

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΔΕΥ063	SEMESTER	2
COURSE TITLE	ADMINISTRATION AND MANAGEMENT OF THE GREEK EDUCATIONAL SYSTEM		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, discussion	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background – Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1729		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p>The administration and management of an educational unit constitutes a key point for the achievement of its vision as well as its effectiveness in modern society.</p> <p>The goal of this course is for student to be familiar with the fundamental principles of the administration and management in general, of the educational unit in particular.</p> <p>In order this goal to be achieved, by the end of the course, students should:</p> <ul style="list-style-type: none"> • Be familiar with the basic knowledge of the administration theory • Be aware of the fundamental principles of the educational administration and management. • Perceive the educational unit as an open and dynamic system that is part of an expanded social organizational context • Be familiar with the administrative and management procedures such as decision making, crisis management • Know the instructor's potential in the organizational context of the educational unit • Gain knowledge and skills regarding the field of communication, human resources, organizational climate and culture, planning and leadership. • Study cases studies and articulate evidence based views and solutions 								
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
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<i>Decision-making</i>	<i>Respect for the natural environment</i>							
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>							

Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

- Seeking, analysing and composing data and other information, using the necessary ICTs
- Development of critical historical thinking
- Exercise of critical thinking and self-criticism
- Advancement of free, creative and inductive thinking
- Independent and group work
- Planning and management of actions
- Adjustment in new situations and decision making

(3) SYLLABUS

In the context of this course, emphasis is paid to the Greek area. The following issues are examined:

- Introduction to the Administration theory
- Educational administration as scientific field- Theoretical approaches
- Effective administration- Characteristics and requirements
- Operation of school unit
- Human resources
- School climate and culture
- Crisis management
- Educational leadership
- European context of educational administration and management

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching	
	<ul style="list-style-type: none"> • Slides and video demonstrations • Course Notes and other educational material can be accessed at the course webpage • Use of e-mail in communication with students 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning</i>	Activity	Semester workload
	Lectures aimed at activating students for course participation	39
	Study of bibliography	27
	Source analysis	31
	Exams	3
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	<ul style="list-style-type: none"> • Written exams at the end of the semester 	

(5) ATTACHED BIBLIOGRAPHY

Bibliography

Αθανασούλα - Ρέππα Α. (1999), *Η επικοινωνία στον Εκπαιδευτικό Οργανισμό*, στο βιβλίο Διοίκηση Εκπαιδευτικών Μονάδων, Εκδόσεις Ελληνικό Ανοικτό Πανεπιστήμιο, Τόμος Β', Κεφάλαιο 3ο, Πάτρα.

Ανδρέου, Α. (1999) *Θέματα οργάνωσης και διοίκησης της εκπαίδευσης και της σχολικής μονάδας*. Αθήνα: Νέα σύνορα, Λιβάνης.

Ανδρέου Απ. - Παπακωνσταντίνου Γ., (1990) *Οργάνωση και διοίκηση του Εκπαιδευτικού Συστήματος*. Αθήνα: Εκδόσεις Εξάντας

Δημητρόπουλος Σ. (2003), *Αποφάσεις-Λήψη Αποφάσεων*. Αθήνα: Εκδόσεις Γρηγόρη,

Κατσαρός, Ι. (2008) *Οργάνωση και Διοίκηση της Εκπαίδευσης*. ΥΠΕΠΕΘ: Αθήνα

Κωτσίκης Β., (2007) *Εκπαιδευτική διοίκηση και πολιτική*, εκδ. Έλλην, Αθήνα.

Παπαγιάννης, Ν. Γ. (2004) *Η τέχνη της διοίκησης στην εκπαίδευση*. Αθήνα: Αυτοέκδοση

Πασιαρδή, Γ. (2001) *Το Σχολικό Κλίμα: Θεωρητική Ανάλυση και Εμπειρική Διερεύνηση των Βασικών Παραμέτρων του*. Αθήνα: Εκδόσεις Gutenberg/Τυπωθήτω

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Ρέππα-Αθανασούλα Α., (2008) *Εκπαιδευτική Διοίκηση και οργανωσιακή συμπεριφορά*, Αθήνα: εκδόσεις Ίων

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