

MODULE OUTLINE

GENERAL INFORMATION

SCHOOL	School of Humanities		
PROGRAM MODULE	Education		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	EKP62	YEAR OF STUDY	2nd
MODULE TITLE	Management of Educational Organizations		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g., in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly workload and the total credits</i>		HOURS	CREDITS (ECTS)
Weekly independent teaching/learning activities: (17 – 18 hours per week) x (32 weeks)		560	20
COURSE TYPE Compulsory, Optional, Optional mandatory	Elective		
PREREQUISITE MODULES:	There are no prerequisites for this unit		
LANGUAGE OF INSTRUCTION AND EXAMS	Greek		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	No (due to the annual duration)		
MODULE WEBSITE (URL)	https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e62 Each module also has its own website in the Learning Management System of the Hellenic Open University (http://study.eap.gr), with controlled access (use of username and password) for students and teaching staff.		

LEARNING OUTCOMES

Learning Outcomes <i>The course learning outcomes, the specific knowledge, the skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i> <i>Consult Appendix A</i> • Description of the learning outcomes level for each module according to the Framework of Qualifications of the European Higher Education Area • Descriptive Indices Levels 6, 7, 8 of the European Qualifications

Consult Appendix B

- *Comprehensive Guide for writing Learning Outcomes*

The educational aims of the module ‘Management of Educational Organizations’ are the following:

- the development of students knowledge, skills and attitudes regarding the scientific management of educational units and organizations, and
- students' preparation to assume roles as executives in the management of educational units effectively exercising the functions of management.

After completing the module students are expected to:

- recognise the basic specificities of educational units at all levels of education and understand the importance and scope of their management in the context of the educational system at national and European level,
- coordinate, interpret, implement and formulate educational policy and educational innovations,
- exercise effectively the individual functions of decision-making, planning, management organisation and control as they may be applied in an educational establishment,
- Manage human resources effectively by adopting modern policies and practices regarding motivation, development, and performance evaluation.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), in which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate multiculturalism

Project planning and management
Respect for diversity and

technologies,

Environmental awareness

Adapting to new situations

Social, professional and ethical responsibility and sensitivity to gender issues

Decision-making

Critical thinking

Individual/Independent work

Critical thinking

Group/Teamwork

Development of free, creative and inductive thinking

Working in an international environment

Working in an interdisciplinary environment	(Other.....citizenship, spiritual
freedom, social Introduction of innovative research	awareness, altruism etc.)

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- Search, analysis and synthesis of data and information by the use of appropriate technologies,
- Adapting to new situations
- Decision making
- Individual/Independent work
- Teamwork
- Production of new research ideas
- Project planning and management
- Respect for diversity and multiculturalism
- Demonstrate social, professional, and ethical responsibility and sensitivity to

gender issues
• Critical thinking Exercise criticism and self-criticism • Promotion of free, creative and inductive thinking

MODULE CONTENT

Learning subjects • Educational Administration and Policy. • Human Resources Management. • Social and European Dimension of Educational Administration. The aim of the Module EKP62 is to provide managers or those who are going to manage educational units or educational organizations of adult education with knowledge and skills in the fields of: • Planning, programming and human resources management. • Linking educational establishments and organisations with social institutions. • Financial management. • Utilisation of European Union programmes. Key objectives of the Module - Thematic Unit EKP62: • The study and understanding of contemporary theoretical and research issues related to educational policy and management of educational units, planning and programming, decision making, educational policy formulation, effectiveness and efficiency of education, management and utilization of financial resources and time at the level of educational units. • The analysis and understanding of the parameters and issues related to the development and utilisation of human resources in education, with particular emphasis on training, the promotion of communication, support and encouragement, and the reception and active integration of new teachers in the education system. • The study and understanding of the theoretical and research reflection related to issues of evaluation, accountability and accountability – control in education, in the context of the relationship between school and the social environment, in relation to the developments in the formulation of educational policy in the countries of the European Union. • The process of raising awareness and develop critical thinking skills for the planning, organisation, management and policy-making of educational policy in educational establishments.
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TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY Face-to-face, in-class lecturing, distance teaching and distance learning etc.	Distance learning mode, enriched with at least five (5) Group Counselling Meetings (OSS) during the academic year that take place during weekends.
USE OF INFORMATION AND	During Group Counselling Meetings (GCMs) and/or in communication with students, the

COMMUNICATION TECHNOLOGY Use of ICT in teaching, Laboratory Education, Communication with students	following technology is used: remote meeting tools (Webex or any other tool officially provided by the HOU), presentation software (e.g., Power Point), specialized software to enhance search for information related to learning outcomes (such as the Single Resource Search Service). Web browsers In addition, students use tools related to the writing of their assignments (e.g., word processors), web browsers (Web Browsers) and e-reader applications for the digital learning materials provided.												
MODULE DESIGN Description of teaching techniques, practices, and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.	<table border="1" data-bbox="678 720 1328 1094"> <thead> <tr> <th>Activity</th><th>Annual Workload</th></tr> </thead> <tbody> <tr> <td>5 OSS (* 4 hours) TCM (Tutor Cohort Meeting)</td><td>20 hours</td></tr> <tr> <td>Preparation of four written essays (4 essays X40 hours)</td><td>160 hours</td></tr> <tr> <td>Examination</td><td>2 hours</td></tr> <tr> <td>Individual study</td><td>398</td></tr> <tr> <td>Total module workload (hours)</td><td>580 hours</td></tr> </tbody> </table>	Activity	Annual Workload	5 OSS (* 4 hours) TCM (Tutor Cohort Meeting)	20 hours	Preparation of four written essays (4 essays X40 hours)	160 hours	Examination	2 hours	Individual study	398	Total module workload (hours)	580 hours
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STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS Detailed description of the evaluation procedures. Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc. Specifically defined evaluation criteria are stated, as well as if	Written Essays (assignments) The assessment of students in the EKP62 module is carried out through the preparation, writing and submission of four (4) written assignments in Greek during the course of the academic year. These four (4) written assignments are closely linked to each other and have continuity between them and consistency with the study timetable. The topics of the four (4) written assignments are posted gradually on the relevant LMS area on the study platform (see https://study.eap.gr/course/view.php?id=396). The feedback and evaluation of the four (4) written assignments is based on a set of criteria that are posted as the learning process progresses in the relevant LMS area of the forum that is accessible to the teaching staff of the module (see												

and where they are accessible by the students	https://study.eap.gr/course/view.php?id=396). The students know in advance the quantitative evaluation criteria and receive as feedback at least the following: the submitted assignment with the notes written by the tutor-counsellor, a personalized letter highlighting elements linked to the ideal answer. In addition, other elements are used to present the synthesis of the assessment in a quantitative way (e.g., assessment grid) (see https://study.eap.gr/course/view.php?id=396). The average grade of the four written assignments contributes to the formation of the final grade by 30%, if and only if a grade higher than or equal to the base grade (5) is achieved by the student in the final or remedial examinations. FINAL AND REMEDIAL EXAMINATIONS Assessment in the final and remedial written examinations consists of the elaboration by the students of a series of open questions that are relevant and related to the content of the module. The topics are designed to critically assess the knowledge/skills/competencies that are acquired by students and during the examination, students have access to the textbooks that have been used throughout the year. The grade of the final or remedial written exam contributes by 70% to the final grade of the module, in accordance with the general regulations (see https://www.eap.gr/education/study-regulations/). All of the above are accessible to both students and teaching staff.
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SUGGESTED BIBLIOGRAPHY

Basic bibliography

Basic textbooks (edited by Hellenic Open University and distributed to all students as hard copies)

- Volume A': Educational Management and Policy (in Greek), EAP, Patras 2008.
- Volume B': Human Resources Management (in Greek), EAP, Patras 1999.
- Volume C': Social and European Dimension of Educational Management (in Greek), EAP, Patras 2008.
- Volume D': Management of Higher Educational Institutions, EAP, Patras 2004.
- General Principles of Management (in Greek), EAP, Patras 1999.

TEXTS, ACCOMPANYING TEXTS, ETC.) TEXT PACKAGES THAT ARE

PHOTOPRINTED AND GIVEN TO STUDENTS

• Parallel texts (photocopies and posted texts)

1. Athanassoula-Reppa An., "Conflicts - Leadership and effectiveness in schools" (in Greek), in Papadiamantakis P. & Karakatsanis D., Contemporary Issues in Education Policy: Looking for the "New School", published by Epikentro, Athens, pp. 183-200. (photocopy)
2. Andreou Ap., "Pressure groups in the Greek education system" (in Greek), (23 p.) (photocopy)
3. Iordanidis G. & Tsagalidou M., "The self-evaluation of teachers in England as an administrative process: Principles, methods and techniques of its application", about Education Sciences (in Greek), pp. 85-100 (photocopy)
4. Kriemadis Th., "Politics and strategies of organization and management of modern educational organizations based on Total Quality Management (in Greek) in Tzani M., Sociology of Education, published by Grigori, Athens, 2004 (157-171 pp.) (photocopy)
5. Mavrogiorgos G., "The school and the teacher: a relationship of life and relative autonomy in the case of professional development" (in Greek) in Bagakis G. (ed.), Education and professional development of the teacher, published Metaichmio, Athens, 2005 (348-354 pp.)
6. Papakonstantinou G., "Management of education: Neo-Taylorism trends in the Greek education system" (in Greek), Administrative News, issue 41, April-June 2007, pp. 62-72 (photocopy)
7. Petridou Ev., "Proposal of a model process for planning the work of the school unit" (in Greek) in Papanoum Z. (ed.), The planning of the educational work in the school unit: from theory to practice, Pedagogical Institute, AUTH, Thessaloniki, 2000 (49-57 pp.)
8. Chatzipanagiotou P., "The role of culture in the effectiveness of the school organization" (in Greek), in Education Guide: Intercultural Education and Training, Thessaloniki 2008, pp. 213-230 (photocopy)
9. Papakonstantinou G., "Introduction of innovations in the educational unit: the role of the director", (in Greek) in Education Guide: Intercultural Education and Training, Thessaloniki, 2008 (231-240 pp.)
10. Patronas, D. & Pavlakis, M. (2011). Human Resource Development: Training material (in Greek), Athens: Training Institute of the National Center for Public Administration & Self-Government.
11. Koutouzis M., (2013) Communication Skills – Student Manual (in Greek), Athens, INE/GSEE.

ACCOMPANYING TEXTS POSTED ON STUDY.EAP.GR

1. Brief Study Guide of the Module
2. Papaioannou M., (ed.), Contemporary Approaches for an Autonomous Greek School, Grigoris publications, Athens, 2020 (15-40 pp.) (in Greek)
3. Papakonstantinou G. & Anastasiou S., Principles of Human Resources Management: The Management of Human Resources in Education, Gutenberg publications, Athens, 2013 (111-156 pp.) (in Greek)
4. Argyropoulou E. Leadership in Education - School Leadership (in Greek)
5. Koutouzis Man., Pavlakis M., Culture in Educational Organizations (in Greek)

6. Papaloi E., (2018) Attitudes, Behavior, Professional & Emotional Intelligence & Organizational Meaning in Educational Organizations (in Greek)
7. Brinia V., Pavlakis M., Contemporary Developments in Education Policy (in Greek)
8. Darra M. Quality Management and Evaluation of Educational Units (in Greek)
9. Zambeta E. & Zmas Aris., The Educational Organization and its Wider Social Environment: the Democratic School (in Greek)
10. Zambeta E., & Zmas Aris., The Educational Organization in the International and European Environment(in Greek)

Related scientific journals (indicative):

- International Journal of Leadership in Education
- Journal of Leadership Education
- [Academy of Educational Leadership Journal](#)
- [Educational Leadership](#)
- [Educational Leadership and Administration](#)
- [Educational Management, Administration & Leadership](#)
- Educational Administration Quarterly
- [International Journal of Education Policy and Leadership](#)
- [International Journal of Leadership in Education](#)
- [Journal of Business and Educational Leadership](#)
- [Journal of Cases in Educational Leadership](#)
- [Journal of International Education and Leadership](#)
- [Journal of Special Education Leadership](#)
- Dialogues: Theory and Practice in the Sciences of Education and Training
- Educational Sciences
- Pedagogical Inspection
- The Step of Social Sciences
- Educational cycle