.

The relevant applications, along with the required documents, are submitted to the Secretariat of the M.A. Programme by the deadline designated in the Call for Applications. The Curriculum Committee's decision regarding the extension of this deadline is final.

3.2. CATEGORIES OF CANDIDATES ELIGIBLE FOR ADMISSION

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 at 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.

Students of foreign Institutions that are required to submit a certificate confirming equivalence to Greek Titles by the National Academic Recognition Information Center (NARIC/D.O.A.T.A.P.) Otherwise, 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.

Holders of a scholarship by the State Scholarships Foundation (IKY) and foreign students who receive a scholarship from the Greek state for the same or a relevant subject to that of the M.A. Programme have a priority in admissions.

3.3. NUMBER OF ADMISSIONS

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.

The maximum number of admissions is determined according to the number of teachers, the student-teacher ratio, the logistical infrastructure, classrooms, and the absorption of graduates by the labor market.

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

4.4. REQUIRED DOCUMENTATION

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.

For students 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.

3.4. ASSESSMENT OF APPLICATIONS

The Curriculum Committee assigns the selection process to the C.C. or creates a committee of admissions that consists of at least three members of the Teaching-Academic Staff that teach in the MA Programme.

The assessment of the candidates and the selection of admissions are realized by the assessment of the candidates portfolios 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 at the 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%)

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

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

In the 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 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.

3.5. RECEPTION OF NEWLY ADMITTED STUDENTS

The newly admitted postgraduate students, after the finalization of the admissions list and their registration, receive an official welcome and information at an opening online welcome event held at the invitation of the Director of the MA and coordinated by the Secretariat of the MA. At the welcome event, new students are informed about all educational procedures as well as the curriculum, and they also get to know the teachers.

4. ORGANIZATION OF STUDIES-STUDYING AT THE MA PROGRAMME

4.1. DURATION OF STUDIES (FULL AND PART-TIME ATTENDANCE)

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 three specializations; this also includes the time for the writing of the postgraduate dissertation.

2.6.2 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 clubs of 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 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 in case

cb) They participate in the Olympic Games, Paralympic Games, and Deaflympics even 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 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 duration of the regular attendance. The maximum period of attendance is also applied in this case.

4.2. SPECIAL PROVISIONS- SUSPENSION AND EXTENSION OF STUDIES

It is possible for an extension to be granted 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.

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 due to serious reasons (military service, sickness, childbirth, absence due to being abroad, etc.).

The application must be well-reasoned and include all necessary supporting documentation from the relevant public authorities or institutions that attest to the reasons for the study suspension. 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 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 in the M.A. Programme, in order to continue their studies with the rights and 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 at least two weeks prior to the start of the second semester of the granted suspension period.

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

4.3. POSTGRADUATE STUDENTS' RIGHTS AND OBLIGATIONS

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 to receive the educational handbooks for free.

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

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

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.

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 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.

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

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.

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 fifteen (15) ECTS that are not included in the seventy-five (75) ECTS of the regular program of studies. The internship is certified in the master's Degree's appendix. The internship can be realized via exchange programs, such as Erasmus +, in accordance with the existing legislation.

NKUA's postgraduate students can enroll in Postgraduate Programmes at 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.

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.

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

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

Postgraduate students originating from E.U. countries or Countries of the Council of Europe 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. International students pay 5.600 euros in total as follows: 1200€ as an enrollment fee, 1400€ before the start of the second semester, 1400€ before the start of the summer period, 1600€ before the presentation of the Master thesis.

4.4. EXEMPTION FROM TUITION FEES AND SCHOLARSHIPS

A) EXEMPTION FROM TUITION FEES

Postgraduate students of the MA Programme, who fulfill financial or social criteria and the conditions of excellence in their first cycle studies are exempt from the tuition fees, according to the existing legislation. This exemption is provided for participation in only one Postgraduate Studies 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.

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

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

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

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 student's birth year is considered the student's date of birth.

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

In cases where members of the same family, up to a second degree by blood or marriage, attend a Postgraduate Programme at the Institute, there is a possibility of providing a 50% discount on the paid tuition fees.

B) SCHOLARSHIPS

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

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 successful 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.

4.5. INTERNSHIP AND MOBILITY

The MA "Identity, Education, and Competences for Democratic Culture" of the Department of Theology (coordinating department) is carried out remotely and is one year long. However, it is foreseen that students can participate in international student exchange programs, such as the ERASMUS + or CIVIS programs, according to the current legislation. In this case, the maximum number of ECTS they can have recognized is thirty (30). This possibility is provisioned for after the first semester of their studies. Students should apply to the Coordinating Committee and follow the terms of the program.

Furthermore, students who wish to do so can apply for an Erasmus+ internship, which takes place after graduation. Recent graduates must be selected during their final year of study (while they still hold their student status) and must undertake and complete their internship within one year of graduation (date of being declared a Master's Degree holder by the Department). More information about the process is posted at: <http://www.interel.uoa.gr/erasmus/pm.html>.

In addition, students can carry out an internship in educational institutions, educational structures, and places that are relevant to the subject of the MA without demanding payment from the MA or NKUA. The internship must first be approved by the Curriculum Committee during the 2nd or summer semester, as long as the Curriculum Committee deems the Internship beneficial to the students' research for the undertaking of their Master's thesis. The ECTS of the internship are not included in the seventy-five (75) ECTS of the regular curriculum. The Internship is verified in the diploma annex. The five-year planning of the MA foresees the organization of a summer school in Greece during the summer semester in order to support and carry out research for the final diploma thesis.

4.6. IMPLEMENTATION OF COURSES

As the MA Programme "Identity, Education and Competences for Democratic Culture" responds to the demands of the modern world and aspires to facilitate the access of people with disabilities to the educational process, it is offered remotely in its entirety, in accordance with the current legislation and what is defined in the MA's internal regulation. Also, the academic subject of the MA is suitable to be organized using synchronous (75%) and asynchronous distance education methods (25%), due to the theoretical nature of its subject matter. The courses include the posting of digital material (texts, video lessons, exercises) for asynchronous education, with the parallel possibility of synchronous distance learning courses and meetings, which can be supported through NKUA's digital platforms. Thus, methods of both synchronous and asynchronous distance education are used in accordance with the existing legislation and the NKUA's policy for distance education.

More specifically, the organization of courses and other educational activities using synchronous distance education methods refers to courses and educational activities that, by their nature, do not include practical, laboratory, or clinical practice for which the students' physical presence is required.

NKUA's Digital Governance Unit is responsible for the support of distance educational processes as well as issues related to the protection of personal data.

4.7. METHODOLOGY FOR DEVELOPING AND IMPLEMENTING COURSES

The MA "Identity, Education and Competences for Democratic Culture" is up to date with current trends in Pedagogy, in both research and practice, utilizing student-centered, interactive teaching methods, adapted to the needs of distance education. More specifically, courses based on each teacher's design of the course can include synchronous education lectures, interactive synchronous education teaching, and preparation for interactive synchronous education teaching, as well as study of asynchronous education (video lessons, 5-day study, etc.), and literature review study.

4.8. STUDENTS' ASSESSMENT

Formative and summative assessment methods are used to monitor students' progress. Assessment methods include written assignments during the semester and examinations at the end of the semester.

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. During the three weeks of exams, there is a repeat exam for the courses of the fall and spring semesters.

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.

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 again in the next academic year. If the percentage of a student's absences exceeds 50% in the totality of the courses, then the question of their disqualification from the Programme is raised. The C.C. examines this issue and presents its findings to the MA's Curriculum Committee.

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 for 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 a 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 the event that an instructor repeatedly exceeds this time limit, the Director of the MA 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 communication with the instructor, and an 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 or 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 on paper, photographed on 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 was 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 would 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 or 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.

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 is registered in the M.A.'s Study Guide.

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, taking into account the relevant guidelines provided by the Accessibility Committee.

In cases of illness or rehabilitation following serious diseases, it is advisable that the instructor facilitate, 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.

Students have to repeat courses in which 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.

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.

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

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

4.9. POSTGRADUATE DISSERTATION

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

The PD must be individual, authentic, and based on research, and its redaction must comply with the guidelines for writing a dissertation posted on the Master's Programme website. The matter of the dissertation must be relevant to the research subjects of the MA Programme, which slightly differ for each specialization.

The length of the dissertation is set at 15,000–20,000 words with references in the body of the text and footnotes if necessary, excluding the bibliography and appendices (images, etc.).

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 is set alongside the determination of the PD's theme.

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

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

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 Article 13A of the law 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 the 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.

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.

As 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.

The dissertation's title can be finalized following the student's application to the MA's Coordinating Committee with the supervisor's consent. The application must also include a brief justification of the change. In order for the dissertation to be assigned to a student, it is necessary for students to have fulfilled their financial obligations towards the MA.

Further information is posted on the MA website and in the Special Regulation concerning the writing of the postgraduate dissertation.

For the awarding of the postgraduate diploma, it is necessary to successfully complete the required courses, write the postgraduate dissertation, and present it to the competent Three-Member Committee, as designated by the Internal Regulation of the MA.

4.10. DIPLOMA GRADE

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. This mathematical formula expresses the aforementioned calculation method:

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

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.

4.11. GRADUATION CEREMONY

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 on line or in the framework of the Assembly of the Department of Theology and in a venue inside the Department with the MA's Director, the Department's Chair/the DDean, or the Deputy Dean, and, if possible, depending on the circumstances, the Rector's Representative.

Requests for the graduation ceremony to take place in the Grand Hall of the Central Building are examined case-by-case by the Rector 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.

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.

5. CURRICULUM

5.1. BRIEF CURRICULUM

The indicative schedule of courses per specialization is structured as follows:

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

Artificial Intelligence		
TOTAL		30
Summer Semester		
Writing of the postgraduate dissertation		15
Total		75

Specialization: Language, History, and Literature in Education and Competences for Democratic Culture

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

Competences for Democratic Culture		
Education, Democracy and Social Cohesion in the Age of Artificial Intelligence	26	3
TOTAL		30
Summer Semester		
Writing of the postgraduate dissertation		15
Total		75

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

Competences for Democratic Culture in pre-school Education	26	3
Hate speech and hate crimes in Democratic Culture	26	3
Arts/Art in Education and Democratic Culture	26	3
Transformative Education and Democratic Culture in Physical Education	26	3
Education, Democracy and Social Cohesion in the Age of Artificial Intelligence	26	3
Total		30
Summer Semester		
Writing of the postgraduate dissertation		15
Total		75

5.2. CURRICULUM

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

1st Semester		
Mandatory courses	Teaching hours	ECTS
Identity and culture, diversity, pluralism and intercultural dialogue in education	39	8
<p>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> <p>In particular, the thematic subsections of the course are:</p> <ol style="list-style-type: none"> 1. Identity 2. Assigned status 3. Achieved status 4. Culture 5. Cultural diversity 6. Intercultural Education 7. Multicultural Education 		
Reference Framework of Competences for Democratic Culture and Whole-School Approach	39	8
Description: The purpose of this course is for students to approach the		

<p>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>In particular, the thematic subsections of the course are the following:</p> <ol style="list-style-type: none"> 1. Citizenship and citizenship education 2. Sense of civic duty 3. Different forms of citizenship 4. Democracy and Rule of Law-Constitution 5. Authoritarianism, Patriotism and Nativism 6. Grades and ways of democratic participation of students in school 7. Student participation Ladder 8. Pedagogical strategies to promote political participation 9. Whole School Approach 10. Evaluation of the school community with Democratic Culture and Inclusion criteria 		
<p>Human Rights and Education for Democratic Citizenship- Human Rights Education</p>	42	9
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Human Rights 2. Human dignity 3. Human rights education 4. Children's rights 5. Right to education 6. Education as a human right 7. Rights and responsibilities of citizens in a democratic society 8. Critical pedagogy and Formal Education 9. A human rights-based approach to education 10. Human Rights Friendly Schools 		
<p>Competences for Democratic Culture and Pedagogies: Lesson Planning in Religious Education</p>	13	2
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Scheme of Work 2. Lesson Plans 3. Descriptors and Competences of Democratic Culture 4. Defining expected learning outcomes and objectives 5. Planning appropriate activities to achieve the learning outcomes 6. Assessment and evaluation 7. Development of Schemes of Work and Religious Education lesson plans with an emphasis on Democratic Citizenship, Human Rights Education and Intercultural Education. 		
<p>Μαθήματα επιλεγόμενα (ένα από τα παρακάτω προσφερόμενα 6)/ Optional Courses (1 out of 6)</p>		
<p>Christianity and Human Rights</p>	26	3

<p>Description: The purpose of the course is for students to approach 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. The genealogy of human rights 2. Christianity and human rights 3. Religions and human rights 4. Contemporary Human Rights Challenges 5. Towards a redefinition of human rights 		
<p>Bible and Democratic Culture</p>	26	3
<p>Description: 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>Orthodox Theology and Democratic Culture</p>	26	3
<p>Description: 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 theological and political</p>		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Old and new Israel. God's people in the Church 2. The Eucharistic formation of the Church 3. Empire and desert: The emergence of monasticism 4. Church and state in Byzantium 5. Byzantium after Byzantium 6. Orthodox Church and Modernity 7. Orthodox theology and democratic culture 8. Person, society, democracy 		
<p>Teaching about the Holocaust</p>	<p>26</p>	<p>3</p>
<p>Description: 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</p>		

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.		
Islam and Competences for Democratic Culture	26	3
Description: 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.		
God and Philosophy	26	3
Description: 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.		
2nd Semester		
Mandatory courses	Teaching hours	ECTS
	42	8
Competences for Democratic Culture and Pedagogies: Religion/s in Education and Teaching Methodology		
Description: 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		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Modeling democratic attitudes and behaviors in the classroom and school. 2. Democratic processes in the classroom. 3. Cooperative learning and direct teaching. 4. Dialogic learning and teaching practice. 5. Task-based learning, research, experience and community service 6. Assessment, Self-assessment and evaluation 7. Lesson Planning 8. Feedback 		
<p>Teaching Controversial issues related to Religion and their management in the classroom</p>	42	8
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Controversial issues (concept and definition) 2. The value of controversial issues in the educational process. 3. Challenges in dealing with controversial issues (eg personal 		

<p>opinions, beliefs)</p> <ol style="list-style-type: none"> 4. Approaches and methods for teaching controversial issues related to religion/religions. 5. Designing practices for dealing with controversial issues within the classroom. 6. Scenarios for Teaching Controversial Issues in Religious Education and Other Religion-Related Courses. 		
Research: methodology and applications	45	11
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. The nature of research/Philosophy-Examples-Terminology 2. Research design 3. Quantitative and qualitative methods 4. Mixed research 5. Data analysis in quantitative and qualitative research 6. Writing and publishing results 		
Optional Courses (1 out of 6)		
Modern Pedagogies in Religious Education	26	3
<p>Description: 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</p>		

<p>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"> 1. Teaching based on experiential learning and transformative education. 2. Designing the teaching of Religious Education by making use of the Reference Framework of Competences for Democratic Culture (RFCDC). 3. Direct teaching, group work, dialogue, creative reasoning, drama/theater 4. Problem solving, play/action, assignments 5. "Big Idea" of the course 6. Reflection 7. Evaluation 8. Learning through design 		
<p>Christianity and Dialogue on Human Freedom and Religious Diversity</p>	26	3
<p>Description: 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>		
<p>Religions and Sustainable Development Goals</p>	26	3
<p>Description: 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</p>		

<p>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>		
<p>Bioethical Issues in Religious Context</p>	26	3
<p>Description: 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 bioethical issues.</p>		
<p>Islamic Education and Democratic Culture</p>	26	3
<p>Description: 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</p>		

<p>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.</p>		
<p>Modern Religious Movements, worldviews and non-religious convictions</p>	26	3
<p>Description: 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.</p>		
<p>Education, Democracy and Social Cohesion in the Age of Artificial Intelligence</p>	26	3
<p>The purpose of the course is for students to approach the use of artificial intelligence (AI) in education with the aim of building, equipping and sustaining a civil society that, guided by equality, inclusion and rights, will promote democracy. As artificial intelligence becomes commonplace in education two possibilities present themselves: either it facilitates our ability to achieve the above purpose and improve social cohesion, or conversely it diminishes or even harms this ability.</p> <p>In the context of the course we will reflect on the various uses, applications of artificial intelligence and its implications, in order to successfully use its power, without ontologically compromising humanity. We will consider how – through practice, policy and research – we can harness artificial intelligence to improve social cohesion and democracy. Issues of equity, authentic citizen learning and how they are affected by and affect AI will be raised. Artificial intelligence practices and possibilities will be exposed based on the perspectives of a) Ethics, since the transformative power of artificial intelligence requires relevant literacy and education of all, information and free access, b) Changing learning environments that are coordinated with the rapid development of technology, c) Competencies for Democratic Culture, because Artificial Intelligence requires people with skills to process, analyze, evaluate and investigate information through deep research, governed by democratic values, d) Competence for coexistence, because in the age of the screen it is necessary to offer opportunities for</p>		

collaborative work, strengthening relationships and deepening community coexistence, e) Media Relations: because people in modern society are not just passive consumers of information, but active consumers and producers of content, various information, disinformation and media modes, education needs to prepare students in basic media and digital literacy skills, f) Evaluative, because it is necessary to assess the validity of the produced texts, opinions and positions of search engines and Artificial Intelligence tools, g) Interdisciplinary cooperation, as technological developments have many common effects on all branches of Education (e.g. the need to use ICT, the reduction of human contribution to the results of artificial intelligence, know-how) and collaboration is needed to enhance interdisciplinary learning, which promotes democracy. Continuous reflection and inquiry-based learning are key components to the rational use of Artificial Intelligence in any educational environment.		
3rd Semester:		
Writing of the Postgraduate dissertation		15
TOTAL OF ECTS AWARDED		75

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

1st Semester		
Mandatory courses	Teaching hours	ECTS
Identity and culture, diversity, pluralism and intercultural dialogue in education	39	8
<p>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> <p>In particular, the thematic subsections of the course are:</p> <ol style="list-style-type: none"> 1. Identity 2. Assigned status 3. Achieved status 4. Culture 		

<ul style="list-style-type: none"> 5. Cultural diversity 6. Intercultural Education 7. Multicultural Education 		
Reference Framework of Competences for Democratic Culture and Whole-School Approach	39	8
<p>Description: 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>In particular, the thematic subsections of the course are the following:</p> <ul style="list-style-type: none"> 1. Citizenship and citizenship education 2. Sense of civic duty 3. Different forms of citizenship 4. Democracy and Rule of Law-Constitution 5. Authoritarianism, Patriotism and Nativism 6. Grades and ways of democratic participation of students in school 7. Student participation Ladder 8. Pedagogical strategies to promote political participation 9. Whole School Approach 10. Evaluation of the school community with Democratic Culture and Inclusion criteria 		
Human Rights and Education for Democratic Citizenship- Human Rights Education	42	9
<p>Description: 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</p>		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Human Rights 2. Human dignity 3. Human rights education 4. Children's rights 5. Right to education 6. Education as a human right 7. Rights and responsibilities of citizens in a democratic society 8. Critical pedagogy and Formal Education 9. A human rights-based approach to education 10. Human Rights Friendly Schools 		
<p>Ικανότητες Δημοκρατικού Πολιτισμού και Παιδαγωγική: Σχεδιασμός Μαθήματος/Competences for Democratic Culture and Pedagogies: Lesson Planning</p>	13	2
<p>Description: 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 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Scheme of Work 2. Lesson Plans 3. Descriptors and Competences of Democratic Culture 4. Defining expected learning outcomes and objectives 5. Planning appropriate activities to achieve the learning outcomes 6. Assessment and evaluation 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. 		
Optional Courses (1 out of 6)		
Language, Society and Identity	26	3
<p>Description: This course focuses on the most important sociolinguistic issues concerning identity construction inside a democratic (or non-democratic) environment. Issues stemming from</p>		

<p>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>Intercultural Education and Drama/Theatre in Education</p>	26	3
<p>Description: 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"> 1. Theater and citizenship 2. Theater and Intercultural Education 3. Dramatic play, role-playing, storytelling from different perspectives 4. Dramatization 5. The roles of students 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.) 7. Theater and cross-curricular activities 8. Theater Conventions and Humanities, IT, STEM, Animation 9. Theatrical conventions and Digital Technologies 10. Interactive methods and audience participation 		
<p>Identity, Nation and the World in school Education</p>	26	3
<p>Description: 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</p>		

<p>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>		
<p>Curriculum design for an "open" education</p>	26	3
<p>Description: 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 (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>Teaching methods and assessment in a democratic framework</p>	26	3
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Evaluation 2. Assessment 3. Inductive, summative, formative, generative assessment 4. Democratic evaluation principles (validity, reliability, impartiality, transparency, practicality and respect) 5. Self-evaluation 6. Feedback 		

7. Reflection 8. Descriptors of RFCDC in the assessment		
Teaching about the Holocaust	26	3
Description: 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.		
Total		30
2nd Semester		
Competences for Democratic Culture and Pedagogies: Teaching Language and Literature	42	8
Description: 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. The thematic subsections of the course are as follows: 1. Modeling democratic attitudes and behaviors in the classroom		

<p>and school.</p> <ol style="list-style-type: none"> 2. Democratic processes in the classroom. 3. Cooperative learning and direct teaching. 4. Dialogic learning and teaching practice. 5. Task-based learning and giving back to the community 6. Assessment, Self-assessment and evaluation 7. Lesson Planning 8. Feedback 		
Teaching Controversial issues in History and Literature lessons and their management in the classroom	42	8
<p>Description: Description: 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 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>The thematic subsectionsThe thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Controversial issues (concept and definition) 2. The value of controversial issues in the educational process. 3. Challenges in dealing with controversial issues (eg personal burdens) 4. Approaches and methods of teaching controversial issues. 5. Designing practices for dealing with controversial issues within the classroom. 6. Scenarios for teaching controversial issues in History and Literature 		
Research: methodology and applications	45	11
<p>Description: 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</p>		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 7. The nature of research/Philosophy-Examples-Terminology 8. Research design 9. Quantitative and qualitative methods 10. Mixed research 11. Data analysis in quantitative and qualitative research 12. Writing and publishing results 		
Optional Courses (1 out of 6)		
Hate speech and hate crimes in Democratic Culture	26	3
<p>Description: 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>		
Literature and History in Education and Democratic Culture	26	3
<p>Description: 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</p>		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Critical literacy 2. Historical literacy 3. Children's and Adolescent Literature for Democratic Citizenship 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 		
<p>Human Rights Education through the Language, History and Literature Curriculum (Primary and Secondary Education)</p>	26	3
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Curriculum of History, Literature and Language 2. History, national struggles, "nation-state" 3. Literature, Language and ethnocentric education 4. Language and power relations 5. Development of intercultural competence through History 6. Literature, empathy and respect for diversity 7. Didactic models in Literature 8. Typologies of historical consciousness 9. Traditional and modern pedagogical teaching methods 		
<p>Arts/Art in Education and Democratic Culture</p>	26	3
<p>Description: 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</p>		

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.		
Democratic Leadership in and out of the Classroom	26	3
Description: 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.		
Peace Education, Conflict Resolution and Mediation	26	3
Description: 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.		
Teachers' Personal and Professional Growth and Competences for Democratic Culture	26	3
Description: 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.		
Education, Democracy and Social Cohesion in the Age of Artificial Intelligence		
<p>The purpose of the course is for students to approach the use of artificial intelligence (AI) in education with the aim of building, equipping and sustaining a civil society that, guided by equality, inclusion and rights, will promote democracy. As artificial intelligence becomes commonplace in education two possibilities present themselves: either it facilitates our ability to achieve the above purpose and improve social cohesion, or conversely it diminishes or even harms this ability.</p> <p>In the context of the course we will reflect on the various uses, applications of artificial intelligence and its implications, in order to successfully use its power, without ontologically compromising humanity. We will consider how – through practice, policy and research – we can harness artificial intelligence to improve social cohesion and democracy. Issues of equity, authentic citizen learning and how they are affected by and affect AI will be raised. Artificial intelligence practices and possibilities will be exposed based on the perspectives of a) Ethics, since the transformative power of artificial intelligence requires relevant literacy and education of all, information and free access, b) Changing learning environments that are coordinated with the rapid development of technology, c) Competencies for Democratic Culture, because Artificial Intelligence requires people with skills to process, analyze, evaluate and investigate information through deep research, governed by democratic values, d) Competence for coexistence, because in the</p>		30

age of the screen it is necessary to offer opportunities for collaborative work, strengthening relationships and deepening community coexistence, e) Media Relations: because people in modern society are not just passive consumers of information, but active consumers and producers of content, various information, disinformation and media modes, education needs to prepare students in basic media and digital literacy skills, f) Evaluative, because it is necessary to assess the validity of the produced texts, opinions and positions of search engines and Artificial Intelligence tools, g) Interdisciplinary cooperation, as technological developments have many common effects on all branches of Education (e.g. the need to use ICT, the reduction of human contribution to the results of artificial intelligence, know-how) and collaboration is needed to enhance interdisciplinary learning, which promotes democracy. Continuous reflection and inquiry-based learning are key components to the rational use of Artificial Intelligence in any educational environment.		
Summer Semester		
Writing of the postgraduate dissertation		15
Total		75

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

1st Semester		
Mandatory courses	Αιδ. ώρες/teaching hours	ECTS
Identity and culture, diversity, pluralism and intercultural dialogue in education	39	8
<p>Description: 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> <p>In particular, the thematic subsections of the course are:</p> <ol style="list-style-type: none"> 1. Identity 2. Assigned status 3. Achieved status 4. Culture 		

<ul style="list-style-type: none"> 5. Cultural diversity 6. Intercultural Education 7. Multicultural Education 		
Reference Framework of Competences for Democratic Culture and Whole-School Approach	39	8
<p>Description: 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>In particular, the thematic subsections of the course are the following:</p> <ul style="list-style-type: none"> 1. Citizenship and citizenship education 2. Sense of civic duty 3. Different forms of citizenship 4. Democracy and Rule of Law-Constitution 5. Authoritarianism, Patriotism and Nativism 6. Grades and ways of democratic participation of students in school 7. Student participation Ladder 8. Pedagogical strategies to promote political participation 9. Whole School Approach 10. Evaluation of the school community with Democratic Culture and Inclusion criteria 		
Human Rights and Education for Democratic Citizenship-Human Rights Education	42	9
<p>Description: 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</p>		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Human Rights 2. Human dignity 3. Human rights education 4. Children's rights 5. Right to education 6. Education as a human right 7. Rights and responsibilities of citizens in a democratic society 8. Critical pedagogy and Formal Education 9. A human rights-based approach to education 10. Human Rights Friendly Schools 		
Competences for Democratic Culture and Pedagogies: Lesson Planning	13	2
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Scheme of Work 2. Lesson Plans 3. Descriptors and Competences of Democratic Culture 4. Defining expected learning outcomes and objectives 5. Planning appropriate activities to achieve the learning outcomes 6. Assessment and evaluation 7. Development of Schemes of Work and Lesson Plans with an emphasis on Democratic Citizenship, Human Rights Education and Intercultural Education. 		
Optional Courses (1 out of 6)		
Teaching methods and assessment in a democratic framework	26	3
<p>Description: 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</p>		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Evaluation 2. Assessment 3. Inductive, summative, formative, generative assessment 4. Democratic evaluation principles (validity, reliability, impartiality, transparency, practicality and respect) 5. Self-evaluation 6. Feedback 7. Reflection 8. Descriptive Indicators of RFCDC in the assessment 		
ICT and Competences for Democratic Culture	26	3

<p>Description: 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>In particular, the thematic subsections of the course are the following:</p> <ol style="list-style-type: none"> 1. IT Courses and Skills for Democratic Culture 2. Cooperative learning 3. Approaches that facilitate and support collaboration 4. Collaboration techniques in IT 5. Education through art 6. Project-based learning in IT courses 7. Tools of Information and Communication Technologies (ICT) in the organization and preparation of a project 8. Increasing the participation of under-represented groups in the IT field (eg women) 9. Computational Thinking 10. Computing without a PC 11. Competitions in Information Technology 		
<p>Intercultural Education and Drama/Theatre in Education</p>	<p>26</p>	<p>3</p>
<p>Description: 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"> 1. Theater and citizenship 2. Theater and Intercultural Education 3. Dramatic play, role plays, storytelling from different perspectives 4. Dramatization 5. The roles of students 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.) 7. Theater and cross-curricular activities 8. Theater Conventions and Humanities, IT, STEM, Animation 9. Theatrical conventions and Digital Technologies 10. Interactive methods and audience participation 		
<p>Teaching about the Holocaust</p>	26	3
<p>Description: 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>Fundamental Principles of Liberal Democracies</p>	26	3
<p>Description: 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 fundamental rights on the other. On the one hand, these are the principles and rules of</p>		

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.).		
Teaching English as a second language and Competences for Democratic Culture	26	3
Description: 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. The thematic subsections of the course are as follows: <ol style="list-style-type: none"> 1. Foreign languages (English) and Intercultural Education 2. Awareness of diversity and cultural diversity, cultural mediation 3. Teaching English as a Foreign Language and Competences for Democratic Culture 4. Planning group activities suitable for acquiring Intercultural Competence 5. Addressing stereotypes about different cultures 6. Project-Based Learning and Democratic Culture Competences 7. Active participation in courses and democratic citizenship. 		
Total		30
2nd Semester		
Mandatory Courses	Teaching hours	ECTS
Competences for Democratic Culture and Pedagogies: Teaching Human Rights and Education	39	8
Description: 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		

<p>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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Modeling democratic attitudes and behaviors in the classroom and school. 2. Democratic processes in the classroom. 3. Cooperative learning and direct teaching. 4. Dialogic learning and teaching practice. 5. Project-based learning and giving back to the community 6. Assessment, Self-assessment and evaluation 7. Feedback and action 		
<p>Teaching Controversial issues in Human Rights and Education for Democratic Citizenship-Human Rights Education and their management in the classroom</p>	42	8
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Controversial issues (concept and definition) 2. The value of controversial issues in the educational process. 3. Challenges in dealing with controversial issues (eg personal opinions, beliefs) 4. Approaches and methods for teaching controversial issues. 5. Designing practices for dealing with controversial issues within the classroom. 		

6. Scenarios for teaching controversial issues		
Research: methodology and applications	45	11
<p>Description: 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>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 13. The nature of research/Philosophy-Examples-Terminology 14. Research design 15. Quantitative and qualitative methods 16. Mixed research 17. Data analysis in quantitative and qualitative research 18. Writing and publishing results 		
Optional Courses (1 out of 6)		
STEM and Competences for Democratic Culture	26	3
<p>Description: 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, 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.</p>		
Education for Democratic Citizenship through the Curriculum	26	3

(Primary and Secondary Education)		
Description: 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.		
Competences for Democratic Culture in pre-school Education	26	3
Description: 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"> 1. Human rights in preschool education 2. The models of human rights in preschool education 3. Active citizenship in early childhood education 4. Curriculum in early childhood education and human rights 5. Case studies in the preschool classroom 6. The role of the kindergarten teacher 7. Indicative teaching approaches 8. Basic knowledge of the task-based approach 9. The role of the teacher in preschool education 10. Key teaching strategies for teaching democratic values and dealing with conflict in a preschool classroom 		
Hate speech and hate crimes in Democratic Culture	26	3

<p>Description: 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>Transformative Education and Democratic Culture in Physical Education</p>	26	3
<p>Description: 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.).</p> <p>The thematic subsections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Introduction to the Principles of Hellison's Individual and Social Responsibility Model for teaching Physical Education (Hellison, 2003). 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). 3. Introduction to social learning through the principles of the Sport Education model (Siedentop, 1994) 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). 5. Transformative pedagogical practices for the evolution of higher education. 6. Principles of transformative teaching, social justice, and reflective thinking 7. Negotiated learning, storytelling, peer teaching and case studies 		
<p>Arts/Art in Education and Democratic Culture</p>	26	3

<p>Description: 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.</p>		
<p>Education, Democracy and Social Cohesion in the Age of Artificial Intelligence</p>		
<p>The purpose of the course is for students to approach the use of artificial intelligence (AI) in education with the aim of building, equipping and sustaining a civil society that, guided by equality, inclusion and rights, will promote democracy. As artificial intelligence becomes commonplace in education two possibilities present themselves: either it facilitates our ability to achieve the above purpose and improve social cohesion, or conversely it diminishes or even harms this ability.</p> <p>In the context of the course we will reflect on the various uses, applications of artificial intelligence and its implications, in order to successfully use its power, without ontologically compromising humanity. We will consider how – through practice, policy and research – we can harness artificial intelligence to improve social cohesion and democracy. Issues of equity, authentic citizen learning and how they are affected by and affect AI will be raised. Artificial intelligence practices and possibilities will be exposed based on the perspectives of a) Ethics, since the transformative power of artificial intelligence requires relevant literacy and education of all, information and free access, b) Changing learning environments that are coordinated with the rapid development of technology, c) Competencies for Democratic Culture, because Artificial Intelligence requires people with skills to process, analyze, evaluate and investigate information through deep research, governed by democratic values, d) Competence for coexistence, because in the age of the screen it is necessary to offer opportunities for collaborative work, strengthening relationships and deepening community coexistence, e) Media Relations: because people in modern society are not just passive consumers of information, but active consumers and producers of content, various information, disinformation and media modes, education needs to prepare students in basic media and digital literacy skills, f) Evaluative, because it is necessary to assess the validity of the</p>		

produced texts, opinions and positions of search engines and Artificial Intelligence tools, g) Interdisciplinary cooperation, as technological developments have many common effects on all branches of Education (e.g. the need to use ICT, the reduction of human contribution to the results of artificial intelligence, know-how) and collaboration is needed to enhance interdisciplinary learning, which promotes democracy. Continuous reflection and inquiry-based learning are key components to the rational use of Artificial Intelligence in any educational environment.		
Summer Semester		
Writing the postgraduate dissertation		15
Total		75

6. MATERIAL INFRASTRUCTURE AND PROVIDED SERVICES

6.1. MATERIAL INFRASTRUCTURE AND E-LEARNING SERVICES

As NKUA possesses suitable and adequate digital infrastructures for the organization of the MA Programme using distance education methods, the MA can use the following Online Services, provided to teachers and students:

a) e-CLASS) (eclass.uoa.gr). The platform is the integrated Electronic Course Management System for the MA Programme. It follows the philosophy of an open source software and supports the Asynchronous Distance Learning service without limitations and commitments. Access to the service is possible by using a simple web browser without any specialized technical knowledge. Teachers create easy-to-use and functional online courses, using the educational material they want (notes,

presentations, videos, texts, images, etc.). By creating a digital account in the online classroom (eclass.uoa.gr), the students have access to the taught courses, the description of their content, to digital material, to the suggested reading material, to the exam material, as well as to examination methods. The students submit their assignments to the platform, which are thoroughly checked for plagiarism through the connection of eclass with the Turnitin software service. Afterward the students receive their assignment's assessment. e-class provides students and teachers with the opportunity to share information such as announcements on teaching issues, interact and communicate, submit assignments, etc.

b) Email: The email service provides NKUA with a relevant email address, as demonstrated by the example: username@department.uoa.gr. It also provides users with the infrastructures to send messages to other users, save emails to the the University's Server via an IMAP Protocol, access their emails via Webmail (webmail.noc.uoa.gr) and the avoidance of spam emails.

c) Uploading of Personal Web Pages: The posting of personal web pages service provides teachers with the ability to post and publish personal web pages (static HTML pages).

d) Online File Storage and Sharing through the Web: FTP, Web File Manager, Web Drive, Shared Folders. The Services offer the ability to store, transfer, share and publish files in a personal or shared space.

e) Virtual Private Network (VPN): it provides all members of the University Community with the possibility to connect to local networks and infrastructures of the University of Athens from any place outside the University, even from abroad.

g) Directory Service: The Directory Service publishes the status and contact information of the members of the academic community, allowing people inside or outside the University of Athens to contact any member of the academic community they wish.

h) **Open eClass Platform** (https://docs.openeclass.org/el/3.13/detail_description): It is an integrated Electronic Course Management System and it is provided by the Academic Internet (GUnet) for the support of Asynchronous Distance Education Services. It is based on the philosophy of open source software, actively supported by GUnet and freely distributed. It offers a means of interaction and continuous instructor-student communication, supporting the electronic organization, storage, and presentation of educational material, regardless of the limiting factors of space and time of face-to-face teaching, thus creating the conditions for a dynamic learning environment. Easy-to-use and functional e-courses can be created, and the desired educational material (presentations, videos, texts, images, etc.) can be used on this platform. The platform supports Asynchronous Distance Learning services without limitations or commitments. They can be accessed using a simple web browser without any need for specialized technical knowledge. The platform in terms of screens and functionality supports the WCAG 2.0 (<https://www.w3.org/WAI/standards-guidelines/wcag/>) accessibility specifications at the AA level and has been thoroughly checked for accessibility issues by NKUA's accessibility unit.

6.2. STUDENTS' SUPPORT SYSTEMS

E-secretariat Services

Through the electronic secretarial service based on the Information System (UniTron), students of the MA Programme "Identity, Education, and Competences for Democratic Culture" have access to a range of electronic services.

Library and Information Center

All electronic resources and related electronic services are included in the website of the Library and the Information Center which is hosted and maintained by NKUA's Library Computing Center (LCC). More specifically, the electronic services offered are as mentioned below: access to electronic online sources of information, an open public OPAC catalog, electronic versions of NKUA's journals, bibliographic databases, an institutional repository integrated platform/digital library "Pergamos", special digital libraries and collections, thematic portals, ordering articles, borrowing books, and the Ask a Librarian service.

"Multimedia Content Hosting and Search" Service

The "Multimedia Content Hosting and Search" service is addressed both to the content creators themselves, i.e., to the teaching and research staff of the institution, providing the possibility of posting and managing content, and to any Internet user as its recipient, providing the possibility of searching. It has to do with content recorded either from the educational process or from any Institutional events (conferences, workshops, seminars, etc.). Also, live broadcasts of courses and lectures from the teaching areas, as well as events at the institution, are available. Users have access to said educational content through the search feature or by navigating freely.

Academic Advisor

The Academic Advisor guides and supports the postgraduate students by providing various advice regarding the MA Programme as well as possible further development of the student's studies. This service is part of the due educational process, fulfilling the appropriate conditions for the effective transmission of knowledge without, however, neglecting the need for communication and support for other issues that may concern the students.

Academic ID

An academic ID is provided along with the right to a reduced ticket.

Digital Services

The MA Programme "Identity, Education and Competences for Democratic Culture" as it belongs to NKUA, provides its students with the following electronic services: Electronic Mail Services (email), connection via wireless network (Wi-Fi), posting personal web pages via a virtual private network (VPN), alumni network, open academic courses, academic video lectures, watching live broadcasts of lectures, and completing online questionnaires. (For a detailed presentation of the digital benefits - services for Postgraduate students, visit the online page: https://www.uoa.gr/el/foitites/ilektronikes_ypiresies/psifiakes_parches/)

Consulting Services

The "Identity, Education and Competences for Democratic Culture" MA program will give its students the opportunity to access counseling services in matters of professional orientation and dealing with psychosocial problems through special units and Institutional structures. Examples include: The Liaison Office for Vocational Guidance, career counseling and connection to the Labor Market (visit the website of the Career Office (<https://www.career.uoa.gr/> for more information) and the Byron-Caesariani Mental Health Center, the Psychosocial Intervention Unit and the Peer Counseling Center (https://www.uoa.gr/foitites/symboyleytikes_ypiresies/ information about the specific units and services).

Student Advocate

Institution with the following responsibilities: examination of student requests for problems they face with academic and administrative services and search for solutions to these problems, the facilitation of student contacts with administrative bodies and services, examination of reports-complaints of students for violation of provisions and rules of university legislation and ethics, and informing students about their rights and obligations as members of the University Community.

Foreign language school

NKUA's Faculty of Foreign Languages is an independent and autonomous academic unit, which provides higher level teaching of 25 foreign languages. NKUA students are entitled to a discount in tuition fees.

Students' Cultural Club

It is a space of collective expression and creation. Students come into contact with works of art and are encouraged to create their own works of art. It includes five areas of interest: music, theater, dance, film and photography.

Supporting Students with Disabilities

Students with disabilities and/or special educational needs, are entitled to certain services facilitating their attendance such as the ones listed below:

- During their studies, they are informed in a timely manner by an authorized employee of the Departments' Secretariats about the timetable, the time and place of the courses and about any change related to their student status.
- Throughout the academic year, there should be a Professor to whom the students will turn to discuss their problems and who will then be able to mediate with the University authorities to resolve these problems.

In addition, NKUA's "Accessibility Unit for Students with Disabilities" is available. The Accessibility Unit aims to ensure equal access to the academic studies for students with various abilities and needs, by providing possibilities for adapting to the educational environment, IT support technologies, access services, as well as consulting, psychological, and educational services.

6.3. PERSONAL DATA PROTECTION

Ensuring the protection of personal data is the MA Programme's main concern in all aspects of the educational process in full compliance with the current European legislation. The processing of personal data during the remote examination process is carried out in such a way as to achieve the appropriate level of security against risks,

such as accidental or unlawful destruction, loss, alteration, unauthorized disclosure or access to personal data transmitted, stored or submitted in any way for processing.

Throughout the course of the examination, the NKUA does not under any circumstances process the personal data of the students in an automated way and does not proceed to the creation of profiles. For each exam and during the entire time that the students' cameras and microphones will be open for the needs of the exam, NKUA will not record and will not collect personal image and audio data for any reason. Scores are confidential and not shared with third parties.

Teaching staff, supervisors and persons providing technical and/or administrative support (such as the platform administrator) are bound by a confidentiality clause.

In addition, the Academic Advisor and the Complaints Management Committee are bound by confidentiality obligations and are required to ensure the protection of students' personal data.

6.4. ACCESSIBILITY

The main concern of the new MA Programme "Identity, Education and Competences for Democratic Culture" of the Department of Theology (coordination) is to ensure the accessibility of the educational material for people with disabilities or people facing special conditions (e.g. illness). In this direction, the new MA Programme cooperates closely with NKUA's Accessibility Unit (<https://access.uoa.gr/>). More specifically, offering all the courses remotely ensures easy access for people with mobility problems. Video educational material with subtitles (English and Greek) will be made available as a provision for students with hearing impairment, as well as the subtitling of the courses during the synchronous teaching sessions. This can be achieved by the corresponding tool of the distance learning platform in use. As a provision for students with visual impairments, the written educational material will be converted into audio files in order to facilitate their study and participation in the courses. The MA Programme is in close collaboration with NKUA's Accessibility Unit to ensure the efficacy of all accessibility methods used. Students with disabilities are invited to contact NKUA's Accessibility Unit directly after registration, in order to be informed and receive further support.

6.5 MANAGEMENT OF COMPLAINTS

In accordance with the provisions of Article 33, section 1, subsection 1α of the Law 4957/2022 «New Horizons in Higher Education Institutions: Strengthening the quality, functionality and connection of HEIs with society and other provisions published in the Official Government Gazette A 141/21.07.2022) and aiming at the strengthening of a student-centric educational process, as well as the systematic improvement of the quality of the current educational and administrative services, the MA Programme's «Identity, Education and Competences for Democratic Culture» Curriculum Committee creates a Complaints and Objections Management Committee.

The Complaints and Objections Management Committee consists of three members serving an annual term, that can be renewed without any restrictions. The Committee accepts the postgraduate students' complaints and objections, who are required to fill out the relevant form posted on the Programme's website.

Complaints and objections must concern the services provided by the MA Programme. Issues purely related to the instructors' academic work do not fall under the responsibilities of this Committee.

All members of the Committee are bound by NKUA's Protection of Personal Data T (https://www.uoa.gr/to_panepistimio/prostasia_prosopikon_dedomenon/) and under no circumstances will they infringe students' privacy.

Students can request a complaint hearing to their Academic Advisor, who examines the problem in collaboration with the student and proposes solutions.

The Committee decides definitively and irrevocably on each issue presented to them. If they deem it appropriate, the Complaint and Objections Committee may refer an issue to the Curriculum Committee Joint MA Programme or to NKUA's competent bodies.