Study Guide
Academic Year
2025-2026

HELLENIC OPEN UNIVERSITY

SCHOOL OF HUMANITIES

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Legal Framework

The Hellenic Open University (HOU) was legally founded with article 27, par. 1, of Law 2083/1992 (A' 159), provides higher education as a Higher Education Institution (H.E.I.), in accordance with the provisions of Article 3 of Law 4957/2022 (A' 141), is subject to the provisions of 4957/2022 (A' 141) Law for issues that are not regulated by the 5094/2024 (A' 39) Law and bears the international title "Hellenic Open University (H.O.U.)".

The mission of the Hellenic Open University (HOU) is to:

a) provide open and distance undergraduate and postgraduate education and training,
b) provide short-cycle study programmes through the development and use of appropriate educational material and teaching methods,
c) provide pedagogical teaching methods, education, training and expertise, and
d) scientific research

The objectives of the HOU include the promotion of scientific research, as well as the development of technology and methodology in the field of the transmission of knowledge in distance.

Administrative bodies of H.O.U.

Higher Education Institutions have the following administrative bodies, each of which exercises the responsibilities defined in Law 4957/2022 (A' 141):

a) Governing Council, b) Senate, c) Rector, d) Vice-rectors, e) Executive Director

Governing Council

The composition of the Governing Council (G.C.) of the Hellenic Open University (H.O.U.) is as follows:

1. **Emmanouil Koutouzis,** Professor, School of Humanities (internal member).
2. **Ioannis Kalavrouziotis**, Professor, School of Science and Technology (internal member).
3. **Maria Hadjinicolaou**, Professor, School of Science and Technology (internal member).
4. **Augustinos Dimitras**, Professor, School of Social Sciences, (internal member).
5. **Vassilia Hatzinikita**, Professor, School of Humanities (internal member).
6. **Stylianos Zerefos**, Professor, School of Applied Arts and Sustainable Design (internal member).
7. **Iosif Bouzakis**, Emeritus Professor of the first rank of the University of Patras (external member).
8. **Maria Boletsi**, Professor of Modern Green Studies at the University of Amsterdam and Associate Professor in Comparative Literature at Leiden University (external member).
9. **Evgenia Moraitou**, Chief Financial Director at a Commercial Company Group (external member).
10. **Eleni Xoplaki**, Academic Staff member, Justus Liebig University of Giessen (external member).
11. **Loukas Zahilas**, Clerk at CEDEFOP (external member).

Senate

The Senate is formed for the academic year 2025-2026 as follows:

1. Professor **Emmanouil Koutouzis**, Rector.
2. Professor **Antigone Detzortzi Vlavianou,** Dean of the School of Humanities of the Hellenic Open University, with Deputy Dean Associate Professor **Dimitrios Filippis**.
3. Professor **Prokopis Theodoridis**, Dean of the School of Social Sciences of the Hellenic Open University, with Deputy Dean Professor **Dimitrios Stergiou.**
4. Professor **Irini Mavrommati**, **Dean** of the School of Applied Arts and Sustainable Design of the Hellenic Open University with Deputy Dean Professor **Lampros Doulos**.
5. Professor **Kyriakos Bourikas, Dean** of the School of Science and Technology of the Hellenic Open University with Deputy Dean Professor **Georgios Hatzigeorgiou.**

According to the provisions of par. 2 of Article 16 of Law 4957/2022, the Vice Rectors have the right to participate in the meetings of the Senate without voting rights, as follows:

1. Professor **Athanassios Mihiotis**, Vice Rector for Research and Innovation (*without voting rights*).
2. Professor **Panagiotis Kayalis,** Vice Rector of Academic Affairs and Outreach (*without voting rights*).
3. Professor **Efthimios Zervas,** Vice Rector of Infrastructure and Finance (*without voting rights*).
4. Professor **Vassilios Verykios** Vice Rector of Student Affairs (*without voting rights*).

Rector

The position of **Rector** of the Hellenic Open University (H.O.U.) is held by **Emmanouil Koutouzis**, Professor of the first rank of the School of Humanities.

The term of office for the Rector of the Hellenic Open University (H.O.U.) is four years, starting on September 1, 2024, and ending on August 31, 2028.

Vice Rectors

According to the Rector's Act No. HOU 21720/02.09.2024 (Government Gazette B' 5030/04.09.2024), the areas of responsibility, the specific duties of the Vice Rectors of the Hellenic Open University (H.O.U.), and the order of substitution for the Rector are defined. The term of office for the four Vice Rectors of the H.O.U. is four years, starting on September 1, 2024, and ending on August 31, 2028.

Vice Rector for Research and Innovation
Athanassios Mihiotis, Professor of the School of Social Sciences with a specialization in "Management"

Vice Rector of Academic Affairs and Outreach
Panagiotis Kayalis, Professor of the School of Humanities with a specialization in "Modern Greek Literature (19th-20th c.)"

Vice Rector of Infrastructure and Finance
Efthimios Zervas, Professor of the School of Applied Arts and Sustainable Design with a specialization in "Environmental Impacts Technology"

Vice Rector of Student Affairs
Vassilios Verykios, Professor of the School of Science and Technology with a specialization in "Data Management"

SCHOOLS OF THE H.O.U.

The basic academic unit of the Hellenic Open University (H.O.U.) is the School.
The H.O.U. consists of the following Schools: a. School of Social Sciences b. School of Humanities c. School of Science and Technology d. School of Applied Arts and Sustainable Design. The Schools of H.O.U. operate as a single Department.

School of Humanities

The School of Humanities of the Hellenic Open University (H.O.U.) consists of the following bodies:
a) Dean of the School
b) Dean's Deputy of the School
c) School's Assembly, which is constituted in accordance with Article 29 and exercises the responsibilities of the Department's Assembly as outlined in Article 30 of Law 4957/2022 (A' 141).
d) Deanery, which is constituted in accordance with Article 22 of Law 4957/2022 (A' 141), exercises the duties of Article 23 of the same Law and those provided by Law 5094/2024 (A' 39).

The School of Humanities' Assembly for the academic year 2025-2026 is formed as follows:

1. **Antigone Vlavianou Detzortzi,** Professor with a specialization in "History of European Literature", **Dean of the School.**
2. **Dimitrios Filippis**, Associate Professor with a specialization in "Culture of Spain", **Dean's Deputy of the School.**
3. **Eleni Boliaki,** Professor with a specialization in "Greek Culture: Ancient Greek Religion, Mythology and Drama"
4. **Panagiotis Kayalis**, Professor with a specialization in "Modern Greek Literature (19th-20th c.)"
5. **Emmanouil Koutouzis**, Professor with a specialization in "Educational Management"
6. **Vassilia Hatzinikita,** Professor with a specialization in "Applied Educational Research"
7. **Plousia Misailidi,** Professor with a specialization in "Developmental Psychology"
8. **Nektaria Palaiologou,** Professor with a specialization in "Intercultural Education, Multicultural Multilingual Settings and Migration"
9. **George N. Vlahakis,** Professor with a specialization in "Greek Philosophy and Science: From Antiquity to the 20th Century"
10. **Maria Katsantoni,** Associate Professor with a specialization in "Teaching French as a foreign language: development of language communication skills and assessment of written and oral language"
11. **Georgios Koulaouzidis,** Associate Professor with a specialization in "Methodology of Adult Education: principles, theoretical framework, educational methods and psychodynamic dimension"
12. **Georgia Pateridou,** Associate Professor, with a specialization in "Modern Greek Literature (19th to 20th century)"

13. **Anastasia Filippoupoliti**, Associate Professor with a specialization in “Museums, Science and Technology”
14. **Stasinos Stavrianeas**, Associate Professor with a specialization in “Greek Philosophy and Science: From Antiquity to the 20th Century”
15. **Evangelia Manousou**, Assistant Professor with a specialization in “Open and Distance Education: Theory, Institutions and Functions”
16. **Maria Martzoukou,** Assistant Professor with a specialization in "Language Development: Cognitive approach".
17. **Zacharias Palios,** Assistant Professor with a specialization in “Institutions that shaped European Culture”

Professors Emeriti:
Alexios Kokkos, Professor Emeritus
Lila Leontidou, Professor Emeritus, “Geography and European Culture”
Antonios Lionarakis, Professor Emeritus
ArgIro Loukaki, Professor Emeritus

The School of Humanities’ Deanery for the academic year 2025-2026 is formed and composed as follows:

Dean: Professor Antigone Vlavianou Detzortzi

Dean’s Deputy: Associate Professor Dimitrios Filippis

Members:
1. Professor Nektaria Palaiologou
2. Associate Professor Georgios Koulaouzidis
3. Associate Professor Stasinos Stavrianeas

The Hellenic Open University (H.O.U.) awards:
a) Undergraduate Degrees
b) Postgraduate Degrees.
c) Doctoral Degrees.
Also, it issues:
a) Certificates of Module and Laboratory Module Attendance.
b) Training Certificates.

According to Article 18 of Law 5094/2024 (A' 39):
"*Individual academic and operational Units which are part of the Schools of the Hellenic Open University (H.O.U.) include:*
a) The Module (Md.), b) the Laboratory Module (L.Md.) and c) the Practical Training Module (P.T.Md.), each of which covers one (1) distinct subject at undergraduate and postgraduate level.
Each Module (Md.) lasts one (1) academic year or one (1) academic semester and corresponds to the specified number of ECTS credits as defined by the programme's Regulation of Studies.
Each Laboratory Module (L.Md) includes a number of laboratory exercises in addition to the theoretical content of the studies it may encompass. The duration of the L.Md. extends over one (1) academic year or one (1) academic semester and corresponds to the specified number of ECTS credits as defined by the programme's Regulation of Studies".

Obtaining a Bachelor's Degree (first cycle of studies)
To obtain a degree from the Hellenic Open University (H.O.U.), students are required to complete the Programme of Studies as outlined in the Programme' s Structure.
Obtaining a Master's Degree
To obtain a Master's degree, candidates are required to hold a Bachelor's degree or an equivalent higher education diploma, successfully complete and pass the examinations for the required Modules (Md.), Laboratory Modules (L.Md.) or Practical Training Modules (P.T.Md.) as specified by the Programme of Studies.
Obtaining a Doctoral Diploma
To obtain a doctoral degree, candidates are required to hold a relevant Master's degree and to write a doctoral thesis.

Studies are offered within each Module (Md.) through **distance learning** and includes the following:
Students receive and study the educational material (in printed or electronic form), which is in line with the requirements of distance learning. Students who are educated remotely rely much more on the educational material than those in traditional forms of education, due to the limited communication they can have with the instructor and with their fellow students. Therefore, the educational material "teaches" the students, and it needs to be designed in such a way as to compensate, to the greatest extent possible, for the absence of direct educational communication and, in general, fulfills the various teaching functions that are carried out in traditional education. To meet these needs, the educational material must be created in a way (and include the appropriate elements) in order to:

- Guide the students during their studies.

- Promote the essential for the learning procedure interaction of the student with the learning material (through exercises and assignments).
- Explain difficult points and concepts.
- Assess and inform the student about their progress.
- Motivate and encourage the student to continue.

Allow the students to freely choose the place, time, and pace of their studies.

For these reasons, the H.O.U. has developed specialized educational materials for all Modules (Md.), which are tailored to the requirements of distance education.

For each Module (Md.), it is estimated that approximately ten (10) hours of study per week are needed. Each undergraduate Md. consists of approximately 800 pages of examinable material, while each postgraduate Md. consists of approximately 1.000 pages. However, the aforementioned numbers of pages are indicative and vary from programme to programme, depending on its content and requirements. To meet these study demands, students must effectively organize their time and plan their activities.

The material may be accompanied by a "Study Guide" (parts of which can be found in the Digital Learning Spaces, and specifically in the digital area of the Module), which includes the study and written assignment schedule, the syllabus, the examinable material, and more. It is important for students to carefully review this Guide and adhere to the study schedule, especially the deadlines for submitting their assignments to their tutor.

Students are continuously supported by their Professors - Advisors and communicate regularly with them. The communication between Professors - Advisors and their students takes place either by phone, or via email, or through tele-conferencing during designated hours with an open discussion system.

During communication with students, the Tutor is informed about the individual, social, educational, and professional characteristics of the students, as well as about their needs and expectations from the Md., in order to adjust their teaching accordingly. Additionally, the Tutor motivates students during their learning journey, connects them with each other to exchange experiences, form study groups, work on assignments, and more. The Tutor also suggests additional bibliographic sources, informs and prepares students for upcoming assignments, exams, and so forth.

The work of the instructors for each Md. is regulated by the Coordinator of the Md. The Coordinator ensures the consistency of their activities, coordinates their work, and develops the topics for written assignments and final examinations with them. Additionally, the Coordinator evaluates the performance of the instructors. The work of an entire Programme of Studies is coordinated by the Director of the Programme.

Over the period of the distance teaching of a Md., Group Counseling Meetings (G.C.M.) are organized on the basis of a relevant decision of the Deanery. These meetings are held on non-working days and hours, unless not possible for objective reasons and in special and exceptional cases. The number of meetings is at least three (3) for P.S. with semester-long Modules and at least five (5) for P.S. with term-long Modules, and the duration of each meeting is four (4) hours. When the G.C.M. of the Module are conducted remotely via teleconference, the duration of each G.C.M. may be reduced, while their number is increased

correspondingly so that the total duration of the G.C.M. remains unchanged. In the case of Laboratory Module (L.Md) that offer face-to-face or distance laboratory training of more than two (2) days, the number of G.S.M. shall be at least two (2) for semester-long courses and three (3) for annual courses and their duration shall be between two (2) and four (4) hours each. In the case of L.Md. that offer face-to-face or distance online practice for one (1) day, then the same requirements as for Md apply and the day of laboratory practice counts towards the total number of G.S.M..

According to the decision No. 558/ak.th.3.7/27.07.2022 of the Board of Directors, starting from the academic year 2022-2023 and onwards, Group Counseling Meetings (G.C.M.) will be conducted remotely.

In each G.C.M. typically an average of 25 students participate who make up the group, and each G.C.M. is coordinated by the designated instructor. Additionally, students are required to complete Educational Activities (E.A.) which are evaluated by the instructor.

The graded educational activities within a Md. include: written assignments, exercises, tests, laboratory practice, presentations, etc. Educational activities are submitted exclusively through the H.O.U. educational platform, except for laboratory practice, presentations, or other specialized activities.

The deadlines for submitting the educational activities are indicated in the Study Schedule/Calendar of each Md.

Any other optional (non-graded) educational activity (e.g. quiz, etc.) may be posted on the educational platform, if the T.S.G. of the Md. so decides. Each educational activity is graded on a scale with a maximum score of ten (10).

To be eligible to participate in the final examinations, a student must (a) achieve at least 50% of the potential maximum score from the total of graded activities, and (b) submit more than half of the total number of graded educational activities. The graded activities may not account for more than 40% of the total Md. grade, -unless otherwise specified in the Government Gazette establishing the programme- and are only included in the final grade after successful participation (≥5) in the final examinations. The aforementioned restrictions do not apply to L.Md. and the relative grading weight of each activity/examination as well as the total number of activities are defined by the relevant S.P.C./A.S.C. with the approval of the School's Deanery. Any deviations from the above requires a special decision by the Senate/Board of Directors following a justified proposal by the School's Deanery. The number of E.A. is 4-6 for term-long Md. and 3-4 for semester-long Md.

The right to participate in the final exams of a Module is granted to students who have enrolled in it and have also fulfilled their educational obligations (educational activities) as specified above.

The examination periods are defined as follows:

Each academic term has the following academic periods:

a) January-February (**1st period**), for students enrolled in S.P. with semester-long Md.,

b) May-June (**2nd period**) for students enrolled in S.P. with semester-long and term-long Md.,

c) June-July (**repeat**), the repeat examination period for students enrolled in programmes with semester-long and term-long Md.,

d) September (**3rd period**), for final-year students enrolled in undergraduate S.P. with semester-long/term-long Md. and final-year students enrolled in post-graduate S.P. with term-long Md.

Students who do not achieve a passing grade in three (3) consecutive examination attempts for P.P.S. with semester-long structure or four (4) consecutive examination attempts for P.P.S. with annual structure, or fail to attend the exams, must re-enroll in the Md. with full financial and educational obligations.

The details regarding enrollment at the Hellenic Open University (H.O.U.) are specified by the Regulation of Studies.

Method of calculating the degree/diploma grade for Programmes of Studies based on the European Credit Transfer and Accumulation System (ECTS): For the calculation of the degree grade of the Programmes of Studies based on the European Credit Transfer and Accumulation System (ECTS) system, the weight of the Modules/courses is taken into account according to the ECTS credits assigned to them.

Admission/Registration Process

According to the article 22, par. 2 of Law 5094/2024 (A' 39) the enrolment of the students in the Programmes of Studies offered by H.O.U takes place without exams. The candidates should submit their application within the deadlines and according to the procedure the Senate sets for each academic year. The call for expressions of interest from prospective students for the programmes of studies is posted on the Hellenic Open University (H.O.U.) website.

The enrolment of the bachelor students requires an Upper Secondary School Certificate Level 4 of the Hellenic Qualification Framework or equivalent of Foreign Certificate.

By decision of the Senate, the total number of positions available for undergraduate and postgraduate students is determined for each academic year. By a similar decision the number of additional positions available for undergraduate or postgraduate students is established, which cannot exceed fifteen percent (15%) of the annual number of positions provided. By a similar decision the conditions, requirements, methods, bodies, and procedures for selecting candidates for admission to the Hellenic Open University (H.O.U.) are specified, as well as any other details related to the admission of undergraduate and postgraduate students to the H.O.U.

Students with serious health conditions are also admitted to the Hellenic Open University (H.O.U.) at a rate of 5% in addition to the designated number of positions for undergraduate programmes.

Financial Contribution – Scholarships

Students participate in the costs associated with the implementation of the open and distance learning system.

Student scholarships are offered, on the provision that certain economic, social and academic criteria are met. The scholarships awarded by the HOU cover either the full amount or part of the financial participation payable by the students for the academic year they apply for a scholarship and provided that a combination of economic, social and academic criteria are met.

STUDY PROGRAMMES OFFERED

SCHOOL OF HUMANITIES

UNDERGRADUATE PROGRAMMES (Bachelor Degree)

- Studies in European Civilization
- Studies in Greek Civilization
- Hispanic Language and Civilisation Studies

POSTGRADUATE PROGRAMMES (Master Degree)

- Education
- Master's in Adult Education
- The Teaching of English as a Foreign /International Language
- The Teaching of German as a Foreign Language
- Teaching French as a Foreign Language
- Orthodox Christian Theology and Religious Pluralism
- Language Education for Refugees and Migrants
- **Joint Degree**: Education Sciences: Special Education for People with Oral and Written Language Difficulties
- Current trends in linguistics for teachers
- Public History
- Education and Technologies in distance teaching and Learning systems – Educational Sciences
- Postgraduate Program on Science Communication
- Master's degree in Applied Developmental Psychology
- Modern and Contemporary Greek History
- Art-Cultural Heritage-Development Policies
- Contemporary Italian culture and specific issues of terminology and interpretation
- MA in Performing Arts
- Philosophy and Arts
- Creative Writing
- Digital Humanities: Methods, Tools, Practices
- Folk/Popular Culture and Modern Cultural Heritage

SCHOOL OF HUMANITIES

Undergraduate Courses

European studies: History, Society, Civilisation

Description

The course focuses on the many aspects of European development and the nature of European civilization and culture. It is an innovative course offered by the School of Humanities of the Hellenic Open University, which opens new ground in Greek Higher Education. Interdisciplinary in nature, it incorporates a variety of established and modern subjects and aims at analyzing the basic elements, processes and agents, which have interacted over time to make up what is understood today as Europe. The course: provides knowledge and skills; builds up critical ability; contributes to historical and comparative analysis; helps highlight the multi-faceted kaleidoscope of Europe. The books (study-guides) specially written by HOU for the course are complemented both by general textbooks and by a series of shorter texts, all of which are also stocked and provided by the University Library. They refer to central themes and debates formulated by disciplines such as history, philosophy, art, geography, all of which highlight processes of continuity and change, of identity and nation-building, of supra-nationalism, across most of what is today considered Europe in geographical terms. The course is based on over twelve modules among which, central ones are: European General History (IX-XX c.), European Economic and Social History (IX-XX c.), Philosophy, Social Science, History of Art, European Literature, Geography, Medieval and Byzantine culture. Completion of this course allows students to deepen their knowledge of European civilization and culture and to specialize in one or more of the many aspects discussed. At the same time, they acquire basic skills necessary in any work environment. A European citizen should be the educated citizen, who would have equal opportunities in a united Europe. This course provides such fundamentals.

Admission Requirements

Graduates of High Schools or holders of corresponding or similar secondary education degrees earned either abroad or in Greece.
Knowledge of a foreign language as well as familiarity with the use of computers, e-mail, and the Internet will significantly facilitate participation in the program.

Minimum study duration

4 academic years

ECTS credit points

240

Learning Material

Learning material used is mainly printed textbooks but also audiovisual and electronic learning material. The printed material is especially adapted to meet the needs and standards of distance education.

Chapters clearly state aims and objectives. Key concepts and expected learning outcomes. Self-assessment questions and exercise.

Alternative teaching material. To assist the students to a better understanding of the main teaching material. It utilizes, clarifies and enriches, if necessary, the already existing material.

Contact

Student Records:

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General Information:

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Course Structure

	1st Year	
EPO10	General History of Europe	(C[1], 20 ECTS)
EPO21	History of European Literature	(C, 20 ECTS)
EPO31	The Natural and Human Sciences in Europe	(C, 20 ECTS)
	2nd Year	
EPO11	Social and Economic History of Europe	(C, 20 ECTS)
EPO12	Geography, Human Geography and Material Culture of Europe	(C, 20 ECTS)
EPO22	Philosophy in Europe	(C, 20 ECTS)
	3rd Year	
EPO20	The History of Arts in Europe	(C, 20 ECTS)
EPO30	Byzantine and the Western World	(O[2], 20 ECTS)
EPO32	Education in Europe: From the Middle Ages to the Modern Era	(O, 20 ECTS)
EPO33	Evolution and Governance of the European Union	(O, 20 ECTS)
EPO42	Contemporary Sociological Approaches in European Societies	(O, 20 ECTS)
EPO43	Political ideologies in 20th century Europe	(O, 20 ECTS)
ELP30	Letters II: Modern Greek Literature (19th and 20th c.)	(O, 20 ECTS)
	4th Year	
EPO41	Social Theory and Modernity	(C, 20 ECTS)
EPO30	Byzantine and the Western World	(O, 20 ECTS)
EPO32	Education in Europe: From the Middle Ages to the Modern Era	(O, 20 ECTS)
EPO33	Evolution and Governance of the European Union	(O, 20 ECTS)
EPO42	Contemporary Sociological Approaches in European Societies	(O, 20 ECTS)
EPO43	Political ideologies in 20th century Europe	(O, 20 ECTS)
ELP12	Arts I: Greek Visual Arts, Review of the Greek Architecture and Urban Planning-Urban Design	(O, 20 ECTS)
ELP22	Greek Philosophy and Science from Antiquity to the Twentieth Century	(O, 20 ECTS)

Notes:

C[1]: Compulsory
O[2]: Optional

Guidelines on Module selection

The first and second academic year modules are compulsory.
During the first year of study, it is recommended that students choose the module EPO10 and EPO31, which are openers. If they do not have time, they should choose EPO10. If they have time that allows them to choose more than two modules, then in addition to EPO10 and EPO31, they may also study EPO21.
In order to choose the second year's modules EPO 11 and/or EPO 22, the student must have successfully completed both first year's modules EPO10 and EPO31.
Of the third year modules, the student must attend EPO20 and select two more of the third year modules.
Of the fourth year modules, the student must attend EPO41 and choose two more from the fourth year modules.
In order to choose EPO41 in the fourth year, the student must have already successfully completed the 9 modules of the first three years.
In the process of declaring the units, the modules of the previous year must be exhausted first and then the declaration of the next year's modules must begin.
You may select up to three modules each academic year. To obtain a degree, the successful completion of 12 modules is mandatory.

Students' evaluation: Grade assessment of a Module – Participation in Final Exams

Students are assigned to submit four (4) written assignments during the academic year. The average grade of the four (4) written assignments, weighted at 30%, is taken into consideration for the calculation of the final grade. The grade of written assignments is activated only with a score equal to or above the pass level (≥5) in the final or resit exams.
The grade of the final or the resit exams shall be weighted at 70 % for the calculation of the final grade.
Students have the right to participate in the final/resit exams if (a) at least 50% of the potentially excellent grade has been obtained when adding the total of the four (4) assignments and (b) at least three (3) of the four (4) written assignments have been submitted.

Course Modules

EPO10 General History of Europe

Module code: EPO10
ECTS Credit Points: 20
Module Type: Compulsory
Year: 1st
Language: Greek
Learning Outcomes: After completing this module, students are expected to be able:

- To describe and identify the major historical developments that shaped Europe and its cultural identity between the end of antiquity and contemporary times.

- To explain and assess the historical events that led to the emergence of the various political institutions, religious systems and intellectual phenomena in Europe between the Middle Ages and contemporary times.
- To produce substantive arguments elucidating or explaining such events and developments, their causes, effects and long-term repercussions.
- To identify and discuss similarities and differences between the various historical trajectories in European history.
- To identify and discuss the most significant continuities and discontinuities in European history.

Subjects covered:

- Introduction to the History of Europe
- General overview: 6th to 20th century CE.

EPO21 History of European Literature

Module code: EPO21
ECTS Credit Points: 20
Module Type: Compulsory
Year: 1st
Language: Greek
Learning Outcomes: On completion of his/her studies, the student will be in a position to:

- Know the main periods and discern the cultural trends/ artistic movements that constitute the milestones in the European history of literature from the 12th to the 20th century.
- Know the leading authors and works forming the "canon" of European literature from the 12th to the 20th century and the main literary genres that emerged in various periods in the history of European literary history from the 12th to the 20th century, their expression and transformation in time.
- Analyze literary texts on the basis of genre, thematic material, style and ideological ramifications.
- Compare and contrast literary texts of the same or different traditions and trends on the basis of their thematic material, their genre and stylistic features, as well as the ideas they deal with.
- Compose papers where it will be possible to combine successive literary elements, pertaining to specific literary genres or works, with their morphological and ideological analysis.

Subjects covered:

- Introduction to the history of literature
- History of European Literature from the 6th to the 20th century CE

EPO31 The Natural and Human Sciences in Europe

Module code: EPO31
ECTS Credit Points: 20
Module Type: Compulsory
Year: 1st
Language: Greek

Learning Outcomes: Upon the completion of this module, students are expected to be able to:

- Recall the major events of history of science and describe the most important epistemological debates, which determined the current state of science.
- Explain how science came to be considered the most trustworthy way of knowing, but also analyze the contradictions immanent in this epistemological pattern as far as the certainty of knowledge is concerned.
- Sketch the role of science and technology in shaping European culture
- Perceive, analyze and discuss social problems arising from scientific and technological developments.
- Contribute to resolving matters of scientific and technological policy.

Subjects covered:

- History and Theory of Sciences during the Middle Ages
- History and Theory of Sciences in modern Europe
- Positivism and its Overcome

EPO11 Social and Economic History of Europe

Module code: EPO11
ECTS Credit Points: 20
Module Type: Compulsory
Year: 2nd
Language: Greek
Learning Outcomes: After completing this module students are expected to:

- Differentiate between general history and economic history.
- Assess and compare approaches of economic and social history theoretically and empirically.
- Grasp, understand and explain basic macro processes of economic development: transition from feudalism to capitalism and its different paths, the various phases of the industrial revolution, the occurrence of economic crises.
- Develop synthetic and analytical skills to: a. analyze and compare patterns of development in the North, South and East, b. discern forms of globalization.
- Critically assess their impact on social, entrepreneurial and business structure and change.
- Acquire the foundations for post-graduate studies in Economic, Social and Business History, in Business Studies and Economics, also in European Studies.

Subjects covered:

- Introduction to the Social and Economic History of Europe
- Social and Economic developments from the 6th to the 20th century.

EPO12 Geography, Human Geography and Material Culture of Europe

Module code: EPO12
ECTS Credit Points: 20
Module Type: Compulsory
Year: 2nd
Language: Greek

Learning Outcomes: On the successful completion of ΕΠΟ12, the students are expected to develop abilities:

- To understand the meaning of "Europe" since its inception during antiquity, to recognize its boundaries at different historical periods and recall the transformations of borders around and within Europe, their relocations and hierarchies from 16th century and the periods of colonialism and globalization, until the European unification and the present EU crisis.
- To examine the science of Geography as taught in the European Universities as an important science, based on the ancient Greek scientific tradition, and to understand its shrinkage in modern Greece; to discern between the complex and interdisciplinary approach and the descriptive one, as taught at school.
- To comprehend the role of Geography in the formation of European material, virtual and spiritual culture, and vice versa; to perceive the processes of European and national identity formation, appreciate and evaluate the primary role of spatiality in European culture and grasp the cultural changes in relation to their spatial contexts.
- To recognize and critically assess the "Paradigm shifts" in Geography and grasp the differences in narratives, methods and ways of interpretation of fundamental socio-economic phenomena in space; to understand the interaction of space and human activity mediated by epistemological shifts and geographical imaginations, which play a central role in European culture.
- To analyze uneven development in geographical space from the global to the local scale, the multiple divisions and disparities among European regions, the contribution of specific places in European cultural, scientific and socio-economic development, and to comprehend spatial interaction, networking and cosmopolitanism of innovative activities and processes.
- To analyze processes of spatial differentiation and restructuring in contemporary Europe and its regions from the era of the industrial revolution to that of globalization - i.e. from 19th to 21st century - and more concretely: urbanization, urban landscapes from human ecology until postmodernity, migration, industrial restructuring, technological development, socio-economic transformation, political developments and social movements in European space.
- To understand and interpret cartographical data after familiarization with the maps and the thematic cartography of Europe.

Subjects covered:

- Geography
- Human Geography and Material culture of Europe

EPO22 Philosophy in Europe

Module code: EPO22
ECTS Credit Points: 20
Module Type: Compulsory
Year: 2nd
Language: Greek
Learning Outcomes: On the successful completion of EPO 22 students are expected to develop various skills, such as:

- The ability to recognize, understand and critically assess key-concepts and significant philosophical theories and to comprehend their socio-historical context.
- The ability to critically assess, analyze and discuss various and even conflicting-philosophical arguments, approaches and traditions.
- The development of independent critical thinking and analytical skills, which are crucial factors in forging integrated personalities and, consequently, responsible citizens.
- The ability to study and interpret original philosophical texts as well as to critically assess secondary literature on philosophical issues.
- The ability to form and successfully employ logically sound and convincing arguments.
- The ability to write academic essays in the field of philosophy.
- The ability to link various aspects of philosophical thinking and related debates with current social and political issues.

Subjects covered:

- Philosophy from the 6th to the 16th century
- The Enlightenment (17th - 18th century)
- Modern and Contemporary Philosophical trends (19th - 20th century

EPO20 The History of Arts in Europe

Module code: EPO20

ECTS Credit Points: 20

Module Type: Compulsory

Year: 3rd

Language: Greek

Learning Outcomes: Upon completion of the module students will be expected to be able to:

- Name artistic features, important artists, architectural elements, key examples of works of visual arts and of music, artistic innovations, historical factors, artistic programs, categories of artistic subjects, principal characteristics of music genres
- Display similarities/ differences between works of visual arts, orientations in architecture in relation to technology and aesthetics
- Distinguish artistic styles, differences between artistic styles, iconographical components, particular architectonic characteristics, particular musical characteristics, features of style, contribution of musical genres to the evolution of music, innovation in music
- Understand distinctive artistic expressions, musical terms, methods of music, transition in music genres, evolution in visual arts and music, use and potentiality of new materials in art
- Describe works of visual arts and of music, artistic occurrences, innovations in style, artistic technics, architectural construction problems, use of musical instruments, musical forms, use of musical forms
- Analyze the relation between history and art, the meaning of artistic production, artistic features, artistic terms, artistic movements, musical forms, iconographical subjects
- Examine changes in art, differences between styles, evolution of musical genres, transition in music history, artistic objectives, artistic technics, the function of works

of visual arts, musical achievements, particular issues of form, artistic categories and trends
- Correlate/ Juxtapose works of visual arts and of music, theories of art, artistic styles
- Specify personal artistic components

Subjects covered:
- Fine Arts from the Middle Ages to the Late Renaissance
- Fine Arts from the late Renaissance (Mannerism 1530) to the end of the 20th century Music in Europe

EPO30 Byzantine and the Western World

Module code: EPO30
ECTS Credit Points: 20
Module Type: Optional
Year: 3rd or 4th
Language: Greek
Learning Outcomes: Upon completion of the unit the students will be able to:
- to recall and identify key events which marked the course of the Byzantine East and the Latin/Italian West as well as their relations.
- to describe and interpret phenomena of convergence, divergence and conflict between the two worlds, using good examples.
- to analyze the factors which had a decisive influence on the relations between the two worlds, and distinguish their results and implications.
- to reflect critically on individual topics concerning the complex relations between East and West, and compose essays based on material from published sources.
- to assess the fluctuations in the relations of both worlds and express their opinion with coherent and sophisticated arguments, demonstrating a comprehensive understanding of the issues involved.
- to utilize the learning material for the better understanding of the East-West relations in the modern and contemporary times.

Subjects covered:
- Byzantine and Western Civilization: Convergence and divergence
- Renaissance and Humanism
- Reformation and Counterreformation

EPO32 Education in Europe: From the Middle Ages to the Modern Era

Module code: EPO32
ECTS Credit Points: 20
Module Type: Optional
Year: 3rd or 4th
Language: Greek
Course Description: The course aims at unfolding the socio-historical development of education and pedagogical ideas in Europe, from the middle ages to modernity and post modernity. The role of the church is moreover underlined as regards the dawning and the initial control of educational provision and its constant influence on the educational matters.

The educational systems of European countries are examined within their social and economic framework, as well as vocational education and life-long learning.

Learning Outcomes: Students, upon completion of course are expected to:

- acknowledge the significance of Education, as one of the main institutions that affect (the) social formations and transformations,
- elaborate their ethnocentric attitudes on Education and reconsider them in the light of the European and global paradigms,
- understand the ways in which educational developments relate to broader social and political issues,
- comprehend the history of educational systems as a two-way process, from the past to the present and vice-versa.

Subjects covered:

- History of Education
- Sociology of Education
- The Historical and Sociological Dimensions of Adult Education

EPO33 Evolution and Governance of the European Union

Module code: EPO33

ECTS Credit Points: 20

Module Type: Optional

Year: 3rd or 4th

Language: Greek

Learning Outcomes: On the successful completion of ΕΠΟ33, students are expected to develop abilities to recognize and analyze with an interdisciplinary and critical approach:

- The changing concept of "Europe" and the basic dimensions of the creation and development of the EU (EC, EEC in the past) of 27 and soon 28 member states, the construction of European Economic Space, the European Neighbourhood Policy, changes and hierarchies of borders, distinctions between the EU, the Eurozone, and other subdivisions in different periods, as well as their cultural impact in the meaning of nation state, citizenship, cultural identity and cosmopolitanism in the course of unification since the past century
- The composition and the impact of consecutive accessions and the transitions and transformations of European cultures created by them, as well as the uniqueness of the European unification venture, which constitutes a particular form of cooperation among nation states, common organization of institutional frameworks, and development of policies, which constitutes a unique contribution of European culture.
- The current dynamics of the broader European space and the europeanix=zation process as a controversial cultural venture, in juxtaposition with cultural particularities of each nation state in the framework of more general trends developing during the unification process. The EU includes different, sometimes contradictory, cultural discourses, which are imprinted in institutional organization on the one hand, and difference among civil societies on the other, which students of ΕΠΟ33 are led to understand.
- The political and institutional dimensions of European culture wherein the phenomenon of European unification transformed policy and diplomacy as well as

economic, social and cultural life in Europe: the structure, institutional composition and policies of the contemporary EU of the 27 member states, oriented towards modernity as a culture and system of institutions and practices developed by social and political agents, as well as the establishment of a peculiar directorate within the EU under the hegemony of neoliberalism, which is conducive to and unable to manage the crisis during the 21st century.

Subjects covered:

- The postwar formation of the European Communities and their development.
- Formation of Institutions, policies and successive expansions until today.

EPO42 Contemporary Sociological Approaches in European Societies

Module code: EPO42

ECTS Credit Points: 20

Module Type: Optional

Year: 3rd or 4th

Language: Greek

Learning Outcomes: The students of the course module, upon its completion, should be able to:

- To recall, formulate and reproduce the basic arguments related to the emergence and evolution of the capitalist system, which emerged and developed in the context of European civilization.
- To search and recompose chains of arguments concerning the construction of the modernization paradigm in the context of European civilization. Moreover, the students should be able to justify and ascertain the factors and the mechanisms that have an impact on the expansion of capitalism in countries outside the Western world.
- To converse with the theoretical material of the course, and also to be able to analyze and compare the use of theoretical concepts by various scientists and researchers.
- To understand and utilize the theoretical concepts they were taught in the context of the course (e.g. social structure, social action, social capital, civil society, etc.) and have the capacity to juxtapose those concepts against the social reality within which they live and act.
- To comprehend the differences between the theoretical concepts/ tools, the observations made on the basis of these theoretical concepts and the empirical reality that they experience. On such basis, they should be able to understand the use and the limits of theory for the study of social, economic, political and cultural phenomena
- To evaluate and interpret the contemporary social phenomena by placing them in the appropriate historical, sociopolitical and cultural context. Moreover, they should have the capacity to construct interpretations for these phenomena based on the argumentation which can be formulated on the basis of observations as well as the use of empirical or statistical material.

Subjects covered:

- Weber's protestant work ethic thesis
- Liberal radicalism and revolutionary movements during the 19th century
- Colonialism and rivalry

EPO43 Political ideologies in 20th century Europe

Module code: EPO43

ECTS Credit Points: 20

Module Type: Optional

Year: 3rd or 4th

Language: Greek

Learning Outcomes: After completing this module, students will be expected to:

- Demonstrate a good understanding of the concept of ideology and its multiple role in political and social life.
- Be able to assess issues concerning the relationship between ideology and theory and engage themselves in the end of ideology debate.
- Be familiar with the main features liberalism, socialism, conservatism, fascism, anarchism, nationalism.
- Be able to present and analyse the underlying principles of each ideology and critically assess their mutual criticisms.
- To assess the ideological origins of alternative public policy choices.

Subjects covered:

- European political ideologies during the 20th century: with emphasis on the most recent ideological currents, especially during the post- Soviet period

ELP30 Letters II: Modern Greek Literature (19th and 20th c.)

Module code: ELP30

ECTS Credit Points: 20

Module Type: Optional

Year: 3rd

Language: Greek

Learning Outcomes: Upon successful completion of module ELP30, students:

- Will have acquired a basic knowledge about authors, literary works and the general pattern of the history of modern Greek literature (19th-20th centuries).
- Will have acquired an understanding of the features of fundamental aesthetic trends (romanticism, symbolism, naturalism, etc.) and movements (e.g. Surrealism) in 19th- and 20th-century art.
- Will have acquired a basic understanding of the main literary schools and tendencies of modern Greek literature in the 19th and 20th centuries (e.g. Ionian school, generation of the 1880s, generation of the 1930s, etc.).
- Will have acquired an understanding of the basic narrative modes and morphological characteristics operating in literary texts.
- Will have developed an intellectual mode of thinking, on the basis of the above learning outcomes, on issues of literary history and literary theory.
- Also, students will have acquired the required skills and abilities,
- For comprehension and critical reading of literary texts (poetry and prose) of modern Greek literature (19th-20th centuries).
- For comprehension and critical reading of literary criticism and scholarly writing.
- To place a literary work in its historical and cultural context.

- To compose an essay in a systematic manner and to present their findings from the analysis of literary texts and careful study of relevant academic material in a competent and meaningful way.

Subjects covered:

- Greek Romanticism: Poetry of the Ionian and the Athenian School
- Memoirs
- The 1880s generation
- Cavafy - Sikelianos - Kazantzakis – Karyotakis
- The 1930s generation
- Postwar and contemporary literature

EPO41 Social Theory and Modernity

Module code: EPO41

ECTS Credit Points: 20

Module Type: Compulsory

Year: 4th

Language: Greek

Learning Outcomes: Students, upon completion of course ΕΠΟ 41, should be able to:

- recall, outline and describe basic aspects of social thought in relation to the question of modernity
- discuss, compare and analyze the observed differentiations between thinkers and schools of thought in relation to modernity
- insert these theoretical quests with all their significant practical repercussions in the broad current of European civilization and its ongoing globalization.

Subjects covered:

- Wittgenstein and the linguistic turn
- The Human Sciences

ELP12 Arts I: Greek Visual Arts, Review of the Greek Architecture and Urban Planning-Urban Design

Module code: ELP12

ECTS Credit Points: 20

Module Type: Optional

Year: 4th

Language: Greek

Learning Outcomes: Upon successful completion of ELP12, students will be able to:

- Recognize the dominant role of art in the formation of Greek culture and civilization, more precisely the function, character, form, influence, symbolic role and ``multidimensional content of Greek art, architecture and urban planning/design per category, period (prehistoric, classical, Byzantine, post-Byzantine/learned and popular, modern and contemporary from the 19th century until the present), and currents of thought.
- Understand in synthetic manner the central points of aesthetic outlooks, ancient, Byzantine and contemporary, Greek but also Western and Eastern, through the contribution of aesthetic theory and philosophy of art.

- Perceive critical approaches and dimensions of the relation between art, space, the urban and regional landscape and society as much from the standpoint of the historical background pertaining at each time as from the standpoint of the present through the contribution of the appropriate theory.
- Recognize the gaze as the beginning (artist), the fulfillment (through the social body) and as narrative representation of the creative praxis.
- Be aware of basic elements of the visual arts from all periods of the Greek art, thematic axes, techniques and materials, ancient and modern, including technologies of the present time.
- Be aware of the local and international contribution of modern Greek creators and theoreticians of art, architecture and urban design-planning with reference to artistic trends and styles and their social and theoretical contribution.
- Locate continuities and mutual influences among the arts in various depths of the Greek temporal stratification and on various spatial scales, from the scale of the isolated artwork to the architectural and the urban design-planning, considered as artistic and temporal convergences in the Greek space and, after Byzantium, as such convergences among Greece, the wider Mediterranean space and the West.
- Compare art, architectural and urban planning-design works of different periods in regard to their form, content and function.
- Understand the social, aesthetic and developmental components of the protection of artworks and monuments, of monumental complexes and monumental networks. Also, the influence of the above and of the management of visual memory towards the production of new artistic, architectural and urban planning-design works.
- Prepare academic essays applying their critical faculties, make competent use of the right terminology, pursue originality and employ varied bibliographical resources as well as visual materials of various kinds (images, videos, digital materials, etc.) in a critical manner.
- Apply acquired foundational and critical skills and abilities as well as their aesthetic education in subsequent modules of the Study Program in synthetic manner.

Subjects covered:

- Principles, values and ideal of the Greek art, categories, periods, essential elements of the figurative work, themes, techniques and materials, function and character per period.
- Aesthetic outlooks, "ekphraseis"* from antiquity to the present time.
- The postwar profile of Greek art, the international presence of Greek artists. Periods of Greek urban planning/urban design and architecture (prehistoric, classical, Byzantine and popular architecture, modern and contemporary architecture 19th-20th century).

*An ekphrasis (ekphraseis in pl.) is the aesthetic experience of qualified spectators acquired by means of a trajectory through space, enclosed or open.

ELP22 Greek Philosophy and Science from Antiquity to the Twentieth Century

Module code: ELP22

ECTS Credit Points: 20

Module Type: Optional

Year: 4th
Language: Greek
Learning Outcomes: After having successfully completed module ELP22:
A. Students should be able to understand:

- The historical evolution of the philosophical and scientific activity developed in the wider Greek geographical area from the period of the Pre-Socratic philosophers until the 20th century.
- The similarities and the differences of the main arguments of Greek philosophical and scientific theories in their process of evolution through the development of the respective movements, schools, and traditions.
- The content of Ancient Greek philosophical and scientific thought and its contribution to the development of Western civilization.
- The components that render Byzantium a historically interesting period from a philosophical and a scientific perspective.
- The grounds which render Neohellenic Enlightenment a period of productive philosophical and scientific activity that made a substantial contribution to the formation of Greek national identity.
- The particulars of continuity and discontinuity of the intellectual production during the main periods of Greek history.

B. Students should acquire the following capacities and skills:

- To acquaint themselves with the use of the main methodological research tools in the fields of the history of philosophy, the history of science, and the history of ideas.
- To compose written work meeting the academic standards, drawing upon sources and secondary literature and concluding with well-substantiated claims.
- To utilize the findings of contemporary research in the field of Greek philosophy and science in order to facilitate their further engagement with particular subject areas within this module.

Subjects covered:

- Principles of Greek Philosophy. Differences from other ancient civilizations, such as those of India and China. Questions and evolution of ideas.
- The Presocratic Philosophers, Plato and Aristotle.
- Hellenistic philosophy: Epicurus and the Stoics.
- Philosophy and Theology. The Fathers of the Church.
- Neoplatonism and Aristotelism during the Byzantine Era.
- Science in Antiquity: Mathematics, Astronomy, Physics, Medicine, Geography, Art of War.
- Continuity of Thought during the Byzantine Period. Byzantine concept of the Law.
- The Greek diaspora-modern Greek enlightenment.
- Modern Philosophy.

Studies in Greek Civilization

Description

The Program of "Studies in Greek Civilization" is the sole program of interdisciplinary and diachronic study of the dimensions, expressions and contributions of the Greek civilization and culture within the Greek academic environment. With this program, which is now a well-established undergraduate course, the Hellenic Open University set up academic studies of an original and alternative character in regard to conventional Greek universities.

The Program combines

- the study of history as background knowledge,
- the study of intellectual creativity (literature, philosophy, sciences),
- the study of the arts (visual arts, urban planning, theater, dance, music, cinema, etc.) and of social life (political organization, public and private life, the diasporic phenomenon, acceptance and incorporation of the past within modern Greek reality), while encouraging the co-examination of cultural phenomena which emerged, and are emerging, in the Greek space, seen as part of the wider European and global context.
- The specific units which constitute this program are twelve (12) and respond to important and globally established dimensions of the contribution of the Greek civilization/culture. Students acquire theoretical education on the concepts of civilization and culture, following which they study history, art, architecture and urban planning, learn aspects of Greek public and private life, ancient as well as modern, Greek literature from the Homeric epics to the 20th century, philosophy and science, ancient theater, modern theater and cinema, music and dance, archaeology and museology, as well as the global *foci* of the Greek diaspora. More specifically, the purpose of the program is to offer wide-ranging knowledge, and critical understanding of the cultural explorations and expressions which were developed during consecutive periods of Greek history, ancient, Byzantine and modern, giving prominence to the pertinence of cultural processes (continuities, discontinuities, revivals, explorations of identity, the issue of cultural heritage, etc.) within the given historical and social conditions.
- The Program cultivates critical and synthesizing thought on both material and immaterial aspects of the Greek civilization and culture, on their contribution towards the global cultural becoming, and on the ongoing interaction between past and present, while simultaneously studying exchanges with other civilizations which are always relevant/possible due to the Greek geographical position.

Learning Outcomes

Successful completion of the Program advances and cultivates the following abilities or dexterities:

- Overview of the extremely multi-dimensional Greek cultural inter-temporality which is enriched with the capacity for deeper examination.
- Critical thinking.
- Ability for abstract, combining and comparative thought towards the analysis, synthesis and interpretation of both internal and external processes involved in the Greek cultural becoming and its diachronic transformations.
- Aesthetic education.

- Consciousness of the diachronic convergence between Greek culture and other cultures.
- Awareness of the development potential of culture.

Also,

- Competence of written communication and the writing of quality academic essays.
- Dexterity in using technologies of communication, information and representation, as well as in the productive management of time.

Admission Requirements

Graduates of High Schools or holders of corresponding or similar secondary education degrees earned either abroad or in Greece.
Knowledge of a foreign language as well as familiarity with the use of computers, e-mail, and the Internet will significantly facilitate participation in the program.

Minimum study duration

4 academic years

ECTS credit points

240

Learning Material

Learning material used is mainly printed textbooks but also audiovisual and electronic learning material. The printed material is especially adapted to meet the needs and standards of distance education.
Chapters clearly state aims and objectives. Key concepts and expected learning outcomes. Self-assessment questions and exercise.
Alternative teaching material. To assist the students to a better understanding of the main teaching material. It utilizes, clarifies and enriches, if necessary, the already existing material.

Contact

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Course Structure

	1st Year	
ELP10	Introduction to Greek Civilization	(C[1], 20 ECTS)
ELP11	Greek History	(C, 20 ECTS)
ELP12	Arts I: Hellenic Fine Arts, Review of the Greek Architecture and Town Planning	(C, 20 ECTS)
	2nd Year	
ELP20	Public and Private Life in Greece I: From Antiquity to Post-Byzantine Times	(C, 20 ECTS)

ELP21	Literature I: Ancient Greek and Byzantine Literature	(C, 20 ECTS)
ELP30	Letters II: Modern Greek Literature (19th and 20th c.)	(C, 20 ECTS)
	3rd Year	
ELP22	Greek Philosophy and Science from Antiquity to the Twentieth Century	(C, 20 ECTS)
ELP31	Ancient Greek Theatre	(C, 20 ECTS)
EPO20	The History of Arts in Europe	(O[2], 20 ECTS)
EPO21	History of European Literature	(O, 20 ECTS)
EPO22	Philosophy in Europe	(O, 20 ECTS)
	4th Year	
ELP40	Arts II: Overview of Greek Music and Dance	(O, 20 ECTS)
ELP41	Public and Private Life in Greece II: Modern Times	(O, 20 ECTS)
ELP42	Archaeology in Greece	(O, 20 ECTS)
ELP43	The Greeks of Diaspora	(O, 20 ECTS)
ELP44	Modern Greek Theatre (1600 - 1940) - Cinematography	(O, 20 ECTS)
ELP45	Modern Greek Literature, from the Beginning to the 18th Century	(O, 20 ECTS)
EPO20	History of Arts in Europe	(O, 20 ECTS)
EPO21	History of European Literature	(O, 20 ECTS)
EPO22	Philosophy in Europe	(O, 20 ECTS)

Notes:

C[1]: Compulsory

O[2]: Optional

Guidelines on Module selection

The first and second academic year modules are compulsory.

During the first year of study, it is recommended that students choose two modules: ELP11 and ELP 10. If he/she does not have time, he/she should choose the module ELP 11. If he/she has enough time to choose more than two modules, then in addition to modules ELP11 and ELP10, he/she can also choose ELP12.

From the modules of the third year, the student must compulsorily register the modules ELP22 and ELP31 and choose one more module from the modules EPO 20, EPO 21 and EPO 22.

The student is required to attend 3 of the modules offered in the fourth year.

In the process of declaring a module, the previous year's modules must be exhausted first and then the declaration of the next year's module must begin. For example, if you have successfully completed 2 modules from the first year and you want to choose 2 modules for the following year, you must necessarily declare the third module of the first year and 1 module from the following year, and so on.

In order to obtain a degree, the successful completion of 12 modules is mandatory.

Students' evaluation: Grade assessment of a Module – Participation in Final Exams

Students are assigned to submit four (4) written assignments during the academic year. The average grade of the four (4) written assignments, weighted at 30%, is taken into consideration for the calculation of the final grade. The grade of written assignments is activated only with a score equal to or above the pass level (≥5) in the final or resit exams.

The grade of the final or the resit exams shall be weighted at 70 % for the calculation of the final grade.

Students have the right to participate in the final/resit exams if (a) at least 50% of the potentially excellent grade has been obtained when adding the total of the four (4) assignments and (b) at least three (3) of the four (4) written assignments have been submitted.

Course Modules

ELP10 Introduction to Greek Civilization

Module code: ELP10

ECTS Credit Points: 20

Module Type: Compulsory

Year: 1st

Language: Greek

Learning Outcomes: Upon successful completion of this module students will be able to:

- grasp the main points of the theoretical reflection on the fundamental concepts of civilization, culture, mass culture and high art
- know the concept of archaeological culture and its basic components, as well as the concept of tradition and cultural heritage
- know the major achievements and the key role of archaeological research in the reconstruction and management of the past in Greece from the 18th to the 20th century
- describe the historical development of the Greek language in its five key periods: Mycenaean, Ancient Greek, Hellenistic Koine, Byzantine and Modern Greek
- understand fundamental aspects of the ancient Greek and Byzantine civilisation from the perspectives of history, literature and archaeology, such as: values of public and private life, political organization and political theory, philosophy, science, art and architecture, theatre, religion, law
- draw data from literary works and art monuments of the ancient Greek and Byzantine civilization and to combine them with their theoretical knowledge
- apply the above knowledge to diachronic questions concerning the relationship between ancient Greek and Byzantine civilisation
- compare data between different cultural eras and make well- grounded hypotheses about potential developments in the past or the present
- prepare academic essays applying their critical thinking and utilizing a variety of literature
- proceed to the deepening of the acquired knowledge in the subsequent modules of the Program "Greek Civilization".

Subjects covered:

- The concepts of culture and civilization: Aspects of Greek civilization
- Milestones in Greek civilization

ELP11 Greek History

Module code: ELP11

ECTS Credit Points: 20

Module Type: Compulsory

Year: 1st

Language: Greek

Learning Outcomes: Upon successful completion of module ELP11, which is a foundational module of the ELP course, students will have gained knowledge on the following topics of Ancient, Byzantine and Modern Greek History:

A.

- Social and political organization and forms of communication in the Greek area during prehistoric times.
- Transition from palatial societies to the "city-state"
- The institution of the "city-state '(origin and development)
- Kingdom of Macedonia, Macedonians' hegemony, Alexander's conquests
- Hellenistic kingdoms, political - economic - social structures of the Hellenistic world.
- The Greek world under Roman rule.

B.

- Aspects of the history of institutions of the Byzantine Empire (origin, evolution, organization and function).
- Relations between Byzantium and the Muslim and Slavic peoples.
- History of Greek areas of the empire during the Latin and Ottoman domination.

C.

- Terms and conditions (political, ideological, social) of the formation and development of New Hellenism in the broader context of Europe and the Ottoman Empire in the 18th century and early 19th century.
- The Modern Greek Enlightenment and the ideological preparation of the Revolution.
- Organization and conduct of the Greek Revolution of 1821
- Constitution of the modern Greek State (institutions, political and social structures, economy).
- National ideology and national historiography.
- Overview of the political history of the 19th and 20th centuries.
- They will also have acquired the following skills and abilities:
- To study further in depth all the issues that have been taught and other aspects of Greek history with reference to the relevant bibliography.
- To pose questions and analyze them by leveraging sources and information
- To produce work of academic standards.
- To be familiar with and understand key historical terms and concepts as well as some basic methodological issues of historical research.

Subjects covered:

- The Ancient Greek World
- Byzantium and Hellenism
- Modern and Contemporary Greek History

ELP12 Arts I: Hellenic Fine Arts, Review of Greek Architecture, Urban Planning, and Urban Design

Module code: ELP12

ECTS Credit Points: 20

Module Type: Compulsory

Year: 1st

Language: Greek

Learning Outcomes: Upon successful completion of ELP12, students will be able to:

- Recognize the dominant role of art in the formation of Greek culture and civilization, more precisely the function, character, form, influence, symbolic role and ``multidimensional content of Greek art, architecture and urban planning/design per category, period (prehistoric, classical, Byzantine, post-Byzantine/learned and popular, modern and contemporary from the 19th century until the present), and currents of thought.
- Understand in synthetic manner the central points of aesthetic outlooks, ancient, Byzantine and contemporary, Greek but also Western and Eastern, through the contribution of aesthetic theory and philosophy of art.
- Perceive critical approaches and dimensions of the relation between art, space, the urban and regional landscape and society as much from the standpoint of the historical background pertaining at each time as from the standpoint of the present through the contribution of the appropriate theory.
- Recognize the gaze as the beginning (artist), the fulfillment (through the social body) and as narrative representation of the creative praxis.
- Be aware of basic elements of the visual arts from all periods of the Greek art, thematic axes, techniques and materials, ancient and modern, including technologies of the present time.
- Be aware of the local and international contribution of modern Greek creators and theoreticians of art, architecture and urban design-planning with reference to artistic trends and styles and their social and theoretical contribution.
- Locate continuities and mutual influences among the arts in various depths of the Greek temporal stratification and on various spatial scales, from the scale of the isolated artwork to the architectural and the urban design-planning, considered as artistic and temporal convergences in the Greek space and, after Byzantium, as such convergences among Greece, the wider Mediterranean space and the West.
- Compare art, architectural and urban planning-design works of different periods in regard to their form, content and function.
- Understand the social, aesthetic and developmental components of the protection of artworks and monuments, of monumental complexes and monumental networks. Also, the influence of the above and of the management of visual memory towards the production of new artistic, architectural and urban planning-design works.
- Prepare academic essays applying their critical faculties, make competent use of the right terminology, pursue originality and employ varied bibliographical resources as well as visual materials of various kinds (images, videos, digital materials, etc.) in a critical manner.
- Apply acquired foundational and critical skills and abilities as well as their aesthetic education in subsequent modules of the Study Program in synthetic manner.

Subjects covered:

- Principles, values and ideal of the Greek art, categories, periods, essential elements of the figurative work, themes, techniques and materials, function and character per period.

- Aesthetic outlooks, "ekphraseis"* from antiquity to the present time.
- The postwar profile of Greek art, the international presence of Greek artists. Periods of Greek urban planning/urban design and architecture (prehistoric, classical, Byzantine and popular architecture, modern and contemporary architecture 19th-20th century).

*An ekphrasis (ekphraseis in pl.) is the aesthetic experience of qualified spectators acquired by means of a trajectory through space, enclosed or open.

ELP20 Public and Private Life in Greece I: From Antiquity to Post-Byzantine Times

Module code: ELP20

ECTS Credit Points: 20

Module Type: Compulsory

Year: 2nd

Language: Greek

Learning Outcomes: Upon successful completion of module ELP20 students will be able to understand:

I

- The characteristics of the ancient Greek city-state and the status of the (free) citizen who participated in its authorities and government.
- The social and political organization of Athens and Sparta and the institutions associated with the marriage, the oikos, and the family of the citizen.
- The ritual character, the polytheistic system and the central role of ancient Greek religion within the ancient Greek city.

II

- The institution and role of the Byzantine emperor and his court, the organization of the state mechanism, and the manner of administration of the Byzantine Empire.
- The nature and features of the Byzantine society and economy, and the urban development of Byzantine cities in the early, middle and late Byzantine period.
- The religiosity of the Byzantine people, the phenomena and manifestations of religious life, the history of the Church and the clergy.

III

The manner in which the Ottoman state was handling its Greek subjects and the Ecumenical Patriarchate, and the living conditions of the enslaved Greeks during the Ottoman domination will have acquired the skills and abilities:

- to distinguish primary from secondary historical sources.
- to understand translated passages from ancient Greek and Byzantine sources, in which they can trace and analyze institutions, practices, traditions, concepts and theories, based on the knowledge they have acquired.
- To compose a written paper with scholarly claims, drawing information from various sources, and to present certain conclusions.

Subjects covered:

- The concept of the "free citizen"
- Ancient public life
- Ancient private life

- Public and private life in the Byzantine Empire
- Religious life in Byzantium
- Everyday life in Post-Byzantine Times

ELP21 Literature I: Ancient Greek and Byzantine Literature

Module code: ELP21

ECTS Credit Points: 20

Module Type: Compulsory

Year: 2nd

Language: Greek

Learning Outcomes: Upon successful completion of module ELP21, students:

- Will know the historic trajectory, the key representatives, the main works and the cultural impact of the written evidence of the ancient Greek and Byzantine culture
- Will comprehend the basic particularities that define and distinguish the time periods, the authors, thei works and reception
- Will apply the appropriate methodology for the study of written texts of each period, the key representatives and the pieces of work they composed, will examine their impact on the following historical periods and will utilize their interpretation
- Will be able to analyze both in written essays and/or oral accounts the essential components of a literary, historical, philosophical, rhetorical or scientific text of the ancient Greek and Byzantine periods, will combine the findings of their analysis and will incorporate these findings within the social and cultural context of each period
- Will be able to compose orally and in writing data resulting from the analysis of different texts, explain their existence based on the context and the particularities of their time and be able to distinguish and classify the general cultural streams within which these works have been created and of which they represent exemplary theoretical and experiential tools of thought.
- Will be able to evaluate the pros and cons of written texts with sufficient knowledge and judgment, to infer their value and importance for culture, and to identify their aesthetic, underlying thoughtfulness and function in the contemporary cultural moment.

Subjects covered:

- Ancient Literature
- Medieval Literature

ELP30 Letters II: Modern Greek Literature (19th and 20th c.)

Module code: ELP30

ECTS Credit Points: 20

Module Type: Compulsory

Year: 2nd

Language: Greek

Learning Outcomes: Upon successful completion of module ELP30, students:

- Will have acquired a basic knowledge about authors, literary works and the general pattern of the history of modern Greek literature (19th-20th centuries).

- Will have acquired an understanding of the features of fundamental aesthetic trends (romanticism, symbolism, naturalism, etc.) and movements (e.g. Surrealism) in 19th- and 20th-century art.
- Will have acquired a basic understanding of the main literary schools and tendencies of modern Greek literature in the 19th and 20th centuries (e.g. Ionian school, generation of the 1880s, generation of the 1930s, etc.).
- Will have acquired an understanding of the basic narrative modes and morphological characteristics operating in literary texts.
- Will have developed an intellectual mode of thinking, on the basis of the above learning outcomes, on issues of literary history and literary theory.
- Also, students will have acquired the required skills and abilities,
- For comprehension and critical reading of literary texts (poetry and prose) of modern Greek literature (19th-20th centuries).
- For comprehension and critical reading of literary criticism and scholarly writing.
- To place a literary work in its historical and cultural context.
- To compose an essay in a systematic manner and to present their findings from the analysis of literary texts and careful study of relevant academic material in a competent and meaningful way.

Subjects covered:

- Greek Romanticism: Poetry of the Ionian and the Athenian School
- Memoirs
- The 1880s generation
- Cavafy - Sikelianos - Kazantzakis – Karyotakis
- The 1930s generation
- Postwar and contemporary literature

ELP22 Greek Philosophy and Science from Antiquity to the Twentieth Century

Module code: ELP22

ECTS Credit Points: 20

Module Type: Compulsory

Year: 3rd

Language: Greek

Learning Outcomes: After having successfully completed module ELP22:

A. Students should be able to understand:

- The historical evolution of the philosophical and scientific activity developed in the wider Greek geographical area from the period of the Pre-Socratic philosophers until the 20th century.
- The similarities and the differences of the main arguments of Greek philosophical and scientific theories in their process of evolution through the development of the respective movements, schools, and traditions.
- The content of Ancient Greek philosophical and scientific thought and its contribution to the development of Western civilization.
- The components that render Byzantium a historically interesting period from a philosophical and a scientific perspective.

- The grounds which render Neohellenic Enlightenment a period of productive philosophical and scientific activity that made a substantial contribution to the formation of Greek national identity.
- The particulars of continuity and discontinuity of the intellectual production during the main periods of Greek history.

B. Students should acquire the following capacities and skills:

- To acquaint themselves with the use of the main methodological research tools in the fields of the history of philosophy, the history of science, and the history of ideas.
- To compose written work meeting the academic standards, drawing upon sources and secondary literature and concluding with well-substantiated claims.
- To utilize the findings of contemporary research in the field of Greek philosophy and science in order to facilitate their further engagement with particular subject areas within this module.

Subjects covered:

- Principles of Greek Philosophy. Differences from other ancient civilizations, such as those of India and China. Questions and evolution of ideas.
- The Presocratic Philosophers, Plato and Aristotle.
- Hellenistic philosophy: Epicurus and the Stoics.
- Philosophy and Theology. The Fathers of the Church.
- Neoplatonism and Aristotelism during the Byzantine Era.
- Science in Antiquity: Mathematics, Astronomy, Physics, Medicine, Geography, Art of War.
- Continuity of Thought during the Byzantine Period. Byzantine concept of the Law.
- The Greek diaspora-modern Greek enlightenment.
- Modern Philosophy.

ELP31 Ancient Greek Theatre

Module code: ELP31

ECTS Credit Points: 20

Module Type: Compulsory

Year: 3rd

Language: Greek

Learning Outcomes: Successful completion of this course will equip students with the ability to:

- Place ancient Greek drama within the broader context of ancient Greek culture.
- Describe the structure of the ancient theatre building and its development, as well as further developments regarding theatrical masks, costumes and scenography.
- Be familiar with both the history of ancient drama and its genres (tragedy, comedy and satyr drama) and its modern theatre reception.
- Study comparatively the genres of ancient drama and to point out their similarities and differences.
- Analyze and critically compare the key concepts, ideas and techniques in the plays of Aeschylus, Sophocles, Euripides, Aristophanes and Menander.
- Be well-grounded and critical readers and spectators of ancient Greek plays.
- Successfully apply for and participate in MA studies in Greek theatre.

Subjects covered:

- Introduction to Ancient Greek Theatre
- Ancient and modern theoretical approaches
- The origins of Ancient Greek Tragedy
- Aeschylus - Sophocles - Euripides - Minor Tragedians
- The Old Comedy and Aristophanes
- Middle and New Comedy. Menander. Phlyax plays
- Satyr play. Mime
- Ancient Drama since the Hellenistic period. Ancient Greek Theatre and the Romans. The textual tradition. Commentaries
- Modern Greek translations of ancient Greek tragedies and comedies
- Directors' approaches to Ancient Greek Drama in Modern Greece.

EPO20 The History of Arts in Europe

Module code: EPO20
ECTS Credit Points: 20
Module Type: Optional
Year: 3rd / 4th
Language: Greek
Learning Outcomes: Upon completion of the module students will be expected to be able to:

- Name artistic features, important artists, architectural elements, key examples of works of visual arts and of music, artistic innovations, historical factors, artistic programs, categories of artistic subjects, principal characteristics of music genres
- Display similarities/ differences between works of visual arts, orientations in architecture in relation to technology and aesthetics
- Distinguish artistic styles, differences between artistic styles, iconographical components, particular architectonic characteristics, particular musical characteristics, features of style, contribution of musical genres to the evolution of music, innovation in music
- Understand distinctive artistic expressions, musical terms, methods of music, transition in music genres, evolution in visual arts and music, use and potentiality of new materials in art
- Describe works of visual arts and of music, artistic occurrences, innovations in style, artistic technics, architectural construction problems, use of musical instruments, musical forms, use of musical forms
- Analyze the relation between history and art, the meaning of artistic production, artistic features, artistic terms, artistic movements, musical forms, iconographical subjects
- Examine changes in art, differences between styles, evolution of musical genres, transition in music history, artistic objectives, artistic technics, the function of works of visual arts, musical achievements, particular issues of form, artistic categories and trends
- Correlate/ Juxtapose works of visual arts and of music, theories of art, artistic styles
- Specify personal artistic components

Subjects covered:

- Fine Arts from the Middle Ages to the Late Renaissance
- Fine Arts from the late Renaissance (Mannerism 1530) to the end of the 20th century
- Music in Europe

EPO21 History of European Literature

Module code: EPO21
ECTS Credit Points: 20
Module Type: Optional
Year: 3rd / 4th
Language: Greek
Learning Outcomes: On completion of his/her studies, the student will be in a position to:

- Know the main periods and discern the cultural trends/ artistic movements that constitute the milestones in the European history of literature from the 12th to the 20th century.
- Know the leading authors and works forming the "canon" of European literature from the 12th to the 20th century and the main literary genres that emerged in various periods in the history of European literary history from the 12th to the 20th century, their expression and transformation in time.
- Analyze literary texts on the basis of genre, thematic material, style and ideological ramifications.
- Compare and contrast literary texts of the same or different traditions and trends on the basis of their thematic material, their genre and stylistic features, as well as the ideas they deal with.
- Compose papers where it will be possible to combine successive literary elements, pertaining to specific literary genres or works, with their morphological and ideological analysis.

Subjects covered:

- Introduction to the history of literature
- History of European Literature from the 6th to the 20th century CE

EPO22 Philosophy in Europe

Module code: EPO22
ECTS Credit Points: 20
Module Type: Optional
Year: 3rd / 4th
Language: Greek
Learning Outcomes: On the successful completion of EPO 22 students are expected to develop various skills, such as:

- The ability to recognize, understand and critically assess key-concepts and significant philosophical theories and to comprehend their socio-historical context.
- The ability to critically assess, analyze and discuss various and even conflicting-philosophical arguments, approaches and traditions.
- The development of independent critical thinking and analytical skills, which are crucial factors in forging integrated personalities and, consequently, responsible citizens.

- The ability to study and interpret original philosophical texts as well as to critically assess secondary literature on philosophical issues.
- The ability to form and successfully employ logically sound and convincing arguments.
- The ability to write academic essays in the field of philosophy.
- The ability to link various aspects of philosophical thinking and related debates with current social and political issues.

Subjects covered:

- Philosophy from the 6th to the 16th century
- The Enlightenment (17th - 18th century)
- Modern and Contemporary Philosophical trends (19th - 20th century)

ELP40 Arts II: Overview of Greek Music and Dance

Module code: ELP40
ECTS Credit Points: 20
Module Type: Optional
Year: 4th
Language: Greek
Learning Outcomes: Upon successful completion of the module, students:
A. will be able to understand:

- The role and importance of music as an educational and cultural good during the ancient period.
- The distinction between the Pythagorean and Aristoxenic vision of music and its effects on subsequent Greek philosophers.
- The correlation between music and the official functions as well as the everyday life of ancient Greeks on the basis of songs and instrumental music, be it related to worship or not.
- The distinction between the Byzantine music and the music of the Byzantine Empire and their interactions.
- The different genres of folk song and the special features of the Kleftiko song, urban-folk song and rembetiko song as well as their ideological components.
- The special features of heterolingual and minority groups and their interactions with the native musical tradition.
- The perceptions of the music of the Eptanisian and the (Greek) 'National Music School'.
- The work of the Pioneers and the Greek "Avant-garde"
- The commercialization of the song and music as a result of technological evolution, from the appearance of discography to date.
- The different position of dance with reference to the classical and Byzantine period.
- The variety and diversity of the Greek music-dance tradition, with reference to individual geographical regions of Greece.
- The perception of dance as a symbol of identity, as a ritual and a spectacle.
- The specific characteristics of the western dance as an art form and its individual genres.
- The characteristics and social dimensions of European, Latin American, modern and "popular" dances.

B. will have acquired the skills and abilities to:

- understand complex concepts such as identity, tradition, folk culture, and make adequate use the relevant terminology
- critically assess the relevant literature and to be able to select suitable references in support of their positions and arguments.
- adequately employ their writing skills and to produce essays on issues related to the content of the module.

Subjects covered:

- Mathematical theory of ancient music (Byzantine theory, dialectical correlations with the East, Greek and Western music in the modern world, modern trends)
- Musical praxis by period (rhythms, instruments, kinds, ethos and style. Sources, place of music in public and private life. Creator, performer and audience. Tradition and perspectives)
- Theoretical approach to the rhythmology of Greek dance

ELP41 Public and Private Life in Greece II: Modern Times

Module code: ELP41

ECTS Credit Points: 20

Module Type: Optional

Year: 4th

Language: Greek

Learning Outcomes:

- Learning and comprehension of the subject of study and development of skills relating to it.
- The objectives of Module ELP41, entitled Public and Private Life in Greece II, are the establishment and development of the discipline of folklore in Greece, the study of aspects of traditional culture and the organization of society in Greece from the Late Ottoman period (18th century) to the present. Upon successful completion of the module, students will be in the position to:
- Possess a general knowledge of the historical and cultural concepts and circumstances (historical, philosophical, political, social and cultural) within which folklore was established and developed in Greece.
- Have a general overall knowledge of the subject of Greek folklore.
- Recognize and interpret the elements of traditional culture.
- Participate actively and institutionally in the development, promotion and management of issues relating to traditional Greek culture.

In particular, as regards the field of study no. 2 above, upon successful completion of the module, students will have sufficient knowledge and be able to interpret in a critical spirit the following issues and effects relating to traditional Greek culture:

- They will be aware of the subject, methods and historical formation and development of the discipline of folklore in Greece and Europe.
- They will recognize the different forms of kinship organization and establishment of the Greek family, and interpret the symbols and rituals associated with it.

- They will understand and interpret the pre-industrial processes and customary practices of primary production activities, namely of agriculture and animal husbandry.
- They will describe and explain beliefs and practices associated with the three main stations of human life (birth, marriage, death) as rites of passage.
- They will be aware of the economic, historical, social and cultural factors that determined the diet of the Greek rural population and will be able to interpret their dietary habits, both in daily life and on festive occasions and rites of passage (birth, marriage, death).
- They will familiarize themselves with a historical approach to the study of institutions such as monasteries; will be aware of their contribution to the constitution of society and to the maintenance and promotion of Hellenism; and will understand their function as guardians of education, culture and the arts.
- They will be acquainted with and be able to interpret the historical development of forms of social organization found in Greece (such as communities and guilds) and will understand their transformations caused by the urbanization of population.
- They will know and will be able to explain the reasons (e.g. social, environmental, etc.) for the configuration and development of various manufacturing (such as pottery-making, building, flour production, etc.) and artistic activities (such as painting, sculpture, etc.) and describe the major traditional architectural types of houses in Greece, the types of ceramics and pottery, the techniques and designs of sculptures and paintings.
- They will understand the concept of oral literature, its types and theories explaining their formation and classification; will be able to distinguish a tale, a tradition, a proverb, a riddle, and will explain how these forms of oral speech are connected to the life and to the culture of the community that produces and reproduces them.
- They will be aware of how Greek folk songs were created, transformed and disseminated, and of their link with various aspects of the history and ways of life of the community which created and reproduced them; will be able to distinguish a folk song, to classify it and to evaluate it as a collective cultural expression of the community made up of text, music and frequently dance.

Subjects covered:

- Modern folk life: Agricultural and pastoral life. Settlements and towns. Communities. Political and social work of the clergy. Armed forces. Festivals, pilgrimages, pagan days and feasts. Popular therapeutics.
- Traditional folk art and guilds: Architecture, sculpture, painting, engraving. Domestic crafts. Economic and spiritual activity of Monasteries. Mount Athos.
- Moral existence and the cohesive role of community: Popular philology. Traditional folk song and its importance.

ELP42 Archaeology in Greece

Module code: ELP42

ECTS Credit Points: 20

Module Type: Optional

Year: 4th

Language: Greek

Learning Outcomes: Upon successful completion of module ELP 42, students will be able to:

- be aware of the historiographical development of the science of Archaeology in general and particularly in Greece, as well as the definition, basic principles, and subject-matter of the scientific field of archaeology.
- Ib. recognize the direct as well as the indirect contribution of the science of archaeology to the knowledge of the prehistoric and historic past, its contribution to the evolution of the Greek state, but also to be aware of contemporary parameters and problems concerning aspects of archaeology in present-day social reality.
- Ic. be aware of the notion of Museology as a science and its links with the recording, protection, and aesthetic enhancement of Greek antiquities.
- Id. cultivate their sensibility to, and involvement – both personal and social – in, issues related to the understanding and protection of the cultural heritage of any field in which they are actively engaged in.

Subjects covered:

- A historiography of the discipline of Archaeology in Greece.
- Greek Archaeology: Definition, subjects and basic principles.
- Main scientific fields in Greek archaeology and their cultural value.
- Museology. Preserving antiquities.

ELP43 The Greeks of Diaspora

Module code: ELP43

ECTS Credit Points: 20

Module Type: Optional

Year: 4th

Language: Greek

Learning Outcomes: Upon the successful completion of ELP 43 (Hellenism of Diaspora), students will be able,

- to understand and handle scholarly issues concerning:
- the history of the Greek diaspora from 1600 BC until today
- the features of modern Greek diasporic flows and diasporic stock
- the causes and factors leading to the creation and continuity of the Greek diaspora
- contemporary economic, social, political and cultural mobility of the Greek diaspora, as well as problems its members face
- how the process of migration has affected the members of the Greek diaspora, the host countries and the homeland
- Greek diasporic public policy and the multifaceted relations between the diaspora and the ancestral homeland

Subjects covered:

- History of Greek diaspora. Immigration - Refugees - Return migration - Political, social, economic and cultural dimensions.
- Greek populations in the Balkans and the Danube countries. Vlachs of Moschopolis, Sarakatsani
- Greeks in the Caucasus and Black Sea countries
- Greek communities in the central European and Mediterranean urban centers

- The Hellenism of North and South America. Historical development and their contemporary role
- Greeks of South Africa and Australia. Historical development and their contemporary role
- Greek-speaking and ethnic Greeks (S. Italy, Spain, Syria, Palestine, Sea of Azov)

ELP44 Modern Greek Theatre (1600 - 1940) - Cinematography

Module code: ELP44

ECTS Credit Points: 20

Module Type: Optional

Year: 4th

Language: Greek

Learning Outcomes: Upon successful completion of module ELP44, students will be able to,

- evaluate and analyze the whole typological features and fundamental concepts of the studied objects
- describe their historical evolution
- handle the study objects (as well as the relative literature) in a critical and original manner
- identify and highlight the vital and essential components of these
- compare and analyze different periods of the subject-matters under consideration
- compare and analyze the two subject-matters of this module (similarities, differences, interaction, etc).
- sufficiently understand and analyze the main differences / similarities between concepts such as drama / theatre / performance, and the differences / similarities between concepts such as performance / representation, image, live presence, art / technology
- carry out comparisons and analyses employing aesthetic and sociological criteria
- link the past of modern Greek theatre and cinema with their present and future.
- have experiential contact with the subject-matter (transition from theater to cinema and attendance of performances and films)
- know how institutions can affect the final result (grants, interferences, practices)
- discuss, based on the knowledge gained, terms such as folk and high art, high and popular taste
- produce a written paper that is well documented from a scientific point of view, up-to-date and well structured.

Subjects covered:

- The modern theatre until the 2nd World War
- Greek cinematography

ELP45 Modern Greek Literature, from the Beginning to the 18th Century

Module code: ELP45

ECTS Credit Points: 20

Module Type: Optional

Year: 4th

Language: Greek

Learning Outcomes: After successful completion of ELP 45, the students will have achieved the following,

- they will be familiar with the basic stages in the historical development of early Greek literature from its beginnings (12th c.) until the period of Enlightenment (18th c.).
- they will know the most important stylistic, thematic and ideological characteristics of Late Byzantine literature in the vernacular language, the literature of the Renaissance in the vernacular (Cretan, Cyprus, Ionian) and the literature of the post-Byzantine and Greek Diaspora until the period of Enlightenment (prose, Phanariote poetry, folk song)
- they will be able to integrate literary works into their historical and cultural environment on the basis of their language, form and particular stylistic and thematic traits.
- they will be able to understand the connections between the literary and the wider cultural phenomenon in the centuries that preceded the establishment of the Greek state.
- they will be able to recognize the Byzantine, eastern and western (European) origins of the early modern Greek literature and its particular existence.
- Students will gain ability to understand and critically read the works that make up the early Greek literature and will acquire an understanding of their role in shaping the modern Greek culture as well as the crystallization of modern Greek consciousness.
- will be in a position to compose a well-written essay, presenting their findings from the analysis of the literary texts from a different period of time through their careful study of the relevant bibliography.

Subjects covered:

- At the turning point of modern times: Ethics, Love poetry, Satire, Dreams.
- Greek literature during occupation by the Franks: Eptanissa, Cyprus.
- From the fall of Crete to the Greek Revolution (1669 - 1821): Diaspora, Eptanissa,
- Fanariotes Modern Greek Enlightment, Folk music

Hispanic Language and Civilisation Studies

Description

The course aims to provide knowledge and understanding of the Spanish Language, its evolution and the rich, multidimensional culture of Hispanic people

Learning Outcomes

Our Program of Studies allows students to acquire broad knowledge in the basic fields of Hispanic Civilization and Culture. Our specific goals are:

- To provide our students with the necessary theoretical and practical knowledge of the structure and functions of the Spanish language in order to enable them to use it fluently for general and academic purposes,
- To study the major literatures and cultures of the Spanish speaking world,
- To develop their skills in critical analysis and evaluation of literary texts through the use of the proper theoretical tools and methodology research.

Admission Requirements

Accepted to the programme are:

a) Graduates of high school secondary education or of an equal or corresponding secondary education qualification from within the country or abroad, with proven knowledge of Spanish at level B1 of the Common European Framework of Reference for Languages and

b) Graduates of Spanish-speaking secondary or higher education institutions with Greek competency.

Knowledge of a foreign language as well as familiarity with the use of computers, e-mail, and the Internet will significantly facilitate participation in the program.

Note: If the diploma that proves the knowledge of Spanish does not indicate a B1 level, candidates are requested to provide a certificate from the Spanish Embassy or the Instituto Cervantes stating the above equivalence.

Minimum study duration

4 academic years

ECTS credit points

240

Learning Material

Learning material used is mainly printed textbooks but also audiovisual and electronic learning material. The printed material is especially adapted to meet the needs and standards of distance education.

Chapters clearly state aims and objectives. Key concepts and expected learning outcomes. Self-assessment questions and exercise.

Alternative teaching material. To assist the students to a better understanding of the main teaching material. It utilizes, clarifies and enriches, if necessary, the already existing material.

Contact

Student Records:

Tel.: +30-2610 367328. E-mail: isp@eap.gr

General Information:

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Course Structure

	1st Year	
ISP10	Spanish Language LEVEL I	(C[1], 20 ECTS)
ISP22	Civilisation of Spain	(C, 20 ECTS)
ISP31	Latin American Civilisation	(C, 20 ECTS)
	2nd Year	
ISP11	Spanish Language LEVEL II	(C, 20 ECTS)
ISP21	History of Spain	(C, 20 ECTS)
ISP32	History of Latin American Countries	(C, 20 ECTS)
	3rd Year	

ISP12	Understanding the Language and Civilization: From Latin to Modern Spanish	(C, 20 ECTS)
ISP30	Spanish Literature I	(C, 20 ECTS)
ISP41	Latin American Literature I	(C, 20 ECTS)
	4th Year	
ISP40	Spanish Literature II	(C, 20 ECTS)
ISP42	Latin American Literature II	(C, 20 ECTS)
ISP43	Applied Linguistics: Practical training in Teaching Spanish as a Foreign Language	(C, 20 ECTS)

Notes:

C[1]: Compulsory

Guidelines on Module selection

To obtain the Degree you must successfully complete 12 modules.

You may choose from one (1) up to three (3) modules with full obligations each academic year.

In the 1st year of studies, if you choose one module, that shall be ISP10, whereas if you choose two modules, you may choose either ISP22 or ISP31.

In the 2nd year of studies, if you choose one module, that shall be ISP11, while if you choose two modules, you may choose either ISP21 or ISP32.

In the 3rd and 4th year, you can choose modules in any order you wish. In order to choose ISP12, you must have first completed modules ISP10 and ISP11. In order to choose ISP43, you must have first completed modules ISP10, ISP11 and ISP12.

In the process of declaring a module, the previous year's modules must be exhausted first and then the next year's module must be declared.

Those who hold the Superior or Diploma de Estudios Hispanicos of Spanish Universities (4 years of study), graduates of Spanish-speaking higher education institutions recognized by DOATAP (Hellenic National Academic Recognition and Information Center) with proficiency in the Greek language or graduates of a Spanish-speaking high school with proficiency in the Greek language can choose not to attend some or all of the modules of ISP10, ISP11. In this case you must replace the above-mentioned modules with an equal number of subjects from the European Culture (EPO) programme:

EPO 21 History of European Literature

EPO 11 Social and Economic History of Europe

EPO 12 General Geography, Anthropogeography and Material Culture of Europe

EPO 20 The History of Arts in Europe

At the 4th academic year if you don't wish to attend the module ISP43, you may replace it with another from the above ones, if it hasn't been chosen based on the previous criteria.

Students' evaluation: Grade assessment of a Module – Participation in Final Exams

Students are assigned to submit four (4) written assignments during the academic year. The average grade of the four (4) written assignments, weighted at 30%, is taken into consideration for the calculation of the final grade. The grade of written assignments is activated only with a score equal to or above the pass level (≥5) in the final or resit exams.

The grade of the final or the resit exams shall be weighted at 70 % for the calculation of the final grade.

Students have the right to participate in the final/resit exams if (a) at least 50% of the potentially excellent grade has been obtained when adding the total of the four (4) assignments and (b) at least three (3) of the four (4) written assignments have been submitted.

Especially for ISP43: Students are required to upload four written assignments to the electronic platform of the H.O.U. during the academic year. Successful essays will contribute to the final grade of the T.U. by 30%.

A final examination consisting of presentation of a twenty- minute microteaching accompanied by the corresponding lesson plan submitted on the day of the examination.
The grade of the final examination will contribute 70% to the final grade of the thematic unit.

Course Modules

ISP10 Spanish Language LEVEL I

Module code: ISP10
ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: Skills Development
Year: 1st
Language: Spanish
Course objectives – Syllabus: Students develop their oral and written language skills through:

- The use of authentic teaching material and audio-visual means (videos, internet, interactive whiteboard etc.),
- Exercises on morphosyntactic structures.

Learning outcomes: After completion of the course, students are expected to:

- Have basic knowledge of different morphosyntactic phenomena,
- Have broadened their vocabulary,
- Comprehend simple written texts and to summarize their central idea.

Subjects covered:

- Integration of reading, writing, speaking and listening skills through simple authentic texts
- Communication methodology through an integrated teaching of grammar, structure and pronunciation
- Study and drills in the spanish language

ISP22 Civilisation of Spain

Module code: ISP22
ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: Background Knowledge
Year: 1st
Language: Spanish
General Description of the Module: Introduction to the Spanish civilization and culture from the prehistoric period to the present.
Learning Outcomes: After completing this module students are expected to be able to:

- To have acquired a general knowledge of Spain's social and cultural development from the prehistoric period to the present,
- To identify and describe the major social developments that shaped Spain and its cultural identity from the prehistoric period to the present,
- To understand the historical events that led to the emergence of various political and religious systems and intellectual phenomena in Spain from the Middle Ages to contemporary times,
- To understand fundamental aspects of the Spanish civilization related to the values of public and private life, political organization, philosophy, science, art, architecture and religion from the Middle Ages to contemporary times.
- Students must be able to comprehend the sociopolitical and cultural context of certain important periods in the Modern and Contemporary History of Spain, such as a) the period of the Spanish Empire (15th-18th century) and, in particular, Cervantes and Baroque period (17th century), b) 20th century Spain in general, and, in particular, the national schism during the Second Republic, the Civil War and Francoism (1930-1975). Moreover, students may be able to determine the "position" of the country in the "Mediterranean environment" at the above periods.

Subjects covered:

- From the ancient times to the Arab Kingdoms
- From Renaissance to the 19th century
- From the 19th century to modern times.

ISP31 Latin American Civilisation

Module code: ISP31

ECTS Credit Points: 20

Module Type: Compulsory

Module Characterization: Background Knowledge

Year: 1st

Language: Spanish

Learning Outcomes: "Latin American Civilization" is an obligatory course of the Curriculum of the Undergraduate Program of Studies "SPANISH LANGUAGE AND CIVILIZATION", composted of:

- the cultural development of Latin American Countries from the period of precolombian civilizations to the 20th century,
- the basic historical and social events that influenced the cultural tradition of Latin America.
- The course aims:
- To provide the student with a comprehensive knowledge of the cultural development of Latin America from the precolombian period until the end of the 20th century,
- To familiarize the student with the most important achievements of the Arts of each period (Literature, Plastic Arts, Architecture, etc.),
- To equip the student with rudimentary knowledge of economy, geography and society of Latin American countries and their development over time,

- To familiarize the student with the study and understanding of important essay works of various periods in order to promote of comprehension of the social and cultural phenomena in Latin America.

Subjects covered:

- Pre-Colombian Civilisations (Majas, Aztec, Incas)
- The Colonial Period: 16th - 19th century
- Modern period: 19th century to date

ISP11 Spanish Language LEVEL II

Module code: ISP11
ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: Skills Development
Year: 2nd
Language: Spanish
Course objectives-Syllabus: The main objectives of the course are:

- To understand more complex morphosyntactic phenomena and improve the comprehension and expression skills in oral and mainly written discourse through texts with complex vocabulary as well as authentic teaching material and audiovisual means (videos, internet, interactive whiteboard, etc.).
- Teaching and constant practice of the morphosyntactic phenomena.

Learning outcomes: Upon completion of the course students are expected to use Spanish with relative ease, given that:

- They have acquired extended knowledge of the morphosyntactic rules of Spanish,
- They can use a wide range of vocabulary and understand idiomatic expressions,
- They are able to produce, in an adequate and cohesive manner, written or oral discourse on current or cultural topics related to the Spanish-speaking countries and can generally express their points of view with clarity.

Subjects covered:

- Integration of reading, writing, speaking and listening skills through more complex authentic texts
- Communication methodology through an integrated teaching of grammar, structure and pronunciation
- More extensive use of the spanish language in studying and carrying out the exercises required

ISP21 History of Spain

Module code: ISP21
ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: Background Knowledge
Year: 2nd
Language: Spanish
General Description of the Module: Survey of the historical, social, political and economic development of Spain through the centuries. Students are becoming familiar with selected

representative works on Spanish history in order to be able to understand and interpret the major events of each historical period.

Learning Outcomes: After completing this module, students are expected to be able:

To have acquired a general knowledge of Spain's historical, political, cultural, economic development, from the early beginning to the present,

- To identify and describe the major historical developments that shaped Spain and its cultural identity, from the prehistoric period to the present,
- To explain and evaluate the historical events that led to the emergence of various political institutions, religious systems and intellectual phenomena in Spain from the Middle Ages to contemporary times.

Subjects covered:

- From the Prehistoric times to the end of the Middle Ages, Arab Kingdoms.
- From Renaissance to the 19th century.
- From the 19th century to date.

ISP32 History of Latin American Countries

Module code: ISP32

ECTS Credit Points: 20

Module Type: Compulsory

Module Characterization: Background Knowledge

Year: 2nd

Language: Spanish

The course aims:

- To provide the student with a comprehensive knowledge of the historical development of Latin American countries from the precolombian period until the end of the 20th century.
- -To familiarize the student with the most important historical events as well as their effects on the historical development of the countries.
- To familiarize the student with the study and understanding of important essay works of various periods in order to promote comprehension of the historical phenomena in Latin America.
- Learning Outcomes: The "History of Latin American Countries" is an obligatory course of the Curriculum of the Undergraduate Program of Studies "SPANISH LANGUAGE AND CIVILIZATION", composted of:
- the historical development of Latin American Countries from the period of precolombian cultures to the 20th century
- the basic political and social phenomena that influenced the historical development of these countries.

Subjects covered:

- The Pre- Colombian Period (Majas, Aztec, Incas)
- The Colonial Period: The struggle for independence
- 19th century to date. Formation and development of the member countries.

ISP12 Understanding the Language and Civilization: From Latin to Modern Spanish

Module code: ISP12

ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: General Knowledge
Year: 3rd
Language: Spanish
General Description of the Module: The aim of ISP12 is:

- To introduce students to the scientific study of the language and explore the ways in which society and culture interact with linguistic structure,
- To research the origins of modern Spanish and study its diachronic evolution.

Learning Outcomes: After completing this module, students are expected to be able:

- To understand key-terms of Linguistics, investigate various types of linguistic data and recognize major constituents of linguistic structure,
- To familiarize with various levels of linguistic analysis (e.g. phonetics, phonology, syntax etc.),
- To comprehend research methods related to Sociolinguistics and use them to explain in which society, culture and social networks interact and exert influence to various communication parameters,
- To describe the linguistic rules involved to explain language change from Latin to Modern Spanish.

Subjects covered:

- Introduction to linguistics
- Language evolution from latin to Modern Spanish
- Introduction to the understanding of civilazations
- Latin literature influences to Spanish literature

ISP30 Spanish Literature I

Module code: ISP30
ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: Background Knowledge
Year: 3rd
Language: Spanish
General description: Study of the Spanish Literature from its origins to the emergence of Romanticism.
Learning Outcomes: After the fulfilment of the course students:

- Will have knowledge and understanding of the historical development of the Spanish literature from its origins to the 18th century.
- Will have a comparative knowledge of the literary production of that period.
- Will be familiarized with literary language, style variations, literary genres and the most significant authors and works as well as important artistic and literary movements of the specific period,
- Will be capable of a critical evaluation of the relation between literature of that period and the broader social and historical context,
- Will be able to analyze, comprehend, interpreter and compare literary texts using appropriate methods and tools of the contemporary literary criticism.

Subjects covered: Spanish Literature: from the Middle Ages until the 19th century (poetry, prose, theatre)

ISP41 Latin American Literature I

Module code: ISP41
ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: Background Knowledge
Year: 3rd
Language: Spanish
Module general description: Survey of Spanish American Literature from the Pre-Colombian period to the 19thcentury.
Learning Outcomes: After completing this module, students are expected to be able:

- To understand and development t of Spanish American Literature from the Pre-Colombian period to the 19th century,
- To know the main periods and the artistic/literary movements and trends that influenced and shaped the Spanish American literature from the Pre-Colombian period to the 19th century,
- To familiarize with major authors and their representative works of this period.
- To analyze literary texts of all literary genres by using the appropriate methodology and terminology of contemporary literary criticism,
- Compare and contrast literary texts of the same or different movements/currents and authors by using the appropriate methodology and terminology of the contemporary literary criticism.

Subjects covered:

- Latin American Literature: from the colonial period until the 19th century (poetry, prose, theatre)

ISP40 Spanish Literature II

Module code: ISP40
ECTS Credit Points: 20
Module Type: Compulsory
Module Characterization: Background Knowledge
Year: 4th
Language: Spanish
Module general description: Survey of the Spanish Literature from the begging of the 19th century to the present day.

- Learning Outcomes: After completing this module, students are expected to be able:
- To obtain a global view of the entire Spanish literature of the last two centuries,
- To get acquainted with the literary language, the dominant stylistic varieties and the themes of the various stages of modernity and postmodernity,
- To get familiar with the major literary authors of each period and their most representative works,

- Through the study of the original texts, as well as the relevant comments concerning those texts, included in the compulsory reading material, they will obtain direct contact with the Spanish literary canon of the last two centuries,
- Above all, they will obtain a deeper knowledge of the particular relations existing between literature and society, as they are registered in the corpus of literary texts.

Subjects covered:

- Spanish Literature: 19th century to date (poetry, prose, theatre)

ISP42 Latin American Literature II

Module code: ISP42

ECTS Credit Points: 20

Module Type: Compulsory

Module Characterization: Background Knowledge

Year: 4th

Language: Spanish

Module general description: Survey of Spanish American Literature from the beginning of the 20th century to the present day.

Learning Outcomes: After completing this module, students are expected to be able:

- To understand the development of Spanish American Literature from the begging of the 20th century to the present day,
- To know the main periods and the artistic/literary movements and trends that influenced and shaped the Spanish American literature from the beginning of the 20th century to the present day,
- To familiarize with major authors and their representative works of this period,
- To analyze literary texts of all literary genres by using the appropriate methodology and terminology of contemporary literary criticism,
- Compare and contrast literary texts of the same or different movements/currents and authors by using the appropriate methodology and terminology of the contemporary literary criticism.

Subjects covered:

- Latin American Literature: from the 19th century to the modern times (poetry, prose, theatre)

ISP43 Applied Linguistics: Practical training in Teaching Spanish as a Foreign Language

Module code: ISP43

ECTS Credit Points: 20

Module Type: Compulsory

Module Characterization: Specialized general knowledge

Year: 4th

Language: Spanish

Module general description: The Module aims at providing students with a wide background knowledge in Applied Linguistics with regard to the teaching of Spanish as a second Foreign Language that will enable them to acquire the necessary skills in order to be able to achieve teaching competence at all levels of education.

Learning Outcomes: Upon the successful completion of the Module, students are expected to:

- Understand the complexity of the work and role of teachers of foreign languages and recognize the value and the real conditions under which foreign language education takes place,
- Use and apply the theoretical pedagogical and methodological knowledge (concepts, principles, theories, methods, models) to state-of-the-art teaching practices and techniques, in order to be able to respond to the educational language needs of their prospective students,
- Competently describe and explain the process for first language acquisition as well as the corresponding process for second foreign language acquisition,
- Identify and define the factors affecting foreign language acquisition,
- Creatively plan and organize the learning procedure and the teaching practice through activities for the cultivation of competences and skills,
- Justify their aforementioned choices in accordance with the principle theories in the field of language, communication and interconnectedness and be able to apply them in special learning environments,
- Explain and discuss practical issues with regard to learning-teaching Spanish as a foreign language,
- Analyze the pedagogies underlying the learning of Spanish as second foreign language,
- Clearly identify the theoretical and methodological approaches to the teaching of Spanish as a second foreign language,
- Design, develop and evaluate programmes of learning-teaching Spanish as a foreign language,
- Demonstrate knowledge and skills with regard to the teaching of Spanish through the teaching-learning of communication skills and aspects of the Spanish-speaking civilization

Subjects covered:

- Applied Linguistics in Teaching Spanish as a Foreign Language
- Internship in Teaching Spanish as a Foreign Language
- Planning a Language Course

EPO11 Social and Economic History of Europe

Module code: EPO11

ECTS Credit Points: 20

Module Type: Optional for those who hold the Superior or the Diploma de Estudios Hispanicos of Spanish Universities (4 years of study), graduates of Spanish-speaking higher education institutions recognized by Hellenic National Academic Recognition and Information Center (Hellenic NARIC) with proficiency in the Greek language or graduates of a Spanish-speaking high school with proficiency in the Greek language.

Module Characterization: Background Knowledge

Year: 1st or 2nd

Language: Greek

Learning Outcomes: After completing this module students are expected to:

- Differentiate between general history and economic history.
- Assess and compare approaches of economic and social history theoretically and empirically.
- Grasp, understand and explain basic macro processes of economic development: transition from feudalism to capitalism and its different paths, the various phases of the industrial revolution, the occurrence of economic crises.
- Develop synthetic and analytical skills to: a. analyze and compare patterns of development in the North, South and East, b. discern forms of globalization.
- Critically assess their impact on social, entrepreneurial and business structure and change.
- Acquire the foundations for post-graduate studies in Economic, Social and Business History, in Business Studies and Economics, also in European Studies.

Subjects covered:

- Introduction to the Social and Economic History of Europe
- Social and Economic developments from the 6th to the 20th century.

EPO12 Geography, Human Geography and Material Culture of Europe

Module code: EPO12

ECTS Credit Points: 20

Module Type: Optional for those who hold the Superior or the Diploma de Estudios Hispanicos of Spanish Universities (4 years of study), graduates of Spanish-speaking higher education institutions recognized by Hellenic National Academic Recognition and Information Center (Hellenic NARIC) with proficiency in the Greek language or graduates of a Spanish-speaking high school with proficiency in the Greek language.

Module Characterization: Background Knowledge

Year: 1st or 2nd

Language: Greek

Learning Outcomes: On the successful completion of ΕΠΟ12, the students are expected to develop abilities:

- To understand the meaning of "Europe" since its inception during antiquity, to recognize its boundaries at different historical periods and recall the transformations of borders around and within Europe, their relocations and hierarchies from 16th century and the periods of colonialism and globalization, until the European unification and the present EU crisis.
- To examine the science of Geography as taught in the European Universities as an important science, based on the ancient Greek scientific tradition, and to understand its shrinkage in modern Greece; to discern between the complex and interdisciplinary approach and the descriptive one, as taught at school.
- To comprehend the role of Geography in the formation of European material, virtual and spiritual culture, and vice versa; to perceive the processes of European and national identity formation, appreciate and evaluate the primary role of spatiality in European culture and grasp the cultural changes in relation to their spatial contexts.
- To recognize and critically assess the "Paradigm shifts" in Geography and grasp the differences in narratives, methods and ways of interpretation of fundamental socio-

economic phenomena in space; to understand the interaction of space and human activity mediated by epistemological shifts and geographical imaginations, which play a central role in European culture.

- To analyze uneven development in geographical space from the global to the local scale, the multiple divisions and disparities among European regions, the contribution of specific places in European cultural, scientific and socio-economic development, and to comprehend spatial interaction, networking and cosmopolitanism of innovative activities and processes.
- To analyze processes of spatial differentiation and restructuring in contemporary Europe and its regions from the era of the industrial revolution to that of globalization - i.e. from 19th to 21st century - and more concretely: urbanization, urban landscapes from human ecology until postmodernity, migration, industrial restructuring, technological development, socio-economic transformation, political developments and social movements in European space.
- To understand and interpret cartographical data after familiarization with the maps and the thematic cartography of Europe.

Subjects covered:

- Geography
- Human Geography and Material culture of Europe

EPO20 The History of Arts in Europe

Module code: EPO20

ECTS Credit Points: 20

Module Type: Optional for those who hold the Superior or the Diploma de Estudios Hispanicos of Spanish Universities (4 years of study), graduates of Spanish-speaking higher education institutions recognized by Hellenic National Academic Recognition and Information Center (Hellenic NARIC) with proficiency in the Greek language or graduates of a Spanish-speaking high school with proficiency in the Greek language.

Module Characterization: Background Knowledge

Year: 1st or 2nd

Language: Greek

Learning Outcomes: Upon completion of the module students will be expected to be able to:

- Name artistic features, important artists, architectural elements, key examples of works of visual arts and of music, artistic innovations, historical factors, artistic programs, categories of artistic subjects, principal characteristics of music genres
- Display similarities/ differences between works of visual arts, orientations in architecture in relation to technology and aesthetics
- Distinguish artistic styles, differences between artistic styles, iconographical components, particular architectonic characteristics, particular musical characteristics, features of style, contribution of musical genres to the evolution of music, innovation in music
- Understand distinctive artistic expressions, musical terms, methods of music, transition in music genres, evolution in visual arts and music, use and potentiality of new materials in art

- Describe works of visual arts and of music, artistic occurrences, innovations in style, artistic technics, architectural construction problems, use of musical instruments, musical forms, use of musical forms
- Analyze the relation between history and art, the meaning of artistic production, artistic features, artistic terms, artistic movements, musical forms, iconographical subjects
- Examine changes in art, differences between styles, evolution of musical genres, transition in music history, artistic objectives, artistic technics, the function of works of visual arts, musical achievements, particular issues of form, artistic categories and trends
- Correlate/ Juxtapose works of visual arts and of music, theories of art, artistic styles
- Specify personal artistic components

Subjects covered:

- Fine Arts from the Middle Ages to the Late Renaissance
- Fine Arts from the late Renaissance (Mannerism 1530) to the end of the 20th century
- Music in Europe

EPO21 History of European Literature

Module code: EPO21

ECTS Credit Points: 20

Module Type: Optional for those who hold the Superior or the Diploma de Estudios Hispanicos of Spanish Universities (4 years of study), graduates of Spanish-speaking higher education institutions recognized by Hellenic National Academic Recognition and Information Center (Hellenic NARIC) with proficiency in the Greek language or graduates of a Spanish-speaking high school with proficiency in the Greek language.

Module Characterization: Background Knowledge

Year: 1st or 2nd

Language: Greek

Learning Outcomes: On completion of his/her studies, the student will be in a position to:

- Know the main periods and discern the cultural trends/ artistic movements that constitute the milestones in the European history of literature from the 12th to the 20th century.
- Know the leading authors and works forming the "canon" of European literature from the 12th to the 20th century and the main literary genres that emerged in various periods in the history of European literary history from the 12th to the 20th century, their expression and transformation in time.
- Analyze literary texts on the basis of genre, thematic material, style and ideological ramifications.
- Compare and contrast literary texts of the same or different traditions and trends on the basis of their thematic material, their genre and stylistic features, as well as the ideas they deal with.
- Compose papers where it will be possible to combine successive literary elements, pertaining to specific literary genres or works, with their morphological and ideological analysis.

Subjects covered:

- Introduction to the history of literature
- History of European Literature from the 6th to the 20th century CE

Postgraduate Courses

Educational Sciences

Description

The purpose of the M.Ed., which is directed primarily at teachers of both levels (primary and secondary) and university and Technological Educational Institutes (TEI) graduates already employed or intending to be employed in education are:

- the provision of specialised pedagogical and didactic knowledge and the development of relevant skills,
- the cultivation and development of scientific thought and educational research skills, and
- the development of educational staff that is well-trained and capable of being employed in education.

Learning Outcomes

- Updating knowledge and skills in fields of Educational Sciences.
- Acquisition of knowledge and skills in research methodology.
- Development of critical awareness in social and cultural issues in education.
- Acquisition of academic reading and writing skills.
- Acquisition of digital literacy skills.

Admission Requirements

The Post-graduate programme accepts graduates of higher institution diplomas. The programme is offered in Greek.

The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.

Note:

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Minimum study duration

2 academic years

Type of Postgraduate Programme

Master of Education, M.Ed.

ECTS credit points

120

Classification according to UNESCO code ISCED-2011

– by education sector: 14 Teaching training & Education science
– by level of study: 7

Classification according to UNESCO code ISCED-2013

– by education sector: 0111-Education science

Language

The programme is offered in Greek

Learning Material

Learning material used is mainly printed textbooks but also audiovisual and electronic learning material. The printed material is especially adapted to meet the needs and standards of distance education.
Chapters clearly state aims and objectives. Key concepts and expected learning outcomes. Self-assessment questions and exercise.
Alternative teaching material. To assist the students to a better understanding of the main teaching material. It utilizes, clarifies and enriches, if necessary, the already existing material.

Contact

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Course Structure

1st Year

EKP51	Applied Educational Research	(C[1], 30 ECTS)
EKP50	Development of the Child in the Social Environment	(C, 30 ECTS)
	2nd Year	
EKP60	Education: cultural differences and social inequalities	(CE[2], 20 ECTS)
EKP61	Language, Society and Education	(CE, 20 ECTS)
EKP62	Management of educational organizations	(C/CE, 20 ECTS)
EKP63	Science Education	(CE, 20 ECTS)
EKP64	Introduction to Adult Education	(CE ,20 ECTS)
EKP65	Open and Distance Learning	(CE, 20 ECTS)
EKP67	Environmental and Sustainability Education	(CE, 20 ECTS)
EKP68	Inclusion of students with special educational needs in the regular school	(CE, 20 ECTS)
EKP69	Digital Technologies in Education - e-Learning	(CE, 20 ECTS)
EKPDE	Master's Dissertation	(C/O[3],20 ECTS)

Notes:

C[1]: Compulsory

CE[2]: Compulsory Elective

O[3]: Optional

Guidelines on Module selection

In the 1st year of studies, students can choose from one (1) to two (2) units as follows: If they choose one (1) unit they must choose EKP51.

In the 2nd year of study, students must successfully complete either three (3) units or two (2) units and the Master's Dissertation according to the following 4 structures:

Structure I: Successful completion of three (3) units.
Students are required to choose two (2) of the following units:
EKP61 Language, Society and Education
EKP63 Science Education
EKP67 Environmental and Sustainability Education
EKP68 Inclusion of students with special educational needs in the regular school
EKP69 Digital Technologies in Education - e-Learning

and choose one (1) of the following units – in addition to the units chosen as compulsory elective.
EKP60 Education: cultural differences and social inequalities
EKP61 Language, Society and Education
EKP62 Management of educational organizations
EKP63 Science Education
EKP64 Introduction to Adult Education
EKP65 Open and Distance Learning

EKP67 Environmental and Sustainability Education
EKP68 Inclusion of students with special educational needs in the regular school
EKP69 Digital Technologies in Education - e-Learning

Structure II: Successful completion of two (2) units and the Postgraduate Thesis.

Students are required to choose one (1) of the following units:
EKP61 Language, Society and Education
EKP63 Science Education
EKP67 Environmental and Sustainability Education
EKP68 Inclusion of students with special educational needs in the regular school
EKP69 Digital Technologies in Education - e-Learning

and Students must choose one (1) of the following units – in addition to the unit chosen as a compulsory elective.
EKP60 Education: cultural differences and social inequalities
EKP61 Language, Society and Education
EKP62 Management of educational organizations
EKP63 Science Education
EKP64 Introduction to Adult Education
EKP65 Open and Distance Learning
EKP67 Environmental and Sustainability Education
EKP68 Inclusion of students with special educational needs in the regular school
EKP69 Digital Technologies in Education - e-Learning

And Master's Dissertation

Structure III: Successful completion of three (3) units

Students must choose the unit:
EKP62 Management of educational organizations
and
choose two (2) of the following units:
EKP60 Education: cultural differences and social inequalities
EKP64 Introduction to Adult Education
EKP65 Open and Distance Learning
EKP67 Environmental and Sustainability Education
EKP68 Inclusion of students with special educational needs in the regular school
EKP69 Digital Technologies in Education - e-Learning

Structure IV: Successful completion of two (2) units and the Postgraduate Thesis.

Students must choose the unit:
EKP62 Management of educational organizations
and
choose one (1) of the following units:
EKP60 Education: cultural differences and social inequalities
EKP64 Introduction to Adult Education
EKP65 Open and Distance Learning
EKP67 Environmental and Sustainability Education
EKP68 Inclusion of students with special educational needs in the regular school
EKP69 Digital Technologies in Education - e-Learning

And Master's Dissertation

The preparation of the Master's Dissertation takes place either after the successful completion of the relevant unit or in parallel with its attendance, depending on the relevant decision of the competent body (Teaching Staff Group) of each unit of the programme "Educational Sciences".

The successful completion of four (4) units and a Master's Dissertation or the successful completion of five (5) units, according to the Guidelines for the Diploma of the Postgraduate Degree Programme, is required for the completion of the Postgraduate Degree Programme.

In order for students to complete the programme in two academic years, they must successfully complete two units in the first year of study and either two units and the thesis or three units in the second year.

When declaring units, the previous year's units must be exhausted first and then the next year's unit declaration may begin.

Students' evaluation: Grade assessment of a Module – Participation in Final Exams

Students are assigned to submit four (4) written assignments during the academic year. The average grade of the four (4) written assignments, weighted at 30%, is taken into consideration for the calculation of the final grade. The grade of written assignments is activated only with a score equal to or above the pass level (≥5) in the final or resit exams.
The grade of the final or the resit exams shall be weighted at 70 % for the calculation of the final grade.
Students have the right to participate in the final/resit exams if (a) at least 50% of the potentially excellent grade has been obtained when adding the total of the four (4) assignments and (b) at least three (3) of the four (4) written assignments have been submitted.

Course Modules

EKP51 Applied Educational Research

Module code: EKP51
ECTS Credit Points: 30
Module Type: Compulsory
Year: 1st
Language: Greek

The main purpose of module "Applied Educational Research" (EKP51) is to introduce and familiarise students with the procedures and issues of research design by conducting small-scale empirical research.

The aim of module "Applied Educational Research" (EKP51) is to develop students' knowledge and skills related to the following issues:

- The process of conducting empirical educational research (research design phases)
- Approaches to empirical educational research (quantitative, qualitative, mixed methods)
- Identification and formulation of the research problem

- Literature review (search, retrieval, organisation and use of available literature)
- Identification of research aim and research questions or working hypotheses
- Research designs (correlational, experimental, ethnographic, narrative, action research, mixed methods)
- Selection and documentation of the appropriateness of research techniques
- Collection, processing, analysis, presentation and interpretation of qualitative and quantitative data
- Ethics in empirical educational research
- Research reporting and evaluation
- Writing a scientific paper

Learning Outcomes: Upon completion of the module, students will be expected to be able to:

- Identify a specific dimension of an educational topic in order to examine it through empirical research.
- Formulate appropriate research questions or working hypotheses.
- Identify the theoretical framework of their research.
- Conduct a literature review to document (a) the necessity and originality of the proposed research, (b) the theoretical framework of the research, and (c) the methodological choices.
- Adopt an appropriate approach (quantitative and/or qualitative) to data collection and analysis.
- Implement the empirical research design that they have structured.
- Discuss the findings of their research in relation to the existing literature and the adopted theoretical framework.
- Identify the limitations of their empirical research.
- Formulate recommendations for further research.
- Write a report on the empirical research suitable for publication in a peer-reviewed scholarly journal.

Module subjects:

- Educational Research (Research design, Qualitative and quantitative approaches in educational research, Examples of educational research, Writing of educational research).

Prerequisite Modules: There are no prerequisites for this module

EKP50 Development of the Child in the Social Environment

Module code: EKP50
ECTS Credit Points: 30
Module Type: Compulsory
Year: 1st
Language: Greek
The purpose of this module is to understand the stages of child development from preschool to adolescence. In particular, it examines:

- The child's first relationships with their caregivers and the importance of these relationships for their development.
- The role of language as a tool for communication and thinking.
- How children learn in pre-school and school age. How parents and other adults teach children during the preschool years and how teaching and learning are differentiated in the school environment.
- What is the role of the child himself in this learning process and in his own development in general.
- What is the importance of friendships for the child's social, cognitive, and emotional development?
- How adolescents negotiate the issue of autonomy and independence in their way of thinking and acting.
- A sociocultural perspective is adopted in this approach since the developing child is a product of specific cultural practices and specific social processes and relationships

Learning Outcomes: Upon completion of the module, the student will be able to:

- understand the central issues concerning human development from the prenatal period to adolescence,
- recognise the major achievements of the developing human being at each stage and sub-stage of development, from the prenatal period to adolescence, and in each area of development such as biological-motor, cognitive, verbal, socio-emotional and moral development,
- assess the importance and role of formal and informal learning and educational environments, such as the family, early childhood care institutions and schools, in the child's development,
- critically evaluate theories and positions on how children develop thinking, master language, interact socially, and acquire knowledge,
- utilize theoretical approaches to development and findings from relevant research studies in evaluating and addressing issues related to the child's developmental trajectory,
- evaluate the effectiveness of developmental theories and positions in understanding and interpreting issues related to child development in different socio-cultural contexts,
- understand the role of the socio-cultural context in developmental issues

Module Subjects:

- Cognitive, linguistic, social, and emotional development during infancy, early and middle childhood and adolescence.
- Relationships of the child and adolescent with significant persons in the social contexts of development (family, peers, school, neighborhood-community, ethnic group, etc.).

Prerequisite Modules: There are no prerequisites for this module.

EKP60 Education: cultural differences and social inequalities

Module code: EKP60

ECTS Credit Points: 20

Module Type: Compulsory Elective

Year: 2nd

Language: Greek

The objective of the unit "Education: cultural differences and social inequalities" is to study the role of education in the process of creating, maintaining and/or reinforcing social and cultural taxonomies and inequalities. The aim of this module is to familiarize students with contemporary scientific research and to provide them with tools that will allow them to analyze educational reality and to elaborate a pedagogical framework for managing differences. It adopts an interdisciplinary perspective and attempts to highlight the particular ways and concepts through which different scientific theories construct and study the subject matter in question. More specifically, the way in which education handles the concept of difference is studied in relation to the concepts of identity/heterogeneity, drawing on the relevant problematic of social psychology. At the same time, particular emphasis is placed on approaches that are embedded in the sociology of education. The main object of analysis is the social and educational differences vis-à-vis education and the school mechanisms through which differences are transformed into inequalities, legitimizing processes of exclusion. It examines the relationship between the standard or official language of the school institution and the social classification that presents it as superior, with important implications for the performance of a student population whose mother tongue is another language or a dialectal variety of the national language, and presents the international literature on bilingualism, in particular the contemporary scientific achievements that highlight the importance of the mother tongue as a cognitive background for the learning of other languages or varieties and the relationship between language and identity. Similarly, the relationship between education and ethnocultural differences is examined and the processes of prioritization and exclusion of the 'different' that take place in the school context are analyzed. Finally, emphasis is placed on the analysis of educational practices from the perspective of educational psychology and pedagogical theory. The critical examination of the different forms that 'intercultural-multicultural' and/or 'anti-racist education' programmes have taken aims to highlight the multiple questions raised at the level of practice by the management of the heterogeneity of school classes.

Learning Outcomes: Upon completion of the unit the student will be able to:

- distinguish the existence of social groups and make the reduction of social behaviors or attitudes to the affiliation of individuals to various social groups, to understand the concept of "social identities" of relative theory and its influence in the creation of perceptions of the world and beliefs of all kinds, in order to have a view of society that does not overlook the historical dimension and therefore realizes its continuous movement, hence changes and evolution.
- acquire a view of society as a stratified whole, where the distribution of goods and privileges is not equal, so that they can distinguish between "nature" and society, and thus be able to place all kinds of beliefs about society and social groups in their social dimension, which means discerning that the hierarchies and stereotypical ideas that attribute inferiority and supremacy to social groups derive from the position of individuals in the social pyramid and not from nature.
- understand that all social distinctions, without exception, concerning gender, social strata and social groups with different ethnic, religious or cultural identities, are based on classifications that are completely arbitrary from a scientific point of view and on prejudices that are related to each other and that feed off each other. These

classifications are therefore completely illegitimate in the context of scientific discourse, according to the currently valid documentation that is recognized as scientific by the overwhelmingly majority of research in all disciplines and academic communities worldwide.

- approach the educational institution guided by the above theoretical premises and scientific knowledge, so as not to automatically translate the social difference in performance between students by resorting to the existence or absence of intrinsic intellectual abilities for different categories of students and thus to be able to distinguish the influence of social factors on the excellent or deficient response to the cognitive demands of school.
- be aware of the differences between the spoken varieties of the national language and its official/standard form, the knowledge of which is closely related to school performance; understand, in the case of foreign language learners, the relationship between first and second language and its importance for the development of 'Academic language'; also be aware that the performance of ethno-culturally diverse pupils is not solely due to cultural differences but is mainly due to social inequalities of all kinds.
- be aware of the strong influence of the educational institution in shaping the ideas of the new generations; to understand that the knowledge transmitted by schools is not neutral, i.e. it is not determined solely on the basis of 'pure' epistemological criteria, which is why it changes from one era to the next; to be able to distinguish in this knowledge the influence of ideological factors and their relationship with 'social control'.

Subjects covered:

- Social Identities/Differences
- Social Inequalities
- Bilingualism and School
- Ethnocultural Differences and Education

Prerequisite Modules: There are no prerequisite thematic units.

EKP61 Language, Society and Education

Module code: EKP61

ECTS Credit Points: 20

Module Type: Compulsory Elective

Year: 2nd

Language: Greek

Cognitive subjects of the Module: The aim of this module is to offer the students the opportunity to comprehend contemporary research and scientific reflections on the development of oral and written language, with emphasis on cultural and social parameters that are linked to this learning process. This module provides a new perspective on educational issues in conjunction with contemporary linguistic concepts.

Specifically, it integrates the study of language in social contexts and distances itself from the study of language as an autonomous system that characterizes both traditional grammar and genetic Chomskyan conception. The study of the relation between language and society is carried out in the classic sociolinguistic model but also and more importantly in the context of

Critical Discourse Analysis. Particular emphasis is placed on the role of speech in learning, as well as on the literacy policies in contemporary societies. The student comes in contact with different scientific theories in order to develop a critical perspective on his/her research interests.

Contemporary scientific approach of written an oral language use in educational practice and policies.

Learning Outcomes: Upon the successful completion of the module, students will be able to:

- understand the analysis of language from different perspectives of: structural and genetic linguistics, sociolinguistics, ethnography of communication and critical discourse analysis
- to distinguish oral and written language along with their differences, as well as the contemporary perception of "text" as a broader notion.
- to recognize the social, cultural and political processes that determine language use from native and non-native speakers.
- to understand the specific theoretical conceptions and educational applications of 'literacy", with emphasis on multilingual and multicultural contexts.
- to apply the acquired knowledge in language teaching and learning
- to conduct theoretical or/and empirical research on any of the topics that are discussed in this module, linking theory with practice.
- to evaluate critically the different views and practices concerning language and its relation with society and education.
- to apply advanced academic writing skills and qualitative research methods.

Subjects covered:

- A modern approach to the use of oral and written language within the contexts of educational practice and policy

Prerequisite: EKP51: Educational EKP50: Development of Child in the Social Environment.

EKP62 Management of educational organizations

Module code: EKP62

ECTS Credit Points: 20

Module Type: Compulsory /Compulsory Elective

Year: 2nd

Language: Greek

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.

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.

Subjects covered:

- Educational Administration and Policy.
- Human Resources Management.
- Social and European Dimension of Educational Administration.

Prerequisite Modules: There are no prerequisites for this unit

EKP63 Science Education

Module code: EKP63

ECTS Credit Points: 20

Module Type: Compulsory Elective

Year: 2nd

Language: Greek

Aim: The module "Science Education" aims to familiarize the students of the Hellenic Open University with:

- the systematic examination of problems related to the understanding of natural science concepts,
- the use of existing research data - especially those related to students' misconceptions - in teaching,
- corrective intervention in the transformation of the content to be taught,
- the exploitation of existing learning tools so that they can be effectively integrated into teaching.

In particular, the module addresses the following **central questions**:

- What are the factors that determine and define School Science as an autonomous field of knowledge?
- What are the necessary skills, knowledge, attitudes and values that are deemed necessary for students to develop through the teaching of Science?
- What are the pupils' initial ideas regarding concepts and phenomena in science and how can these form the starting point for the construction of school science knowledge?

Learning Outcomes:

Upon completion of the module the student will be able to:

- identify the main problems that pupils face in understanding basic concepts and phenomena in science,
- understand and justify the necessity of teaching science,
- explains how knowledge of pupils' practical-experiential perceptions of science can help to improve the organisation of teaching,
- briefly describes the general characteristics of pupils' perceptions,
- indicates the main changes introduced in the role of the teacher by the new model of teaching in science,
- recognises and uses teaching tools such as cognitive conflict, analogical thinking and goal-obstacles,
- recognises the main features and differences between the different epistemological positions on the nature of scientific knowledge,
- describe and distinguish the different concepts that students use in order to understand and explain concepts and phenomena in science,
- recognises the role and character of informal and non-formal forms of science education,
- recognise the changes that science knowledge undergoes when it is transformed into school knowledge and compare their characteristics,
- analyse and describe the constitution and organisation of the school version of science in different types of teaching material.

Cognitive Objects of the subject:

- Necessity of systematic examination of the teaching of science.
- Basic conceptual framework of science teaching.
- Modern methods of teaching science such as: general characteristics of teaching, criteria for selection of content, learning processes, pacing and assessment methods, design and development of teaching materials.

Prerequisite Modules: There are no prerequisite modules.

EKP64 Introduction to Adult Education

Module code: EKP64

ECTS Credit Points: 20

Module Type: Optional

Year: 2nd

Language: Greek

Module Content

The aim of the module is to help graduates develop the knowledge and skills required to design, organize, manage, and evaluate adult education programmes, as well as to teach subjects falling into their areas of expertise in such programmes. The main objective of the module is to supply learners with a set of abilities needed to:

- Understand the theoretical framework of adult education and the particular attributes that distinguish adult education from other scientific fields
- Be aware of the socio-economic function that adult education serves
- Understand the methodological basis of adult education programmes (whether they are operational, nationwide programs, or programs targeted at specific groups of learners)
- Be able to design and organize such programmes
- Be able to teach adults (the last two bullets represent objectives referring to the content of training of trainers' programmes)
- Be able to study subjects pertaining to adult education and evaluate adult education programmes.

Learning Outcomes: Upon successful completion of the module, students are expected to acquire knowledge, develop skills/competencies, and adopt attitudes related to:

- The essential theoretical foundations of adult education
- Adults' learning styles
- Classic adult education theories
- The role of the adult educator
- The factors that contributed to the development of adult education in Greece from the 19th century to date
- The contribution of adult education to the social, economic, and cultural transitions in the country
- The design, planning, implementation, and evaluation process of adult education programs
- The design and implementation of adult education programmes' evaluation
- The fundamental educational methods and techniques used in adult education programmes
- The types of teaching media and tools and their areas of application in adult education
- The importance of the educational environment and the obstacles encountered
- The main principles of effective communication within the learning group
- Group dynamics within the adult learning group

- Continuous Vocational Training programs held in the country, and the roles performed by trainers and designers in these programmes
- Good practices in the planning, implementation, and evaluation of adult education programmes

Subject areas:

- Scope of adult education, principles of learning, and influential theorists of adult education
- Social and economic functions served by adult education
- Design, organization, and evaluation of adult education programmes
- Educational methods – Performance of the learners' group
- The existing situation in Greece

Prerequisite Modules: There are no prerequisites for the module EKP64

EKP65 Open and Distance Learning

Module code: EKP65

ECTS Credit Points: 20

Module Type: Optional

Year: 2nd

Language: Greek

The main objective of the module is the familiarization of the students with Open and Distance Educational Systems, the understanding of the role of the Tutor-Counsellors in distance learning and the acquisition of skills that relate to the creation of educational material that is adaptable to distance learning through the use of modern technologies.

The module focuses on three basic directions:

- the relationships of open distance learning with the educational and social institutions, as well as with its basic functions
- the relationships and the communication developed among the teachers and the students
- design and development of the printed and digital educational material based on the principle of interaction between the learners and the learning material.

Moreover, the module also focuses on important elements of distance learning such as written papers and the methodology of their correction, the organizing of consultative group meetings, the basic principles of educational assessment, a problem that has come up in recent years regarding the effective usage of new technologies in education.

Learning Outcomes: Upon completion of the unit the student will be able to:

- Explain clearly what open education systems are and how they relate to open and distance education
- Be familiar with the functioning of distance education providers
- Participate in educational institutions and curricula implementing open access and distance education strategies
- Participate in the organization and administrative support of open and distance education institutions
- Support the creation of educational material suitable for distance education applications

- Comprehend of the theoretical scope and specific pedagogical methods leading to learning
- Apply evaluation of open and distance learning institutions and processes

Subjects covered:

- Familiarizing the students with Open and Distance Education Systems
- The role of the tutors
- Development of learning material (either printed or based on modern technology), suitable for distance learning

Prerequisite Modules: There are no prerequisites for the module EKP65.

EKP 67: Environmental and Sustainability Education

Module code: EKP67

ECTS Credit Points: 20

Module Type: Compulsory Elective

Year: 2nd

Language: Greek

Description: Students who complete the study of this module will be able to process topics such as:

- The concept of Environmental and Sustainability Education (ESE)
- The concept of environment
- The concept of sustainability
- Environmental and sustainability issues in modern societies (climate change, pollution,
- energy issue, degradation of environmental systems, poverty, hunger, inequalities,
- immigration, etc.)
- Basic principles of the structure, functioning and sustainable management of natural and
- man-made environmental systems
- The problematic, the conceptual field and the targeting of ESE
- The pedagogical framework of ESE
- Teaching and learning in formal, non-formal, adult and vocational education
- Pedagogical strategies and teaching techniques of active learning
- Basic principles of educational material development
- The sustainable school and sustainable educational structures
- The institutions and legal framework for ESE and the environment

Learning Outcomes: Upon completion of the module, students will be expected to be able to:

- Define the environment as a system of interaction of physical and social processes.
- Understand sustainability as a regulatory and emerging concept.
- Understand the dimensions of sustainability (political, ideological, economic and cultural) and the value system that supports them.
- Understand and describe the structure and function of natural and man-made environments as well as the interrelationship between natural phenomena and between society and nature

- Understand the importance of managing the natural and man-made environments in the perspective of sustainability.
- Interpret, in the context of sustainability, systemically and critically environmental problems recognizing their social, natural, economic and political perspectives.
- Understand major social issues such as poverty, hunger, inequalities, health, democracy, peace, human rights, etc. as well as their direct connection to the quality of the environment and life.
- Identify the conceptual field and the problematic of Environmental and Sustainability Education.
- Set the goals and characteristics of Environmental and Sustainability Education.
- Examine and apply modern pedagogical approaches and didactic techniques of active learning in the context of a holistic approach and critical study of the issues.
- Understand the pedagogical framework of Environmental and Sustainability Education and in particular pedagogical practices, concepts and perspectives such as interdisciplinarity, systemic approach, critical and creative thinking, collaborative learning, values, action competence, participation, democracy, the active citizen.
- Assess the role and importance of learner perceptions in shaping teaching and learning.
- Understand the teaching and learning principles of Environmental and Sustainability Education in formal, non-formal, adult and vocational education.
- Develop pedagogical practices, concepts and didactic strategies of Environmental and Sustainability Education and design relevant educational interventions for students, the general public and groups of workers (farmers, workers in industries, etc.).
- Understand and apply the basic principles of designing and developing relevant educational materials.
- Understand the concept and dimensions of the sustainable school.
- Evaluate Environmental and Sustainability Education and environmental interventions in relation to their institutional framework.
- Update knowledge on environmental and sustainability issues.

Subjects of the Module:

- Concepts and objects of Environmental and Sustainability Education: (i) The concept of environment: Structure and function of natural and man-made systems. (ii) The concept of sustainability. (iii) Environmental and sustainability issues in modern societies (climate change, pollution, energy issue, degradation of environmental systems, poverty, hunger, inequalities, migration, etc.).
- The pedagogical framework of Environmental and Sustainability Education: (i) Key features: interdisciplinarity, holistic and systemic approach, critical and creative thinking, collaborative learning, values, capacity for action, participation, democracy, the active citizen etc. (ii) Teaching and learning in formal, non-formal, adult and vocational education. (iii) Pedagogical strategies and teaching techniques of active learning. (iv) The sustainable school and sustainable educational structures. (v) Designing educational interventions. (vi) Basic principles of developing educational materials.

Prerequisite Modules: There are no prerequisites for this module.

EKP68: Inclusion of students with special educational needs in the regular school

Module code: EKP68
ECTS Credit Points: 20
Module Type: Compulsory Elective
Year: 2nd
Language: Greek

Module Content:
The main purpose of the module "Inclusion of students with special educational needs in regular school" is to offer participating students the opportunity to acquire knowledge (both theoretical and applied) in matters related to the basic principles of special education and the associated system established in Greece as defined by the relative legislation and educational practice. Particular emphasis is placed on familiarising the students with the philosophy of inclusive education and its applications in regular schools.

The aim of module "Inclusion of students with special educational needs in regular schools" is to develop students' knowledge and skills related to the following issues:

- the nature and characteristics of various categories of special needs and disabilities and the acquisition of knowledge about the legislative framework of special education in Greece
- the theoretical underpinnings of inclusive education, its different formats, the procedures of educational assessment, and evidence based inclusive instructional practices
- various ways of dealing with special educational needs and disabilities in the school context

Learning Outcomes: Upon completion of the module, students will be expected to be able to:

- Know the basic principles, central concepts and theoretical approaches in the field of special education as well as the existing legislative framework of the Greek education system
- Recognize the differences between the main interpretive models adopted to describe disability through contemporary socio-cultural approaches.
- Distinguish the nature, aetiology, characteristics and dimensions of the various types of special educational needs
- Conceptually clarify the content and applications of the terms "special needs", "disability", "integration", "inclusion" and "co-education"
- Know contemporary approaches regarding the provision of special support services for students with special educational needs and disabilities and identify different implementation frameworks for the inclusion of these students in the Greek education system (integration classes and parallel support)
- Know the dominant approaches and theoretical models of assessment for students with special educational needs and disabilities

- Know and distinguish between types of educational assessment in special education (detection, diagnosis, formulation of a special educational program) and be able to interpret the results of relevant tests (e.g. psychometric tests, self-report measures, observation protocols)
- Describe the role of the interdisciplinary team (psychologist, social worker, teacher) and its collaboration with parents during the educational assessment process
- Seek information and support from relevant agencies in dealing with students with special educational needs and disabilities
- Present and make appropriate use of the pedagogical, social and economic arguments and counter-arguments for the inclusion of students with special educational needs and disabilities in general education.
- Be aware of evidence-based instructional approaches to inclusion (e.g., differentiated instruction, peer tutoring, cooperative instruction).
- Know ways and models of educational management and inclusion of children with special educational needs and disabilities in the general education school.
- Know applied inclusive practices of co-teaching between general and special education teachers (models of co-teaching).

Module subjects:

- Core concepts of Special and Inclusive Education
- Educational assessment of students with special educational needs and disabilities
- Instructional practices for the inclusion of students with special educational needs and disabilities

Prerequisite Modules: There are no prerequisites for the module EKP68.

EKP69: Digital Technologies in Education - e-Learning

Module code: EKP69
ECTS Credit Points: 20
Module Type: Compulsory Elective
Year: 2nd
Language: Greek

Module Content:

The aim of this module is to provide a holistic view of the field "Digital Technologies in Education" to explore and exploit new teaching and learning approaches supported by digital tools and environments. Postgraduate students are expected to develop Knowledge and skills in instructional design with Learning Technologies and to gain deeper insights into specific aspects of integrating Digital Technologies into educational programs for formal education, lifelong learning, and professional development.

Specifically, the proposed module aims at the following thematic areas:

Theme A: Digital Technologies in Education

Students will become familiar with and critically examine the framework for integrating Digital Learning Technologies into 21st-century education (theoretical considerations, educational policies and institutional frameworks, models of integration, competences, and challenges for practicing teachers).

Theme B: Digital Learning Environments

Students will become familiar with the types of contemporary educational technologies and digital learning environments, and develop solid knowledge and skills for evaluating their technological and pedagogical features, with the aim of integrating digital technologies into teaching and learning.

Theme C: Instructional Design and Digital Technologies

Students will develop competences in designing, implementing, and evaluating pedagogically grounded educational interventions and learning scenarios based on Digital Technologies, across different subject areas and through diverse pedagogical strategies, building on the theoretical foundations addressed in the first two module themes.

Theme D: e-Learning Design and Implementation in Practice

Students will comprehensively study the pedagogical, technological, and organizational issues related to designing e-Learning programs for formal education and teachers' professional development, harnessing the affordances of online tools and adopting appropriate instructional design frameworks.

Learning Outcomes: Upon completion of the module, students will be expected to be able to:

- Analyse and evaluate contemporary trends, challenges, and policies regarding ICT in education.
- Analyse and evaluate the general principles of integrating Digital Technologies into teaching and learning within the context of 21st-century education.
- Identify the dimensions of digital literacy.
- Critically examine and assess contemporary policies and frameworks for the development of digital competences.
- Know a wide range of contemporary digital tools and technological environments that support learning.
- Apply evaluation criteria for digital educational materials and learning technologies.
- Critically analyse the pedagogical foundations of the most prominent e-learning models in the literature.
- Develop skills in designing educational scenarios based on digital learning technologies.
- Apply the knowledge and skills they have acquired to design educational scenarios and interventions with digital resources and tools, by adopting appropriate pedagogical approaches.
- Implement and support educational interventions based on digital technologies and resources.

- Recognize and evaluate the affordances and the limitations of synchronous and asynchronous e-learning technologies.
- Recognize and evaluate the affordances and the limitations of Artificial Intelligence and other emerging technologies in teaching and learning.
- Know and analyse contemporary e-learning standards and pedagogical approaches used in the design of e-learning programs.
- Design e-learning programs by adopting specific pedagogical models.
- Reflect on the role, the potential, and the limitations of e-learning in school education, higher education, and adult learning.
- Build a comprehensive understanding of Digital Learning Technologies as an autonomous scientific and research field.
- Critically analyse and evaluate contemporary pedagogical approaches to construct a comprehensive view of how they are continuously evolving by harnessing the features of digital technologies.

Module subjects: Digital Technologies in Education, Digital Learning Environments, Instructional Design and Digital Technologies, e-Learning Design and Implementation in Practice.

Prerequisite Modules: There are no prerequisites for the module EKP69.

EKPDE Master's Dissertation

Module code: EKPDE
ECTS Credit Points: 20
Module Type: Optional
Year: 2nd
Language: Greek
Content: Master's Dissertation (MD) in the M.Ed "Educational Sciences" (EKP) consists of planning, implementation and writing of a scientific research study (empirical research or literature review), indicative length* of 15,000-20,000 words, subject to the requirements and constraints of designing, conducting and writing scientific research and must have continuity, consistency, scientific competence, academic research ethics and academic discourse.
The MD offers the student the opportunity to demonstrate and prove that he/she has the ability to:

- apply the knowledge and skills acquired from his/her studies in the Modules of the MA "Educational Sciences" in order to examine systematically and in a scientific way a specific topic of his choice, depending on her/his interests, among the offered general categories of subjects related to current issues/phenomena in education and
- to design and implement a research study under the guidance - supervision of his/her supervisor.

The Director of the M.Ed "Educational Sciences" (or in the case of a permission by the Director, the Coordinator of the Module) composes, based on the broader academic subject of the MA "Educational Sciences" and the specialized academic subjects of its Modules, a list of general categories of subjects for MD, per Module of the MA, which includes current issues of the

scientific fields of the nine (9) Modules of MA EKP. The full list of general subject categories by Module for the academic year 2022-23 is presented at the link:
https://study.eap.gr/mod/folder/view.php?id=22064
The general categories of MD subjects for each Module of the MEd EKP are posted on the MD website of HOU's educational platform study (see EKPMD website on study.eap.gr), before the start of the period for submitting the relevant application by the students, on the basis of which students submit research proposals for conducting a MD.
Subsequently, the Director appoints the supervising member of the teaching staff (supervisor) and the second member of the Examination Committee for each submitted MD proposal, as long as it meets the basic academic requirements. Then the supervisor, in collaboration with the student, finalises the research topic and the main outline of the MD within the first month of preparation and gives the final approval (see in detail the Instructions for the Implementation of MD in the M.Ed EKP, at: https://study.eap.gr/course/view.php?id=43
* In the indicative length of 15,000-20,000 words of the MD, the Cover, Acknowledgments, Contents, Abstract, Bibliography and Appendices are not taken into account.

Learning Outcomes:

Upon completion of the module, students will be expected to be able to:

- conduct original research in a variety of topics concerning current issues of education, educational policy and the response of education to the needs of society (such as administration of educational units, teaching-learning of school subjects, minority education, lifelong learning, face-to-face and distance learning),
- search for, detect, critically select scientific literature related to the issue/phenomenon to be studied, to critically process the relevant literature, to consistently capture and use it in the various stages of their research.
- apply the principles and rules of scientific and academic research ethics, as well as those principles of academic writing,
- be aware of their public mission and social responsibility as an educator,
- effectively and creatively use of online/digital tools/media in all stages of preparation, writing and presentation of their research,
- handle competently, critically and responsibly, both the use of primary and secondary research sources (print and digital sources) as well as research tools for collecting and analysing empirical data.

General Regulation for Preparing Graduate Dissertations in PC with an annual Module Correspondence

Prerequisites: The presentation of the Master's Dissertation takes place after the successful completion of the program's Modules.

Master in Adult Education

Description

The course aims to provide specialized knowledge and skills sufficient to enable them to design, organise and evaluate adult educational programmes as well as to teach adults using modern and distance education methods.

Learning Outcomes

After the completion of the master course, graduates will be able to:

- Understand the socio-economic function of adult education at national and European context.
- Deepen in the most important, contemporary theories of adult education.
- Be aware of the applicability of the principles and methods of adult education, facilitation of the learning group, planning, organization and evaluation of adult education programs.
- Apply the basic theories of adult education in essays, microteaching held during face to face meetings, and through their participation in a wide range of seminars, conferences, workshops, national programs of training the trainers and European programs.
- Implement innovative methods of training and facilitating the learning group.
- Understand the methodology of educational research, in order to be able to prepare their essays and thesis, as well as using research data and developing research activities in the context of their professional duties.
- Have acquired the skills for the development of critical and creative thinking.

Admission Requirements

The Post-graduate programme accepts graduates of higher institution diplomas. The programme is offered in Greek.

The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.

Note:

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Minimum study duration

2 academic years

Type of Postgraduate Programme

Master of Arts, M.A.

ECTS credit points

120

Classification according to Unesco code ISCED-2011:

- by education sector: 14 Teaching training & education science
- by level of study: 7

Classification according to Unesco code ISCED-2013:

- by training sector: 0111-Education science

Language:

The programme is offered in Greek

Learning Material

Learning material used is mainly printed textbooks but also audiovisual and electronic learning material. The printed material is especially adapted to meet the needs and standards of distance education.
Chapters clearly state aims and objectives. Key concepts and expected learning outcomes. Self-assessment questions and exercise.
Alternative teaching material. To assist the students to a better understanding of the main teaching material. It utilizes, clarifies and enriches, if necessary, the already existing material.

Contact

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Course Structure

The Master in Adult Education is structured in two (2) academic years, which include for the award of the Master's degree either the successful completion of five (5) Modules or the successful completion of four (4) Modules and the successful completion of the Master's Dissertation. The minimum duration for the completion of the programme is two (2) years. The total number of credits (ECTS) required for the award of the Master's degree is 120 ECTS. The structure of the programme:

1st Year

EKE50	Methodology of adult education	(C[1], 20 ECTS)
EKE51	Design, management and evaluation of adult education programs	(C, 18 ECTS)
EKE 53	Management of Educational Organizations/Educational Leadership	(C, 22 ECTS)

2nd Year

EKE52	Contemporary Approaches to Adult Education	(C, 30 ECTS)

In addition, students may choose to either attend the EKE54 ("Adults in Open and Distance Education") or to prepare a dissertation, as follows:

EKE54	Adults in Open and Distance Learning	(O[2], 30 ECTS)

or

EKEDE	Master's Dissertation	(O, 30 ECTS)

Notes:

C[1]: Compulsory

O[2]: Optional

Guidelines on Module selection

In the first (1st year), if you choose one (1) Module, you must choose EKE50. If you choose two Modules you choose EKE50 and one of EKE51 or EKE53, and if you choose three Modules you choose EKE50, EKE51 and EKE53.

In the second (2nd) year, if you choose one Module you must choose EKE52.

To take EKE52 you must have completed EKE50 and either completed EKE51 or taken EKE51 at the same time as EKE51.

Also, in the 2nd year, you must choose EKE52 and EKE54 or EKE52 and Master's Dissertation.

You can register for the Master's Dissertation either at the same time as EKE52 or after completion of EKE52.

The presentation of the Master's Dissertation will take place after the successful completion of the thesis required by the program.

In the process of declaring Modules, the Modules of the previous year must be exhausted first and then the declaration of the next year's Modules must begin.

In order to complete the program in two academic years, you must successfully complete during the first year of study three Modules and during the second year either the last two Modules or one Module in parallel with the Master's Dissertation, according to the above instructions.

Students' evaluation: Grade assessment of a Module – Participation in Final Exams

Students are assigned to submit four (4) written assignments during the academic year. The average grade of the four (4) written assignments, weighted at 30%, is taken into consideration for the calculation of the final grade. The grade of written assignments is activated only with a score equal to or above the pass level (≥5) in the final or resit exams.

The grade of the final or the resit exams shall be weighted at 70 % for the calculation of the final grade.

Students have the right to participate in the final/resit exams if (a) at least 50% of the potentially excellent grade has been obtained when adding the total of the four (4) assignments and (b) at least three (3) of the four (4) written assignments have been submitted.

Course Modules

EKE50 Methodology of adult education

Module code: EKE50

ECTS Credit Points: 20

Module Type: Compulsory

Year: 1st

Language: Greek

The main aim of this module is to introduce students to the field of Adult Education. In particular, it seeks to define the field from a scientific and factual point of view, to present the main theoretical approaches of the phenomenon of adult learning and to analyze the issues related to the appropriate adult educational techniques and the dynamics learning in groups. The expected outcome is that the students who complete the unit will not only possess knowledge of the theoretical issues related to adult education but will also be able to operate effectively as adult educators.

The aim of the Module EKE50 "Methodology of Adult Education" is to develop the knowledge and skills of students related to, among others, the following issues:

- The study of the phenomenon of learning as a process linked to the evolutionary and social context of the individual and particularly to the process of socialization. Also, the understanding of the complex concept of globalization in relation to adult education and the recognition of how globalization affects development and education at national level.
- The differences between the concepts of education and learning and the understanding of the concepts of formal, non-formal and informal learning. The development of an understanding of the term 'lifelong learning'.
- Understanding the concept experiential learning, by defining teaching as a learning process which is based on the learning conditions of adulthood and the teaching approaches that accommodate the characteristics of adult learners.
- The different types and methods of teaching and the evaluation of each method. Students acquire the ability to evaluate and select the type, means and methods of teaching that are appropriate to their subject area.
- Analysis and study of the elements that comprise the complex nature of the evaluation process and an understanding of its various forms.
- An initial understanding of the elements that influence programme design, the study of the arguments that support the importance of experience in the acquisition of teaching competence and the development of an understanding of the importance of the professionalization of adult educators as well as the framework for the certification of adult educators in Greece.
- Understanding the concept of learning groups, the levels of group dynamics, the characteristics of the operation of educational groups, the different approaches to group dynamics. Additionally, the recognition of the important role of the trainer and the impact of his/her attitude and practices has on the operation of the group.
- Recognizing and understanding the qualities that influence group dynamics and understanding of the process of communication, its aspects, its patterns, and ways to improve communication. Using knowledge to improve communication skills, using

structured activities within small (sub)groups, using techniques that foster the participation of the whole group.
- Understanding and describing the skills required from a trainer to implement group activities and techniques that facilitate learners to express themselves freely within the group.
- The interpretation of the non-verbal communication of group members combined with the acquisition of skills to ask questions in an effective and facilitative manner, in order to be able to creatively moderate the discussion within the group.

Learning Outcomes: After the successful completion of the Module students will be able to:
- Describe the principles and the theoretical framework of adult education.
- Describe and justify the teaching methods that are appropriate to adult education.
- Apply the adult education principles and the corresponding methods in a variety of educational contexts.
- Describe and apply the principles and methods of facilitations of adult learning groups.

Subjects covered:
- Theories and Preconditions of Learning
- Teaching methods
- Basic teaching skills
- Communication and group dynamics
- Case studies

Prerequisite Modules: Registration in the EKE50 module does not require completion any other module.

EKE51 Design, management and evaluation of adult education programs

Module code: EKE51

ECTS Credit Points: 18

Module Type: Compulsory

Year: 1st

Language: Greek

Aim: The objectives of the thematic unit are for students to understand the theoretical framework for the design and organization of adult education program, so that they can become adult education trainers or managers with a high level of knowledge, skills and competences and be able to contribute effectively in the field of Lifelong Learning.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Analyze the evolution of the institution of Adult Education in Greece, based on the socio-economic conditions.
- Identify the characteristics of the main institutions of Adult Education in Greece and the relevant educational policies, compared to their European counterparts.
- Present the steps of the educational needs assessment process.
- Apply the steps of designing programs for adult learners.
- Analyze the administrative characteristics of an adult education organization.
- Identify the ways in which basic principles and procedures of educational management are applied to the effective operation of adult education organizations.
- Plan the actions implemented within an adult education organization.

- They analyze the steps of human resource selection and decision-making processes in an adult education organization.
- Identify the content of evaluation types and models.
- Present the steps of the evaluation processes in an adult education organization.

Subjects covered:

- Socio-Economic Purpose and Institutional Framework of adult education
- Management of adult education units
- Evaluation of adult education programmes

Prerequisite Modules: The choose of EKE51 requires the simultaneous choose or completion of EKE50

EKE53: Management of Educational Organizations/Educational Leadership

Module code: EKE53

ECTS Credit Points: 22

Module Type: Compulsory

Year: 1st

Language: Greek

Purpose: The main aim of the module "Management of Educational Organizations/Educational Leadership" (EKE53) is to enable the students to develop and broaden their knowledge and skills in issues referring to the management of educational organizations, especially those regarding the field of Adult Education. Moreover, this model aims to the preparation of executives who will acquire sufficient knowledge as far as the broad context of adult education is concerned, in order to exercise effectively their managerial duties.

Aim:

The aim of the Module EKE53 ''Management of Educational Organizations/Educational Leadership'' is to develop the knowledge and skills of students related to, among others, the following issues:

- Analysis and study of educational organizations management, especially those operating in adult education and lifelong learning.
- Adequate preparation of students in order to undertake the role of manager in adult education organizations, exercising effectively the managers' duties.
- Acquaintance with different approaches to the management of educational organizations and educational leadership.
- The study and understanding of the theoretical and research issues related to issues of evaluation, assessment and accountability - control in adult education, in relation to the developments that are taking place in the formation of educational policy in the countries of the European Union.

Learning Outcomes:

With the completion of the module, students will be able to:

- Recognize the basic characteristics of adult education institutions and understand the importance, possibilities, scope and conditions of their management.
- Formulate, interpret, implement and coordinate educational policy and educational innovations in these organizations, taking into account both the national and the European context.

- Effectively carry out the individual functions of planning, decision-making, management organization and monitoring/evaluation as they can be applied in an adult education establishment.
- Manage human resources effectively by adopting modern approaches and practices with regard to leadership, motivation, professional development and assessment of trainers.

Subjects covered:

- Educational Management and Policy. Educational Management of Adult Education Organizations.
- Human Resources Management. Leadership in Adult Education Organizations.
- Organizational Behaviour in Adult Education Organizations. Social and European Dimension of Educational Management.

Prerequisite Modules: Registration in the EKE53 module does not require completion any other module.

EKE52 Contemporary Approaches to Adult Education

Module code: EKE52

ECTS Credit Points: 30

Module Type: Compulsory

Year: 2nd

Language: Greek

The main aim of the module EKE52 “Contemporary Approaches to Adult Education" is to present the developments that have taken place internationally and in Greece in the field of the theoretical research related to adult education and to present the theoretical approaches and practical applications of critical adult education over time. In this direction, Mezirow's Theory of Transformation (transformative learning theory) is presented, and the affinities of this theory with the theories of great thinkers (e.g., Dewey, Freire, Jarvis, Illeris, Brookfield and others) and examples of the application of transformative learning in the field of adult education and in-service training are examined.

The aim of this module is to develop the knowledge and skills of the students so that upon completion of the subject they will be able to:

- Understand the importance of the various theoretical approaches to adult education, the description of the way in which the field of adult education has evolved in recent years internationally and in Greece and to know the context of the relevant theoretical approaches.
- Understand the work of key thinkers and movements that link adult education with the goal of social change and describe in depth the work of Paulo Freire and adapt their applications to the present day.
- Understand the aim, basic concepts, and components of transformation theory as well as the views of other scholars who have worked on this theory and understand the content of the theories that have had a significant influence on the structuring of transformation theory and the reasons that have contributed to it, as well as understanding other important theoretical approaches that have an eclectic affinity or dialectical relationship with transformation theory.

- Describe the reasons that led to the development of transformative learning theory and, more generally, radical education aimed at empowerment. Also, understand the rationale behind why it is appropriate to use art in the context of adult education and therefore to understand at a theoretical and practical level the teaching method "Transformative Learning through Aesthetic Experience".
- Describe the theoretical approaches linked to the context of contemporary continuing vocational training that are also linked to the Theory of Transformation.

Learning Outcomes: After the successful completion of the Module students will:

- Have a thorough knowledge of the theoretical approaches in the field of adult education, especially the contemporary ones.
- Be able to distinguish in depth the convergences and divergences between the ideas of the main founders of critical adult education (Freire, Mezirow) and the way in which their ideas are applied in practice.
- Be aware of the concerns and trends that develop within the theory of Transformative Learning

Subjects covered:

- Contemporary Fundamental Views on adult education
- Critical Approach to adult education
- The theory of transformative learning
- Trends and Developments in adult education in Greece

Prerequisite Modules: In order to register to Module EKE52 the completion of Module EKE50. Module EKE 51 is also a prerequisite. However, students may register for both Modules EKE51 and EKE52 during the same academic year.

EKE54: Adults in Open and Distance Learning

Module code: EKE54

ECTS Credit Points: 30

Module Type: Optional

Year: 2nd

Language: Greek

Purpose: The main purpose of the thematic unit is the familiarization of students with Open and Distance Education Systems, the recognition and understanding of the role of the Professor-Advisor, the cultivation of the ability to design and develop teaching materials that are compatible with distance teaching, and at the same time the information about the possibilities of using modern technology in distance education. Also, the Thematic Unit aims to approach the following important elements of distance education: written assignments and their assessment methodology, organization of advisory group meetings, basic principles of educational assessment, reflection that has been developed in recent years on the effective use of new technologies in education.

Learning Outcomes:

Upon successful completion of the thematic unit (EKE54), students will be able to:

- Understand the socio-economic function of open and distance education for adults in a national and European context.
- Relate the basic - and especially the modern – adult learning theories to distance and open education.

- Clarify the connection between open education systems and distance education.
- Understand the participation in educational institutions and programs of study that implement open access and distance education strategies.
- Understand the applicability of adult learning principles and methods, team coordination, planning, organization and assessment in the dimension of distance education.
- Implement innovative distance education practices for adults.
- Know and understand the functioning of educational structures in distance education.
- Analyze the organization and administrative support of open and distance education institutions.
- Know the theoretical framework and specific pedagogical methods that support adult learning in distance education formats.
- Support the development of educational material appropriate for distance learning.
- Conduct evaluation of open and distance education institutions and procedures.

Subjects covered:

- Familiarizing students with Open and Distance Education Systems.
- The role of Professors- Advisors.
- Development of teaching material, compatible with distance learning, using modern technology.
- Open Distance Learning in adult education.

Prerequisite Modules: Registration in the EKE54 module does not require completion any other module.

EKEDE Master's Dissertation

Module code: EKEDE

ECTS Credit Points: 30

Module Type: Optional

Year: 2nd

Language: Greek

Module Content

The dissertation (EKE-MD) in the M.A. in Adult Education consists of the design, implementation and writing of an extensive research report of an integrated scientific research project which includes empirical research engaging qualitative/quantitative/mixed methods or and extensive and critical literature analysis and synthesis of an indicative length* of about 15. 000-20,000 words. The dissertation is subject to the requirements and constraints dictated by a set of established design, conduct and writing specifications and is characterised by continuity, consistency, scientific competence, academic research ethics and proper use of academic discourse.

The EKE-MD offers the student the opportunity to demonstrate her/his ability to:

- to use and apply the knowledge and skills acquired during the study of the individual modules of the postgraduate programme in Adult Education (M.A. in Adult Education) in order to systematically and scientifically investigate a specific topic that is chosen, according to his/her interests, from a set of general categories of topics that are offered and are relevant to current issues/phenomena in adult education; and

- design and implement a comprehensive research study under the guidance and supervision of his/her supervisor.

The Director of the M.A. in Adult Education (or in case of a relevant authorisation by the Director, the coordinator of every module) composes, based on the broader research area related to adult education and the specialised subjects of every module a list of general categories of topics for the preparation of a master's dissertation. The full list of general categories of topics per subject area for the academic year 2022-23 may be found in the following link: https://study.eap.gr/mod/folder/view.php?id=10193. The general categories for each module are posted on the educational platform study of the HOU, before the start of the period for submitting the relevant application for conducting a dissertation. Based on these categories, students submit relevant proposals where they declare their preferred topic. Subsequently, the Director appoints the supervising member of the teaching staff (supervisor) and the second member of the Review/Examination Committee for each submitted proposal, as long as it meets the basic academic requirements. Then the supervisor, in collaboration with the student, finalises the research topic and the main outline of the dissertation within the first month of preparation and gives the final approval (see the relevant instructions at: https://study.eap.gr/course/view.php?id=436)

* In the indicative length of 15,000-20,000 words of the dissertation the following are not considered: (a) cover page, (b) acknowledgments, (c) table of contents, (d) abstract, (e) references and (f) appendices.

Learning Outcomes:

Learning Outcomes Upon completion of the Master's Dissertation (EKE-MD) students are expected to be able:

- to implement a research project by selecting a topic from a set of topics related to current issues in adult education (e.g., lifelong learning as a philosophy and policy, continuing education and training, Second Chance Schools and Vocational Training Institutes, critical adult education, adult counselling, intercultural adult education, distance education, educational policy of adult education, etc.);
- to search for, identify, and critically select the appropriate scientific literature relevant to the issue/phenomenon under study;
- to critically elaborate on the relevant literature, to consistently reflect upon it and to use it the different stages of their research;
- to apply rigorously the principles and rules of scientific and academic ethics which govern research, as well as those governing the presentation of academic work in any form;
- to make effective and creative use of online/digital tools/media at all stages of the preparation, writing and dissemination of his/her research,
- to handle competently, critically, and responsibly both the use - exploitation of primary and secondary research sources (print and digital sources) and research documents and the research tools for the collection and analysis of empirical data.

General Regulation for Preparing Graduate Dissertations in PC with an annual Module Correspondence

Prerequisite Modules: The presentation of the Master's Dissertation takes place after the successful completion of the program's Course Modules.

The Teaching of English as a Foreign/International Language

Description

The main purpose of the M.Ed. in TEFIL is to provide specialized knowledge and skills to anyone teaching or interested in teaching English as a foreign/international language. It follows the specifications and requirements of state-of-the-art educational science and responds to the needs of the teaching market in Greece and internationally. The language of instruction of the M.Ed. is English.

Programme Scope

The M.Ed. in TEFIL is addressed at anyone interested in pursuing postgraduate studies in the domain of teaching English as a foreign language and, in addition, integrates the emerging dimension of English as an international language of communication. In particular, the M.Ed. in TEFIL integrates all aspects of English language teaching, from the teaching of the "four skills" (i.e., the production and perception of spoken and written language), the design, development and evaluation of curricula and courseware, the testing and assessment of the language skills, the integration of educational technology, the integration of intercultural approaches to teaching, the teaching English to children and adults, teacher education and training, to addressing learning difficulties. The distance learning methodology adopted in the M.Ed. in TEFIL, in conjunction with the support provided by the tutors, who act as mentors, enables teachers to attend the M.Ed. without leaving their classes and learners. This is achieved through innovative distance learning activities that prompt teachers to apply what they study in actual practice, by designing, teaching and evaluating original lessons, thereby experimenting with and deeply understanding education in all its complexity.

Learning Outcomes

Upon completion of the M.Ed., students are expected to be able to:

- analyse, perform and communicate teacher research related to English language teaching and learning;
- comprehend and demonstrate specialized knowledge and skills in the teaching of the English language and its elements; in terms of language teaching, they should consider, choose and use appropriate methods for the effective learning of all language skills (production and perception of written and spoken language) while teaching the elements of English (culture, grammar, vocabulary, pronunciation) to examine, evaluate and produce appropriate materials;
- critically analyse research in language acquisition and teaching, and apply it to classroom contexts;
- design, develop and evaluate curricula and materials for English language teaching;
- create, analyse and interpret effective measures of language ability of their students;
- locate and select appropriate teaching resources to use computer technology to assist their learners' needs;
- comprehend and apply the principles of English for specific purposes instruction relative to the linguistic background and work environment of their students;
- demonstrate an understanding of intercultural approaches in language teaching;
- identify, design and implement effective English language teacher training and development Programme.

Classification according to UNESCO'S ISCED-2013

Based on the field of Education: 0114 – Teacher training with subject specialization

Classification according to UNESCO'S ISCED-2011

Based on the level of Education: 7

Type of Postgraduate Programme

Master of Education, M.Ed.

ECTS of M.Ed.

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.Ed. is 120 ECTS. Students can select to study Modules whose ECTS adds up to no more than 30 ECTS per semester.

Duration of Study

The minimum time required for the completion of the M.Ed. is two (2) years, or four (4) semesters.

Language of the M.Ed.

The official language of the M.Ed. is English. This means that the language in which all materials content, written assignments, postgraduate dissertation and oral presentations is English.

Admission Requirements

The Post-graduate Programme accepts graduates or higher institution diplomas holding a B2 certification in the English language. The Programme is offered in English.
The knowledge of an extra foreign language except the language of the Programme and good computer-Internet skills would be useful for the successful participation in the Programme.

(*see **Annex***)

***Note*:**
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

***Marking*:**
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognized Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognized Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

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Course Structure

Programme Layout

The M.Ed. in TEFIL includes a total of eleven (11) six-month (semester) Modules and a six-month Dissertation. For the completion of the M.Ed., students can follow one of the following two routes:

- **EITHER** *Route A*—successful attendance of *six* thematic units as well as successful completion of a Postgraduate Dissertation;
- **OR** *Route B*—successful attendance of *eight* thematic units, without the completion of a Postgraduate Dissertation.

As already stated, the M.Ed. requires the completion of 120 credits (ECTS). Each ECTS is equal to 25 hours of study. The completion of each Module requires 15 ECTS. These correspond to 375 hours of study, which are allocated to the study of the teaching materials, the processing of the educational activities, the participation in the Contact Sessions and production of two written assignments (each of different size and weight). The ECTS of the Postgraduate Dissertation (in Route B) are 30, which correspond to 750 hours of work.

More specifically, the two possible routes of the M.Ed. in TEFIL are as follows:

Route A' (includes the production of a postgraduate written dissertation)

	1st Semester: 30 ECTS	
AGG11	Introduction to the M.Ed. Teaching oracy skills	(C[1], 15 ECTS)
AGG12	Teaching literacy skills	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
AGG21	Course development	(C, 15 ECTS)
	3rd Semester: 30 ECTS	
AGG41	Research methodology	(C, 15 ECTS)
	2nd Semester - 3rd Semester: Elective Modules	
AGG22	Language assessment	(E[2], 15 ECTS)
AGG31	New technologies in teaching	(E, 15 ECTS)
AGG32	Early foreign language education	(E, 15 ECTS)
AGG33	Teaching English for specific purposes	(E, 15 ECTS)
AGG34	Teacher education for elt	(E, 15 ECTS)
AGG35	Intercultural approaches to elt	(E, 15 ECTS)

AGG36	Learning difficulties	(E, 15 ECTS)
	4th Semester: 30 ECTS	
AGGDN	Postgraduate dissertation	(C, 30 ECTS)

Notes:
C[1]: Compulsory
E[2]: Elective

Route B' (without the production of a postgraduate written dissertation)

	1st Semester: 30 ECTS	
AGG11	Introduction to the M.Ed. Teaching oracy skills	(C[1], 15 ECTS)
AGG12	Teaching literacy skills	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
AGG21	Course development	(C, 15 ECTS)
	2nd Semester - 3rd Semester - 4th Semester: Elective Modules	
AGG22	Language assessment	(E[2], 15 ECTS)
AGG31	New technologies in teaching	(E, 15 ECTS)
AGG32	Early foreign language education	(E, 15 ECTS)
AGG33	Teaching English for specific purposes	(E, 15 ECTS)
AGG34	Teacher education for elt	(E, 15 ECTS)
AGG35	Intercultural approaches to elt	(E, 15 ECTS)
AGG36	Learning difficulties	(E, 15 ECTS)
AGG41	Research methodology	(E, 15 ECTS)

Notes:
C[1]: Compulsory
E[2]: Elective

Guidelines on Module selection (Route A΄)

You can select either ONE (1) or TWO (2) Modules per semester.
In the first semester, if you wish to select only one Module, in order to familiarize yourself with the Distance Learning methodology and the workload that it entails, you should select the compulsory Module titled AGG11. If you wish to choose two Modules, you should select the compulsory Modules AGG11 and AGG12.
In the second semester, if you wish to select only one Module, you should select the compulsory Module titled AGG21. If you wish to choose two Modules, you should select the compulsory Module AGG21 and then any other Elective Module.
In the third semester you will have to select the compulsory Module titled AGG41, which aims to provide you with the required knowledge and the research tools you will need in order to develop the postgraduate written dissertation. If you wish to choose two Modules, then you should select the compulsory Module AGG41 and any other Elective Module. Finally, in the fourth semester, you will have to produce the postgraduate dissertation. The preparation of the Postgraduate dissertation presupposes the successful attendance of all six (6) Modules. The presentation of the Postgraduate dissertation takes place after the successful completion of the program's Modules.

Guidelines on Module selection (Route B΄)

You can select either ONE (1) or TWO (2) Modules per semester.

In the first semester, if you wish to select only one Module, in order to familiarize yourself with the Distance Learning methodology and the workload that it entails, you should select the compulsory Module titled AGG11. If you wish to choose two Modules, you should select the compulsory Modules AGG11 and AGG12.

In the second semester, if you wish to select only one Module, you should select the compulsory Module titled AGG21. If you wish to choose two Modules, you should select the compulsory Module AGG21 and then any other Elective Module.

In the following two semesters you can select any one of the Elective Modules. In any case, you should not select more than two Modules per semester.

Evaluation

There are no written examinations in the M.Ed. in TEFIL. To successfully complete a Module, you should:

1. Submit two Activities (ACT), the grade of which contributes to the Module's final grade **by 5%, i.e. each with 2.5%.**
2. Develop a Mini Assignment of between 1000 and 1500 words. Its mark contributes to **30%** of the final mark of the Module.
3. Develop a Main Assignment of between 3000 and 3500 words. The overall mark of the Main Assignment contributes **to 45% of the total mark** of the Module.
4. Upload the Activities (ACT) on the HOU's Digital Education Space (courses.eap.gr).
5. Both the Mini Assignment and the Main Assignment should be uploaded on the dedicated online platform (courses.eap.gr).
6. The oral presentation of the Main Assignment is possible only after the Mini Assignment has been checked and marked and its content approved by the tutor through a written report.
7. At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible. The oral examination refers to the presentation of the written assignments and/or two submitted activities, at the discretion of the tutor, and to the response, by the student, to a series of questions relating to subjects that are presented in the Module, the specific written assignments, and/or two submitted activities. The oral presentation contributes to **20% of the final mark** of the Module.
8. Eligibility for submitting the Main Assignment: The Main Assignment can be submitted subject to the Mini Assignment being awarded a mark greater than or equal to five (5).
9. The marks of the Assignments (but not the two Activities) are only activated with a score equal to or above the base (≥5) in the final oral presentation.

The final mark of a Module is calculated as follows:

Module Evaluation	
Two (2) Activities	5% (2,5% each)
Mini Assignment	30% (≥5)

Main Assignment	45% (≥5)
Oral exam/presentation	20% (≥5)
Sum	100% (≥5)

Resubmission of Main Assignment

The student who enrols in the **winter** semester is entitled, in case of failure or non-participation in the Main Assignment of January (final exams of the winter semester), to participate in both the final exams of the spring semester (2nd opportunity – June/July) and in the re-examinations of the year (3rd opportunity – June/July) without financial participation. In case of failure or non-participation in the final and repeat examination period of June-July, then he/she needs to enrol afresh in the specific Unit with full financial and academic obligations in the following winter semester.

The student who enrols in the **spring** semester is entitled, in case of failure or non-participation in either the Main Assignment of June/July (final exams of the spring semester), or the repeat examinations of the academic year (2nd opportunity – June/July), to participate in the final exams of the January (3rd opportunity – January) without financial participation. In case of failure or non-participation in the final and repeat examination period of January, then he/she needs to enrol afresh in the specific Unit with full financial and academic obligations in the following spring semester.

Course Modules

AGG11: Introduction to the M.Ed. teaching oracy skills

Code: AGG11

ECTS: 15

Type: Compulsory

Semester where it is available: First (1st)

Language of Instruction: English

General description: The module introduces students to the M.Ed. and to essential concepts and concerns in teaching English as a second, foreign and international language. It also engages them in the teaching of the listening and speaking skills, with reference to specific criteria and practical considerations that refer to their own teaching context.

Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- develop a practical knowledge of the basic elements of foreign language teaching, with an emphasis on English as a second, foreign and international language
- be able to recognize the processes involved in the production and understanding of spoken language
- be aware of the evolving methodological approaches in the teaching of the oracy
- have understood the concept of the communicative approach in the teaching of listening and speaking in the context of teaching English as a second, foreign and international language
- design, implement and evaluate original lessons that incorporate communicative language teaching and listening comprehension with appropriate theoretical support

- adapt and evaluate language learning materials for the teaching of listening and speaking based on the level and learning needs of their learners
- have developed the ability to reflect on their own teaching practices
- have a preliminary awareness of the different functions of teaching, learning, evaluating and examining a foreign language
- understand, through the study of the relevant research literature and the preparation of their written assignments, the basic principles of academic research and study, as well as of academic writing.

Subjects covered:

- An introduction to basic concepts in teaching English as a second/foreign/international language.
- The teaching of listening and speaking skills in the context of teaching English as a second/foreign/international language – theory and practice.

AGG12: Teaching literacy skills

Code: AGG12

ECTS: 15

Type: Compulsory

Semester where it is available: First (1st)

Language of Instruction: English

General description: The module engages students in the teaching of the reading and writing skills, with reference to specific criteria and practical considerations that refer to their own teaching context.

Learning Outcomes: Upon completion of this module, students will be expected to:

- be able to recognize the processes involved in producing and understanding written language
- be aware of the evolving methodological approaches in the production of the written discourse.
- have understood the concept of a communicative approach in the teaching of writing as part of the teaching of English as a second, foreign and international language
- design, implement and evaluate original lessons that incorporate the communicative teaching of production and perception of written discourse with appropriate theoretical support
- adapt and evaluate teaching material for the teaching of the production and perception of written discourse based on the level and learning needs of their learners
- have developed the ability to reflect on their own teaching practices and instructional methodology in general
- have a preliminary awareness of the different functions of teaching, learning, evaluating and examining a foreign language
- understand, through the study of the relevant research literature and the preparation of their written assignments, the basic principles of academic research and study, as well as of academic writing.

Subjects covered:

- The teaching of reading and writing skills in the context of teaching English as a second/foreign/international language – theory and practice.

AGG21: Course development

Code: AGG21

ECTS: 15

Type: Compulsory

Semester where it is available: Second (2nd)

Language of Instruction: English

General description: The module aims at an in-depth understanding of the principles governing the design, implementation and evaluation of appropriate language learning courses and materials in the domain of teaching English as a second, foreign and international language.

Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- describe existing curricula, syllabi, courses and identify their main features and underlying principles and develop criteria for evaluating them;
- design/adapt/revise courses for various teaching contexts on the basis of learners' needs and features of their teaching context;
- demonstrate a working awareness of the evolution of the second/foreign/international language curriculum and course design and of the factors that influence them;
- identify a comprehensive communicative curriculum/syllabus;
- appreciate and evaluate the importance of the educational context and other factors in managing curriculum change;
- demonstrate a working awareness of the importance of evaluation for curriculum development and the introduction of curricular innovation;
- discuss the development of skills for the evaluation of curricula and language learning materials;
- portray an understanding of the role of the teacher in the curriculum/course design process;
- identify the need for the development of a critical stance towards existing pre-set curricula and attempts for innovation;
- comprehend, through their further engagement with the research literature and the preparation and write-up of their written academic assignments, the principles and aims of academic research, study, and writing.

Subjects covered:

- Design, implementation and evaluation of curricula. Historical background and definition of concepts.
- Integration of theory to classroom practice. Curriculum analysis, needs analysis, language learning materials evaluation, development and evaluation of syllabus and materials on the basis of the established curriculum and learners' needs.

AGG22: Language assessment

Code: AGG22

ECTS: 15

Type: Elective

Semester where it is available: Second (2nd) and Third (3rd) in Route A'

Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'
Language of Instruction: English
General description: The module focuses on raising English language teachers' awareness of the principles of foreign language assessment and testing, with reference to different methods and techniques. It aims at developing teachers' skills in the design, implementation and evaluation of appropriate tools and applications to cater for the needs of their teaching context.
Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- describe and define the fundamental principles and practicalities involved in the area of language testing and assessment;
- distinguish between formal and informal testing as well as compare and analyse two major functions of evaluation: formative and summative assessment;
- interpret the evolution of language testing from the 1960s onwards;
- identify and categorize the various language test types and compare their functions;
- define and apply the various principles of language testing;
- identify and estimate some of the characteristics of 'good' language tests and relate these to the different types of language tests;
- develop, apply and reflect on appropriate language tests for their own curricular situation and learners;
- define and discuss on principles and processes of alternative assessment, as well as compare alternative assessment with testing (portfolio, observation, diaries, project, descriptive assessment scales).

Subjects covered:

- Principles and target-setting in assessing and testing English.
- Typology and language assessment and testing methods: initial assessment/testing, formative assessment/testing and achievement assessment/testing.
- Test design characteristics in the assessment and testing of comprehension of spoken and written discourse: validity, reliability, objectivity.
- Alternative assessment principles and techniques (original type assessment, continuous assessment): construction of alternative assessment tools for oral and written comprehension and production (portfolio, observation, diaries, project, descriptive assessment scales).
- Correlation of evaluation tests with the principles of the Common European Framework of Reference for Languages (CEFR).

AGG31: New technologies in teaching

Code: AGG31
ECTS: 15
Type: Elective
Semester where it is available: Second (2nd) and Third (3rd) in Route A'
Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'
Language of Instruction: English
General description: The module focuses on an in-depth but also practical understanding of the different ways in which information and communication technologies (ICT) can be

integrated in the teaching and learning of English as a second, foreign and international language.

Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- demonstrate a working understanding of the ways in which ICT (information and communication technologies) is used to enhance foreign language learning;
- describe the various phases of the evolution of educational technology in the teaching and learning of foreign languages,
- identify ways of overcoming obstacles in the use of ICT,
- identify ways to use resources such as video, self-access online materials, web resources and digital media tools to develop skills in the teaching of English as a second, foreign and international language,
- evaluate software and learning activities that are implemented through ICT and promote language learning, lifelong learning, learners' development of critical thinking, the learning strategies and cultivation of different forms of literacy,
- demonstrate a working understanding of the ways in which computers are used in the foreign language classroom and the different kinds of available software that can contribute to the teaching of a foreign language,
- demonstrate a working understanding of the ways in which the Internet can be used in foreign language classrooms
- combine social networking applications and software in the context of developing lesson plans and collaborative interdisciplinary projects that prompt critical thinking skills, contribute to the consolidation of new knowledge and enable the integration of taught materials in new contexts.

Subjects covered:

- Development of skills for the use of modern ICT applications as tools in learning English.
- Synthetic application of established knowledge, software evaluation and development of multimedia and audio-visual materials, integration of ICT in lesson planning, and development of learners' and teachers' horizontal skills (creativity, critical thinking) and critical reflective skills.
- Combination of ICTs with modern pedagogical approaches and language teaching/learning theories.

AGG32: Early foreign language education

Code: AGG32

ECTS: 15

Type: Elective

Semester where it is available: Second (2nd) and Third (3rd) in Route A'

Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'

Language of Instruction: English

General description: The module refers to issues in young learners' teaching, learning and assessment, with reference to theories of learning and the acquisition of the first and second/foreign language

Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- recognize the importance and idiosyncrasies of the different contexts in which the teaching of English to young learners takes place,
- recognize the most influential thinking and learning theories (mainly the theoretical work of Thorndike, Skinner, Piaget, Vygotsky, Bruner and Gardner), and demonstrate a working understanding of their impact on the teaching of English to young learners,
- critically relate the theory of First Language Acquisition and Second Language acquisition with their own teaching contexts,
- recognize the factors that facilitate young learners' oral development
- highlight the development of appropriate skills for specific teaching and learning contexts (TPR, Multiple Intelligences, CLIL, etc.),
- portray a functional understanding of the development of literacy in the first language and recognize the fundamentals of reading and writing in a second/foreign language in relation to children's learning,
- differentiate approaches among beginners and those who are at more advanced proficiency level and apply the principles of teaching reading and writing skills in the development of appropriate activities,
- identify issues relating to assessing of young learners,
- use specific criteria to evaluate language learning materials designed for the teaching of English to young learners

Subjects covered:

- Learning in the community and learning at school.
- English language learning and its role in primary education – theoretical approaches and good practices.
- Design, implementation and evaluation of curricula for teaching English to young learners.
- Alternative forms of assessment in the context of teaching English to young learners.
- Designing, selecting and evaluating teaching materials for teaching English to young learners using stories, songs, theatrical play, ICT, with an emphasis on differentiated teaching, intercultural understanding and the CLIL approach.

AGG33: Teaching English for specific purposes

Code: AGG33

ECTS: 15

Type: Elective

Semester where it is available: Second (2nd) and Third (3rd) in Route A'

Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'

Language of Instruction: English

General description: The module's mission is the in-depth analysis of the principles of teaching English for specific purposes (TESP), with reference to the history of ESP, the analysis of learners' and learning needs, language analyses, the links between TESP and adult education, as well as insights in instructional methodology, curriculum design and assessment of language skills in different TESP contexts (such as, for example, teaching business English).

Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- develop a working awareness of the principal issues involved in the teaching of ESP;
- identify different facets of the evolution of ESP both globally and in Greece;

- demonstrate knowledge of the processes and trends in English for Academic Purposes and Business English;
- describe the different types of needs analysis in ESP and perform needs analysis research;
- distinguish between the different types of discourse, register and genre analyses in ESP;
- identify issues in ESP course design, implementation and evaluation;
- demonstrate a critical understanding of current methodologies in teaching adults and the pedagogical roles of the adult/teacher trainer;
- identify assessment and testing trends in ESP.

Subjects covered:

- Principles of adult education.
- Needs analysis.
- Design, development and evaluation of curricula in teaching English for specific purposes.
- Instructional methodology in teaching written and spoken English language skills for specific purposes.
- Testing and assessment in English for specific purposes contexts.
- Use, research and teaching of English in academic settings.
- The Dimension of English as an International Lingua Franca: Reflections and Opportunities
- Use, research and teaching of English in specialized workplaces.
- Theory and practice of discourse analysis – history and modern research and pedagogical approaches.

AGG34: Teacher education for elt

Code: AGG34

ECTS: 15

Type: Elective

Semester where it is available: Second (2nd) and Third (3rd) in Route A'

Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'

Language of Instruction: English

General description: The Module aims at providing an in-depth understanding of issues related to the education and training of teachers of English as a second, foreign and international language, with special emphasis on methods and training practices, the design of appropriate training Programmes based on principles of adult education, as well as teacher observation models, supervision and evaluation.

Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- Have an awareness of the importance of lifelong training in teaching, learning and instructional-pedagogical concerns,
- Appreciate the distinction between instructional methodology training and training aimed at teachers' continuous professional development with a view to self-realization,
- Appreciate the importance of the "research approach" to pedagogical problems that arise in the classroom and respond to them as problems to be solved,

- Become informed on different training models,
- Appreciate the priority of learning,
- Actively engage in critical, reflective and reflexive processes,
- Develop and evaluate effective training Programmes.

Subjects covered:

- Characteristics of effective teachers/instructors/trainers and their relevance to the educational environment.
- Professional, personal and language development of English language teachers.
- Educational/training models with an emphasis on the critical-reflective model.
- The role of theory in teacher education.
- Training Programme design based on adult education learning principles.
- Effective ways of organizing presentations within training Programmes.
- The content and process of training Programmes.
- Teacher observation, supervision and evaluation.
- The education of teachers of English as an international lingua franca

AGG35: Intercultural approaches to elt

Code: AGG35

ECTS: 15

Type: Elective

Semester where it is available: Second (2nd) and Third (3rd) in Route A'

Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'

Language of Instruction: English

General description: The Module is aimed at in-depth presentation of the principles of intercultural approaches in communication, teaching, curriculum design and evaluation and assessment of English as a foreign and international language.

Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- use key terminology (including: "culture", "communication", "intercultural communication", and "cultural learning") in order to position TESOL as an area of intercultural practice as well as a type of language education;
- demonstrate an understanding of the complicated character of the English language phenomenon in the world today with regard to its diverse varieties, its functions in different societies, and its role in social forces including colonialism and globalization;
- demonstrate an understanding of English's international lingua franca function and the characteristics of the intercultural communication that is conducted through it;
- reflect on the most effective and appropriate ways of teaching English to speakers of other languages in different contexts given its complicated character and diverse functions; use both a cultural dimensions approach and a small cultures approach to consider the TESOL practitioner's on-going quest for methodological appropriateness; distinguish how the cultural content of the TEFL classroom might be most effectively and appropriately approached with a view to developing not just cultural understanding but also intercultural awareness and the skills of engaging with cultural texts and phenomena;

- demonstrate an understanding of the construction of the intercultural space as a site for developing intercultural and multicultural awareness among pupils and teachers in multicultural schools in Greece;
- demonstrate an understanding of the potential of newer technologies for developing intercultural awareness through English;

Subjects covered:

- Culture, interculturalities and the English language: theoretical and practical approaches.
- Intercultural communication: anthropological, psychological, sociological, linguistic and pedagogical approaches and practices.
- The English language and globalization: interculturalism in learning English as a foreign/international language.
- Intercultural approaches in the design, implementation and evaluation of educational Programmes for English as a foreign/international language.
- Assessment and testing of the English language: the intercultural dimension.
- Intercultural communication with ICT support.

AGG36: Learning difficulties

Code: AGG36

ECTS: 15

Type: Elective

Semester where it is available: Second (2nd) and Third (3rd) in Route A'

Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'

Language of Instruction: English

General description: The module aims at introducing postgraduates to the problems that learners with Learning Difficulties (LD) face when they are being taught English as a second, foreign and international language and to empower their teaching of the reading (decoding, fluency and comprehension) and writing skills (spelling and written expression) according to the currently effective teaching practices.

Learning Outcomes: Upon completion of this module, postgraduates will be expected to:

- identify and assess LD students' difficulties in reading, specifically in decoding, fluency, and comprehension.
- identify and evaluate LD students' difficulties in writing, specifically in spelling and written expression.
- gain an understanding on the content of effective interventions and their implementation in order to enhance the reading skill in English as a second/foreign/international language.
- demonstrate a working awareness of the content of effective interventions and their implementation in order to enhance writing in English as a second/foreign/international language.
- design and administer tasks that assess reading and writing.
- design and implement original lessons in order to enhance students' reading and writing skills.
- integrate effective instructional approaches to the lesson.
- adapt and evaluate the teaching material based on students' needs.

Subjects covered:

- An introduction to basic characteristics of the LD students' competency in reading and writing in English as a second/foreign/international language.
- The teaching of reading and writing skills in the context of teaching English as a second/foreign/international language.

AGG41: Research methodology

Code: AGG41
ECTS: 15
Type: Elective
Semester where it is available: Third (3rd) in Route A'
Semester where it is available: Second (2nd), Third (3rd) and Fourth (4th) in Route B'
Language of Instruction: English
General description: The module aims at introducing postgraduates to different qualitative and quantitative educational research types, methods and processes and to help them design, implement, analyse and present a research Programme and its findings that would be relevant for their academic purposes and needs.
Learning Outcomes: Upon completion of this module, students will be expected to be able to:

- identify different types and processes of educational action research.
- demonstrate a working awareness of different quantitative and qualitative research methods.
- design educational action research plans that are relevant to their purposes and needs.
- administer educational action research.
- Analyse the research findings using the appropriate and relevant tools.
- present their research findings in ways that are appropriate to their academic context.

Subjects covered:

- Research types and processes.
- Quantitative and qualitative research methods.
- Planning and conducting research.
- Analysis and presentation of research findings and data.

AGG DN: Postgraduate written dissertation

Code: AGGDN
ECTS: 30
Type: Compulsory in Route A'
Semester where it is available: Fourth (4th) in Route A'
Language of Instruction: English
General description: The M.Ed. in TEFIL dissertation is a written work of up to 15,000 words that focuses on a particular research issue or concern in the area of English language teaching.
Learning Outcomes:
Upon completion of this module, students will be expected to be able to:

- identify different types and processes of educational action research
- demonstrate a working awareness of different quantitative and qualitative research methods

- design educational action research plans that are relevant to their purposes and needs
- administer educational action research
- analyse the research findings using the appropriate and relevant tools
- present their research findings in ways that are appropriate to their academic context.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Dissertation takes place after the successful completion of the program's Modules.

The Teaching of German as a Foreign Language

General Information:

The postgraduate programme entitled "The Teaching of German as a Foreign Language" is a contemporary programme of studies which offers both educators and graduates, wishing to broaden their scientific horizon, the possibility of acquiring specialized knowledge and skills regarding the theory and practice of teaching German as a foreign language, based on the latest research literature and responding to the needs of the labor market. It introduces students to research methodology, techniques of academic essay writing language acquisition/learning theories, teaching/pedagogical principles involved in foreign language teaching, language activities, student competences and course development and assessment in German as a foreign language. The main purpose of the programme is to provide specialized knowledge regarding "The Teaching of German as a Foreign Language", following the requirements of educational science and responding to the needs of the teaching market in Greece and internationally. It is part of the School of Humanities of the Hellenic Open University. It is structured around six-month modules and has a total duration of four semesters of study. More specifically, it requires the completion of six modules and the submission of a postgraduate dissertation.

Aim:

The main purpose of the programme is to provide specialized knowledge regarding "The Teaching of German as a Foreign Language", following the requirements of educational science and responding to the needs of the labour market in Greece and internationally.

Learning Outcomes

Upon completion of the post-graduate studies, students are expected to be able to:

- describe the theories of foreign language acquisition, traditional and modern teaching methods and the methodological approaches associated with them,

- understand and describe the basic principles of oral and written communication in a foreign language,
- analyse and select in a scientifically informed way appropriate oral and written (conventional and multimodal) texts for the development of receptive and productive skills in a variety of communication contexts,
- critically analyse foreign language teaching materials on the basis of specific learning objectives,
- design learning scenarios aimed at promoting oral and written comprehension and production skills and developing language competences on the basis of traditional media and digital technologies, drawing on the findings of the Council of Europe, documenting their teaching choices and evaluating the course flow and learning outcomes,
- describe the principles of assessment, reflect on tools for measuring linguistic competence and apply techniques for assessing communication skills,
- design, conduct and present in a scientifically sound manner research studies relevant to their field with the aim of their professional development.

Type of Postgraduate Programme

Master of Education, M.Ed.

ECTS of M.Ed

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.Ed. is 120 ECTS. Students can select to study Modules whose ECTS adds up to no more than 30 ECTS per semester.

Duration of Study

The minimum time required for the completion of the M.Ed. is two (2) years, or four (4) semesters.

Language of the M.Ed

The official language of the M.Ed. is German. This means that the language in which all materials content, written assignments, postgraduate dissertation and oral presentations is German.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0114-Teacher training with subject specialization

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas holding a B2 certification in the German language. The programme is offered in German.

The knowledge of an extra foreign language except the language of the programme and good computer-Internet skills would be useful for the successful participation in the programme.

(*see Annex*)

***Note*:**

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

***Marking*:**

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

Student Records:

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General Information:

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Course Structure:

	1st Semester: 30 ECTS	
GER10	Research Methodology and Techniques for Academic Writing	(C[1], 15 ECTS)
GER11	Didactic and Pedagogical Principles in Foreign Language Teaching	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
GER12	Theories of Language Learning and Grammar Models	(C, 15 ECTS)
GER13	Communicative Activities	(C, 15 ECTS)
	3rd Semester: 30 ECTS	
GER20	Learner's Competencies	(C, 15 ECTS)
GER21	Lesson Planning and Assessment	(C, 15 ECTS)
	4th Semester: 30 ECTS	
GERPD	Master's Thesis (Postgraduate Diploma Thesis)	(MO[2], 30 ECTS)
GERPA	Practical Training Module	(MO, 30 ECTS)

Note:

C[1]: Compulsory

MO[2]: Mandatory optional

Specifically, the GERPA is mandatory optional of the GERPD, if the student has the specific formal qualifications for appointment to primary or secondary education in the field and specialisation of teacher "PE07 German". Otherwise, the GERPD is compulsory.

Guidelines for the selection of the Modules

All thematic units in the programme are compulsory. You can choose from one (1) to two (2) thematic units per semester (30 ECTS).

1st Semester:

- If you choose to take only one unit to familiarize yourself with the principles of Open and Distance Learning and assess the study workload, you must select GER10 – Research Methodology and Techniques for Academic Writing.
- If you wish to take two units, you must select GER10 and GER11 – Didactic and Pedagogical Principles in Foreign Language Teaching.

Subsequent Semesters:

- You may select any available thematic unit from the current semester, as well as any outstanding unit(s) from previous semesters.
- In all cases, a maximum of two (2) units may be selected per semester.

Prerequisites for 3rd Semester thematic units:

- To register for GER20 – Learner's Competencies, you must have successfully completed GER10.
- To register for GER21 – Lesson Planning and Assessment, you must have successfully completed GER10 and any two of the following units: GER11, GER12, GER13.

4th Semester:

- In the fourth semester, the Master's Thesis (Postgraduate Diploma Thesis) (GERPD) and the Practical Training Module (GERPA) are offered. Specifically, the GERPA is a mandatory optional unit of the GERPD and you can choose it if you have the specific formal qualifications for appointment in primary or secondary education in the field and specialisation of teacher "PE07 German". Otherwise, you must choose the compulsory GERPD.
- The preparation of the Master's Thesis (Postgraduate Diploma Thesis) (GERPD) requires the successful completion of the six (6) thematic units. The oral support of the Master's Thesis requires the successful completion of all units of the Programme. The choice of the Practical Training Module (GERPA) requires the successful completion of six (6) units.
- For the award of the Postgraduate Diploma of Specialization (M.Sc.) it is mandatory: either the successful completion of six (6) thematic units, as well as the successful preparation and presentation of the Master's Thesis (Postgraduate Diploma Thesis) (GERPD), or the successful completion of six (6) units and the Practical Training Module (GERPA).

Note: The GERPA "Practical Training Module" will be offered from the spring semester of the academic year 2025-2026.

Evaluation

There are no written examinations in Programme "The Teaching of German as a Foreign Language". To successfully complete a Module, you should:

1. Develop a series of Educational Activities (E.A.) that accompany each week of study on the education platform. The Educational Activities (E.A.) contribute to the formation of the final grade of the Module with a rate of 40%.
2. Elaborate a Mini Assignment (M.A.) of 1.000-1.500 words. Its assessment contributes 20% to the final grade of the Module.
3. Elaborate the Main Assignment, length 3.000-3.500 words. Its evaluation participates in the formation of the final grade of the Module at a rate of 40%.
4. Both the Mini Assignment and the Main Assignment should be uploaded on the dedicated online platform (courses.eap.gr).
5. **Eligibility for submitting the Main Assignment:** The Main Assignment can be submitted as long as you have obtained at least an average grade of five (5) in the Educational Activities (E.A.) and the Mini Assignment.

The final mark of a Module is calculated as follows:

Module Evaluation		
Educational Activities	40 %	} (≥5)
Mini Assignment	20 %	
Main Assignment	40 %	(≥5)
Total	100%	

6. **Resubmission of Main Assignment:**
   The student who enrols in the **winter** semester is entitled, in case of failure or non-participation in the Main Assignment of January (final exams of the winter semester), to participate in both the final exams of the spring semester (2nd opportunity – June/July) and in the re-examinations of the year (3rd opportunity – June/July) without financial participation. In case of failure or non-participation in the final and repeat examination period of June-July, then he/she needs to enrol afresh in the specific Module with full financial and academic obligations in the following winter semester.
   The student who enrols in the **spring** semester is entitled, in case of failure or non-participation in either the Main Assignment of June/July (final exams of the spring semester), or the repeat examinations of the academic year (2nd opportunity – June/July), to participate in the final exams of the January (3rd opportunity – January) without financial participation. In case of failure or non-participation in the final and repeat examination period of January, then he/she needs to enrol afresh in the specific Module with full financial and academic obligations in the following spring semester.
   Therefore, students have the right to be examined three (3) times during a year.
7. The **Post-Graduate Diploma Thesis** is considered successful if it is evaluated, at least, with a grade of five (5).

Course Modules

GER10: **Research Methodology and Techniques for Academic WritingModule Code:** GER10

Credits ECTS: 15

Module Type: Compulsory

Semester: First (1st)

Language: German

Module Content:

The aim of this unit is to provide theoretical knowledge and practical skills on research methodology and techniques of writing scientific papers. To this end, students become familiar, on the basis of educational activities, with both the management of theoretical knowledge in the context of scientific work and research and their active participation in scientific dialogue at the level of written and spoken discourse in the field of Teaching German as a Foreign Language. A basic prerequisite for the above is the ability of students to critically study scientific texts, to conduct oral presentations/interventions and to pose targeted questions that contribute to the research process.

Learning Outcomes:

Upon completion of the Module, the student is expected to be able to:

- define what science is,
- express themselves in a scientifically sound way in a written or oral scientific discussion,
- identify and handle scientific literature by citing texts and writing bibliographic references in an appropriate manner,
- compose notes for the presentation of research results,
- prepare scientific papers in the context of coursework and in the context of writing the postgraduate thesis.

Subject areas of the module:

- Basic principles of writing scientific assignments: problem statement and research question, development of the structure of scientific assignments.
- Critical review of literature, citing and quoting bibliographic sources.
- Characteristics of written and spoken scientific discourse.
- Use of scientific evidence to justify teaching proposals.

Prerequisite courses: None

GER11: Didactic-Pedagogical Principles in The Teaching Process

Module Code: GER11

Credits ECTS: 15

Module Type: Compulsory

Semester: First (1st)

Language: German

Module Content:

The aim of this unit is to present pedagogical principles and modern approaches to the teaching of German. Additionally, it aims to analyse and create teaching materials according to the specifications of formal (curriculum) or informal (content-specific) education, depending on the needs of the students and in the light of the pedagogical principles of autonomous learning, student autonomy and differentiated instruction, in accordance with

the principles of both face-to-face and distance education for the teaching of German as a foreign language.

Learning Outcomes:

Upon completion of the Module, the student is expected to be able to:

- describe, in terms of enduring criteria, the pedagogical principles and approaches to the teaching of German as a foreign language,
- identify the differences between the principles and approaches in relation to the needs of planning, implementation and evaluation of teaching practice,
- select the appropriate principles and approaches to teaching, according to pedagogical and educational criteria, for a specific target group,
- adapt the development, implementation and evaluation of new teaching material as well as the assessment of existing teaching material according to pedagogical principles and approaches for a specific target group,
- identify possibilities for shaping teaching practice on the basis of differentiated instruction.

Subject areas of the module:

- Pedagogical principles and modern approaches to the teaching of German as a foreign language.
- Lesson planning, implementation and evaluation in the teaching of German as a foreign language for general and specific purposes.
- Analysis and planning of teaching materials according to the curriculum and the needs of the students.
- Design of learning objects in line with the principles of distance education in teaching German as a foreign language.

Prerequisite courses: None

GER12: Language Learning Theories and Grammar Models

Module Code: GER12

Credits ECTS: 15

Module Type: Compulsory

Semester: Second (2nd)

Language: German

Module Content:

The aim of the unit is to present linguistic theories and theories of language acquisition/learning in relation to teaching and methodological approaches to the teaching of grammar in the foreign language course. It also aims to organize and conduct grammar lessons effectively on the basis of the rules governing the language, while setting out the appropriate options or combinations of options for these rules.

Learning Outcomes:

Upon completion of the Module, the student is expected to be able to:

- describe the structure of the German language according to linguistic theories and apply these theories to teaching methods,
- reflect on theories of foreign language acquisition/learning and their impact on teaching, with an emphasis on grammar teaching,

- describe and apply teaching and methodological approaches to the teaching of grammar in the foreign language course,
- organize and plan the grammar lesson, with the main aim of raising awareness of the rules governing the language and the effectiveness of the lesson,
- apply grammar rules in exercises/activities aimed at developing grammatical competence.

Subject areas of the module:

- Theories of language acquisition/learning.
- Theories of grammar and their application to foreign language teaching.
- Linguistic and pedagogical grammar.
- Grammar in foreign language teaching methods.
- Development of grammatical competence in German as a foreign language.

Prerequisite courses: None

GER13: Communicative Activities

Module Code: GER13

Credits ECTS: 15

Module Type: Compulsory

Semester: Second (2nd)

Language: German

Module Content:

The aim of this module is to present the communicative activities of comprehension and production of written and spoken language, which are cornerstones of communicative ability. To this end, the basic principles governing communicative activities, textual genres of written and spoken language, criteria for the selection and use of appropriate conventional/ multimodal texts and digital technologies in teaching practice, and possibilities for the categorisation and application of strategies for the development of communicative activities and language mediation in the course of German as a foreign language are systematically presented.

Learning Outcomes:

Upon completion of the Module, the student is expected to be able to:

- describe the basic principles of written and oral communication,
- identify textual genres of written and spoken language,
- critically examine and select written and spoken texts appropriately according to their level of difficulty and the language proficiency level of the target group,
- make appropriate use of multimodal internet texts and digital technologies,
- critically evaluate and develop appropriate exercises to practice communicative activities of comprehension and production of written and spoken language, as well as language mediation,
- relate communicative activities to extra-linguistic elements and to the socio-cultural dimension of written and oral communication.

Subject areas of the module:

- Basic principles of oral and written language comprehension and production.
- Promotion of communicative activities for oral comprehension and production in German as a foreign language.

- Promotion of communicative activities for written comprehension and production in German as a foreign language.
- Development of the communicative activity of language mediation in German as a foreign language.

Prerequisite courses: None

GER20: Student Competencies

Module Code: GER20

Credits ECTS: 15

Module Type: Compulsory

Semester: Third (3rd)

Language: German

Module Content:

The aim of this unit is to present the primary competencies that the student must develop in order to be able to respond successfully to communicative situations of knowledge and use of German as a foreign language. In particular, according to the European Framework of Reference for Languages, these competencies include both general competencies (declarative and procedural knowledge, intercultural awareness, learning ability, etc.) and communicative-linguistic competencies. This unit focuses mainly on the latter, in which phonological, lexical and pragmatic competencies are presented in detail, both in terms of theory and in terms of their development in teaching practice.

Learning Outcomes:

Upon completion of the Module, the student is expected to be able to:

- describe the basic theoretical principles underlying phonological, lexical and pragmatic skills,
- recognize the importance of these principles for foreign language learning,
- relates general and communicative-linguistic competences to the characteristics and level of linguistic skills of the students,
- develop and evaluate appropriate exercises aimed at developing phonological, lexical and pragmatic skills at individual levels of language proficiency

Subject areas of the module:

- General competences as the basis of the student's communication competences.
- Basic principles and development of phonological competence in German as a foreign language.
- Basic principles and development of lexical competence in German as a foreign language.
- Basic principles and development of pragmatic competence in German as a foreign language.

Prerequisite courses: None

GER21: Lesson Planning and Assessment

Module Code: GER21

Credits ECTS: 15

Module Type: Compulsory

Semester: Third (3rd)

Language: German

Module Content:

The aim of this unit is to present the process of designing and evaluating teaching modules according to the theories of language acquisition and learning, the pedagogical principles and approaches to the teaching process, as well as the theoretical framework for the development of communicative activities and competences described in the previous Modules. It also aims to familiarise students with the design, implementation and evaluation of lesson scenarios and teaching materials in specific learning contexts. In addition, students practice describing, evaluating and creating measurement instruments (tests) based on relevant theories and quality criteria.

Learning Outcomes:

Upon completion of the Module, the student is expected to be able to:

- assess the needs of creating or selectively using instructional material and developing a learning scenario, depending on the teaching circumstances,
- select didactically and pedagogically appropriate approaches, techniques and practices for the application of a learning scenario,
- implement learning scenarios, undertaking necessary modifications or adaptations to the lesson plan according to didactic and pedagogical criteria, for a specific target group,
- reflect on language proficiency measurement tools and assessment systems of productive communicative activities,
- describe the theories, quality criteria and principals related to the assessment of communicative language competence and understand the results of quality measurements,
- create techniques and measurement instruments for assessing communicative activities and evaluate the quality of the measurement instruments.

Subject areas of the module:

- Development and implementation of lesson plans for teaching German as a foreign language.
- Basic principles of assessment and language proficiency measurement tools.
- Development and implementation of techniques for the assessment of communicative activities.
- Alternative forms of assessment and their application in German as a foreign language.

Prerequisite courses: None

GERPD: Post-Graduate Diploma Thesis

Code: GERPD

Credits ECTS: 30

Type: Mandatory optional

Semester: Fourth (4th)

Language: German

Content:

The preparation of the Post-Graduate Diploma Thesis provides the opportunity to synthesize and utilize the knowledge acquired in specific applications. It is a written work of up to 15,000-

18,000 words, which focuses on specific research issues and applications in the field of teaching German as a foreign language. For this purpose, students plan, conduct and present in a scientifically documented way research studies related to their scientific field, aiming at their professional development.

Learning Outcomes:

Upon completion of this module, students will be expected to be able to:

- identify different types and processes of educational action research
- demonstrate a working awareness of different quantitative and qualitative research methods
- design educational action research plans that are relevant to their purposes and needs
- administer educational action research
- analyse the research findings using the appropriate and relevant tools
- present their research findings in ways that are appropriate to their academic context.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Post-Graduate Diploma Thesis takes place after the successful completion of the program's Modules.

GERPA «Practical Training Module Outline»

Code: GERPA

Credits ECTS: 30

Type: Mandatory Optional

Semester: Fourth (4th)

Language: German

Purpose of Practical Training Module

The main purpose of the practical training is the application, broadening and deepening of the specialized knowledge and skills acquired in the framework of the Master's Degree Programme "The Teaching German as a Foreign Language", in accordance with the requirements of science and the current needs of the labour market in Greece and internationally.

Learning Outcomes

Upon successful completion of the Practical Training, students are expected to:

Knowledge:

- To make use of the knowledge acquired in the framework of the MSc GER, combined with his/her teaching experience in order to effectively meet the requirements of language teaching.
- Identify the potential and specific learning needs of students of German as a foreign language.
- Describe the course flow on the basis of individual phases, relating theory and practice.
- Identify the communicative skills and competences that are promoted.

Skills:

- Design and implement appropriate teaching interventions in the foreign language course.
- To reflect on teaching choices.
- To evaluate the flow of the lesson and the progress of the students.
- Provide students with meaningful feedback.
- To use textbooks and/or internet resources and digital tools in the planning, delivery and assessment of the lesson.
- Communicate effectively with students and colleagues.

Competences:

- To apply professionally the specialised knowledge and skills acquired in the context of foreign language teaching.
- make reasoned teaching choices, making the necessary adjustments according to their effectiveness.
- to manage a team appropriately in order to adapt to the diversity and multiculturalism of students in modern educational environments
- To act with autonomy and in a manner that demonstrates professionalism and social responsibility.
- continue to develop autonomously his/her knowledge and skills to a high level.

Student Performance Evaluation: The Practical Training grade is calculated from the average of the weekly educational activities and the Final Semester Assignment.

Prerequisite courses: Successful completion of all the subjects of the three previous semesters.

Teaching French as a Foreign Language

Type of Postgraduate Programme

Master of Education, M.Ed.

Aim

The primary aim of the Postgraduate Study Programme is to provide specialised knowledge in "Teaching French as a Foreign Language", based on the requirements of the discipline and the contemporary needs of the Greek and international labour markets, by combining knowledge, innovative practices and digital skills in order to provide a high level of training while keeping up with developments in the contemporary professional environment. The postgraduate study programme is taught in French.

ECTS of M.Ed

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.Ed. is 120 ECTS. Students can select to study Modules whose ECTS adds up to no more than 30 ECTS per semester.

Duration of Study

The minimum time required for the completion of the M.Ed. is two (2) years, or four (4) semesters.

Language of the M.Ed

The official language of the M.Ed. is French. This means that the language in which all materials content, written assignments, postgraduate thesis and oral presentations is French.

Classification according to ISCED-2011 of UNESCO

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO

Based on the field of Education: 0114-Teacher training with subject specialization

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas holding a B2 certification in the French language. The programme is offered in French.
The knowledge of an extra foreign language except the language of the programme and good computer-Internet skills would be useful for the successful participation in the programme.

(*see Annex*)

***Note*:**
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions

with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

***Marking*:**

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of the article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

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Course Structure

	1st Semester: 30 ECTS	
GAL10	Teaching French as a Foreign Language: Development of language and communication skills, and assessment of written and oral language	(C[1], 15 ECTS)
GAL11	Teaching French as a Foreign Language during childhood	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
GAL20	Teaching French as a Foreign Language: planning, development and evaluation of curricula and teaching materials	(C, 15 ECTS)
GAL21	Intercultural education and teaching French as a foreign language	(C, 15 ECTS)
	3rd Semester: 30 ECTS	
GAL30	Research methodology and techniques for writing academic papers	(C, 15 ECTS)
GAL31	Using ICT in teaching French as a foreign language	(C, 15 ECTS)
	4th Semester: 30 ECTS	
GALDE	Master's Thesis	(C, 30 ECTS)

Note:

C[1]: Compulsory

Instructions for the selection of the Modules

All Modules are compulsory.

You can choose from one (1) to two (2) modules per semester (30 ECTS per semester).

When registering for a module, you must first exhaust the modules of the previous semesters and then start selecting the modules of the following semester. For example, if you have successfully completed one (1) module from the first semester and in the second semester you wish to select two (2) modules, you must necessarily select one (1) remaining module from the first semester and one (1) from the second semester and so on.

The preparation of the Master's Thesis presupposes the successful attendance of all six (6) Modules. The presentation of the Master's Thesis takes place after the successful completion of the program's Modules.

In order to obtain the Master's Diploma, you are required to successfully complete the six (6) modules of the Program, as well as the Master's Thesis. The minimum duration of the course is two (2) years.

Evaluation

1. Two (2) short written assignments (SWA) with a weighting factor in the final grade of the 6% each and one (1) short written assignment (SWA) with a weighting factor in the final grade of the 8%.
2. One (1) Main Written Assignment (MWA) (1.500 words) with a 20% weighting factor in the final grade of the Module.
   The grading of the three (3) short written assignments and the one (1) Main Written Assignment is only activated with a score equal to or above the base (≥5) in the Final or repeat Written Assignment (FWA).
3. Final or repeat Written Assignment (FWA) with a 60% weighting factor in the final grade of the Module.

The Final Grade of each Module, on a scale of 10, is calculated as follows:

Final Module Grade = (SWA1×0,06) + (SWA2×0,06) + (SWA3×0,08) + (MWA×0,2) + (FWA×0,6)

Eligibility for Final Assignment submission

Students are eligible to submit the Final Written Assignment if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (1) and (2), as shown at the following table;
2. at least three (3) out of four (4) total assignments have been completed.

SWA and MA grades in a 100-point scale				
SWA1 (6%)	SWA2 (6%)	SWA3 (8%)	MWA (20%)	Minimum points required to submit the FWA:
SWA1 × 0,6	SWA2 × 0,6	SWA3 × 0,8	MWA × 2	20/100

Eligibility for Final Written Assignment resubmission

Students who register at the **winter** semester and have failed or not submitted their Final Written Assignment during the 1st examination period (January – February) are eligible to resubmit their Final Written Assignment during the next examination period (2nd examination, i.e., May – June), without the requirement of participation in the Short-Written Assignments and the Main Written Assignment of the Module. Should they fail or not participate, students

are eligible to participate in the repeat examination in June – July. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.

Students who register at the **spring** semester and have failed or not submitted their Final Written Assignment during the 2nd examination period (May – June) are eligible to resubmit their Final Written Assignment during the repeat examination, in June – July, without the requirement of participation in the Short-Written Assignments and the Main Written Assignment of the Module. Should they fail or not participate, students are eligible to participate in the 1st examination period (January – February) of the following academic year. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.

Course Modules

GAL10 Teaching French as a Foreign Language: Development of language and communication skills, and assessment of written and oral language

Code: GAL10

ECTS: 15

Type: Compulsory

Semester where it is available: First (1st)

General description of the Module: This Module is an introductory one.

The objectives of the course are:

- Introduction to the basic principles of developing linguistic communication skills based on the specifications of the Common European Framework of Reference for Languages (CEFR): learning, teaching, assessment (initial and 2020 revised version, Companion Volume).
- Familiarisation with the basic principles and most recent achievements of language sciences, such as the theory of enunciation, the theory of communication, the role of social interaction, pragmatics, text linguistics, rhetoric and narratology related to teaching oral and written expression.
- The development of oral and written communication skills which include, during their performance, the reception and production of oral/written language, interaction and written mediation in relation to teaching French as a foreign language.
- Familiarisation with the rhetorical ways of using French through diverse types of discourse and text, which are produced by various groups of native speakers for different purposes.
- The identification of past and contemporary practices and educational movements that mark the teaching of oral and written language in the French-speaking area (teaching methods, detailed curricula, teaching manuals).
- The constant search for innovative strategies for learning and assessing the didactics of written and oral language, with emphasis on the creative, interpersonal and cooperative use of language, and the use of language with the aim of carrying out a transaction, assessment and solving problems through various communication situations.
- The creation of teaching material and assessment scales based on diversified learner profiles.

Learning Outcomes:

Upon completion of the module, students are expected to:

- outline a new perception of the role of literacies in teaching a second/foreign language (history and theory of writing and reading, transition from oral to written language, interaction, intertextuality, cultural literacy).
- perceive the distinctiveness of the structure and dynamic of oral discourse, considering multiple codes, as well as verbal and non-verbal semiotic systems such as gestures, voice, syntax and intonation.
- recognise the different parameters that govern the structure and process of writing texts through the basic reference sciences.
- acquire critical thinking on the position of oral and written discourse through the methods of teaching/learning French as a foreign language.
- focus their interest on the manner of construction of texts by identifying the characteristics and conventions that govern them, in relation to text genre, text type, the stylistic choices of the writing subject and the socio-cultural conditions in which they are produced.
- realise the central role played by reading as an educational and cultural practice, both through oral narration and during the process of composing written texts.
- perceive the multiplicity of hermeneutic approaches and text genre models (modèles des genres textuels).
- cultivate a love of reading in their pupils, after focusing on the reading receptiveness and response skills of their learners.
- utilise authentic documentations of oral and written discourse (e.g. recorded discussions, interviews, television announcements, case studies, biographical narratives, printed press, news, advertising and essay discourse, literature, functional and multimodal texts), progressing based on the age and interests of their pupils in the French language class.
- direct the interest of foreign language learners towards the role and importance of writing workshops (ateliers d'écriture), and especially creative, professional and academic writing workshops, and to be able to staff workshops at different levels of education and in different professional frameworks.
- develop activities – and allow pupils to practise through these activities – involving rewriting/transformation of literary and non-literary texts through various narrative techniques (change of enunciation and level of discourse, change of viewpoint, genetic change of text), which undoubtedly improve the quality of discourse of foreign language learners.
- be in a position to design and put together established activities and pedagogical projects that encourage oral and written expression.
- focus on the role of assessment, and especially the setting of linguistic, sociolinguistic and pragmatic criteria and assessment methods (such as scales and types of assessment, specifications of preparatory exercises and final exam essays, the role of self and peer assessment) related to the teaching and planning of oral and written discourse activities.

Subject areas:

- Theoretical principles governing the Teaching of a foreign language.

- Strategies for learning, comprehension and the production of written and oral language.
- Critical analysis and preparation of exercises and activities for the development of linguistic and communication skills in written and oral language.
- General theoretical framework for assessment: methods and types, properties, criteria and assessment grids for written and oral language.

Prerequisite courses: None

Module Delivery Method: Distance Learning

GAL11 Teaching French as a Foreign Language during childhood

Code: GAL11

ECTS: 15

Type: Compulsory

Semester where it is available: First (1st)

Delivery language: French

General description of the Module:

The objectives of the course are:

- The study and interpretation of pedagogical theories that contribute to children's socio-emotional development.
- The importance of the role played by games as a transitional and dynamic part of the human experience.
- The exploration of the special conditions in which children's creativity is released, as well as the design of activities and pedagogical scenarios that stimulate the creativity of children and/or teenagers, and lead them to produce oral and written discourse in an attractive and playful manner in the foreign language.
- Assessment with gradation of the linguistic, cognitive and socio-emotional skills of children with the aim of reinforcing their self-knowledge and emotional development.
- The planning and evaluation of teaching material with the aim of developing team work and conversational learning in practice, by following the principles of communicative approach, as well as experiential and collaborative learning in young learners of French as a foreign language.

Learning Outcomes:

Upon completion of the module, students are expected to:

- develop communication skills which include the reception and production of oral and written language, as well as oral interaction in primary school pupils.
- incorporate authentic or fabricated documentations (documents authentiques ou fabriqués) into lessons, such as audiovisual stimuli, multimodal texts, images, use of digital tools by language proficiency level A1 or A2, in accordance with the six-level scale of the European Council.
- encourage and release the creativity of children and teenagers through creative writing activities, artistic expression and dramatization or theatrical improvisation.
- cultivate a love of reading.
- consider different learning profiles based on the principles of differentiated instruction.
- get in touch with the spoken and implied language of children.

- place emphasis on the declaratory, performative (pragmatic approach) and referential function of language in order to achieve various communicative and functional goals of education, such as description, narration, explanation, guidance and persuasion of primary-school-level foreign language pupils.
- consider H. Gardner's theory of multiple intelligences and the different intelligence modalities (linguistic, musical-rhythmic, spatial, kinaesthetic, interpersonal, intrapersonal, logical-mathematical, existential intelligence), thus supporting the learning process, as well as the development of children's special aptitudes and talents during the foreign language learning process.
- examine the importance of emotional intelligence and its role in the management of the classroom in primary education (identification and handling of emotions, finding incentives, empathy, interpersonal communication through interactive teaching, socialisation of children).
- apply Content and Language Integrated Learning (CLIL), which constitutes an experiential teaching method, creating multi-themed activities that are suitable for primary school children.
- contribute to the cultivation of intercultural and multicultural skills in order to deal with conflict between pupils coming from different linguistic, cultural and social environments, and also contribute to the revival of languages through the creation of multilingual activities in the framework of contemporary pluralistic approaches.
- distinguish between various forms of assessment and develop assessment activities and self-assessment sheets adapted to teaching French in primary education

Subject areas:

- Pedagogical theories regarding the psycho-social-cognitive development of children.
- Special didactics for French language teaching/learning involving young children.
- Lesson planning, selection and critical analysis of syllabi for teaching/learning involving young children, while placing emphasis on the differentiated learning approach, as well as on the EMILE approach (Content and Language Integrated Learning).
- Alternative assessment methods (European language portfolio).

Prerequisite courses: None

Module Delivery Method: Distance Learning

GAL20 Teaching French as a Foreign Language: planning, development and evaluation of curricula and teaching materials

Code: GAL20

ECTS: 15

Type: Compulsory

Semester where it is available: Second (2nd)

Delivery language: French

General description of the Module:

The objectives of the course are:

- Familiarisation with the basic principles and parameters governing tools of linguistic and educational policy, such as Syllabi and Curricula, in relation to the teaching of foreign languages and, in particular, French as a second/foreign language.

- The contribution of past and contemporary pedagogical theories to the different methods of teaching French as a foreign language.
- The design of teaching material by following contemporary pedagogical theories and educational movements from the communicative approach and learner-centred teaching, to experiential learning, the interdisciplinary approach and the pedagogy of multiliteracies.
- The analysis of the public's needs, as well as the exploration of incentives and behaviours of foreign language learners based on cognitive, intralinguistic, extralinguistic, ideological, social and psychological factors.

Learning Outcomes:

Upon completion of this module, students are expected to:

- analyse and acquire critical thinking skills as regards goal setting (objectives of education, determining goals, putting together the public's needs and teaching methods, designing teaching material, developing skills) for Curricula related to teaching French as a foreign language.
- perceive the structure and content of manuals on teaching French as a foreign language.
- be able to design and put together – on their own – teaching units (Unités didactiques) based on specific general and operational goals.
- be able to design a lesson or pedagogical project by applying the most recent educational practices.
- promote differentiated instruction by considering the different profiles of learners of French as a foreign language in primarily multicultural environments.
- study the role of native languages in depth.
- direct the interest of pupils towards the importance of the interlanguage (interlangue) in the process of learning a target language; towards the contribution of contrastive approaches between Greek and French, and also towards dealing with errors at the morphosyntactic and intersentence level.
- place emphasis on the teaching of traditional linguistic grammar (structural approach) and communicative (functional) grammar related to foreign language learning.
- perceive the role and skills of the foreign language instructor, on the one hand, and of the education officer on the other.
- apply contemporary trends to teaching French for Specific Objectives (Français sur Objectifs Spécifiques/FOS), with the aim of cultivating an atmosphere of communication, cooperation and decision-making in various professional frameworks.
- promote the institution of *Francophonie* with the aim of disseminating the French language and culture via international educational and cultural organisations, as well as governmental and non-governmental agencies.

Subject areas:

- Planning, implementation and evaluation of curricula. Historical overview and definition of concepts. Stages and problems.
- Application of theory to teaching practice. Curriculum analysis, needs analysis, planning and evaluation of syllabi.

Prerequisite courses: None

Module Delivery Method: Distance Learning

GAL21 Intercultural education and teaching French as a foreign language

Code: GAL21

ECTS: 15

Type: Compulsory

Semester where it is available: Second (2nd)

Delivery language: French

Course Content:

General description of the Module:

The objectives of the course are:

- The understanding of theoretical approaches through modern cultural theory and criticism, the assimilation of concepts of intercultural and multicultural education and policy in the modern postmodern era.
- The in-depth study of the intercultural approach such as cultural identity, otherness, hybridity, ethnicity, cultural stereotypes and prejudices, culture shock, stylistic clichés, cultural difference and diversity, cultural mediation.
- The position of the intercultural approach and the development of intercultural skills through the planning of the language development policy of the Council of Europe and the design of Curricula and Study Programs for the teaching of French as a foreign language.
- The application of methods and the planning of courses with an intercultural orientation and content at different levels of knowledge (A1-C2) of French as a foreign language, based on the six-level scale of the Council of Europe.
- The realization of the key role of storytelling - oral and written - as a communicative act through the design of creative and interactive tasks, and pedagogical scenarios aiming to dispel cultural stereotypes of foreign learners in the French language classroom.

Learning Outcomes:

Upon completion of this module, students are expected to:

- understand basic concepts of intercultural and multicultural education and policy based on the sociological, anthropological and historical approach: distinction between culture-civilization, noble-popular culture, cultivated culture-mass culture, cultural identity, otherness, double identity, hybridity, and ethnicity.
- think about concepts related to multiculturalism, cultural difference and diversity.
- emphasize the concept of cultural practices of foreign cultures (e.g. eating habits, clothing preferences, artistic creation, sports) according to the reflective theory of P. Bourdieu, which reflects attitudes and beliefs of their real-life, and thus constitutes a symbolic and cultural capital (capital culturel) for all peoples.
- distinguish the main components of intercultural, multilingual and multicultural skills, both through the descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), and the basic models and concepts of well-known scientists.
- distinguish evolutionary socio-cultural and intercultural elements in teaching methods and textbooks on teaching French as a foreign language.

- be able to select authentic documents (comics, songs, storytelling, literary texts and various types of speech and texts, such as information, online, newspapers, history/children's documentaries, audio stimuli, oral histories and biographical narratives) aiming to help foreign learners reflect on and raise awareness about intercultural issues, as they are cultivated in a diverse-hybrid cultural context in relation to their country of origin.
- focus on the role and training needs of teachers of French as a foreign language, and also of educational staff with an intercultural orientation
- focus on the role and multiple skills of the intercultural mediator.
- emphasize learning strategies, investigation and evaluation of intercultural tasks that include reception, production, interaction and mediation.
- contribute to the assessment of intercultural skills of learners using the European Language Portfolio.
- highlight the contribution of the literary text to the development of various cultural and intercultural skills of learners of French as a foreign language.
- emphasize the role of postcolonial criticism based on contemporary French literature and its use in the French foreign language classroom (issues of double-hybrid identity, marginality, issues of prejudice and stereotypes of the former colonized peoples, issues of social gender-feminist approach, marginal modern French language literatures).
- understand meaning systems of foreign cultures focusing on the hierarchical structures of opposites (e.g. West-East, Woman-Male, Myself-Other, Familiar-Foreign, Culture-Nature, Speech-Writing...) which are the subject of modern intercultural approaches and reflect the way in which people perceive and organize their reality.

Subject areas:

- Theoretical approaches: culture, interculturalism, multiculturalism and mediation in foreign language lessons.
- Practical approaches: planning and implementation of (inter)cultural activities in foreign language lessons.

Prerequisite courses: None

Module Delivery Method: Distance Learning

GAL30 Research methodology and techniques for writing academic papers

Code: GAL30

ECTS: 15

Type: Compulsory

Semester where it is available: Third (3rd)

Delivery language: French

General description of the Module:

The objectives of the course are:

- Introduction to the principles of Research Methodology in Humanities.
- Planning and implementation of scientific research in the area of Teaching Foreign Languages and Cultures through a variety of thematic fields and cognitive areas.

- Introduction to the rules of writing a scientific paper, and familiarity of the student with the process of writing a scientific, academic text.
- Proper information on issues related to academic ethics, compilation of bibliography, management of bibliographic references and prevention of plagiarism.
- Familiarity with different quantitative or qualitative research tools and data collection methods which are widespread in the field of Education Sciences, as well as in Language and Culture Teaching.
- Assessment of students' abilities, such as the ability to analyse and develop arguments, to develop documented and original ideas, to cultivate critical and comparative thinking, to contribute to the promotion of knowledge.

Learning Outcomes:

Upon completion of this Module, students are expected to:

- search and process international bibliography, electronic sources or electronic databases to conduct research and write their Master's Thesis.
- document opinions, develop arguments and correlate results through citations in the text and integration of bibliographic sources.
- undergo testing in academic writing based on international standards for writing scientific discourse.
- practice activities of rewriting texts and parts of their work (réécriture/révision de textes) with the aim of improving the quality of their use of discourse.
- clearly identify the research object, the concerns, the purpose and the assumptions of the Master's Thesis.
- adopt the appropriate educational research methods (e.g. field surveys, case studies, ethnographic studies, action research).
- determine the scope of their research, the population, the selection criteria and the appropriateness of the research tool, if provided (e.g. questionnaire, interview or participant observation).
- relate results according to concepts that have been supported and clarified in the theoretical part of the work.
- be gradually initiated into new research methods regarding Humanities, such as research-creation (recherche-création).
- take care of the linguistic integrity of their text (vocabulary, syntactic correctness, personal style, cohesion and coherence of the text, clarity of scientific discourse).
- provide an oral presentation of research studies related to their field of study and aiming at the development of professional skills.

Subject areas:

- Rules for writing a thesis: Formulation of a problem statement and research question. Qualitative and quantitative methods for gathering data.
- Literature: critical review, referencing and citing of literary sources.

Prerequisite courses: None

Module Delivery Method: Distance Learning

GAL31 Using ICT in teaching French as a foreign language

Code: GAL31

ECTS: 15

Type: Compulsory
Semester where it is available: Third (3rd)
Delivery language: French
General description of the Module:
The objectives of the course are:

- The use of digital skills through the use of digital tools and software, online platforms with the aim of acquiring language and communication skills, cultivating creativity and critical thinking of learners of French as a foreign language.
- The recognition of modern theories of learning and their utilization through the integration of ICT in the education and teaching of French as a foreign language.
- The promotion of the role of digital literacies in the educational process for the acquisition of oral and written communication skills in the foreign language.
- The design of multimedia and multimodal content, pedagogical scenarios in the foreign language classroom of French.

Learning Outcomes:
Upon completion of the module, students are expected to:

- meet the requirements of modern foreign language teaching thanks to the use of digital tools such as podcasts, videocasts, wikis, moocs, quiz tools, online services, digital resources.
- utilize modern technological tools and choose web technologies (Web 2.0, 3.0) through digital collaborative learning systems.
- fruitfully combine the challenges of digital learning through mobile devices and through digital games with an emphasis on gamification.
- apply pedagogical learning scenarios with the use of digital technologies in differentiated learner profiles in synchronous and asynchronous education, considering the principles of the inverted classroom (classe inversée).
- operate virtual classrooms and e-learning platforms responding to the modern requirements of distance learning of foreign languages at different levels of learners' language proficiency
- emphasize the role of digital storytelling and the steps of creating digital scenarios in order to enhance self-confidence, cultivate critical thinking, unleash students' imagination and creativity thanks to the project method and collaborative teaching.
- analyze pedagogical scenarios with emphasis on teacher-mentor and student interaction based on linguistic, socio-linguistic and factual criteria in the pedagogical process.

Subject areas:

- Incorporating ICT in foreign language teaching/learning.
- The role of ICT in the teaching/development of written and oral language.
- Composite application of knowledge: utilisation of technological media and materials to create multimedia material and to plan educational scenarios, evaluate electronic teaching materials and develop reflective skills in educators.

Prerequisite courses: None
Module Delivery Method: Distance Learning

GALDE: Master's Thesis

Code: GALDE
Credits ECTS: 30
Type: Compulsory
Semester: Fourth (4th)
Language: French
General description:
Undertaking Master's Thesis research allows students to cultivate skills related to the adoption of appropriate research methods of data collection and the use of selected research tools in the application of the research methodology to the Teaching of Languages and Cultures. The master's thesis should be between 15.000 and 18.000 words long.
The Master's Thesis corresponds to two Thematic Units (Modules), considering that a total of thirty (30) Credits (ECTS) are required. The topic of the Master's Thesis is selected among the proposed fields, which are announced to the students so that they may draw up the research draft. The final topic of the Master's Thesis is finalized after consultation with the Supervising Member of the teaching staff.
In order to carry out the Master's Thesis research, students must have successfully completed all six compulsory Thematic Units of the first, second and third semesters of study. The Master's Thesis research is carried out by the student in collaboration with two Supervising members of teaching staff and is posted on the HOU digital platform.
In addition, the Master's Thesis is evaluated through the process of oral examination (viva voce).
Completion of the Postgraduate Study Programme results from the preparation, submission and successful evaluation of the Master's Thesis.
Learning Outcomes:

- planning and process scientific original research in the field of Humanities as well in the area of Teaching Foreign Languages and Cultures
- recognize, apply and combine a variety of different research tools and data collection methods according to the subject areas of the Postgraduate Programme ''Teaching French as a Foreign Language''
- adopt and follow the deontology principles and instructions of scientific research.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.
For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.
Prerequisite courses: The presentation of the Master's Thesis takes place after the successful completion of the program's Modules.

Orthodox Christian Theology and Religious Pluralism

Aim

The Program's aim is the study of contemporary approaches to the history and development of the aspects of the Orthodox Christian theological thought and action in multicultural contexts with various religious traditions.

Goals

By the end of their studies, students will be able to effectively understand:

- The historical beginnings of Christianity in their sociopolitical and philosophical contexts
- The formation of dogmas and their differentiations within the various Orthodox communities
- The role of the Orthodox Christian tradition in the formation of the particular national Churches, and the development of the inter-orthodox relations.
- Christianity's impact on culture and social institutions
- The historical relations of Christianity with other religions, such as Islam and Judaism, as well as the relations of the Orthodox Churches with the Roman Catholic and the Protestant Churches.
- The dialogue between Orthodox theology and the present scientific, philosophical and social theories and practices.

Type of Postgraduate Programme

Master of Arts, M.A.

ECTS of M.Ed

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.A. is 120 ECTS.

Duration of Study

The minimum time required for the completion of the M.A. is two (2) academic years.

Classification according to UNESCO'S ISCED-2011

Based on the level of Education: 7
Based on the field of Education: 22 Humanities

Classification according to UNESCO'S ISCED-2013

Based on the field of Education: 0221-Religion & Theology

Language:

The programme is offered in Greek

Admission Requirements

The Post-graduate programme accepts graduates of higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold

academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Learning Material

Learning material used is mainly printed textbooks but also audiovisual and electronic learning material. The printed material is especially adapted to meet the needs and standards of distance education.

Chapters clearly state aims and objectives. Key concepts and expected learning outcomes. Self-assessment questions and exercise.

Alternative teaching material. To assist the students to a better understanding of the main teaching material. It utilizes, clarifies and enriches, if necessary, the already existing material.

Contact

Student Records:

Tel.: +30-2610 367317. E-mail: orth@eap.gr

General Information:

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Course Structure

The Program “Orthodox Christian Theology and Religious Pluralism” is organized in two (2) academic years, which include four (4) Modules and the preparation of a Postgraduate Diploma Thesis. The minimum required duration to complete the program is two (2) years. The total number of academic credits (ECTS) required to earn the Postgraduate Specialization Diploma (PSD) are 120.

1st Year

ORTH50	The Historical Course of the Orthodox Church and Theology in the Wider Religious and Cultural Environment (Late Antiquity−18th century)	(C[1], 20 ECTS)
ORTH60	Faith and Experience of the Orthodox Church in relation to other Christian Traditions	(C, 20 ECTS)

ORTH51	The Orthodox Church and Theology from the 19th to the 21st century and the contemporary Religious reality	(C, 20 ECTS)
	2nd Year	
ORTH61	Orthodox Christian Theology and Modern Man	(C, 20 ECTS)
ORTHDE	Postgraduate Diploma Thesis	(C, 40 ECTS)

Note:

C[1]: Compulsory

Guidelines on Module selection

Students in the first (1st) academic year who select only one (1) Module must select ORTH50, while those who select two (2) may select ORTH50 and ORTH60. Students who select three (3) Modules may also select ORTH51 (either having first completed ORTH50 and ORTH60, or attending them concurrently with ORTH51).

Students in the second (2nd) academic year may only select ORTH61 if they have first successfully completed at least one (1) of the Modules from the first year.

Students may elect to prepare their Postgraduate Diploma Thesis either concurrently with their participation in ORTH61 or after completing it.

Students may present their Postgraduate Diploma Thesis after successfully completing all four (4) Modules.

When selecting T.U.s, students must first pass all the available Modules that belong to the previous term and then select Modules belonging to the next term.

To complete the Programme in two academic years, students must successfully complete at least three Modules in the first year, and one Module in the second concurrently with the preparation of their Postgraduate Diploma Thesis, in accordance with the aforementioned instructions.

Students' evaluation: Grade assessment of a Module – Participation in Final Exams

Students are assigned to submit four (4) written assignments during the academic year. The average grade of the four (4) written assignments, weighted at 30%, is taken into consideration for the calculation of the final grade. The grade of written assignments is activated only with a score equal to or above the pass level (≥5) in the final or resit exams.

The grade of the final or the resit exams shall be weighted at 70 % for the calculation of the final grade.

Students have the right to participate in the final/resit exams if (a) at least 50% of the potentially excellent grade has been obtained when adding the total of the four (4) assignments and (b) at least three (3) of the four (4) written assignments have been submitted.

Course Modules

ORTH50: The Historical Course of the Orthodox Church and Theology in the Wider Religious and Cultural Environment (Late Antiquity–18th century)

Code: ORTH50

ECTS: 20

Type: Compulsory

Year: 1st

Language of Instruction: Greek

General description of the Module: The purpose of the ORTH50 is to present the ways in which the Christian Church was constituted and its historical course in the wider religious environment from late antiquity to the eighteenth century. In particular, it systematically presents: (a) the birth of Christianity, the early Christian communities, and the historical path of the Church in the geographical regions of the East and of the West; (b) the historical and theological development, and the function of its Synodal institution; (c) the modes of its theological dialogue with Judaism and the GrecoRoman world, and, d) the methods of formation of the Church's doctrine and ethics and its contribution to the transformation of the world.

Learning Outcomes: Based on the introductory character of the thematic unit in the MSc "Orthodox Christian Theology and Religious Pluralism" and upon completion of the study of the content of this unit, it is expected that:

At the knowledge level, students will be able to:

- To know the fundamental methodological tools of theological-religious research.
- To define more fully the introductory framework of the systematic research study of Orthodox Christian theology and the historically parallel religious expressions.
- To organise the subsequent study of the content of the subsequent thematic modules of the postgraduate programme.
- To understand the historical, political, social and spiritual parameters of the encounter of Christianity with Judaism, Hellenism and the various philosophical systems.
- To be familiar with Christian Literature and the contribution of the Scriptures of the Fathers of the Church and the Ecclesiastical writers to the development and formulation of theology and the life of Christian communities.

In terms of skills and handling, students will practice the following:

- The critical research approach to the various aspects of the historical course of the Orthodox Church and Theology.
- The hermeneutical explanation of the methods of creating and transmitting the message of the Gospel in the ecumenical context of the first centuries of the Church's historical course.
- The analysis of the content of the theological teaching of the Church, from the early stage of its formulation to its later overall development and formation.
- The recognition of the contribution of the patristic texts and their use in the temporal needs of the Orthodox Church and Theology.
- To further develop their knowledge regarding: 1) the creation of the first Christian communities in the geographical areas of the East and West, 2) the historical, social, political and theological factors that contributed to the gradual differentiation between the ecclesiastical- theological tradition of Greek-speaking Christianity in the East and Latin-speaking Christianity in the West; and, 3) the ways in which the Orthodox Church and theology met with Islam in the wider cultural and religious environment.

Subjects covered:

- The early historical origins of the Christian Church and Theology.
- The dialectical meeting of Christianity with Judaism and Hellenism.

- The dialectical meeting of Patristic Theology with Greek Philosophy.
- The Orthodox Church and Theology in the context of Byzantine life and culture.
- The genesis and creation of the differences between Eastern and Western Christianity.
- The Orthodox Church and Theology in its encounter with Islam.
- The Orthodox Church and Theology in the period of the Ottoman Empire.
- The Orthodox Church and Theology in the period of modern times

Prerequisite Modules: No

ORTH60: Faith and Experience of the Orthodox Church in relation to other Christian Traditions

Code: ORTH60

ECTS: 20

Type: Compulsory

Year: 1st

Language of Instruction: Greek

General description of the Module:

ORTH 60, together with ORTH 61, which can be considered as a continuation of the former, constitutes a single body of systematic theology, the heart of the whole Program. It is also connected to the other two, more historical, Modules, ORTH 50 and ORTH 51. ORTH 60 attempts to critically clarify its content related to Orthodox Trinitarian theology, christology and soteriology, as well as cosmology, anthropology, and ecclesiology in the context of "liturgical eschatology". It also seeks for a possible encounter of the above fields of systematic theology with social events and historical development, and with social problems and scientific concerns that have appeared during the last two centuries. Through a historical and systematic examination, it seeks to highlight the deeper factors that contributed to the systematic and dogmatic teachings of Christianity -mainly Orthodox but also Western-, as a theoretical articulation of the divine - human communion in Christ. In some cases, the alienation of humans from this communion with God in Christ, as well as the reasons that cause them are also pointed out. All these dimensions are determined by the axis of life as it has been defined by the Orthodox Church: as the gradual realization of the deification or Christification of humans in the kingdom of God, at the *eschata*.

Learning Outcomes: With the completion of the unit "Faith and Experience of the Orthodox Church in relation to other Christian Traditions".

At the knowledge level, students will be able to:

- To know and describe the biblical, patristic and contemporary theological framework that composes the basic areas of theology, worship, ethos and experience of the Orthodox Church.
- To identify and, in a systematic and integrated way, be familiar with the particular elements that define the Orthodox Church.
- Explain and communicate the theological principles underlying its doctrine and experiencein an inter-Christian perspective.

In terms of skills and handling, students will practice the following:

- The identification and interpretation of the fundamental certainties, presuppositions and criteria, on the basis of which Orthodox theology derives and expounds the basic elements of the faith and life of the Church.
- The application and reflective evaluation of the criteria of Orthodox theology, beyond the historical context of their genesis, in contemporary situations andconditions of life of the Church in dialogue with other Christians and the contemporary world and culture.
- The discernment, analysis and correlation of the individual elements that make up the theological and experiential faith and worship tradition of the Orthodox Church,in order to make new and fruitful convergences to both the past and the living presentof the Church, and indeed in dialogue with the ecumenical Christian experience.
- The synthesis and systematization of the content and the particular areas of doctrinal theology, ecclesiastical experience, ethos and worship of the Church; the rearranging and redeveloping of the contents of the Module, in more fruitful and creative ways, which will take into account the contemporary aspects of Christian theology.
- To evaluate and assess, according to the Orthodox Church's diachronic criteria, the theological factors, as well as the historical and cultural ones, which have shaped the theological and experiential features of the Orthodox faith, worship and life of the Church, by revising absolute statements and ideological constructions of the historical past, by comparing and assessing theological issues and ecclesiological situations in various historical periods and, above all, by shedding light on the contemporary problems of the Church in dialogue with other churches.

Cognitive Objects:

- Prolegomena in Orthodox Theology: methodological and hermeneutical
- History of Orthodox Theology: from the apostolic period to the present day
- The Theology of the Orthodox Church: a systematic and hermeneutical presentation of its doctrine and its liturgical and ascetical experience.

Prerequisite Modules: No

ORTH51: The Orthodox Church and Theology from the 19th to the 21st century and the contemporary Religious reality

Code: ORTH51

ECTS: 20

Type: Compulsory

Year: 1st

Language of Instruction: Greek

General description of the Module: In this module, specialized knowledge is offered on the historical course and development of the Orthodox Churches in the expanded Christian world, from the 19th century onwards, as well as on the role of the Ecumenical and other Patriarchates in the formation of the individual Autocephalous Churches. We also survey the socio-political structure and organization of Nation-States in relation to the canonical structure and organization of the local Churches, the forms of theological dialogue that have been developed, and the collaboration they have achieved through the World Council of Churches. The dialogue between Orthodox Churches and other religions is also been

examined, along with the global actions that have been employed, especially within the framework of the multiculturalism and multireligiousness in Europe, America, Africa, and Asia.
Learning Outcomes: After the completion of the Thematic Unit "Orthodoxy from the 19th to the 21st century and the contemporary religious reality"
At the knowledge level, students will be able to:

- To understand the historical course, development and formation of the Orthodox Churches in modern times and especially in the conditions of globalization and secularization.
- Explain the ecclesiastical and canonical role of the Ecumenical Patriarchate in the creation of the Autocephalous Churches within the framework of the new nation states
- To distinguish the political relations that develop between the State and the Church.
- Interpret the forms of dialogue that develop between the Orthodox Churches and other Christian Churches and communities (Roman Catholic Church, Protestant Churches, etc.) and Protestant denominations, within the framework of the World Council of Churches.
- Recognise the possibility and the necessity of developing inter-religious relations with monotheistic and non-monotheistic religions such as Judaism, Islam, Buddhism and Hinduism, as well as with contemporary religious movements and traditions that appear both in Western societies and in the so-called Third World.
- Evaluate the role of religious education as a means of connecting the Orthodox tradition with other religious and non-religious traditions.

In terms of skills and handling, students will practice the following:

- The methodological investigation of the particular elements that shape the historical, political and social context of Orthodox Christian communities.
- The analysis of the relations that develop between Orthodox Christian communities and other religious groups.
- In the decoding of both formal and informal religious discourse.
- The discovery of the power structures that accompany the constitution, operation and action of institutionally formed religions.
- The application of an alternative theological discourse, which will make use of religious traditions in the direction of the coexistence of people and peoples.

Cognitive Objects of the Th.E.:

- The Orthodox Christian "Diaspora" in the West
- The Orthodox Church and the Ecumenical Movement
- Dialogues of the Orthodox Church and Theology towards East and West and the role of Hermeneutic Theology
- The Orthodox Church in Greek Society
- Orthodox Christianity in the Slavic World
- Divided Christendom and ecclesiastical antagonism
- The Theological Anthropogeography of Christianity
- The modern concept of mission
- The Theology of Religions

Prerequisite Modules: No

ORTH61: Orthodox Christian Theology and Modern Man

Code: ORTH61

ECTS: 20

Type: Compulsory

Year: 2nd

Language of Instruction: Greek

General description of the Module: In this module students examine the ways in which Orthodox Christian theology, as a hermeneutical discipline, understands and explains our contemporary world and the ways in which Orthodox Christian theology approaches contemporary issues, challenges, dilemmas, as well as current cultural, scientific and social achievements, through critical dialogue. Students study subjects such as, Theology and the challenges of modernity and postmodernity; theology's relation to the arts and Letters; its perspective on major social, political and cultural issues of our times, as well as on issues of contemporary science, bioethics, technology and communication

Learning Outcomes:

In terms of knowledge, students will be able to:

- Recognise the particular epistemological and ontological frame of reference of Christian theology and distinguish it from other scientific, religious and philosophical frames of reference.
- Explain and understand the context and the conditions of the dialogue between theology and various aspects of contemporary culture, such as philosophy, the arts, literature, politics, economics, psychology, science, technology, etc.
- Understand how theological thinking, through the challenges and crises of the day, is enriched, updated, and developed over time,
- then offering her particular critical discourse in the public space of contemporary pluralistic societies.

In terms of skills and handling, students will practice the following:

- The description and analysis of the basic elements of modernity and post-modernity.
- The critical approach to various contemporary issues, such as bioethics, ecology, feminism, human rights, gender identity, human sexuality, disability, digital technology, the economic and immigration crisis, social injustice, religious education, etc.
- The analysis of the central role of theological thought in the public sphere and public debate.
- The formulation and implementation of new proposals for the role of theology in the meaning of human life and history.

Cognitive Objects of the Th.E.:

- The challenges of modernity and post-modernity
- political theology
- globalisation and synoptic theologies
- the Gospel and cultures
- Nationalisms and the Orthodox Christian churches
- Feminist theology
- anthropological issues: gender, identity and sexuality
- the sciences

- letters and the arts
- human rights
- the economic crisis and social injustice
- the digital world
- bioethical dilemmas in dialogue with Orthodox Christian theology

Prerequisite Modules: No

ORTHDE Postgraduate Diploma Thesis

Module code: ORTHDE

ECTS Credit Points: 40

Module Type: Compulsory

Year: 2nd

Language: Greek

Content: The postgraduate thesis aims to combine and utilize the knowledge that students have acquired during their studies.

Students may propose a topic of their choice for their Master's Thesis, taking into account a special list of topics drawn up by the collaborating lecturers. This list is drawn up on the basis of the broader themes of the Master's programme. Students must prepare the final topic and outline of the Master's thesis in collaboration with their thesis advisor.

Learning Outcomes

Upon completion of the Postgraduate Diploma Thesis students are expected to:

- are able to carry out original research in design related to the knowledge of the thematic modules.
- be able to search for, collect, verify, critically and synthetically process and present information effectively
- handle both primary and secondary sources critically and responsibly

General Regulation for Preparing Graduate Dissertations in PC with an annual Module Correspondence

Prerequisites: The presentation of the Postgraduate Diploma Thesis takes place after the successful completion of the program's Modules.

Education Sciences: Special Education for People with Oral and Written Language Difficulties (Joint Degree)

Object-Purpose

The aim of the distance learning Inter-Institutional Master's Program, known as MSc in "Educational Sciences: Special Education and Training for People with Oral and Written Language Difficulties" is to offer in-depth knowledge concerning issues pertaining to oral and written language difficulties, theoretical frameworks associated with speech problems, and educational strategies that can be developed and applied to address and/or alleviate those difficulties faced by monolingual and bilingual/multilingual individuals.

Learning Outcomes

After completing the Inter-Institutional master's degree program MSc in “Educational Sciences: Special Education and Training for People with Oral and Written Language Difficulties” students are expected to:

- know the basic concepts of Special Education and be familiar with educational assessment issues
- know the theoretical and methodological issues related to language development in both monolinguals and bilinguals/multilinguals
- understand the relationship between language and cognition, the role of cognitive factors in the processing of language as well as the two primary mechanisms involved in language processing, namely production and comprehension
- have knowledge of the theoretical frameworks pertaining to the developmental kind of difficulties of oral and written language
- be familiar with the fundamental research designs and their utilization in the field of Special Education
- have acquired knowledge of the assessment and support services available for individuals experiencing difficulties in oral and written communication
- Can describe, design, and implement educational interventions for monolingual and bilingual/multilingual speakers with oral and written language difficulties.

Joint Degree with the University of Thessaly

Type of Postgraduate Programme

Master of Education, M.Ed.

ECTS of M.Ed.

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.Ed. is 120 ECTS. Students can select to study Modules whose ECTS adds up to no more than 30 ECTS per semester.

Duration of Study

The minimum time required for the completion of the M.Ed. is two (2) years and the maxim time is six (6) academic years.

Language of the M.Ed.

The official language of the M.Ed. is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0111-Education science

Admission Requirements

In the joint distance learning inter-university programme “Education Sciences: Special Education for People with Oral and Written Language Difficulties” is open to graduates of Departments and Faculties of Universities of the Greek Federation and similar recognized institutions abroad, as well as graduates of Departments of ATEI of related cognitive unit. More specifically:

1. Graduates of Pedagogical Departments (Special Education, Primary Education, Pre-school Education)
2. Graduates of the Department of Education and Social Policy of the University of Macedonia
3. Graduates of the Departments of Philology of AEI
4. Graduates of foreign-language faculties of AEI
5. Graduates of the Department of Mediterranean Studies of the University of the Aegean from the Department of Linguistics of the South-Eastern Mediterranean,
6. Graduates of the Departments of Psychology
7. Graduates of the Departments of Psychology and Psychology
8. Graduates of Speech and Language Therapy Departments of ATEI
9. Graduates of the Department of Infant Care ATEI
10. Graduates of other related to the modules and objectives of the programme of the university of the national territory or graduates of recognized similar institutions abroad
11. Graduates of corresponding Departments of ATEI, relevant to the modules and objectives of the program.

For the successful completion of the programme, a proven good knowledge of English language at B2 level is required.

(*see **Annex***)

Note:

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

It is clarified that holders of a first degree of Higher Education are accepted in the Postgraduate Program.

Contact

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Course Structure:

	1st Semester: 30 ECTS	
EAG50	Special Education	(C[1], 20 ECTS)
EAG51	Linguistic Development	(C, 10 ECTS)
	2nd Semester: 30 ECTS	
EAG52	Linguistic Processing	(C, 10 ECTS)
EAG53	Problems of Oral and Written Language: Theoretical Approaches	(C, 20 ECTS)
	3rd Semester: 30 ECTS	
EAG60	Research Design in Special Education	(C, 10 ECTS)
EAG61	Educational Interventions in Oral and Written Language Difficulties	(C, 20 ECTS)
	4th Semester: 30 ECTS	
EAG62	Practical Training Module	(C, 30 ECTS)

Note:

C[1]: Compulsory

Guidelines for the selection of modules

All modules are compulsory.

You may choose from one (1) to two (2) modules per semester.

When declaring a module, you must first exhaust the modules of the previous semester and then declare the modules of the next semester or select the remaining modules (from the previous semester) at the same time.

In the first semester, if you wish to select one (1) module, you must declare EAG50.

Then you must select the subsequent semesters' modules according to the prerequisites of each module.

In the second semester, in order to choose EAG52 you must have successfully completed EAG51 and in order to choose EAG53 you must have successfully completed EAG50 and EAG51.

In the third semester, in order to choose EAG60 you must have successfully completed EAG50. In order to choose EAG61 you must have successfully completed all the modules of the first two semesters (EAG50, EAG51, EAG52, EAG53).

In the fourth semester, in order to choose EAG62 (Practical Training Module) you must have successfully completed the modules EAG50, EAG51, EAG52, EAG53, EAG60 & EAG61. The completion of the programme requires the acquisition of 120 ECTS credits, which results from the successful completion of all the Modules, as well as the Practical Training (which will be carried out in public assessment and support structures for people with oral and written language difficulties).

ACT & WA score on a scale of 100				
ACT1 (5%)	ACT2 (5%)	ACT3 (5%)	WA (15%)	Minimum units required to participate in the final exam:
ACT1 × 0,5	ACT2 × 0,5	ACT3 × 0,5	WA × 1,5	15/100

Students' evaluation: Module grade assessment– Participation in Final Exams

Module Evaluation:

The evaluation will be carried out by the preparation of three (3) Educational Activities (ACT), one Written Assignment (WA) during the academic semester, and participation in the Final/repeat Written exams (FWE). All Educational Activities, the Written Assignment, and the Final Exam are graded out of 10.

Specifically:

a1. Three (3) Educational Activities (ACT) with a weighting of 15% in the final grade of the module, i.e. 5% each.

a2. One (1) Written Assignment (WA) with a weighting of 15% in the final grade of the module.

The scores for Educational Activities and Written Assignments (ACT and WA) are only activated with a score equal to or above the minimum passing grade (≥5) in the final or repeat exam.

a3. Final or repeat written exams (FWE) contribute 70% to the final grade for the module.

The **final grade** of each Module**,** on a scale of 10, is calculated as follows:

Final Grade of the Module = (ACT×0,15) + (WA×0,15) + (FWE×0,7)

Note: At the discretion of the Teaching Staff Group (T.S.P.), optional -non-graded- educational activities (e.g. closed-type questions), may be posted per Module in the Digital Education Platform (courses) which nevertheless actively contribute to the student's study.

Word limit:

For course modules EAG 51, EAG52, and EAG60 (10 ECTS each):

- The length of each Educational Activity (ACT) is limited to 300 to 400 words.
- The length of the Written Assignment (WA) is limited to 2,000 words.

For course modules EAG 50, EAG53, and EAG61 (20 ECTS each):

- The length of each Educational Activity (EA) is limited to 700 to 800 words.
- The length of the Written Assignment (WA) is limited to 3,000 words.

Eligibility of participation to the Final or repeat Written Exams

The right to participate in the final/repeat exams is established if:

at least 50% of the total possible marks from all assessed assignments (ACT & WA) are achieved, i.e. a total of 15 points out of 100, based on the weighting coefficients referred to in points a1 and a2 above, as set out in the table below,

at least three (3) of the total of four (4) assessed assignments (ACT & WA) are submitted.

In case Students don't secure the required credits for the participation in the final exams, then they are re-registered at a Module -with full educational and financial obligations- the following academic semester.

Course Modules

EAG50: Special Education

Course Module Code: EAG50

Credits ECTS: 20

Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
The aim of the module is to understand the basic concepts, principles and models of Special Education, within the framework defined by the relevant legislation and educational practice. Emphasis is placed on contemporary approaches to Special Education.

Specific objectives of the module for students: 1) to understand basic issues related to Special Education, 2) to become familiar with the characteristics of the categories of special needs and 3) to become familiar with the procedures of detection and assessment of special needs and the ways of dealing with them in the school context.

Learning Outcomes:
Upon successful completion of the module students will:

- have acquired an introductory knowledge of the categories of people with special educational needs and/ or disabilities
- have familiarized themselves with educational assessment issues
- have familiarized themselves with issues of screening and with relevant screening tests
- have familiarized themselves with diagnostic issues and the relevant diagnostic/ standardized tests
- be familiar with and able to design instructional interventions
- be familiar with curricula and instructional models relevant to special education
- be aware of issues related to Responsiveness to Instruction and Intervention as well as Universal Design and Accommodations.

Cognitive Objects of the subject:

- Basic concepts of Special Education
- Assessment of people with special educational needs
- Educational interventions for people with special educational needs

Prerequisite courses: None

EAG51: Linguistic Development

Course Module Code: EAG51
Credits ECTS: 10
Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
The aim of this module is to familiarize students with the characteristics and the course of typical language development regarding monolingual, bilingual or multilingual children so as to better understand the characteristics of non-typical language development.
More specific objectives of the module are the following: 1) to become familiar with the main stages of child language development at all levels of language analysis and 2) to understand the central theoretical and methodological issues in relation to the study of language development regarding monolingual, bilingual or multilingual children.

Learning Outcomes:

Upon successful completion of the module, learners:

- will be able to describe the main theoretical and methodological issues related to first language acquisition
- will be able to identify the milestones of language development regarding the different levels of linguistic analysis: phonological, morphological, syntactic, semantic and pragmatic level
- will understand the importance of cross-linguistic differences in language development
- will have familiarized themselves with the main methodological tools used in the study of children's language
- will be familiar with the characteristics of the bilingual and multilingual child and his/her language development, with emphasis on the similarities and differences with that of the monolingual child
- will be familiar with the theoretical and methodological issues related to the child's handling of more than one language and in the light of interlinguistic differences

Learning units of the module:

- Theoretical approaches and methodological issues in language development
- Overview of typical language development
- Language development in bilingual/multilingual population

Prerequisite courses: None

EAG52: Linguistic Processing

Course Module Code: EAG52

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Course Content:

The aim of this module is to familiarize students with the functioning of the two significant cognitive processes in language processing which are the comprehension and the production of oral and written speech. This knowledge will allow students to deepen their understanding on the type and nature of potential problems which may arise in these two cognitive areas. **More specific objectives of the module are the following:** 1) to understand the complex relationship between cognition, language and communication in the context of which the understanding and production of spoken and written language and the role of the cognitive parameters involved such as memory, attention and executive functions are studied and 2) to become familiar with the central theoretical and methodological issues in relation to the study of language processing.

Learning Outcomes:

Upon successful completion of the module, learners will be able to:

- understand the multidimensional relationships of language cognition and communication
- understand the main methodological tools used in psycholinguistic research on language processing

- understand the functioning of the two main processes involved in language processing, namely production and comprehension, both at the level of spoken and written language
- understand the role of key cognitive parameters such as memory, attention and executive functions in language processing, both at the level of individual words and at the level of sentences and whole texts

Learning units of the module:

- Language, cognition and communication
- Comprehension and production of oral and written speech
- Cognitive parameters of language processing: the role of memory, attention and executive functions

Prerequisite courses: EAG51

EAG53: Problems of Oral and Written Language: Theoretical Approaches

Course Module Code: EAG53
Credits ECTS: 20
Course Type: Compulsory
Semester: Second (2nd)
Language: Greek
Course Content:
The aim of this module is to provide students with an in-depth understanding of issues related to problems/disorders in both oral and written language, the theoretical models and approaches that refer to the causes and the evolutionary unit of the aforementioned problems per age phase.
More specific objectives of the module for students are the following: 1) to be able to define problems and their characteristics, both in oral and written language and 2) to be aware of the different scientific approaches and their impact on shaping the field.
Learning Outcomes:
Upon successful completion of the module, learners

- will have been introduced to developmental written and oral language disorders
- will be familiar with the theoretical framework of oral language problems
- will be familiar with the theoretical framework of developmental type problems in written language

Learning units of the module:

- Introduction to the developmental type of oral and written language problems
- Theoretical framework of oral language problems
- Theoretical framework of developmental type problems in written language

Prerequisite courses: EAG50 and EAG51

EAG60: Research Design in Special Education

Course Module Code: EAG60
Credits ECTS: 10
Course Type: Compulsory
Semester: Third (3rd)

Language: Greek

Course Content:

The main purpose of this module is to introduce and familiarize students with the basic principles, procedures and issues of research design in Special Education. In addition, the aim of the module EAG60 is to familiarize students with the standards of scientific reading and writing as well as to develop critical thinking.

The specific objectives of this module for students are: 1) to become competent in reading, using and producing research results in special education and 2) to acquire the knowledge and skills required to develop a research project in special education.

Learning Outcomes:

Upon successful completion of the Module students will:

- know the dominant research trends in special education
- know the stages of conducting research
- search, retrieve, organize, synthesize and critically interpret literature data
- recognize the need to establish and adopt a theoretical framework for the design of research
- be familiar with basic research designs (qualitative designs, quantitative designs, mixed methods design) applicable to special education
- formulate a research aim and research questions or hypotheses based on a theoretical reflection and literature review
- know and handle basic sampling methods and techniques in the context of quantitative and qualitative designs
- develop and evaluate basic tools for collecting empirical material in the context of quantitative, qualitative and mixed methods designs
- recognize the ethical and moral issues involved in the collection of quantitative and qualitative data and indicate appropriate ways of dealing with them
- formulate and write a research design for small-scale empirical research in special education

Cognitive Objects:

- Research designs (qualitative designs, quantitative designs, mixed methods designs).
- Applications - examples of research designs in special education.

Prerequisite courses: EAG50

EAG61: Educational Interventions in Oral and Written Language Difficulties

Course Module Code: EAG61

Credits ECTS: 20

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

Course Content:

This module aims to develop skills in designing intervention programmes for oral and written language problems in monolingual and bilingual/multilingual populations.

Specific objectives of the module for students: 1) to gain an in-depth knowledge of issues related to educational interventions for oral and written language problems of the type of specific learning difficulties for both monolingual and bilingual and multilingual populations;

and 2) to become competent in analysing, synthesizing, and evaluating these educational interventions in terms of initial assessment, planning, major decision making, implementation, and final evaluation.

Learning Outcomes:

Upon successful completion of the Module students will be able to:

- describe and design the content of intervention programs for monolingual and bilingual/multilingual speakers with oral language problems
- describe and design the content of intervention programs for monolingual and bilingual/multilingual speakers with writing difficulties in the context of specific learning difficulties
- implement intervention programs for monolingual and bilingual/multilingual speakers with oral and written language problems
- describe the teaching of the first language to speakers with oral and written language problems
- describe the teaching of a second/foreign language to speakers with oral and written language problems

Cognitive Subjects:

- Educational interventions for people with oral language problems
- Educational interventions for people with written language problems
- First and second/foreign language teaching for people with oral and written language problems

Prerequisite courses: EAG 50, EAG 51, EAG 52 and EAG 53

EAG62: Practical Training Module

Code: EAG62

Credits ECTS: 30

Type: Compulsory

Semester: Fourth (4^{th})

Language: Greek

Content:

General description of the Practical Training: The Practical Training (PT) consists of the students' attendance of thematic weeks within the educational platform, visits to public assessment and support institutions and facilities for people with oral and written language disorders, design of educational interventions, feedback, implementation of educational interventions and writing of a final written assignment. During the PT, emphasis is placed on observing and documenting assessment and treatment processes, followed by independent provision of corresponding services. An important part of the PT is related to the development of appropriate materials for the assessment and support processes.

In particular, the PT follows the following steps:

- Course attendance on the educational platform (assessment and educational intervention)
- Face to face presence at assessment and support institutions/facilities for people with oral and written language problems (observation of assessment and educational intervention procedures for people/children with oral and written language problems)

- Design of educational intervention (with supervision)
- Supervised educational intervention for people/children with oral and written language problems (in the above institutions/facilities)
- Supervised independent assessment and intervention for people/children with oral and written language problems (in the above institution/facilities)
- Provision of feedback and writing of the final written assignment

Specific objectives of the Module for students:

- to get in touch with the institutions/facilities that assess and support oral and written language disorders/difficulties
- to become familiar with the range and type of services they provide; and
- to be able to provide independent assessment and intervention services for people with oral and written language problems.

Learning Outcomes:

Upon successful completion of the module, learners:

- will have been familiar with assessment and support institutions and facilities for people with oral and written language problems
- will have taken part, as observers, in assessment and intervention procedures (therapy sessions) for people with speech and language problems in institutions where these services are provided
- will be able to participate in assessment procedures and to design appropriate educational activities and interventions to address these disorders/difficulties
- will be able to develop appropriate material for these activities
- will be able to evaluate procedures and self-assess their participation in them
- will be able to provide independent assessment and intervention services for people with oral and written language problems

Prerequisite courses: Successful completion of all the subjects of the three previous semesters.

Language Education for Refugees and Migrants

Description and objectives

The HOU's Postgraduate Program entitled as "Language Education for refugees and migrants" is designed for teachers and graduates who wish to complete or deepen their knowledge and skills of teaching the language lesson in various languages, as well as develop new resources they can later apply to specific contexts and levels. The modules will provide postgraduate students with a strong grounding in theoretical literature as well as appropriate classroom methodology, course design and an introduction to the key research tools.

The course aims to provide specialized pedagogical knowledge to teachers in both levels of compulsory education (Primary and Secondary) and to Tertiary graduates who plan to teach, as well as to teachers engaged with adult education in refugee or migrant contexts. It trains Greek and international students to pose and answer key questions in applied linguistics and second language acquisition in the world's numerous, diverse multilingual contexts.

The course is designed to offer students the opportunity to reflect and further develop their understanding of both theoretical and practical considerations in the field of language learning and teaching drawing from the principles of critical pedagogy and translanguaging. It will encourage you to develop a broad theoretical base reflecting current cutting edge research within applied linguistics and related disciplines. Additionally, this course makes links between the different disciplines which contribute to our knowledge of language learning and issues related to language pedagogy focusing on action and activism as necessary preconditions for social change and justice. The programme is designed to be practical, provides opportunities to create bespoke teaching and learning materials, encourages deep engagement with the world of practice through visits to schools, refugee camps or other institutions related to formal and informal learning of refugees and migrants in different sites of Greece and other countries, team-teaching activities and project work.

The general objectives of the master's degree are to train specialized researchers in the main phenomena of language acquisition and applied linguistics in general, who can transfer research results to teaching practice and carry out basic applied research projects. The training will enable students to deepen their knowledge of applied linguistics, particularly with regard to second language acquisition, critical literacy and advances in new technologies for language research and learning. Students will develop greater knowledge and skills in relation to the new linguistic scenarios in schools and general society, and will carry out reflexive teaching practice.

The course's modules focus on the integration of language, culture, and codes of power as part of the development of formal, informal and non-formal, on-line and off-line educational programs and examine curriculum from a constructivist perspective that recognizes the voices of students, community and teachers as one learning community who inform curriculum and program design. The programme introduces participants to the concepts and basic principles of critical pedagogy; a theory of education that a) gives professionals the opportunity to reflect on their own educational beliefs, practices, and processes and b) gives teachers the voice and tools to reflect upon their teaching methodology vis-a-vis their student's critical thinking, promotes equality and social justice through action research within the school and community.

Learning outcomes

The students are expected to:

- develop a broad theoretical base reflecting current cutting edge research within applied linguistics and related disciplines
- deepen their knowledge of applied linguistics, particularly with regard to second language acquisition, critical literacy and advances in new technologies for language research and learning
- reflect and further develop their understanding of both theoretical and practical considerations in the field of language learning and teaching drawing from the principles of critical pedagogy and translanguaging
- understand the basic concepts and principles of critical pedagogy in order to reflect on their own educational beliefs, practices, and processes

- complete their skills of teaching the language lesson in various languages adopting a repertoire approach (translanguaging)
- develop greater knowledge and skills in relation to the new linguistic scenarios in schools and general society
- develop new resources focusing on Arabic language and culture they can later apply to specific contexts and levels
- be able to incorporate cultural knowledge and understanding within the context of the language lesson
- be able to communicate and cooperate effectively in the context of teams recognizing the benefits of collaborative learning
- acquire a strong grounding in theoretical literature as well as appropriate classroom methodology, course design
- create bespoke teaching and learning materials
- engage deeply with the world of practice through visits to schools, refugee camps or other institutions related to formal and informal learning of refugees and migrants in different sites of Greece and other countries
- carry out reflexive teaching practice
- be able to identify and use the most important research tools appropriately
- be able to pose and answer key questions in applied linguistics and second language acquisition considering the world's numerous, diverse multilingual contexts
- transfer research results to teaching practice and carry out basic applied research projects
- develop their multicultural, multilingual and critical language awareness
- be able to help people develop their multicultural and multilingual awareness

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas holding a B2 certification in the English language. The programme is offered in English.
The knowledge of an extra foreign language except the language of the programme and good computer-Internet skills would be useful for the successful participation in the programme.

(*see **Annex***)

***Note*:**
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

***Marking*:**
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Type of Postgraduate Programme

Master of Arts, M.A.

Classification according to UNESCO'S ISCED-2013

Based on the field of Education: 0114 – Teacher training with subject specialization

Classification according to UNESCO'S ISCED-2011

Based on the level of Education: 7

ECTS of M.A.

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.A. is 120 ECTS. Students can select to study Modules whose ECTS adds up to no more than 30 ECTS per semester.

Duration of Study

The minimum time required for the completion of the M.A. is two (2) years, or four (4) semesters.

Language of the M.A.

The official language of the M.A. is English. This means that the language in which all materials content, written assignments, postgraduate dissertation and oral presentations is English.

Educational Material

The programme's educational material is provided in a digital form. Specifically, various resources, from articles and book chapters to audiovisual elements, are used to cover the contents of each week's topics. Each week has a short description of what students are going to do during the week, learning outcomes they are expected to achieve and some keywords. Video-lectures, interviews or podcasts as well as PowerPoint presentations, reports, articles, book chapters and books are used as study materials. Each study week includes study material and relevant activities through which students are supposed to better understand the study material, reflect on their previous knowledge and experience, connect their realities to theory and scientific knowledge, develop and apply their skills in academic reading and writing, research, digital literacy, collaboration and intercultural communication. There are also optional activities or resources offered for further reading or practicing. The multimodal design of the educational material aims to respond to the various learning styles and needs of the students, and provide them with skills necessary for language teaching in the 21st century, an era characterized by digitization, multimodality and globalization processes.

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Course Structure

	1st Semester	
LRM 50	Applied Linguistics and Second Language Acquisition	(C[1], 10 ECTS)
LRM 51	Migration, Multilingualism and Intercultural Communication	(C, 10 ECTS)
LRM 52	Critical Pedagogy	(C, 10 ECTS)
	2nd Semester	
LRM 53	Language Teaching for Adult Refugees and Migrants	(C, 10 ECTS)
LRM 54	Language Teaching for Children with Refugee or Migrant Background	(C, 10 ECTS)
LRM 55	Design and Development of Educational Material for Digital Media	(C, 10 ECTS)
	3rd Semester	
LRM 60	Introduction to Arabic Language and Culture	(C, 10 ECTS)
LRM 61	Human Rights and International Law for Refugees and Migrants	(C, 10 ECTS)
LRM 62	Research Methodology in multilingual contexts	(C, 10 ECTS)
	4th Semester	
LRM 63	Practicum	(C, 20 ECTS)
LRM 64	MA Dissertation	(C, 10 ECTS)

Note:

C[1]: Compulsory

Guidelines for Module Selection

Students may select a maximum of three modules per semester.

- In the first semester, if you wish to take only one unit, this must be LRM50. If you choose two modules, these should be LRM50 and LRM51. If you choose three, you should select LRM50, LRM51 and LRM52.

In the following semesters, students should complete any outstanding modules from the preceding semester and choose new ones in the order indicated below:

- In the second semester: LRM53, LRM54 and LRM55,
- In the third semester: LRM60, LRM61 and LRM62, provided that you have completed all the modules of the previous semester or you have already chosen at the same time the remaining modules (from the previous semester)
- In the final semester, you may choose to take both LRM63 and LRM64. Alternatively, if you choose to take only one module, LRM63 must be taken first.

The preparation of the dissertation presupposes the successful attendance of all nine (9) Modules.

The viva (i.e., oral examination) of the dissertation is allowed after the successful completion of the nine modules and the Practicum (LRM63).

Student assessment per module: Module weighting – Final essay submission eligibility

There is no provision for written exams at this postgraduate programme. A student is considered to have successfully completed a module when:

1. Three (3) evaluation activities (EAs) have been completed, from the ones that accompany every study week at courses learning platform. Evaluation activities are taken into consideration for the calculation of the module's final grade, with **a total weighting of 18%**, i.e., every activity **counts for 6%** of the final grade.

Specifically, six (6) evaluation activities are offered, from which students must select and submit three (3).

2. The Short Essay (SE) must be completed and submitted. The evaluation of the short essay is taken into consideration for the calculation of the module's final grade; **its weight is 22%**.
3. The Final Essay (FE) has been completed and presented. The evaluation of the short essay is taken into consideration for the calculation of the module final grade; **its weight is 60%**.

After being submitted, the final essay must be presented by the student a day and at a time that will be announced at courses learning platform. The presentation of the essay takes place online, is compulsory and accounts for 10% of the essay's grade (i.e., 9 marks are given for the manuscript and 1 for the presentation, i.e. maximum grade 10). A successfully completed essay should have a grade equal to, or larger than, 5 (≥5).

The grades for education activities (i.e. evaluation activities, the short essay) are credited only when a student has received a grade equal to, or larger than, 5 (≥5) at the Final Essay.

The final grade for every module, on a 10-grade scale, is calculated as follows:

Final module grade = (EA1×0.06) + (EA2×0.06) + (EA3×0.06) + (SE×0.22) + (FE×0.6)

Eligibility for Final Essay submission

Students are eligible to submit the Final Essay if:

1) they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (1) and (2), as shown at the following table;
2) at least three (3) out of four (4) total activities (i.e., evaluation activities and short essay) have been completed.

NB: Final Essay's submission eligibility requires that the Short Essay has been submitted.

EA and SE grades in a 100-point scale				
EA1 (6%)	EA2 (6%)	EA3 (6%)	SE (22%)	Minimum points required to submit the FE:
EA1 × 0.6	EA2 × 0.6	EA3 × 0.6	SE × 2.2	20/100

Eligibility for Final Essay resubmission

Students who register at the winter semester and have failed or not submitted their Final Essay during the 1st examination period (January – February) are eligible to resubmit their Final Essay during the next examination period (2nd examination, i.e., May – June); also,

students are not required to participate in the Evaluation Activities or submit the Short Essay of the module. Should they fail or not participate, students are eligible to participate in the resit examination in June – July. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.

Students who are enrolled in the spring semester and have failed or not submitted their Final Essay during the 2nd examination period (May – June) are eligible to resubmit their Final Essay during the resit examination, in June – July, and are not required to participate in the Evaluation Activities or submit the Short Essay of the module. Should they fail or not participate, students are eligible to participate in the 1st examination period (January – February) of the following academic year. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.

Course Modules

LRM50: APPLIED LINGUISTICS AND SECOND LANGUAGE ACQUISITION

Module Code: LRM 50

ECTS Credit Points: 10

Module Type: Compulsory

Semester offered: First (1o)

Language: English

General Description of LRM 50

The module aims at deepening students' theoretical and practical knowledge about applied linguistics with regard to second language acquisition and providing them with the necessary skills and knowledge in order to teach language to refugees and migrants and conduct research on the field. Students will be trained to recognize the most important characteristics of the different approaches to second language acquisition, to compare and evaluate the strengths and weaknesses of different approaches to second language learning and teaching and will be introduced to modern theories in the wider field of language education. They will look into the international bibliography that provides a wealth of information for applied linguistics and second language acquisition in ways that all perspectives are given a place within the context of education.

Learning Outcomes

Upon successful completion of this module, students are expected to:

- identify the most important approaches to second language acquisition
- recognise the most important characteristics of the different approaches to second language acquisition
- explain second language learning in the light of different approaches
- compare and evaluate the strengths and weaknesses of different approaches to second language learning and teaching
- understand socio-cultural interpretations of language and communication
- develop skills concerning their digital literacy
- develop and apply skills concerning (e-)learning strategies in order to facilitate their learning experience
- develop and apply academic reading and writing skills

- be able to conduct a small-scale research concerning second language learning and teaching

Subjects

- Approaches to second language acquisition
- Affect and other Individual differences in second language learning
- The linguistic environment
- Current trends and future directions for the field

LRM51: MIGRATION, MULTILINGUALISM AND INTERCULTURAL COMMUNICATION

Module Code: LRM 51
ECTS Credit Points: 10
Module Type: Compulsory
Semester offered: First (1o)
Language: English

General Description of LRM 51

LRM 51 "Migration, multilingualism and intercultural communication" puts forward issues of language, culture and ethnicity and investigates migration and multilingualism as global realities that provoke innovative and creative ways of meaning making in education. We will look into the international bibliography that provides a wealth of information for language and culture contact in ways that all perspectives are given a place and a voice within the context of education. Education, in formal or informal settings, holds the key to the development of a generation of citizens that will be in a position to respect difference in language, cultural and other values, viewing it as a natural part of their reality, educationally and socially.

Learning Outcomes:

Upon successful completion of this module, students are expected to:

- reflect upon and break down their own stereotypes
- investigate migration and multilingualism as global realities
- identify approaches to language and culture contact as a result of migration
- develop awareness of the complex educational and social challenges faced by refugee and migrant populations
- redefine the phenomena of migration and multilingualism through a critical approach of the ideological and educational issues involved
- explore and learn to use interactive media of representing information (e.g. infographics, interactive maps)
- develop skills for intercultural communication and interaction in multicultural environments
- develop and apply skills concerning (e-)learning strategies in order to facilitate their learning experience
- develop and apply academic reading and writing skills
- be able to conduct a small-scale research about intercultural communication and education.

Subjects

- Migration and Multilingualism as Global Phenomena
- Language and Culture

- Language and Ethnicity
- Intercultural Communication and Training

LRM52: CRITICAL PEDAGOGY

Module Code: LRM 52
ECTS Credit Points: 10
Module Type: Compulsory
Semester offered: First (1o)
Language: English
General Description of LRM 52

In this module students are to be introduced to the basic principles of the theory of critical pedagogy. Critical pedagogy is a theory of education that:

- Offers professionals the opportunity to reflect upon their own educational beliefs, practices, and processes in order to unpack their position as educators of the dominant culture,
- Gives teachers the voice and the tools to reflect upon their teaching methodology vis-a-vis their student's critical thinking,
- Equips teachers with tools so that they make the educational process empowering rather than overpowering for their students, and
- Promotes equality and social justice through action research within the school and within the community.

Students are expected to critically examine the concept of language in relation to power and ideology and critically engage in the discussion about the ideological properties of language and its role as a major tool in processes for fighting for social and political power. Recognising the new linguistic scenarios in schools and in society students are expected to raise their critical consciousness which is a necessary precondition for carrying out reflexive teaching practice.

Learning Outcomes:

Upon successful completion of this module, students are expected to:

- identify the relationship between language, ideology and power
- engage in a critical analysis of reality
- acquire a general picture of the place of language in society
- co-create spaces for debate
- identify language as a critical tool to transform teaching into a medium of unveiling reality, fighting injustice and embracing “educated hope”
- develop critical consciousness which can inform teaching practice
- realise how words can unveil the mechanism of oppression
- develop and apply critical language awareness
- develop and apply academic reading and writing skills
- engage in action concerning refugee or immigrant communities in their local contexts

Subjects

- Ideologies, Power and Language
- Nationalism, Identity and Popular Culture
- Linguistic Diversity and Social Justice

- Critical Education and Social Change

LRM53: Language Teaching for Adult Refugees and Migrants

Module Code: LRM 53
ECTS Credit Points: 10
Module Type: Compulsory
Semester offered: Second (2o)
Language: English
General Description of LRM 53

This module aims to introduce students to current issues of language learning within the context of language and culture contact. It includes discussions of the concepts of borrowing, transference, code-switching and the communicative functions of language contact phenomena. Within this module, we also discuss issues of the special needs of refugee and migrant adults, examine material that has been developed for the needs of migrant adults learning a second/foreign language. We will investigate innovative and alternative ways of assisting adult learners develop their linguistic skills, such as role play and digital scenarios. After studying the relevant bibliography and educational material, students will be provided with the opportunity to develop their own material for a population of refugee or migrant adult students, material that will cater for the unique needs of the given population, in terms of language level, cultural values and everyday needs.

Learning Outcomes

Upon successful completion of this module, students are expected to:

- appreciate the specific communicative value of language contact phenomena
- discuss the functions of the parallel use of different languages
- approach critically material that is available for the teaching a second language
- appreciate the specific needs of adult refugee/migrant language learners
- develop their own material that could address the linguistic needs of adult refugees and migrants learning a second language

Subjects

- Inclusive Education for Adults
- Needs Analysis, Course Design, Class Management and Evaluation
- Situated and Collaborative Learning: On-line and Off-line Communities of Practice
- Perspectives and Methodologies

LRM54: LANGUAGE TEACHING FOR CHILDREN WITH REFUGEE OR MIGRANT BACKGROUND

Module Code: LRM 54
ECTS Credit Points: 10
Module Type: Compulsory
Semester offered: Second (2o)
Language: English
General Description of LRM54

This module aims to introduce students to current issues of second language learning / teaching in a context characterized by extreme instability and cultural / linguistic discontinuity, stress. Our students are immigrant or/and refugee children with or without school experience in the country of origin. We need to understand the prior and community

knowledge they bring with them, their linguistic repertoire, their educational experience. We explore ways how to bridge the gaps between old and new knowledge, first language(s) and the school language. Our main objective is to understand, meet their needs, provide a secure and empowering context that enables children to feel accepted and learn while tapping into all the linguistic knowledge they possess. Within the module we will discuss issues of bilingualism and second language learning, translanguaging, scaffolding, meaning making and literacy in linguistically diverse contexts. We will investigate innovative and alternative ways of assisting children develop their linguistic skills, their biliteracy and their self-esteem.

After studying the relevant bibliography and educational material, students will be provided with the opportunity to make educational proposals, to develop their own material for a population of refugee or migrant children, material that will cater for the unique needs of the given population, in terms of age, language level, cultural values and everyday needs.

Learning outcomes:

Upon successful completion of this module, students are expected to:

- be able to make the linguistic and educational portrait of refugee / migrant children
- appreciate the value of prior knowledge and first language(s) for learning / teaching a second language
- discuss the functions of the parallel use of different languages
- approach critically material that is available for the teaching a second language
- appreciate the specific needs of refugee/migrant children as language learners
- develop their own material that could address the linguistic needs of refugee and migrant children who are learning a second language

Subjects

- Formal and Informal Inclusive Education for Children
- Children's Sociolinguistic Profile, Course Design, Class Management and Evaluation
- Situated and Collaborative Learning
- Perspectives and Methodologies

LRM55: DESIGN AND DEVELOPMENT OF EDUCATIONAL MATERIAL FOR DIGITAL MEDIA

Module Code: LRM 55

ECTS Credit Points: 10

Module Type: Compulsory

Semester offered: Second (2o)

Language: English

General Description of LRM

Digital media and information technologies have changed the skills and competencies necessary for full participation in the 21st century life and workplace environments. The goal of this module is to familiarize students with new emerging literacies in school and out-of-school contexts as the rapidly evolving technology and media landscape is now producing a whole new range of new media beyond print. Specifically, students will be trained to recognize the most important models of educational design and they will become aware of digital supported educational innovations. They will be trained to understand and critique technology- and media-based learning and apply those skills to teaching in official, unofficial and non-official school settings. Furthermore, students will get acquainted with learning and teaching technologies, they will search for digital educational content and they will design and

develop learning objects and educational scenarios regarding second language learning and teaching.

Learning outcomes:

Upon successful completion of this module, students are expected to:

- Discuss the role of technology in school change
- Reflect upon the role of technology in migrants' and refugees' integration
- Develop digital skills
- Develop awareness of what it means to be literate in the 21st century
- Be able to identify and critique major theories and trends in practice in the field of educational technology
- Be able to design and develop technology-based media learning environments that support the learning of all students
- Be able to integrate new to old media, and new to old literacies and social practices
- Develop knowledge and skills to design educational scenarios concerning second language learning
- Develop good practices concerning the design and use of digital media in learning environments
- Apply learning theories to discuss the role of technology in creating meaningful and learning experiences for learners

Subjects

- Technology, School Change and Integration
- Emerging Web Technologies and Learning
- Instructional Design and Programming
- Online Language Teaching and Learning

LRM60: INTRODUCTION TO ARABIC LANGUAGE AND CULTURE

Module Code: LRM 60

ECTS Credit Points: 10

Module Type: Compulsory

Semester offered: Third (3o)

Language: English

General Description of LRM 60

The recent socio-political conditions that hold in Greece and Europe challenge educators to become acquainted with aspects of the Arabic language and culture, appreciate its complexities and be in a position to draw comparisons between elements of the Arabic and European languages and cultures. Students will be introduced to a world of great diversity and will be taught Arabic writing, issues concerning the various dialects of the Arabic language and will be coached to develop basic communicative skills in the Arabic variety of the Middle East.

Learning outcomes:

Upon successful completion of this module, students are expected to:

- acquire useful knowledge of the Arabic language and Culture
- appreciate aspects of the Arabic culture and its complexities
- be able to make comparisons between European languages and Arabic languages that may assist Arabic-speaking students.

Subjects

- History of Arabic Culture from the Classical Period to the Present
- Religious, Ethnic and Linguistic Diversity in the Arab World
- Societal Issues: Tradition, Family, Education, Arab Communities in Exile
- Arabic Language: Alphabet, Reading, Writing, Simple Conversations; Arabic Dialects and Modern Standard Arabic

LRM61: HUMAN RIGHTS AND INTERNATIONAL LAW FOR REFUGEES AND MIGRANTS

Module Code: LRM 61
ECTS Credit Points: 10
Module Type: Compulsory
Semester offered: Third (3o)
Language: English
General Description of LRM 61

Migration is one of the most crucial social issues in Europe and other regions of the world today. Migrants and refugees frequently face unjustified and even illegal behaviour concerning their human rights. The goal of this module is to provide students with a theoretical and practical background concerning human rights and international law for migrants and refugees. Students will discuss the notion of human rights, its scopes and content, and will be introduced to EU and ECHR Migration and Refugee Law. They will also discuss forced migration in an historical and human perspective and will be encouraged to reflect on the role of European institutions and international human rights bodies concerning forced migration and refugee hood.

Learning outcomes:

After the completion of this module, students are expected to:

- acquire in-depth knowledge of current developments in human rights, refugee and migrant rights and international law
- understand the complex nature of forced migration and refugeehood
- develop a solid understanding of theories, concepts and methods concerning forced migration and refugees
- conduct small scale research in diverse environments
- identify and critically discuss the procedures and practice of international human rights bodies
- acquire information on law matters referring to migration and asylum matters
- understand the law framework for the refugees and their rights

Subjects

- Human Rights: History and Scope of a Concept
- EU and ECHR Migration and Refugee Law
- Asylum and the Rights of Refugees: Case Studies
- Europe as a Fortress and the Construction of Illegality

LRM62: RESEARCH METHODOLOGY IN MULTILINGUAL CONTEXTS

Module Code: LRM 62
ECTS Credit Points: 10
Module Type: Compulsory
Semester offered: Third (3o)

Language: English

General Description of LRM 62

This module aims to introduce students to research methodologies that are applied in multilingual contexts and refer to school and society, to children as well as to adults. We will explore research methods for both quantitative and qualitative research. Emphasis will be put on qualitative research such as ethnographical observation, field research, action research with a critical perspective, life stories, and case studies concerning multilingual settings of migration and encampment. In this context we will study the research (methods and outcomes) carried out in the context of large-scale projects in Greece and other countries that deal with refugee and migrant students in schools and in informal and non-formal educational contexts as well as with local minority groups (i.e. Muslim minority in Thrace, Greece).

As for the target groups of our research these will be migrant students and adults, refugees, local minorities, but also students, adults and communities in the Diaspora.

After studying the relevant bibliography and research reports, students will be given the opportunity to make their own research proposals for a specific target group, name the main objectives, choose the appropriate methodological tool, design the research steps, make a time plan, search for literature. Research in students' own environments, families, communities, social world, etc will be encouraged.

Learning outcomes:

Upon successful completion of this module, students are expected to be able to:

- distinguish between different research methods
- search for literature and research reports
- critically read research outcomes
- see themselves as participating researchers in their professional lives
- design a research proposal
- carry out their own research
- link discursive practices and multilingual (and) social contexts with a critical perspective
- define a problem, encourage new ways to see the problem and try interventions
- create a space of mutual empowerment between researchers and the target group of refugees and migrants during the research process

Subjects

- Research as a Stage of the Integration for Refugees and Migrants
- Researching Multilingually
- Critical Discourse Analysis, Critical Action Research
- Voices of Refugees and Migrants

LRM 63: PRACTICUM

Module Code: LRM 63

ECTS Credit Points: 20

Module Type: Compulsory

Semester offered: Fourth (4o)

Language: English

General Description of LRM 63:

At the end of their studies, i.e., in the fourth semester or later, students are required to complete a practicum with specific learning aims and prerequisites. The stages of the practicum include the preparation of a teaching intervention, its implementation/placement in a class or refugees and learners (for approx. 35 hours), its assessment and the production of a report documenting the intervention and reflecting on its effectiveness. The classes typically take place in a formal or an informal educational context in the country and city of residence of the students, and are carried out under guidance and mentoring.

Learning Outcomes:

Upon successful completion of this module, students are expected to:

- Identify the learning strengths and needs of specific groups of students with refugee/migrant backgrounds and build upon them to design a pedagogically effective and culturally sensitive language education syllabus.
- Use knowledge and skills acquired through previous coursework and experience in order to respond to day-to-day teaching challenges.
- Facilitate the creation of an inclusive, non-threatening and empowering learning environment.
- Foster the language learning progress and integration of students with a refugee / migrant background or similar, monitor their learning, and provide appropriate feedback.
- Communicate effectively with students, colleagues and administrative staff.
- Maintain standards of fairness, professional rigour, and integrity, and respond appropriately to instances where such standards were not met.
- Make appropriate use of technological affordances to design and deliver learning activities, monitor student progress, and communicate professionally.
- Reflect on their own personal growth as language educators, identify areas of strength and opportunities for further improvement, and autonomously manage their personal development.

Prerequisites: For students to participate in the practicum, they need to have attended all nine units corresponding to the first, second and third semesters. Students may exceptionally proceed to LRM63, if final essays of up to two third-semester modules are still pending. Students who have not successfully completed LRM63 Practicum have to repeat it in a following semester.

Evaluation:

The practicum will be evaluated by the LRM tutor of the group to which students belong, on the precondition that they have passed various intermediate stages and submitted the required deliverables.

Note:

Please see LRM.63 Practicum Regulation, i.e., details about the practicum stages and obligations.

LRM 64: MA DISSERTATION

Module Code: LRM 64

ECTS Credit Points: 10

Module Type: Compulsory

Semester offered: Fourth (4o)

Language: English

General Description of LRM 64

Students choose the topic of their dissertation from a list of topics proposed by the coordinators of the units. The theme of the dissertation is decided upon in cooperation with the supervisor of each student.

Learning Outcomes:

Upon the successful completion of LRM64, students are expected to have the skills and knowledge to:

- effectively plan and conduct an independent, sustained investigation into a chosen research topic of relevance to the education of vulnerable populations;
- identify relevant theory and concepts, systematically engage with them, and effectively synthesise them in ways that communicate salient points to stakeholders and support the need for further action;
- identify methodologically appropriate ways to answer research questions and use appropriate empirical techniques to generate and analyse evidence relevant to a research problem;
- systematically and critically engage with relevant information sources, and synthesise such information in novel ways that answer a research problem;
- understand and apply ethical standards relevant to interacting with vulnerable populations and handling sensitive data;
- communicate concepts clearly and effectively, orally and in writing.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisite courses: LRM50, LRM51, LRM52, LRM53, LRM54, LRM55, LRM60, LRM61, LRM62

Public History

Aim-Description

The post-graduate programme on "Public History" studies the ways that the past is constituted, disseminated and reflected in the public sphere through rituals and celebrations, monuments and museums, schooling and other state institutions, the mass media, films, the internet etc. Its aim is twofold: on the one hand, to highlight the specificities of the new forms of historical knowledge and culture production and, on the other, to provide academic skills to those who wish to work in institutions that deal with the past in the public sphere.

Learning Outcomes

Upon successful completion of the programme students will be able to

- appreciate the value of public history as a distinct scientific field

- popularize the academically produced historical knowledge
- disseminate the documented historical knowledge to the public sphere through multimodal means and techniques
- organize activities with historical content
- use new technologies to produce historical material
- edit historical documentaries and websites
- design educational projects for the dissemination of historical knowledge and thought, organize presentations for museum exhibitions and archival collections, conduct seminars and workshops on History etc
- combine various forms of creative expression (painting, music, theater, dance, graffiti, comics etc) with an interest in history,
- cultivate, through seminars, to those working in the public administration and the private sector historical consciousness with an eye to the preservation, classification and capitalization of their archives and to the promotion of their history.

Type of Postgraduate Programme

Master of Arts, M.A.

ECTS of M.A.

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.A. is 120 ECTS. Students can select to study Modules whose ECTS adds up to no more than 30 ECTS per semester.

Duration of Study

The minimum time required for the completion of the M.A. is two (2) years.

Language of the M.A.

The official language of the M.A. is Greek. This means that the language in which all materials content and written assignments is Greek.

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0222 - History and archaeology

Contact

Student Records:

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General Information:

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Course Structure:

	1st Semester: 30 ECTS	
DIS50	Introduction to Public History	(C[1], 10 ECTS)
DIS51	Theories of history and historiography	(C, 10 ECTS)
DIS52	History and sources	(C, 10 ECTS)
	2nd Semester: 30 ECTS	
DIS53	History and education	(C, 10 ECTS)
DIS54	History and the media	(C, 10 ECTS)
DIS55	History and space	(C, 10 ECTS)
	3rd Semester: 30 ECTS	
DIS60	History and state institutions	(C, 10 ECTS)
DIS64	Oral History	(C, 10 ECTS)
DIS62	History and cinema	(E[2], 10 ECTS)
DIS63	Public History in the digital era	(E, 10 ECTS)
	4th Semester: 30 ECTS	
DISPD	Postgraduate Diploma Thesis	(C, 30 ECTS)

Notes:

C[1]: Compulsory

E[2]: Elective

Module Selection Guidelines

You can choose from one (1) to three (3) modules per semester.
In the first semester, you can choose any module of the semester.
In the following semesters you can choose any of the modules of the semester you wish, choosing at the same time the ones you have left from the previous semester.
In the third semester you must choose the compulsory Module DIS60, DIS64 and one of DIS62, DIS63.
The preparation of the Postgraduate Diploma Thesis presupposes the successful attendance of all nine (9) Modules. The presentation of the Postgraduate Diploma Thesis takes place after the successful completion of the program's Modules.

Evaluation

1. One (1) activity (ACT) with a 10% weighting factor in the final grade of the Module.
2. Two (2) Written Assignments (WA) with a 15% weighting factor in the final grade of the Module each.

The grading of the Activity and the two (2) Written Assignment is only activated with a score equal to or above the base (≥5) in the final Written Assignment (FWA).

3. Final Written Assignment (FWA) with a 60% weighting factor in the final grade of the Module, which is supported orally and counts for exam.

The Final Grade of each Module, on a scale of 10, is calculated as follows:
Final Module Grade = (ACT×0,1) + (WA1×0,15) + (WA2×0,15) + (FWA×0,6)
Therefore, the right to submit and re-submit the FWA is configured as follows:

Eligibility for Final Assignment submission

Students are eligible to submit the Final Written Assignment if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (1) and (2), as shown at the following table;
2. at least two (2) out of three (3) total assignments have been completed.

ACT and WA grades in a 100-point scale			
ACT (10%)	WA1 (15%)	WA2 (15%)	Minimum points required to submit the FWA:
ACT × 1	WA1 × 1,5	WA2 × 1,5	20/100

Eligibility for Final Written Assignment resubmission

Students who register at the **winter** semester and have failed or not submitted their Final Assignment during the 1st examination period (January – February) are eligible to resubmit their Final Written Assignment during the next examination period (2nd examination, i.e., May – June), without the requirement of participation in the Activity and the Written Assignments of the Module. Should they fail or not participate, students are eligible to participate in the repeat examination in June – July. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.
Students who register at the **spring** semester and have failed or not submitted their Final Written Assignment during the 2nd examination period (May – June) are eligible to resubmit

their Final Written Assignment during the repeat examination, in June – July, without the requirement of participation in the Activity and the Written Assignments of the Module. Should they fail or not participate, students are eligible to participate in the 1st examination period (January – February) of the following academic year. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.

Course Modules

DIS50: Introduction to Public History

Course Unit Code: DIS50
Credits ECTS: 10
Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
The course aims at familiarizing students with the scientific field of public history. The course is introductory and, therefore, the first weeks are dedicated to the discussion of the relation between academic and public history and the role of the academic and public historian respectively. The other aim of the course is to familiarize students with concepts and analytic categories that they will further study in the next semesters of their postgraduate studies. Beginning with the difference between past and history, students come to know current debates and discussions regarding tradition, memory and collective identity, that are at the core of the field of public history.
Learning Outcomes:
Upon successful completion of the Class Module, students will:

- understand the specificity and the significance of public history and the role of public historian
- comprehend the significance of memory in the formation of collective identities in contemporary societies
- gain expert knowledge in a cutting-edge field of knowledge and be able to develop critical thinking towards science and research
- gain expert skills in problem-solving and the ability to integrate new findings in the research procedure
- to develop the necessary skills in order to adapt to complex challenges and contribute their knowledge in collaborative projects

Subject areas

- Public history as a distinct scientific field
- History between past and present
- History, memory and collective identities
- History in the public sphere and political uses of the past.

Prerequisite courses: None

DIS51: Theories of History and Historiography

Course Unit Code: DIS51
Credits ECTS: 10

Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
The course aims to offer students an analytical and critical framework of the historiographical currents that have shaped the way history is interpreted and written, from the formation of modern "historiography" which took place from the beginning of 19th century and beyond until the contemporary historical currents that continue to influence the way historians perceive the object of their study and the nature of their profession. Emphasis is placed on the ideological premises of each historiographic current, in order to highlight points of contradiction and/or points of "coincidence" between the scientific and ideological demands of each era and each intellectual trend, with special reference to the historical events of global scope that marked the 19th and 20th century. This course particularly focuses on the history of Greek historiography, from the era of consolidation of the historiographical paradigm of a unified and continuous Greek history (ancient-medieval-modern) until today.
Learning Outcomes:
Upon successful completion of the Class Module, students will be able to:

- Gain a general overview of the evolution of historiography
- To understand how social sciences had contributed to the current thinking of history and impacted on its methodological instruments, and, vice versa, how social sciences have accepted the influence of history as a discipline by recognizing the historicity of the phenomena they study.

Subject Areas

- The writing of history in the 19th century: historicism, national historiography, positivist school
- Developments in European historiography during the first half of the twentieth century: the Annales school, economic history, Marxist historiography, etc.
- Modern trends in historical science
- History and the social sciences
- Greek historiography during the nineteenth and twentieth centuries.

Prerequisite courses: None

DIS52: History and Sources
Course Unit Code: DIS52
Credits ECTS: 10
Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
The Thematic Module 'HISTORY AND SOURCES' deals with locating, checking and interpreting the sources of history. It examines what a historical source is and how we can approach it. Different types and categories of sources are examined as well as different theoretical of analysis and methodological tools. The world of archives and archival collections is studied. The role of modern technological developments is explored in relation to historical sources.

Finally, the methodology of oral history is analyzed as oral sources and testimonies constitute an important field of activity for those active in public history.

Learning Outcomes:

After the end of the Thematic Module, students are expected to:

- have familiarized themselves with a wide range and variety of historical sources and to have investigated their character and specificities.
- have acquired tools and knowledge to locate and study historical sources.
- have studied methods and ways of approach, critical analysis and use of sources in the field of public history, focusing both on modern techno-scientific developments and on types of sources such as audio-visual evidence and oral testimonies in relation to the other historical sources.

Subject areas:

- Kinds and identification of sources
- Approaching and analyzing sources
- Oral history
- Sources and public history

Prerequisite courses: None

DIS53: History and Education

Course Unit Code: DIS53

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Course Content:

School *history* is situated between academic and public history. In general, it follows the advances in historiography and is periodically updated by incorporating as much of the new findings and explanatory schemes as are widely accepted in the field of *academic* history. At the same time, however, it is forced to adapt to state curricula, which tend to reflect either narrowly the official state ideology or more broadly the dominant assumptions of a society about its past. From this perspective, *school* history could be seen *as the official public history*. The first aim of this course is to demonstrate when, how and why *school* history produced and disseminated the dominant representations of our national past and how, subsequently, it became itself trapped in the role of reproducing the now dominant representations. To this end, a history of school history will be sketched, it will be shown when and why it was limited to a celebratory biography of the nation, and what the possibilities are today to break away from its moralizing role and become a vehicle for the cultivation of a reflective historical consciousness.

The second, equally central objective is to impart the skills necessary for graduates to construct teaching scenarios that are more readable, multimodal and engaging than those provided by conventional textbooks.

Learning Outcomes:

By the end of the module, students are expected to:

- present the main continuities and discontinuities in the history of school History.

- present the central controversies about school history textbooks as they unfolded from the beginning of the 20th century to the present day.
- distinguish the differences between narratives of the same historical theme in different school textbooks and propose explanations for these differences by inscribing these narratives in their historical context.
- distinguish the crucial differences in the way a topic is presented and analysed in a history study and in a history textbook and to propose explanations for these differences.
- to compare solemn speeches given by teachers at school festivals and to distinguish the key changes that mark the transition from one era to another. Be able to write a solemn speech more valid, understandable and engaging than existing ones.
- to construct a digital teaching scenario for one of the school history lessons which, compared to a conventional lesson, is more readable and engaging.

Subject areas:

- History curriculum
- Conflicts over history textbooks
- History teaching scenarios
- International associations for historical education

Prerequisite courses: None

DIS54: History and the Media

Course Unit Code: DIS54

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Course Content:

The relationship between history and the media is a complex and dynamic one. The press and electronic media, radio and television, are the most important public history makers: History in political and public discourse in general is produced and expressed through the media, shaping the political and historical culture of a society. The press and electronic media are the factors in shaping both the relationship of modern societies with their own history and their collective memory. They also diffuse and produce historical knowledge, perceptions and stereotypes. This course examines the function of the media as factors who form political culture and historical consciousness, as well as their mediating role between politics and history. The press reflects the changes that take place in a society, the expectations of contemporaries but also the ways in which they perceive the reality.

The purpose of this course is both to study the historical dimensions of this relationship and to highlight the ways it works in today's reality.

Learning Outcomes:

Upon successful completion of the Class Module, students will be able to:

- understand the multiple functions of the media in shaping the collective historical culture
- interpret contemporary complex and changing political and social realities.
- develop complex historical thinking and form an open historical culture.

Subject Areas:

- Press and Modernity. History of the European and Greek press (15th-20th c.)
- The press as a historical source.
- Radio and television history issues.
- History of the 20th century and electronic media.
- History in the press and electronic media today (newspaper inserts, documentaries, radio broadcasts).

Prerequisite courses: None

DIS55: History and Space

Course Unit Code: DIS55

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Course Content:

The course aims at bringing to the fore the complex and multilevel relationship between memory and urban space through the examination of the politics of memory that render memory visible in public space (sites of memory, memorials, sculptures, street and squares naming, museums, performances, actions of Public History). The key idea of our approach is that public memory is historically constructed and for that reason is always open to new interpretations, replacement and vandalism according to the ideological priorities of successive regimes, the claims of social groups for public memory as well as the undergone social, economic and cultural transformations. We are going to examine the material representations of memory in relation to the kind of each political authority as well as the tropes of representation, the conflicts over the mnemonic construction of space due to the competing interpretations of the past, the spatiality of memory in correlation with everyday individual and collective geographies, the exclusion of social groups from the public representations of memory, and finally the interrelation between memory and space in the construction of national, ethnic, political, gender, race and class identities. We are also interested in the ways Public History could support citizens' involvement in a dynamic relationship with the urban past, giving to them the opportunity to become producers of memory, in the scale of their neighborhood and town.

Learning Outcomes:

By the completion of the course students are expected to:

- become familiarized with the significance of space in the production of social and collective memory
- look with a critical eye the relationship between space and the politics of memory
- envisage the production of memory in relation to their neighborhood and town
- understand that memory representations in public space, such as monuments which often become contested places of memory
- understand the significance of space in the formation of historical culture

Subject areas:

- Social and cultural history of the city
- Local history and history of "the local"

- Space and oral history
- Space and memory
- Cultural politics, cultural heritage and space

Prerequisite courses: None

DIS60: History and State Institutions

Course Unit Code: DIS60

Credits ECTS: 10

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

Course Content:

History is an important policy area for every state for both external and internal reasons. The legitimisation of its power, the consolidation of its claims on other states, the unification of its populations (national identity politics) are just some of these reasons.

This section focuses on the range of ways in which the state apparatus, the government of a state as well as private institutions produce history through a number of cases from around the world that relate to both the modern and pre-modern period. Particular emphasis is placed on the twentieth century and especially on developments from World War II to the present day.

Learning Outcomes:

At the end of the Unit, students are expected to:

- be familiar with basic theoretical tools and concepts necessary for the interpretation of state policies on history.
- recognize the different ways in which a state authority can shape the historical narrative.
- distinguish the different state historical policies that have been developed from country to country depending on the different socio-historical contexts and the political situation at the time.
- be able to find a variety of evidence on the Internet and critically comment on it.

Cognitive Objects of the unit:

- Ritual as a means of forging official history
- The museum as a mechanism for the formation of the ideal citizen
- Monuments and naming: the construction of the national landscape
- Legislation and History

Prerequisite courses: None

DIS62: History and Cinema

Course Unit Code: DIS62

Credits ECTS: 10

Course Type: Elective

Semester: Third (3rd)

Language: Greek

Course Content:

Works of art, in all their forms, have always been one of the main vehicles for transmitting information, messages and interpretations about History. This observation applies, to an even greater extent, to cinema, one of the newest arts in terms of their origin. Cinema has been linked in various ways to History, among other by the production of films of historical content, as well as through the shaping of historical consciousness in a very broad part of public opinion during the twentieth and twenty-first centuries.

The first part of the Course is dedicated to the negotiation of important theoretical issues, such as the multifaceted connection of history with the cinematic product, as well as the importance of distinguishing fictional and historical elements in films that refer to the past. The second part focuses on the concept of national cinema and analyzes specific examples of particular interest for the ways in which they handle aspects of the recent historical past. The last part refers to the use of films of historical content (fiction or documentary) in the educational process, while reference is made also to the challenges and difficulties faced by their creators.

Learning Outcomes:

Upon successful completion of the Module, students will be able:

- to be familiar with the main axes of theoretical discussions on the relationship between History and cinema, through the study of selected Greek and international literature and the preparation of research papers.
- to know the importance and the main aspects of the relationship between History and cinema, with a special emphasis on the capacity to distinguish between historical truth and the cinematic version that falls within the scope – and the limitations – of Public History.
- to be able to decode the cinematic image and, in particular, to trace the fictional elements and the particular viewpoint(s) of the producer and the director in a historical film.
- to be able to produce a short film with historical content
- to be able to understand the function of public history through the important case study of cinema, which could also serve as a guide to the respective dynamics of related channels, such as literature and other forms of visual, performing and contemporary audiovisual arts.

Subject Areas:

- The long and deep-rooted relationship between history and cinema
- The specific power of film as a medium
- Cinema as a vehicle for shaping historical consciousness

Prerequisite courses: None

DIS63: Public History in the Digital Era

Course Unit Code: DIS63

Credits ECTS: 10

Course Type: Elective

Semester: Third (3rd)

Language: Greek

Course Content:

Digital everyday life constitutes one of the most critical arenas of modern historical culture: The multiple screens of computers and mobile phones, the digital layers of the modern urban landscape or the countless electronic networks that define western everyday life are the *par exellance loci* where the production and consumption of capital, goods, emotions or meaning takes place. Furthermore, they also constitute the main cultural area where information, knowledge, perceptions, criticisms and narratives about the past are constantly (re)-shaped. In that manner, Digital Public History is a crucial field of production of historical consciousness for modern societies. The aim of this module is to highlight the diverse processes through which contemporary digital historical culture is shaped.

Learning Outcomes:

Upon successful completion of the Class Module, students will be able to:

- understand the multiple contributions of digital media in shaping contemporary historical culture
- explain the value and importance of History in everyday digital life
- further develop historical thinking towards an open historical culture and, consequently, effectively analyze contemporary phenomena and make responsible decisions
- become Public History 'producers', e.g. contributing to the content of a history blog, writing or editing an entry in a digital encyclopedia, publishing a history-based critical text, etc.

Subject Areas:

- The past in cyberspace
- Digital remediation and Public History
- Social networks, crowdsourcing, open source, creative commons and Public History

Prerequisite courses: None

DIS64: Oral History

Course Unit Code: DIS64

Credits ECTS: 10

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

Course Content:

Oral history is a research method focusing on life story interview, and, at the same time, a cultural product: the study of the past "from below", meaning from the anonymous actors' point of view. Oral historians study tape or video recorded narrations, arrived from individuals who really experienced the narrated facts. Oral history becomes rapidly an essential part of public history, since the oral testimonies are widely used in public sphere. Moreover, the increasing use of oral history as an educational practice presupposes a specific specialization of the teaching staff in the techniques of oral history. The course introduces students in the central theoretical concepts of oral history, in its research techniques and in the ethical issues which have to be considered in the multiple implementation of oral history in public sphere.

Learning Outcomes:

Upon successful completion of the Class Module, students will be able to:

- have understood the meaning of oral history in representing of the experienced past in the public sphere
- have realized the concept of subject and inter-subjectivity in the process of life story narrating through oral history
- have been familiar with the techniques and the methodological and ethical prerequisites of oral history, along with its possibilities for implementation
- have realized the connection between oral and public history

Subject Areas:

- Oral history as a distinct discipline
- Oral history as a research methodology
- Implementations of oral history / oral history in praxis

Prerequisite courses: None

DISPD: Postgraduate Diploma Thesis

Code: DISPD

Credits ECTS: 30

Type: Compulsory

Semester: Fourth (4th)

Language: Greek

General description:

The Postgraduate Diploma Thesis may be based on primary empirical research or an original critical review of existing literature or a public history project (like the production of a documentary film) and concerns subjects related to the courses of the program and the specific topics they address. The student suggests the subject of his Postgraduate Diploma Thesis and its final form is decided after consultation with his/her supervisor.

For more information regarding the Guidelines – Useful material for writing Postgraduate Thesis and the submission of writing the Postgraduate Diploma Thesis in the portal of HOU, students may consult the site https://courses.eap.gr/course/index.php?categoryid=9 and in particular the section DISPD: Postgraduate Diploma Thesis

Learning Outcomes:

Upon successful completion of the Postgraduate Diploma Thesis, students will:

- understand the specificity and the significance of public history and the role of public historian
- comprehend the significance of memory in the formation of collective identities in contemporary societies
- gain expert knowledge in a cutting-edge field of knowledge and be able to develop critical thinking towards science and research
- gain expert skills in problem-solving and the ability to integrate new findings in the research procedure
- to develop the necessary skills to adapt to complex challenges and contribute their knowledge in collaborative projects

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Postgraduate Diploma Thesis takes place after the successful completion of the program's Modules.

Current trends in linguistics for teachers

Aim – Description

The PSP aims at specializing teachers at postgraduate level in issues of linguistic analysis of the Greek language and its applications in education, in the light of the most modern trends and developments in linguistic science. It is addressed to primary and secondary school teachers who already work in schools, but also to (recent) university graduates who intend to find work as teachers of Greek (as a mother tongue and/or as a foreign/second language) and are interested in updating their linguistic knowledge, by learning the most recent scientific developments in linguistic analysis and its applications in school education and how these can upgrade their role and teaching practice as teachers of Greek.

The knowledge, skills and experience expected to be gained by graduates will enable them to revise and update their views on the nature of the Greek language, its history, its relationship with its earlier forms, the school and the wider social environment, the nature of language education, etc.

Learning Outcomes

Upon successful completion of the PSP, graduates are expected to:

- apply the principles of academic writing and ethics and choose the appropriate qualitative and quantitative methodological tools for the collection, analysis, processing, and presentation of data (linguistic and non-linguistic).
- comfortably handle the modern linguistics concepts related to the description of language.
- know the relationship between Modern and Ancient Greek, in the context of linguistic change and evolution.
- approach language education in the light of critical discourse analysis and critical literacy.
- understand language variation and its impact on language education.
- recognize multilingualism and how it can influence and shape language education in the school environment.

Type of Postgraduate Program

Master of Arts, M.A.

ECTS of M.A.

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.A. is 120 ECTS. Students can select to study Modules whose ECTS adds up to no more than 30 ECTS per semester.

Duration of Study

The minimum time required for the completion of the M.A. is two (2) years.

Language of the M.A.

The official language of the M.A. is Greek. This means that the language in which all materials content and written assignments is Greek.

Admission Requirements

The Post-graduate program accepts graduates or higher institution diplomas of related disciplines. The program is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the program.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:
For the evaluation of the application to the Postgraduate Studies Program, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognized Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognized Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0232 - Literature and Linguistics

Contact

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Course Structure:

	1st Semester: 30 ECTS	
ADE50	Research and academic skills in linguistics	(C[1], 10 ECTS)
ADE51	General linguistics for teachers	(C, 10 ECTS)
ADE52	The relation of Ancient Greek to Modern Greek and its teaching in schools	(C, 10 ECTS)
	2nd Semester: 30 ECTS	
ADE60	Modern Greek descriptive grammar for teachers	(C, 10 ECTS)
ADE61	Issues in sociolinguistics for teachers	(C, 10 ECTS)
ADE62	Dialects and language education	(C, 10 ECTS)
	3rd Semester: 30 ECTS	
ADE70	Multilingualism and language education	(C, 15 ECTS)
ADE71	Critical literacy and school curriculum	(C, 15 ECTS)
	4th Semester: 30 ECTS	
ADEDE	Postgraduate thesis	(C, 30 ECTS)

Note:

C[1]: Compulsory

Module Selection Instructions

Students may select from one (1) to three (3) Modules (up to 30 ECTS per semester). Modules must be selected in accordance with the order in the aforementioned organization. For example, students in the 1st semester who select only one (1) Module must select ADE50. Students who select two (2) must also select ADE51. Students who select three (3) Modules may also select ADE52.

Students must then select in order of priority the Modules belonging to the following semesters, provided they have completed all the Modules belonging to previous semesters or have concurrently selected all Modules belonging to previous semesters that they have not yet completed.

The preparation of the Postgraduate thesis presupposes the successful attendance of all eight (8) Modules. The presentation of the Postgraduate thesis takes place after the successful completion of the program's Modules.

To obtain the Postgraduate Specialization Diploma, students must attend and successfully complete all eight (8) Modules, in addition to successfully preparing and presenting their Postgraduate Thesis.

Evaluation

(a) Three (3) Activities (ACT) with a 20% weighting factor in the final grade of the Module: one (1) Activity (ACT) with an 8% weighting factor in the final grade of the Module and two (2) Activities (ACT) with a 6% weighting factor in the final grade of the Module each.

(b) One (1) Written Assignment (WA) with a 20% weighting factor in the final grade of the Module.

(C) Final or repeat Written exams (FWE) with a 60% weighting factor in the final grade of the Module.

The final grade of each Module, on a scale of 10, is calculated as follows:

Final Grade of the Modules ADE52, ADE60, ADE62, ADE70 = (ACT1×0,06) + (ACT2×0,08) +(ACT3×0,06) + (WA×0,2) + (FWE×0,6)

Final Grade of the Modules ADE50, ADE51, ADE61 = (ACT1×0,06) + (ACT2×0,06) +(ACT3×0,08) + (WA×0,2) + (FWE×0,6)

Final Grade of the Module ADE71 = (ACT1×0,08) + (ACT2×0,06) +(ACT3×0,06) + (WA×0,2) + (FWE×0,6)

Eligibility of participation to the Final or repeat Written Exams

Students are eligible to participate in the final or repeat written exams if:

1. they are graded with an **average** of at least 5 points (≥5), in the activities (see (a) and (b) above), i.e. if they have accumulated a total of 20 points out of 100,
2. at least three (3) out of four (4) total assignments have been completed.

- **For the modules ADE52, ADE60, ADE62, ADE70:**

ACT and WA grades in a 100-point scale				
ACT1 (6%)	ACT2 (8%)	ACT3 (6%)	WA (20%)	Minimum points required to participate in the FWE:
ACT × 0,6	ACT × 0,8	ACT × 0,6	WA × 2	20/100

- **For the modules ADE50, ADE51, ADE61:**

ACT and WA grades in a 100-point scale				
ACT1 (6%)	ACT2 (6%)	ACT3 (8%)	WA (20%)	Minimum points required to participate in the FWE:
ACT × 0,6	ACT × 0,6	ACT × 0,8	WA × 2	20/100

- **For the module ADE71:**

ACT and WA grades in a 100-point scale				
ACT1 (8%)	ACT2 (6%)	ACT3 (6%)	WA (20%)	Minimum points required to participate in the FWE:
ACT × 0,8	ACT × 0,6	ACT × 0,6	WA × 2	20/100

Course Modules

ADE50: Research and academic skills in linguistics

Course Module Code: ADE50

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Module general description:

- principles of academic writing: formulating research questions, structuring and writing academic texts;
- management of bibliographic sources
- principles of research ethics and ways to avoid plagiarism;
- methods of collecting and processing language data
- principles and methods of statistical analysis of language data

Learning Outcomes:

Upon successful completion of ADE50, students are expected to:

- Have a sound command of the Greek language when writing academic papers, in accordance with international standard practices,
- Know and be able to successfully apply the principles of academic writing,
- Understand the need to respect academic and research ethics and standards of application,
- Understand the concept of plagiarism and the means of avoiding it,
- Be able to treat both printed and digital bibliographical sources, in accordance with the APA bibliographical system,
- Clearly identify the various means of collecting linguistic data and be able to select those most suitable to their present research requirements,
- Know and be able to apply the basic principles and tools of qualitative and quantitative treatment and presentation of linguistic data,
- Possess the fundamental academic and research knowledge in linguistics in order to successfully attend the other T.U. of the PSP

Subjects:

- Academic writing skills
- Methodological tools for the collection and analysis of linguistic material
- Qualitative and quantitative methods of data description and processing

Prerequisite courses: None

ADE51: General Linguistics for Teachers

Course Module Code: ADE51

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Module general description:

- popular approaches to language
- pronunciation, writing and spelling
- word and lexis
- sentence and utterance
- language acquisition and learning
- geographic and social variation

Learning Outcomes:

Upon successful completion of ADE51, students are expected to:

- Possess up-to-date linguistic knowledge, based on the recent developments in linguistics
- Be able to discuss popular notions regarding the synchrony and diachrony of language, and contrast them with the corresponding scholarly concepts,
- Understand the mechanisms, primarily loans, through which a living language's lexical stock is enriched,
- Clearly identify oral and written language, and understand the differences between them in both conception and use,
- Understand the basic differences between accents and orthography and recognize the conventional nature of rules and codes of spelling

- Understand the difference between acquiring and learning a language, and the role played by language teaching at school
- Comprehend the concept of linguistic diversity at the social and geographical level
- Be able to utilize the findings of modern linguistics within a teaching context
- Possess the fundamental knowledge in linguistics in order to successfully attend the other T.U. of the PSP

Subjects:

- General Linguistics
- Theoretical Linguistics

Prerequisite courses: None

ADE52: The relation of Ancient Greek to Modern Greek and its teaching in schools

Course Module Code: ADE52

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Module general description:

- myths and facts about the history of the Greek language
- investigation of the relationship between ancient and modern Greek
- study of the history and evolution of the Greek language

Learning Outcomes:

Upon successful completion of ADE52, students are expected to:

- Possess up-to-date linguistic knowledge, based on the recent developments in linguistics
- Know the concept of the term “continuity of the Greek language”,
- Be able to discuss the linguistic myths, contrasting them with the scholarly positions regarding the synchrony and diachrony of the Greek language,
- Understand the differences and particularities of Modern and Ancient Greek,
- Recognize the need to preserve the separate teaching of Modern and Ancient Greek,
- Be able to utilize their knowledge of the history of the Greek language when teaching Modern Greek,
- Understand the mechanisms through which the lexical stock of a living language is renewed, primarily through loans (e.g., the formation of learned vocabulary)

Subjects:

- Historical Linguistics
- History of Greek Language

Prerequisite courses: None

ADE60: Modern Greek descriptive grammar for teachers

Course Module Code: ADE60

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

General description of Course Unit:

- Describing the structure of Modern Greek, encompassing its morphology and syntax
- Analyzing Greek language data from the perspective of theoretical linguistics
- Utilizing reference and school grammar books for Greek

Learning Outcomes:

Upon successful completion of ADE60, students are expected to:

- Demonstrate current linguistic knowledge informed by recent advancements in the field of linguistics
- Capably engage in discussions about linguistic misconceptions, contrasting them with scholarly perspectives on the synchrony of the Greek language
- Evaluate and compare the presentation of linguistic phenomena in recent reference and school grammar books, both from a descriptive and instructional standpoint
- Recognize the significance and application of terminology in grammatical structure descriptions
- Acquire familiarity with the analysis and description of language data from a linguistic standpoint
- Comprehend the linguistic analysis of the morphosyntactic features of Modern Greek
- Apply the insights from modern linguistics effectively in a teaching context

Subject Matter:

- Theoretical Linguistics
- Morphology
- Syntax

Prerequisite courses: None

ADE61: Issues in sociolinguistics for teachers

Course Module Code: ADE61

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

General Description of the module:

- Facets of geographical, social, and functional diversity
- Vertical differentiation: the linguistic diversity of sociolects
- Issues of language and gender, language and power
- Attitudes towards the language used by younger people
- Modern sociolinguistic findings and language teaching

Learning Outcomes:

Upon successful completion of ADE61, students are expected to:

- Possess up-to-date linguistic knowledge, based on the recent developments in linguistics
- Be able to recognize the interdependence between language and society
- Understand the importance of recognizing the heterogeny of a given linguistic system
- Understand the complex concept of linguistic diversity

- Understand at both the theoretical and the practical level issues of language and gender, issues of language and power, and attitudes towards the language used by younger people
- Be able to utilize the findings of modern sociolinguistics within a teaching context

Subject Matter:

- Sociolinguistics
- Educational Linguistics

Prerequisite courses: None

ADE62: Dialects and language education

Course Module Code: ADE62

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Module general description:

- dialect
- standard language
- official language
- dialect and language teaching
- dialect speakers and critical linguistics

Learning Outcomes:

Upon successful completion of THE ADE 62, the student is expected to:

- Possess up-to-date linguistic knowledge, based on the recent developments in linguistics
- Know the philosophical foundations and historical reasons for why most state education systems focus on teaching the official state language,
- Recognize the adverse effects of accepting the official language as the only acceptable – and therefore "correct" – language system in education,
- Understand the beneficial effects of knowledge of the different language systems with which students enter school, even for the teaching of the official language,
- Understand the benefits of teaching dialects in the course of language lessons
- Recognize the need to abolish negative stereotypes regarding dialect speakers, in the context of critical linguistics
- Be able to utilize the findings of modern dialectology within a teaching context

Subjects:

- Dialectology
- Discourse Analysis

Prerequisite courses: None

ADE70: Multilingualism and language education

Course Module Code: ADE70

Credits ECTS: 15

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

Learning Outcomes:

Upon successful completion of ADE70, students are expected to:

- Possess up-to-date linguistic knowledge, based on the recent developments in linguistics
- Possess systematized knowledge regarding the concepts of bilingualism and multilingualism at the psycholinguistic, sociolinguistic, and educational level,
- Know, at the psycholinguistic level, the implications of being a “native” speaker of two or more languages,
- Recognize the issues caused by bilingualism – multilingualism on the linguistic and cognitive development of the individual, and the development of written and oral language skills,
- Recognize the existence of multilingualism as a factor at Greek schools and lifelong learning
- Understand how to respect multilingualism in the educational process
- Be able to discuss the dominant position still occupied by the linguistic ideology of identifying a state with a given language (see “national language”) both in education and in social norms

Subjects:

- Psycholinguistics and Language Acquisition
- Sociolinguistics of bilingualism and multilingualism
- Teaching methods in Multilingualism

Prerequisite courses: None

ADE71: Critical literacy and school curriculum

Course Module Code: ADE71

Credits ECTS: 15

Course Type: Mandatory

Semester: Third (3rd)

Language: Greek

Learning Outcomes:

Upon successful completion of the module ADE71, students are expected to:

- to have up-to-date knowledge of language analysis based on the most recent developments in Linguistics
- perceive the importance of developing students' critical linguistic awareness through the implementation of critical language education programs
- be able to grasp basic concepts and models of literacy
- acquire an organized knowledge of the narrative textual genre and of ways in which it can be used for teaching purposes
- adopt a critical approach towards the language teaching curricula
- recognize the importance of fostering students' critical awareness through language teaching
- be able to draw on the insights generated from educational linguistics in the context of language teaching

Subjects:

- Critical Discourse Analysis
- Educational design for language teaching

Prerequisite courses: None

ADEDE: Postgraduate Thesis

Code: ADEDE

Credits ECTS: 30

Type: Compulsory

Semester: Fourth (4th)

Language: Greek

Content:

The postgraduate thesis is meant to combine and utilize the knowledge students have acquired over the course of their studies.

The general thematic categories for the thesis are defined by the Program Director, after consulting with the Coordinators of the Thematic Modules. They are subsequently announced on the website of Hellenic Open University, before the beginning of the period for the declaration of the thesis subject by the students.

Students may propose a topic of their choosing for their Postgraduate Thesis, as long as it belongs to the general thematic categories. However, the topic may combine aspects of two or more of the thematic general categories.

Indicative thematic categories:

- Attitudes to language change
- Relationship between Ancient and Modern Greek (analysis and teaching)
- Sociolinguistic history of Greek
- Current linguistic perspectives on grammatical phenomena of Modern Greek (morphology, syntax, semantics)
- Approaches to the teaching of grammar in primary and secondary education
- Teaching of grammar: school textbooks and school curricula
- Social linguistic variation in education: Linguistic identity construction in the texts of Modern Greek language teaching (under the perspective of critical literacy)
- The construction of gender and sexual identities
- The school / the classroom as a field for ethnolinguistic and sociolinguistic research
- Dialectal variation in Mass Media
- Dialectal variation and the sense of humor
- Linguistic landscape and dialect (Dialect landscape)
- Psycholinguistic aspects of bilingualism / multilingualism – Language development
- Multilingualism and language policy
- Teaching and learning Greek as an L2
- Critical discourse analysis and the planning and/or carrying out of critical literacy projects
- Planning and/or carrying out of critical literacy projects on language variation (geographical / social dialects, ethnolects)
- Understanding and evaluation of linguistic variation (geographical / social dialects - ethnolects) in Mass media discourse by students and the development of critical literacy

Learning Outcomes:

Upon completion of their Postgraduate Thesis, students will be able to:

- Carry out original linguistic research in a variety of linguistic fields
- Adhere to the norms of academic writing
- Seek, collect and analyze (quantitively and qualitatively) linguistic data
- Adhere to the ethical principles and norms of scientific research
- Highlight the connection between linguistic research and language education on a broad and narrow scale

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Postgraduate Thesis takes place after the successful completion of the program's Modules.

Education and Technologies in distance teaching and Learning systems – Educational Sciences

Description of the Programme

The development of a Postgraduate Programme on distance education systems is an important and structural element of an open university, as it promotes studies in a field, which characterizes the philosophy and physiognomy of the Hellenic Open University (HOU) itself.

The field of Open and Distance Education is currently taught as a module (EKP65) within the framework of the Postgraduate Programme "Education Sciences". Its upgrading to a postgraduate programme of study is required and justified by the fact that:

- The HOU is the only University in Greece providing distance education as an exclusive method of studies and many years of experience, therefore it is the appropriate University to establish a Postgraduate Programme in distance education.
- It is the educational pillar and the core of the HOU.
- It has experienced tremendous growth in all forms and levels of education, both in Greece and abroad.
- It is adopted as an essential methodology and philosophy of education by the Ministry of Education and hundreds of private and public sector institutions, educational institutions of all types, levels, and forms.
- It uses and develops all modern technologies and applies them to education.
- For the first time in Greece, open and distance education and its connection with technologies is activated in a curriculum (a long-standing demand of the Ministry of Education, universities, public and private sector educational institutions, researchers, teachers, and students).
- It absorbs and uses funds from the European Union and Greece.
- It is linked to the solution of many educational problems that arise in Greek education, due to the socio-economic crisis, the distance, the difficulty of access for a large part of the population.

- It provides an outlet for postgraduate studies in the fields of pedagogy and methodology of distance education and Information and Communication Technologies, attracting a large number of students.
- It aims at collaborations with other open or traditional Universities in Greece and abroad, at the level of postgraduate studies, dissertations, doctoral theses, research programmes, conferences, seminars, interdisciplinary approaches, development of educational material, scientific bodies or associations, etc.

Aim

The Postgraduate Programme “Education and Technologies in Distance Teaching and Learning Systems –Educational Sciences” has as its subject and refers to the expertise of open universities, distance universities, traditional universities offering distance education and training in primary education, secondary and higher education, lifelong learning and adult education, in-service training (municipalities, enterprises, banks, companies), Institutes of Vocational Training and Vocational Training Centres as well as private business training.

The aim of the Postgraduate Programme "Education and Technologies in Distance Teaching and Learning Systems - Education Sciences" is to provide knowledge and develop skills in the interdisciplinary subject of open and distance education and educational technology, with emphasis on the use of digital and traditional distance education, modern teaching and learning processes, the design and development of educational material, research and all modern forms of technology.

The main objectives of the Postgraduate Programme are the expertise of students in the development of open and distance learning systems, the systems’ design, development, management, implementation, and evaluation.

Other general objectives of the Postgraduate Programme are:

- The development and elaboration of theories covering all the disciplines of the suggested programme and the interactions between them.
- The connection and elaboration of all fields of knowledge of the programme with the theories / sciences, which are the foundations of its structure (pedagogy, critical pedagogy, sociology of education, learning theories, didactics, communication, adult education, information and communication technologies, digital media and their use in education, evaluation, history of distance education and open institutions, digital management of educational structures [e-learning and online learning], open educational resources, design and development of educational and training systems, open educational resources, design and development of educational and training systems, and the use of digital media in education.
- Expertise in the organisation and management of open, alternative and distance education institutions of all levels and grades.
- The use of all alternative forms of communication and technology in education.
- The expertise and use of digital information and communication technologies in education [e-learning and online learning].
- Analysis, development and expertise in teaching and learning.

- Expertise in research methodology issues in the subjects that form the basis of this postgraduate programme.
- Linking theory to practice across the whole range and disciplines of the programme.
- The adoption and application of innovative and pioneering practices in the design and development of the programme and educational material that have not been implemented at the HOU up to now.

The HOU, as a statutory public university for open and distance education, does not yet have a Postgraduate Programme in the subject that all its programmes and the education it offers use.

The Postgraduate Programme " Education and Technologies in Distance Teaching and Learning Systems –Educational Sciences" will strengthen its prestige and its dynamics, because it will be able to offer integrated studies in its own philosophy, methodology, strategy, education, and research, in order to transmit in modern terms its own identity in a constantly developing scientific field.

Learning outcomes

During your studies in the Postgraduate Programme "Education and Technologies in Distance Teaching and Learning Systems - Educational Sciences" our intention is to support you achieve the following learning outcomes:

- acknowledge the theory and history of distance education,
- critically discuss issues of openness in education, especially in distance education,
- evaluate the HOU as an innovative higher education institution that provides distance education,
- apply innovative principles and techniques of distance teaching and learning using appropriate technology,
- design and create educational material suitable for distance teaching and learning,
- organize interactive group counselling meetings, whether implemented face-to-face or in digital environments,
- develop online learning and teaching environments,
- effectively support learners at a distance,
- select appropriately alternative digital forms of learning and communication,
- structure, manage and evaluate distance learning organizational arrangements,
- conduct research in a systematic way,
- write an academic paper.

Type of Postgraduate Program

Master of Education (M.Ed.)

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Education and Technologies in distance teaching and Learning systems – Educational Sciences" is 120 ECTS (until the winter semester of the academic year 2025-26) or 90 ECTS (from the spring semester of the academic year 2025-26) (30 ECTS per semester).

Duration of Study

The minimum time required for the completion of the Program is two (2) years or four (4) semesters (until the winter semester of the academic year 2025-26).
The minimum time required for the completion of the Program is three (3) academic semesters (from the spring semester of the academic year 2025-26).

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0188 Inter-disciplinary programmes and qualifications involving education:
0111 Education science
0114 Teacher training with subject specialization

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the

Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

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Route A (until the winter semester of the academic year 2025-26)

Route A.1 (structure without the Diploma Thesis)

	1st Semester: 30 ECTS	
ETA50	Open and Distance Education: theory, institutions and functions	(C[1], 15 ECTS)
ETA51	Innovation in distance education: technological and pedagogical applications	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
ETA52	The teaching material and the design of teaching and learning	(C, 15 ECTS)
ETA53	Teachers and Students in Open and Distance Learning environments: Implementation and Support	(C, 15 ECTS)
	3rd Semester: 30 ECTS	
ETA60	Information and Communication Technologies in Education: online learning and e-learning	(C, 15 ECTS)
ETA61	Research methodology, design and writing of scientific work	(C, 15 ECTS)
	4th Semester: 30 ECTS	
ETA62	Digital media in education and communication	(C, 15 ECTS)
ETA63	Design, development and management of distance education programs	(C, 15 ECTS)

Route A.2 (structure with the Diploma Thesis)

	1st Semester: 30 ECTS	
ETA50	Open and Distance Education: theory, institutions and functions	(C, 15 ECTS)
ETA51	Innovation in distance education: technological and pedagogical applications	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
ETA52	The teaching material and the design of teaching and learning	(C, 15 ECTS)
ETA53	Teachers and Students in Open and Distance Learning environments: Implementation and Support	(C, 15 ECTS)
	3rd Semester: 30 ECTS	
ETA60	Information and Communication Technologies in Education: online learning and e-learning	(C, 15 ECTS)
ETA61	Research methodology, design and writing of scientific work	(C, 15 ECTS)
	4th Semester: 30 ECTS	
ETADE	Diploma Thesis	(C, 30 ECTS)

Note:
C[1]: Compulsory

Guidelines on Module selection

You can choose from one (1) to two (2) Modules per semester (30 ECTS per semester). When registering for a Module, you must first exhaust the Modules of the previous semesters and then start selecting the Module of the following semester. For example, if you have successfully completed one (1) Module from the first semester and in the second semester you wish to select two (2) Modules, you must necessarily select one (1) remaining Module from the first semester and one (1) from the second semester and so on.
If you choose the structure without the Diploma Thesis, you are required to successfully complete the eight (8) Modules of the programme in order to receive the post-graduate degree.
If, however, you choose the structure with the Diploma Thesis, you are required to successfully complete the six (6) Modules of the programme, as well as the thesis, in order to obtain the post-graduate degree.
The preparation of the Diploma Thesis presupposes the successful attendance of all six (6) Modules. The presentation of the Diploma Thesis takes place after the successful completion of the program's Modules.
The minimum duration of the programme is two (2) years.

Route B (from the spring semester of the academic year 2025-26)

Route B.1 (structure without the Diploma Thesis)

	1st Semester: 30 ECTS	
ETA50	Open and Distance Education: theory, institutions and functions	(C[1], 15 ECTS)
ETA51	Innovation in distance education: technological and pedagogical applications	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
ETA52	The teaching material and the design of teaching and learning	(C, 15 ECTS)
ETA61	Research methodology, design and writing of scientific work	(C, 15 ECTS)
	3rd Semester: 30 ECTS	
ETA53	Teachers and Students in Open and Distance Learning environments: Implementation and Support	(E[2], 15 ECTS)
ETA60	Information and Communication Technologies in Education: online learning and e-learning	(E, 15 ECTS)
ETA62	Digital media in education and communication	(E, 15 ECTS)
ETA63	Design, development and management of distance education programs	(E, 15 ECTS)

Route B.2 (structure with the Diploma Thesis)

	1st Semester: 30 ECTS	
ETA50	Open and Distance Education: theory, institutions and functions	(C, 15 ECTS)

ETA51	Innovation in distance education: technological and pedagogical applications	(C, 15 ECTS)
	2nd Semester: 30 ECTS	
ETA52	The teaching material and the design of teaching and learning	(C, 15 ECTS)
ETA61	Research methodology, design and writing of scientific work	(C, 15 ECTS)
	3rd Semester: 30 ECTS	
ETADE	Diploma Thesis	(C, 30 ECTS)

Notes:
C[1]: Compulsory
E[2]**:** Elective

Guidelines on Module selection

You can choose from one (1) to two (2) Modules per semester (30 ECTS per semester). When registering for a Module, you must first exhaust the Modules of the previous semesters and then start selecting the Module of the following semester. For example, if you have successfully completed one (1) Module from the first semester and in the second semester you wish to select two (2) Modules, you must necessarily select one (1) remaining Module from the first semester and one (1) from the second semester and so on.
If you choose the structure without the Diploma Thesis, you are required to successfully complete the six (6) Modules of the programme in order to receive the post-graduate degree. If, however, you choose the structure with the Diploma Thesis, you are required to successfully complete the four (4) Modules of the programme, as well as the thesis, in order to obtain the post-graduate degree.
The preparation of the Diploma Thesis presupposes the successful attendance of all four (4) Modules. The presentation of the Diploma Thesis takes place after the successful completion of the program's Modules.
The minimum duration of the programme is three (3) academic semesters.

Evaluation

Evaluation of the Modules: ETA50, ETA51, ETA52 και ETA60

a1. One (1) educational Activity (ACT) with an 8% weighting factor in the final grade of the Module, two (2) educational Activities (ACT) with a 10% weighting factor in the final grade of the Module each and one (1) educational Activity (ACT) with an 12% weighting factor in the final grade of the Module.
The grading of the educational Activities is only activated with a score equal to or above the base (≥5) in the final or repeat exams.
a2. Final or repeat online written exams (FWE) with a 60% weighting factor in the final grade of the Module.
The Final Grade of each Module, on a scale of 10, is calculated as follows:
Final Module Grade = (ACT1×0,08) + (ACT2×0,1) +(ACT3×0,1) + (ACT4×0,12) + (FWE×0,6)
Notes:

• The minimum required time for the elaboration of the educational Activities is two (2) weeks. The maximum time required for the correction of the Educational Activities by Professor Advisor is two (2) weeks.
• At the discretion of the Teaching Staff Group (T.S.P.) may per Module to post in the Digital Education Space (courses) optional -non-graded- educational activities (e.g. closed-type questions), which nevertheless actively contribute to the student's study.
Therefore, the right to participate in the final/repeat exams is structured as follows:

Eligibility for participation in Final Exams

Students are eligible to participate in the final/repeat written exams if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least three (3) -of which the 4th Activity must be compulsorily submitted with a weighting factor of 12%- out of four (4) total assignments have been submitted.

ACT grades in a 100-point scale				
ACT1 (8%)	ACT2 (10%)	ACT3 (10%)	ACT4 (12%)	Minimum points required to participate in the exams:
ACT × 0,8	ACT × 1	ACT × 1	ACT × 1,2	20/100

Evaluation of the Modules: ETA53, ETA61, ETA62 και ETA63

a1. One (1) educational Activity (ACT) with an 8% weighting factor in the final grade of the Module, two (2) educational Activities (ACT) with a 10% weighting factor in the final grade of the Module each and one (1) educational Activity (ACT) with an 12% weighting factor in the final grade of the Module.
The grading of the educational Activities is only activated with a score equal to or above the base (≥5) in the final written assignment (project).
a2. Final or repeat online Written Assignment (FWA/Project) with a 60% weighting factor in the final grade of the Module.
The Final Grade of each Module, on a scale of 10, is calculated as follows:
Final Module Grade = (ACT1×0,08) + (ACT2×0,1) +(ACT3×0,1) + (ACT4×0,12) + (FWA×0,6)
Notes:
• The minimum required time for the elaboration of the educational Activities is two (2) weeks. The maximum time required for the correction of the Educational Activities by Professor Advisor is two (2) weeks.
• At the discretion of the Teaching Staff Group (T.S.P.) may per Module to post in the Digital Education Space (courses) optional -non-graded- educational activities (e.g. closed-type questions), which nevertheless actively contribute to the student's study.
• As final/repeat online Written Assignment (FWA) the student submits project, which is supported orally. The support of the project takes place on a day and time that will be posted on the course platform. The support is done online, is compulsory and contributes to 10% of the WA grade, i.e. 9 points in the project and 1 point in its support on a scale of 10. The grade of the final written assignment must be equal to or greater than five (≥5). In the examination process of the FWA, they participate: the examinee, the Professor Advisor and one more

Professor of the Module, without the right to grade, in order to ensure the validity of the assessment.
Therefore, the right to submit the final written assignment (project) is structured as follows:

Eligibility for Project submission

Students are eligible to submit the Final Written Assignment (project) if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least three (3) - of which the 4th Activity must be compulsorily submitted with a weighting factor of 12%- out of four (4) total assignments have been submitted.

ACT grades in a 100-point scale				
ACT1 (8%)	ACT2 (10%)	ACT3 (10%)	ACT4 (12%)	Minimum points required to submit the project:
ACT × 0,8	ACT × 1	ACT × 1	ACT × 1,2	20/100

Eligibility for Final Written Assignment (Project) resubmission

Students who register at the **winter** semester and have failed or not submitted their Final Written Assignment (Project) during the 1st examination period (January – February) are eligible to resubmit their Project during the next examination period (2nd examination, i.e., May – June), without the requirement of participation in the Activities of the Module. Should they fail or not participate, students are eligible to participate in the repeat examination in June – July. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.
Students who register at the **spring** semester and have failed or not submitted their Final Written Assignment (Project) during the 2nd examination period (May – June) are eligible to resubmit their Project during the repeat examination, in June – July, without the requirement of participation in the Activities of the Module. Should they fail or not participate, students are eligible to participate in the 1st examination period (January – February) of the following academic year. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.

Course Modules

ETA50: Open and Distance Education: theory, institutions, and functions

Code: ETA50
Credits ECTS: 15
Type: Compulsory
Semester: First (1st)
Language: Greek
Purpose of the Module: The purpose of the module is outlined through its main thematic fields, which concern the overview and history of distance education, the critical approach to the concept of "open education", as well as the presentation and discussion of the structures and functions of HOU, in a way that makes it the first and only innovative higher distance education institution in Greece.

Learning Outcomes:

Upon completion of the module "Open and Distance Education: theory, institutions, and functions", you will be able to:

- Clearly explain open education systems and how they relate to open and distance learning
- Recognise the history and social context of open and distance education institutions
- Understand the theory behind practice and how they have been both developed
- Be aware of the functioning and infrastructure of distance education providers
- Implement open access and distance learning strategies in educational institutions and curricula
- Participate in the organisation and administrative support of open and distance learning institutions
- Understand ethical and legal issues and exploit issues related to copyright, security, content protection, world wide web
- Form an overview of the development and evolution of alternative forms of education and current trends
- Distinguish between the social and educational dimensions of formal, non-formal and informal learning
- Understand the social and political events that led to the establishment of the Hellenic Open University (HOU)
- Understand and become familiar with the educational and academic functions of the HOU and other similar educational institutions
- Compare the similarities and differences between conventional universities and the HOU
- Become familiar with the educational and academic functions of the HOU and other similar educational institutions
- Evaluate open and distance education institutions and processes

Prerequisite courses: None

ETA51: Innovation in distance education: technological and pedagogical applications

Code: ETA51

Credits ECTS: 15

Type: Compulsory

Semester: First (1st)

Language: Greek

Purpose of the Module: The presentation and critical discussion of basic principles and guidelines for planning teaching and learning at a distance, in an innovative and qualitative way, making the most of modern technological applications.

Learning Outcomes:

Upon completion of the module "Innovation in distance education: technological and pedagogical applications", you will be able to:

- Combine theory with practical applications in teaching and learning
- Understand the importance of cognitive skills in theory and in practice, and how they lead to learning

- Have an initial understanding of the technologies and theory that characterise open and distance learning systems
- Distinguish between the basic principles and social dimensions of adult education and school education
- Outline the applications and social dimensions of distance education in non-formal learning institutions
- Interpret policies and strategies applied in adult education and lifelong learning
- Understand the main features and conditions of accreditation and evaluation of distance education at educational and institutional level

Prerequisite courses: None

ETA52: The teaching material and the design of teaching and learning

Code: ETA52

Credits ECTS: 15

Type: Compulsory

Semester: Second (2nd)

Language: Greek

Purpose of the Module: The design and creation of educational material suitable for distance education is at the core of this module, which is completed through presentation and your active engagement with distance teaching and learning, drawing on theoretical data, original applications, and indicative examples.

Learning Outcomes:

Upon completion of the module "The educational material and the design of teaching and learning, you will be able to:

- Understand the processes required to design distance learning material
- Understand the theories related to the selection and design of learning material
- Distinguish between models and ways of designing learning material
- Analyze the framework of the content development team
- Identify the differences between printed and digital material
- Identify the specific characteristics associated with each type of digital material
- Know the theoretical scope and specific pedagogical methods leading to learning
- Understand the differences between teaching and learning
- Identify the cognitive skills required and developed in the context of educational material
- Identify the types of self-assessment activities and exercises included in the material
- Design all types of learning material using all types of tools
- Distinguish between bad practices and good practices in the design of educational material
- Design educational material taking into account the specific characteristics and the different levels of education
- Identify educational material based on teaching and learning processes
- Use teaching techniques through examples and case studies

Prerequisite courses: None

ETA53: Teachers and Students in Open and Distance Learning environments: Implementation and Support

Code: ETA53

Credits ECTS: 15

Type: Compulsory (Route A)/Elective (Route B.1)

Semester: Second (2nd) (Route A)/Third (3rd) (Route B.1)

Language: Greek

Purpose of the Module: Through this module, you will be able to examine essential support practices in a distance teaching and learning institution. You will also be introduced to the adult learning methodology, as well as the communication practices between tutors and learners in a distance team-work environment.

Learning Outcomes:

Upon completion of the module "Teachers and Students in Open and Distance Learning environments: Implementation and Support", you will be able to:

- Design and organize Group Counselling Meetings in person or in a digital learning environment
- Design and organize Group Counselling Meetings in a digital learning environment
- Design, organize and implement teaching/learning activities in a distance learning environment
- Design, based on specific conditions, a study schedule for the students
- Design, based on specific conditions, a teaching schedule for the teachers
- Design and support requirements and methodology for academic writing
- Understand and self-organize academic writing data and requirements
- Utilize digital communication tools to support study and learning
- Design and use student support systems
- Identify the characteristic of a group
- Know and activate the spirit of teamwork in all educational aspects
- Understand and leverage team dynamics

Prerequisite courses: None

ETA60: Information and Communication Technologies in Education: online learning and e-learning

Code: ETA60

Credits ECTS: 15

Type: Compulsory (Route A)/Elective (Route B.1)

Semester: Third (3rd)

Language: Greek

Purpose of the Module: Information and Communication Technologies are the core of this module, in order for terms such as online learning and e-learning to be clarified, while explaining how to design, develop, manage and evaluate digital learning environments.

Learning Outcomes:

Upon completion of the module "Information and Communication Technologies in Education: online learning and e-learning", you will be able to:

- Recognize the organization and operation of the ICT and distance learning models in education,

- Present the application of ICT and open distance learning in the Greek educational system, in the curricula and training programs, in European education policies and the related educational reforms.
- Interpret the theoretical range and specific methods for the pedagogical foundation of educational technology.
- Analyse the functioning of ICTs as a teaching/learning tool through examples, case studies and applications.
- Emphasis on the dimension of ICT in education in relation to other disciplines Identify the role of ICTs in Special Education
- Identify the dimensions of Online Education and Online Learning Environments through examples, case studies and applications
- Actively participate in online learning environments

Prerequisite courses: None

ETA61: Research methodology, design and writing of scientific work

Code: ETA61

Credits ECTS: 15

Type: Compulsory

Semester: Third (3rd)

Semester: Third (3rd) (Route A)/Second (2nd) (Route B)

Language: Greek

Purpose of the Module: If we agree that a postgraduate program should focus on research, then it is crucial to reveal the basic principles of the scientific methods that are used in distance education, to discuss matters of ethics that should be kept in every step of our research design and to describe the specifications of academic writing.

Learning Outcomes:

Upon completion of the module "Research methodology, design and writing of scientific work", you will be able to:

- Fully understand the design of a research proposal for the realization of a postgraduate thesis
- Design the steps for the realization of a thesis to initiate it during the study of the module.
- Identify research questions or hypotheses within the scientific fields of the module "Methodology and research in distance education and technologies" or of the specific master program
- Identify and evaluate the sources available to carry out research
- Recognize the role and the importance of theories in both quantitative and qualitative research
- Search for and make use of contemporary references in scientific journals, conference books, etc. to perform the literature review of your research
- Formulate an appropriate theoretical framework for your research, keeping all the necessary criteria
- Analyze and critically interpret contemporary literature
- Document and describe the methodological choices in your research, then apply them

- Create the appropriate tools for the collection of data in qualitative and quantitative research, and use them, for the realization of your research
- Recognize and use the categorization of research in education (applied, basic, evaluation, developmental, action research)
- Get acquainted with validation and argumentation during the realization of a research project in the specific postgraduate program
- Collect and analyse qualitative and quantitative data in distance education research
- Describe the limitations of your research
- Formulate evidence-based proposals for further research
- Recognize and adhere to research ethics in ethical issues and Copyright
- Present your research findings in written and oral form and discuss them critically
- Write scientific articles for publication in scientific journals and conferences

Prerequisite courses: None

ETA62: Digital Media in education and communication

Code: ETA62

Credits ECTS: 15

Type: Compulsory (Route A.1)/Elective (Route B.1)

Semester: Fourth (4^{th}) (Route A.1)/Third (3^{rd}) (Route B.1)

Language: Greek

Purpose of the Module: Digital literacy, alternative digital forms of distance education and communication, as well as the types and forms of digital media in distance education and communication, are the issues on which this module focuses in a critical and dialectical way.

Learning Outcomes:

Upon completion of the module "Digital Media in education and communication", you will be able to:

- Describe the historical background and the development of Information and Communication Technologies (ICT) in education, as well as trends and perspectives.
- Organize digital Collaborative Learning Environments and Content Management Systems.
- Design educational Web2.0 applications.
- Create learning activities using digital content.
- Critically examine/evaluate new trends and perspectives in online education, online developments, and social networks (Web2.0, Web 4.0, etc.).
- Highlight/identify the dimensions of online education and Internet Learning Environments through examples, case studies and applications.
- Actively participate in online Learning Environments.
- Creatively combine alternative forms of education and communication such as e.g., Mobile learning, Game based learning, Digital Storytelling

Prerequisite courses: None

ETA63: Design, development, and management of distance education programs

Code: ETA63

Credits ECTS: 15

Type: Compulsory (Route A.1)/Elective (Route B.1)

Semester: Fourth (4th) (Route A.1)/Third (3rd) (Route B.1)
Language: Greek
Purpose of the Module: This module focuses on the description, organisation and development of distance education institutions, study programs and organisational schemes, highlighting at the same time the key dimensions of evaluation and quality assurance.
Learning Outcomes:
Upon completion of the module "Design, development, and management of distance education programs", you will be able to:

- Identify, understand, and design distance education programs
- Manage the full range of parameters, and requirements in order to design distance education programs from the outset
- Evaluate the political, social and economic elements that influence the creation of programs and manage their design and implementation
- Identify key factors in the process of designing, developing, and managing distance education programs
- Understand the role of the context in which a distance education program is designed, developed, and evaluated
- Recognize key concepts and terms related to quality assurance and continuous quality enhancement in university distance education
- Distinguish the relationship among assessment, quality assurance, quality continuous enhancement, and accreditation
- Understand the role of assessment in ensuring and continuously improving quality in every function of educational institution
- Distinguish internal and external review, as well as their goal settings and their complementary function
- Recognize key factors in continuous quality enhancement systems in teaching and learning as derived from research on students' and teachers' experience
- Identify quality features of the educational material in print and digital format
- Have a critical stance towards university rankings and ISO ratings
- Design assessment systems for distance education programs
- Use assessment techniques efficiently through examples and case studies
- Understand the important role of accreditation in distance education institutions' function, structures, and curricula in terms of the quality services they provide
- Be aware of quality indicators used by educational providers in various educational processes
- Understand how the characteristics of open and distance education influence the development of accreditation indicators for educational institutions, organizations, as well as curricula
- Understand the complexity of accreditation standards that an accreditation body needs to evaluate
- Identify the criteria that, based on the characteristics of distance learning, certify the printed and digital teaching materials
- Use the model - criteria for accreditation and use its content in a flexible way, adapting it to the requirements of educational activities

Prerequisite courses : None

ETADE: Diploma Thesis

Code : ETADE

Credits ECTS: 30

Type: Compulsory (Route A.2 and Route B.2)

Semester: Fourth (4th) (Route A.2)/Third (3rd) (Route B.2)

Language: Greek

Content: The Postgraduate Diploma Thesis can be an be completed during the last semester or beyond, in case the duration of study exceeds the minimum duration for the completion of the program. The length of the Postgraduate Diploma Thesis is set at 20,000 words, excluding the Cover Page, Acknowledgements, Contents, Abstract, Bibliography and Appendices.

The general categories of topics for the Theses are determined by the Director of the Master's Program, after consultation with the Module Coordinators, and are posted on the website of the HOU, before the beginning of the registration period for students.

In this context, indicative subject areas are given, which are directly related to the specialised knowledge areas of the Master's modules.

The realization of the Postgraduate Diploma Thesis is governed by the following stages:

- Identification of the topic, research question and hypotheses
- Literature Review
- Critical appraisal of literature sources
- Selection of research method
- Selection of data collection tools and techniques
- Selection of sample and information providers
- Quantitative data analysis
- Qualitative data analysis
- Discussion, interpretation and explanation of data analysis
- Limitations and requirements of research
- Critical review of research work
- Writing and presenting research

Learning Outcomes:

Upon completion of the diploma thesis of Education and Technologies in Distance Teaching and Learning Systems –Educational Sciences (ETA), you will be able to:

- Design the steps to perform an empirical research in distance education and education in general
- Define with clarity the notion of research question and research proposal
- Identify databases to search for adequate sources
- Evaluate sources in distance education
- Collect data of an empirical research, applying appropriate methods
- Evaluate the validity and credibility of the research tools in distance education
- Write a scientific report
- Present a scientific report to the public

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.
Prerequisites: The presentation of the Diploma Thesis takes place after the successful completion of the program's Modules.

Postgraduate Program on Science Communication

Purpose

The purpose of the Master's Program, aimed at graduates of Universities and Technical Educational Institutes (TEI) who wish to engage professionally in the promotion and study of sciences and technology in the public domain, is:

- To provide specialized knowledge about the nature of scientific work and technological innovation.
- To familiarize students with the theory and practice of communication and its application to issues of public understanding of science and technology.
- To cultivate skills in addressing critical techno-scientific problems and participating in decision-making in scientific and technological policy.

Objectives

A fundamental goal of the Master's program is to highlight the paths through which sciences and technology are formed. It approaches sciences and technology as human activities that occur within specific institutional, historical, and socio-political frameworks. Additionally, the program aims to demonstrate that public discourse on techno-scientific issues can be attractive, informative, and inspire both the general public and specific professional categories to actively engage with these issues. Another goal is to highlight the complex social relationships that constitute science, the risks that scientific practices and technological innovations can introduce into social activities, and the role that science plays in the formation and reproduction of social distinctions and cultural patterns. The Master's program offers the opportunity to acquire specific skills that graduates can utilize professionally.

Learning Outcomes

Expected learning outcomes for students in the Master's Program include:

- Developing skills in writing credible and documented articles and books for the public image of sciences and technology.
- Developing skills in disseminating the results of scientific research to the general public and communicating with it.
- Managing conflicting opinions and debates on controversial issues from the field of sciences and technology based on sound reasoning and existing data.
- Utilizing the history and philosophy of sciences for shaping the public image of sciences and technology.

- Understanding and managing the ways in which the production framework of techno-scientific knowledge is connected to broader cultural processes.
- Using their education in designing and implementing educational programs in non-formal and informal education settings.
- Creating documentaries and communication programs on science and technology.
- Curating permanent and periodic science and technology exhibitions for museums and other cultural and educational institutions.
- Managing science museums and technology centers, interactive exhibitions, and related non-formal education spaces.
- Participating in expert committees for shaping scientific and technological policy.
- Acting as representatives and public relations officers for scientific laboratories and technology centers.

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Postgraduate Program on Science Communication" is 120 ECTS (30 ECTS per semester).

Duration of Study

The minimum time required for the completion of the Program is two (2) years or four (4) semesters.

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Characterization of the Postgraduate Program

Master of Science (M.Sc.)

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0388 ‘Inter-disciplinary programmes and qualifications involving social sciences, journalism and information and arts and humanities’

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

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Course Structure

	1st Semester	
EEP11	History of Science	(C[1], 10 ECTS)
EEP12	Philosophy of Science	(C, 10 ECTS)
EEP13	Science, Technology and Society	(C, 10 ECTS)
	2nd Semester	
EEP21	Science Communication	(C, 10 ECTS)
EEP22	Museums, science and technology	(C, 10 ECTS)
EEP23	Scientific journalism	(C, 10 ECTS)
	3rd Semester	
EEP31	Science and Technology in the Public Sphere	(C, 10 ECTS)
EEP32	Research Design in Public Understanding of Science	(C, 10 ECTS)
EEP33	Technoscientific culture and contemporary problems	(C, 10 ECTS)
	4th Semester	
EEPDE	Master's Dissertation	(C, 30 ECTS)

Note:

C[1]: Compulsory

Guidelines on Module selection

Students may choose from one (1) to three (3) Modules per semester.
The Modules of each semester must be selected according to the prerequisites of each theme in order to avoid learning gaps and to enable students to better meet the requirements of the next theme based on the knowledge acquired from the previous prerequisite(s).
In the first semester, if they wish to choose one (1) Module then they are required to register for EEP11. If they wish to choose two (2) Modules, then they must compulsorily declare EEP11 and EEP12. If they wish to choose three (3) Modules, then they must declare EEP11, EEP12 and EEP13.
Then the subsequent semesters' Modules must be selected according to the prerequisites of each Module. A prerequisite for the declaration of the 2nd and 3rd semester Modules is the successful completion of the two subjects EEP11 and EEP12.
Otherwise, the following applies: during the declaration process, the subjects of the previous semester must be exhausted first and then the subjects of the next semester must be declared or the remaining subjects of one semester must be declared together with the subjects of the next semester, until the maximum number of three (3) Modules is reached.
The successful completion of nine (9) Modules of the 1st, 2nd and 3rd semesters is required for the declaration of the Master's Dissertation.

Evaluation

a1. Elaboration of two (2) Educational Activities (ACT)
a2. Elaboration of one (1) Written Assignment (WA) of the semester
The average of the grades from the Activities and the Written Assignment contributes to the formation of the final grade of the Thematic Unit with a weighting factor of 40%. The grading of the two (2) Educational Activities and the one (1) Written Assignment is only activated with a score equal to or above the base (≥5) in the final or repeat Written Exams (FWE).
a3. Final or repeat Written Exams (WE) that contribute to the formation of the final grade of the Thematic Unit with a weighting factor of 60%.
The Final Grade of each Unit, on a scale of 10, is calculated as follows:

Final Unit Grade = $\frac{\text{ACT1+ACT2+WA}}{3} \times 0.4 + \text{FWE} \times 0.6$

Eligibility for exam participation:

Students are eligible to participate in the Final Written Exams if:
A1. they have been awarded at least 50% of the total of potentially excellent grade from the total of the two educational activities and the written assignment assessed, i.e., 15 points out of 30, as shown at the following table;
A2. at least two (2) out of three (3) total activities and assignment have been completed.

Grade	Points
ACT1 ACT2	**ACT1 + ACT2 + WA ≥ 15**
WA	

Course Modules

EEP11: History of Science

Course Unit Code: EEP11
Credits ECTS: 10

Course Type: Compulsory
Semester: First (1st)
Language: Greek
General Description: The subject of the history of sciences is the study of the material, cultural, and intellectual conditions that made the emergence of specific interpretative views and representations of the natural world possible. The history of sciences also examines how these views and representations were legitimized and gained the status of universal truth within specific social frameworks. Finally, it studies the ways in which established scientific perceptions are challenged and the process by which they are replaced by others considered more accurate. Traditionally, the history of sciences covers sciences in antiquity, medieval science, the Scientific Revolution, sciences in the Enlightenment era, the establishment of modern science in the 19th century, and the diversification of science in the 20th century. Due to the nature of the master's program, the thematic unit will focus more on recent times, particularly the period in which science takes on its modern form and establishes its presence in the public sphere.
Learning Outcomes:
Upon successful completion of the EEP11, the student is expected to:

- Suggest ways of using historical research to publicly present the nature of the scientific work ('the nature of science').
- Revise established narratives about the course of science and demonstrate the relationship of scientific understandings to wider social and cultural processes.
- Document the relationship between the development of the various sciences and the formation of European modernity.
- Decide on the current state of the sciences and evaluate scientific and technological policy decisions.
- To plan educational and/or artistic actions aimed at the scientific literacy of the general public

Cognitive Subjects:

- Scientific Revolution and the beginnings of modernity
- The sciences in the years of Enlightenment and the formation of the public sphere
- Sciences and society in the 19th century. Academic and professional organization of modern science
- 20th century: Science, technology and the emergence of technoscientific culture

EEP12: Philosophy of Science

Course Unit Code: EEP12
Credits ECTS: 10
Course Type: Compulsory
Semester: First (1st)
Language: Greek
General Description: The subject of the philosophy of science is the study of the methods of testing and verification of scientific theories. The philosophy of science emerged in the 17th century. The changes brought about by the Scientific Revolution, both in method and in the content of knowledge, as well as the differences among its supporters, raise serious concerns about the possibilities and limits of human knowledge. These concerns remain relevant to this

day. The epistemological optimism of the Enlightenment and the positivism of the 19th century attempt to address the skepticism associated with the problems of scientific knowledge and to demonstrate the epistemological superiority of modern science. These efforts continue and are systematized with logical positivism and analytical philosophy in the 20th century. At the same time, however, there are currents of thought that introduce social and cultural factors into the discussion, detaching science from its exclusive relationship with rationalism and objectivity. In recent years, under the influence of Science and Technology Studies, these currents have led to a variety of different views on the scientific phenomenon, connecting it with sociology, network theory, and gender studies.

Learning Outcomes:

Upon successful completion of the EEP12, the student is expected to:

- Analyze and present controversial issues of science and technology to the public.
- Decode scientific controversies and document the views of the parties involved.
- Identify and present the anthropological, class and gender dimension of the truth claims of the dominant model of technoscience.
- Assess the ethical dimension of critical scientific and technological decisions.
- Participate in scientific and technological policy formulation processes.

Cognitive Subjects:

- The beginnings of the modern philosophy of science: The importance of experience. The use of the Reason. The Kantian synthesis
- The philosophy of science in the 19th and early 20th centuries. Logical empiricism, verification and validation. Popper and refutation.
- The historicist turn and theories of scientific change
- Sociological and anthropological approaches to the problem of scientific knowledge. Social constructivism and actor-network theory

EEP13: Science, Technology and Society

Course Unit Code: EEP13

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

General Description: This unit examines the interaction of society, science, and technology. It studies the role of politics in shaping scientific practice and credibility, as well as in the formation of technological design. Contemporary theoretical trends in the sociology of scientific knowledge and the anthropology of science will be presented and studied. Emphasis will be given to approaches such as social constructivism, actor-network theory, and the co-production idiom. Science and technology will be studied as inherently social and political phenomena and as entities formed through the agency of actors, institutions, and state and international organizations. The questions that will concern the unit involve how interests and social groups shape the characteristics of science and technology while simultaneously reproducing and ingraining power relations in society. The ways of managing scientific knowledge and innovation and their consequences for the formation of technoscience and its functioning in modern societies will be specified. Additionally, class and gender

discriminations inscribed in the formation of science and technological innovation will be highlighted.

Learning Outcomes:

Upon successful completion of the EEP13, the student is expected to:

- Conceive and describe science and technology as inherently social phenomena.
- Distinguish the different social theories and sociological approaches of science and technology
- Identify and evaluate the social consequences of science and technology
- Recognize the fact that science and technology are constituted differently in different institutional, political and cultural contexts.
- Identify and delineate the gender and class distinctions reproduced in the construction of technoscience.
- Highlight the importance of the role of users in shaping and legitimizing specific technoscientific choices.

Cognitive Subjects:

- Industrial Revolutions
- From technological determinism to theories of co-configuration
- Gender, classes and technology
- Political economies of knowledge

EEP21: Science Communication

Course Unit Code: EEP21

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

General Description: The communication of science is an academic and professional space where people from different scientific and professional areas converge. In the 1950s, the term "public understanding of science and technology" first appeared, covering a fairly broad area. However, this area began to be systematically studied in the 1980s. The purpose of this course is to explore the origins of the field of science communication, highlighting the diversity of theoretical approaches. Additionally, the aim is to explore the theories of representation and perception of sciences and technology in the public sphere. What are the attitudes of different social groups towards techno-scientific issues? What are the factors that influence the different perception of these issues? In what contexts is the public image of science and technology constructed, and what textual genres does it include? Special emphasis will be given to mass media and advertising.

Learning Outcomes:

Upon successful completion of the EEP21, the student is expected to:

- Identify the different theoretical approaches taken to the study of science and technology in the public sphere.
- Identify the theoretical specificities of the specific academic field, even though they come from different scientific and professional areas.
- Recognize and decode the role of institutions and processes involved in the construction of the public image of science and technology.

- Summarize the ways in which we study public trends and behaviours and demonstrate the ways in which research results can be integrated into science communication activities

Cognitive Subjects:

- The history, present and future of scientific "popularization"
- Theories of representation and reception of the sciences in the public space
- Behaviours, trends and public participation in technoscientific issues
- The media and advertisements as sites of construction of the public image of science and technology

EEP22: Museums, Science and Technology

Course Unit Code: EEP22

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

General Description: Internationally, exhibitions focusing on the natural sciences and technology are continuously developing. The aim of the course is to examine modern approaches to education in the sciences and technology within the context of a museum, considering the creation of a comprehensive experience for the visitor. The history of exhibition design includes a wealth of techniques that characterize each period. The course will explore how these methods have influenced the presentation of the sciences up to the present day. It will introduce the development techniques of science and technology exhibits, as well as the development of educational programs within the museum framework. What criteria define a successful and effective exhibition? What tools can be used for the development of educational programs targeting different age groups? Lastly, an overview and evaluation of the various outreach techniques available to museums will be conducted.

Learning Outcomes:

Upon successful completion of the EEP22, the student is expected to:

- Utilize modern approaches to education in the context of a museum.
- Design exhibits based on science and technology.
- Develop educational actions and educational programs for a techno-scientific museum.
- Create integrated experiences for museum visitors.
- Plan the outreach actions of a science and technology museum

Cognitive Subjects:

- Contemporary approaches and educational tools for science and technology education.
- Development of science and technology exhibits.
- Development of educational programs in science and technology museums.
- Outreach techniques for science and technology museums.

EEP23: Scientific journalism

Course Unit Code: EEP23

Credits ECTS: 10

Course Type: Compulsory
Semester: Second (2nd)
Language: Greek
General Description: There is a long tradition of the presence of science and technology in the media. One of the issues that both scientists and journalists must address is the gap between scientific and journalistic discourse. How can this gap be bridged without losing critical information in the transition from the laboratory to the public space? Scientific journalism constitutes a specialized area of journalism that requires specific skills in managing and presenting issues related to the sciences and technology. The course aims to study approaches to scientific results, examine methodologies regarding writing techniques, conducting interviews, and creating broadcasts and documentaries. Additionally, clear ethical codes for issues related to both the journalist's work and citizens' right to information will be specified. The course will also outline the methods a journalist should follow to verify the credibility of sources and the criteria by which the difference between hypotheses and scientific results is documented.
Learning Outcomes:
Upon successful completion of the EEP23, the student is expected to:

- Write according to the principles and techniques of scientific journalism.
- Conduct interviews with professional scientists, aiming to capture key points of their research and its relevance to public life.
- Plan science communication talk shows or documentaries.
- Distinguish between scientifically valid and pseudo-scientific sources.
- Describe scientific controversies by capturing the complex processes of constructing technoscientific reality

Cognitive Subjects:

- Media theories
- Writing and interviewing techniques on science and technology issues
- Creation of science and technology shows and documentaries
- Ethical issues. Validation of sources. Good practices of cooperation with scientific and technological bodies
- Scientific journalism in the digital environment

EEP31: Sciences and Technology in the public sphere

Course Unit Code: EEP31
Credits ECTS: 10
Course Type: Compulsory
Semester: Third (3rd)
Language: Greek
General Description: The theme of this unit is the role of science and technology in the public sphere and discourse. It will examine the ideological function of technoscience and the role it plays in reproducing social norms. The formation of public discourse on science and technology will be studied by constructing the image of the scientist and engineer and using mass media. Additionally, the political role and function of experts in shaping hegemonic narratives about science and technology will be highlighted. Their role in shaping policies that gain credibility, persuasion, and social and political legitimacy through technocratic discourse

will be evaluated. Scientific disputes will be examined as political conflicts or conflicts that constitute the notion of the political using various means. In the context of technoscientific conflicts, the role of citizens in the social evaluation of science and technology will be explored. Different types of expertise, based on experience and the experiential relationship with the environment, necessary for the formation and evaluation of modern technoscience, will be studied by analyzing various cases.

Learning Outcomes:

Upon successful completion of the EEP31, the student is expected to be able to describe and discuss:

- The ideological dimension of science and technology
- The political and ideological function of experts
- The political as well as epistemological importance of social movements for the formation of scientific and technical knowledge
- The different types of intelligence involved in decision making on science and innovation issues
- The ways in which they can contribute to the formation of a democratic framework for constructing science and managing innovation

Cognitive Subjects:

- Science, technology and ideologies
- Scientific controversies in the public space
- Intelligence and democracy
- Science, technology, power and social movements

EEP32: Research Design in Public Understanding of the Sciences

Course Unit Code: EEP32

Credits ECTS: 10

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

General Description: This unit focuses on the methodology used for research in the social sciences. There is a plethora of methods that a researcher can employ based on the research questions formulated. In this course, the fundamental methodologies of qualitative and quantitative research will be presented (ethnographic research, content analysis, image analysis, comparative studies, case studies, etc.). What kinds of questions can be explored with each of these methods? When is the combination of multiple methods necessary? How can archives and databases be effectively used for research? Finally, techniques for writing research reports and presenting research results will be introduced.

Learning Outcomes:

Upon successful completion of the EEP32, the student is expected to be able to describe and discuss:

- Know dominant research trends in the research field of Public Understanding of Science
- Know the stages of conducting research
- Search, locate, retrieve, organize, synthesize and critically evaluate literature data
- Know basic research designs (qualitative, quantitative and mixed designs)

- Formulate and establish a research objective and research questions and/or hypotheses based on a theoretical reflection and literature review
- Know basic sampling methods and techniques in the context of quantitative and qualitative designs
- Develop and evaluate basic tools for collecting empirical material in the context of quantitative and qualitative designs
- Recognize the ethical and ethical issues raised in the context of data collection and indicate appropriate ways of handling them
- Construct and write a small-scale empirical research project in the field of Public Understanding of Science.

Cognitive Subjects:

- Quantitative and qualitative research methods
- Research designs (qualitative, quantitative and mixed designs)
- Applications of research designs in the Public Understanding of the Sciences.
- Techniques for presenting research results

EEP33: Technoscientific culture and contemporary problems

Course Unit Code: EEP33

Credits ECTS: 10

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

General Description: Within the context of social studies in science and technology, technoscientific culture is approached through critical studies analyzing contemporary social issues. The emphasis of the thematic unit will be on highlighting the risks as they emerge from new technoscientific research and innovations, as well as the terms of social and political negotiation. Topics such as the toxicities introduced into the food chain by genetic modification of plants and animals or issues related to the environmental impacts of using new technoscientific innovations will be studied. The course will also analyze issues related to managing technoscientific risk in crisis situations and the terms of individual and collective responsibilities in cases of technological and industrial accidents. The main question addressed will be: How, by whom, and under what terms are decisions made on issues concerning the sciences and technology? Ethical problems arising from research and innovations in biotechnology and life sciences will be examined, as well as the conditions for the formation of policies on "responsible innovation" in biomedical sciences and biotechnology.

Learning Outcomes:

Upon successful completion of the EEP33, the student is expected to be able to describe and discuss:

- Recognize the social and cultural construction of the concept of risk-taking
- Identify the social dimensions and effects of new technoscientific innovations
- Use analytical tools from the social sciences to analyze and assess risk associated with science and technology
- Identify and describe the bioethical issues that arise inherently with the establishment of new scientific disciplines and technological innovations

- Define the conditions for establishing the "responsible innovation" framework

Cognitive Subjects:

- Science, Technology and Risk
- Biotechnology, Public Health and Governance
- Bioethical issues
- Science, Technology and Environment
- Natural disasters and technological accidents

EEPDE: Master's Dissertation

Code: EEPDE

Credits ECTS: 30

Type: Compulsory

Semester: Fourth (4th)

Language: Greek

General description: The preparation of the Master's dissertation takes place after the successful completion of all nine Thematic Units of the program. Its duration is one academic semester. The dissertation can be based on primary empirical research or an original critical review of the relevant literature and address issues related to the Thematic Units and the individual axes that make them up. Its topic is proposed by the student and is formed in its final form in collaboration with the supervising professor-advisor.

Learning Outcomes:

Upon completion of the Master's Thesis, the student is expected to:

- Conduct original research on issues related to the communication of science.
- Recognize, apply, and combine different methods and techniques of the cognitive subjects addressed in the postgraduate program.
- Be familiar with and adhere to the principles and ethical rules of scientific research.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisite courses: The oral support of the dissertation requires the successful completion of all nine (9) Units of the 1st, 2nd and 3rd semesters of the Program.

Master's degree in Applied Developmental Psychology

Description

Psychology, and developmental psychology in particular, is one of the most popular subjects for study worldwide, both at undergraduate and postgraduate level. This is due not only to the ever-increasing demand for psychological support for individuals and social groups, but also to the ever-changing social reality which brings about situations that directly or indirectly affect psychological functioning and relationships between people, in all phases of life, at the individual and collective level. Particularly in Greece, during the last decade, due to the prolonged economic crisis and its serious effects on adjustments made by the individuals, the

need for study, research and intervention in various contexts of integration and action of the developing individual (family, education, health, welfare, work, etc.) is more relevant than ever.

Subject of the Programme

Applied Developmental Psychology is a contemporary scientific field that focuses on the implications of developmental theories and research findings in enhancing positive developmental outcomes in the individual, the family and the community. Based on the existing knowledge and research methods of developmental science, it seeks, through the design, implementation and evaluation of interventions in a variety of contexts (such as education, health, welfare, social policy), to support individuals who are differentiated in terms of their socio-cultural background and their emotional and/or cognitive skills. The ultimate aim of these interventions is both to address any problems at an early stage and to empower individuals in the diverse environments in which they operate and develop.

Purpose

The main purpose of the postgraduate programme "Applied Developmental Psychology" is for students to build the necessary skills to understand the needs of the developing person in all developmental periods. Through systematic training in theory, research, and practice, students will gain skills and experience in applying knowledge and evidence-based practices to address the problems the individual faces in the diverse environments in which his/her multidimensional development takes place.

Aims

The main objective of the programme is to offer students:

- specialised knowledge of issues of
  (a) psychological development of individuals of pre-school, school, adolescent and young adult age, as it takes place in a variety of social contexts
  (b) learning and its applications in formal and non-formal contexts
  (c) management and coping with any problems encountered by the developing individual through intervention programmes to promote psychological development and health
- skills that will enable them to apply the principles and methods of developmental psychology in a critical and reflective way in a variety of contexts (e.g. clinical, educational, research, etc.)
- awareness of the principles of scientific ethics appropriate for each context, ability to use their knowledge and experience in the design, implementation and evaluation of innovative practices and interventions for children, adolescents, young people and families
- the ability to draw on specialist knowledge to promote the success of children and young people, in particular those at risk of or experiencing difficulties/adversity in their development
- knowledge and skills in organising and conducting research
- participation in activities organised by health or welfare structures/services or education services specifically aimed at children, adolescents and young adults

- competence to participate in programmes or working contexts that focus on the well-being of the developing person, such as education, health, social welfare, etc.

Learning Outcomes

The postgraduate programme in Applied Developmental Psychology aims to train students for their subsequent scientific and professional career and development.

(A) General Learning Outcomes

Upon completion of the programme, students are expected to be able to:

- Assess critical factors that are related to (or affect) the development of the individual in contexts important for his/her life (or well-being), such as family, education, interpersonal relationships, health and welfare structures, the digital environment.
- Assist in the wider dissemination of information that promotes the healthy development of the individual.
- Critically evaluate the theoretical and applied principles underlying Developmental Psychology and related disciplines of Psychology.
- Critically apply their knowledge of current research findings in order to propose, design and implement actions aimed at reducing developmental discrepancies in children, adolescents and young adults with the ultimate goal of promoting and maintaining healthy development.
- Understand, propose, plan and participate in actions related to the assessment, maintenance, prevention or promotion of mental health, empowerment and well-being of the developing individual.
- Monitor and evaluate the results of these actions.
- Demonstrate professional responsibility and consistency, ethical behaviour and respect for the particular characteristics, abilities and needs of individuals or groups.
- Seek, evaluate and critically use new scientific data and information from different sources in order to substantiate and support theoretically and methodologically informed actions and/or interventions.
- Systematically monitor scientific developments and critically integrate new approaches and methods into their practice
- Demonstrate interpersonal and collaborative skills.

(B) Special learning outcomes

In particular, the programme will provide students with opportunities to develop and acquire (a) theoretical knowledge, (b) knowledge in specific subjects and (c) practical skills in the following areas:

(B1) Knowledge and understanding:

- the basic principles and theories of Developmental Psychology
- research methods in Developmental Psychology
- the application of basic principles and theories in a variety of contexts

(B2) Knowledge in specific subjects which enables students to:

- Contrast, combine and critically evaluate information and data from different sources in order to formulate convincing arguments
- Focus attention on the distinction between primary and secondary sources of information
- Assess the relevance of theoretical knowledge in different contexts of application

(B3) Practical skills, enabling students to:

- Design and implement intervention programmes
- Write reports
- Explore specialised databases
- Write literature reviews
- Communicate effectively, orally and in writing
- Work effectively in teams
- Manage time adequately and work to deadlines
- Learn independently and with an exploratory attitude
- Demonstrate respect for the views and ideas of others
- Identify career opportunities
- Recognise the need to continuously update their knowledge and skills

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Master's degree in Applied Developmental Psychology" is 120 ECTS (30 ECTS per semester).

Duration of Study

The minimum time required for the completion of the Program is two (2) years or four (4) semesters.

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0313 Psychology

Admission Requirements

Admissions to the Master's degree program in Applied Developmental Psychology are categorized as follows:
(A) 70% (91 positions) for graduates of undergraduate programs in Psychology, and the former departments of Philosophy-Pedagogy-Psychology with a specialization in Psychology.
(B) 20% (26 positions) for graduates of undergraduate programs in Preschool Education, Primary Education, Special Education, Education & Care in Early Childhood (formerly Pre-school or Early Childhood Education), Social Work, Occupational Therapy, Speech and Language Therapy, as well as the former departments of Philosophy-Pedagogy-Psychology with specialization in Philosophy or Pedagogy, along with the Department of Philosophy & Social Studies of the University of Crete. Candidates from these departments must have successfully completed at least three (3) Psychology courses, evidenced by a detailed grade

report or a relevant certificate. Failure to meet the requirement will result in placement in the graduate (C) group.

(C) 10% (13 positions) for graduates of any department from any university meeting the following criteria:

(i) Completion of undergraduate degree programs with at least three (3) Psychology courses, documented by a detailed grade report or relevant official certificate; or

(ii) Completion of undergraduate programs with attendance of at least two (2) Psychology courses, documented by a detailed grade report or relevant certificate, and successful completion of module EKP50 "Development of the Child in the Social Environment" from the postgraduate program "Educational Sciences (EKP)" at the Hellenic Open University; or

(iii) Completion of postgraduate programs relevant to Psychology; or

(iv) Completion of postgraduate programs related to Pedagogy, with the condition of successful completion of at least two (2) psychology courses in the relevant MSc.

It is clarified that the applications of interested graduates who belong to category C, whose undergraduate programs may include PEDAGOGICAL or SOCIOLOGICAL CONTENT courses without having successfully completed at least three (3) psychology courses, will be rejected. The affinity of scientific disciplines is not based on similarity of cognitive subjects, and no course of pedagogical or sociological content can substitute for a course of psychological content, and vice versa. Scientific areas remain distinct.

Successful completion of psychology courses, whether at the undergraduate or postgraduate level, is always documented by a detailed grade report or a relevant official certificate from the respective Secretariat.

For the successful completion of the Programme, a good knowledge of English language at a level of at least B2 is required, which must be demonstrated by the submission of appropriate supporting documents.

Note:

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

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Course Structure:

	1st Semester	
EAPS50	Topics in applied developmental psychology	(C[1], 15 ECTS)
EAPS51	Cognitive development and learning	(C, 15 ECTS)
	2nd Semester	
EAPS52	The Family and human development	(C, 15 ECTS)
EAPS53	Digital world and psychological development	(E[2], 15 ECTS)
EAPS54	Clinical child and adolescent psychology	(E, 15 ECTS)
	3rd Semester	
EAPS60	Psychology of interpersonal relationships from infancy to adulthood	(C, 15 ECTS)
EAPS61	Promotion and prevention of mental health and well-being for children and adolescents	(C, 15 ECTS)
	4th Semester	
EAPSPA	Practicum	(C, 30 ECTS)

Note:

C[1]: Compulsory

E: Elective

Guidelines on Module selection

The Postgraduate Programme "Applied Developmental Psychology" includes five (5) compulsory modules, two (2) elective modules and the compulsory Practicum (EAPSPA).

Students may choose a minimum of one (1) Module per semester and a maximum of two (2) Modules per semester. However, it is suggested that the student follow the suggested order of the Modules.

In the process of registering for Modules, the previous semester's Modules should be exhausted first and then the next semester's Modules should be registered.

In order to enroll in the Practicum, students must successfully complete the five (5) compulsory modules and one (1) elective module of the Program.

In order to obtain the Postgraduate Diploma of Specialization (M.D.E.), students must successfully complete the five (5) compulsory modules, one (1) elective module, as well as the Practicum.

Evaluation of the Thematic Units EAPS50, EAPS51, EAPS52, EAPS53, EAPS60 and EAPS61

a1. Two (2) Short-Written Assignments (SWA) with a weighting factor in the final grade of the 10% each.

a2. One (1) Main Written Assignment (MWA) with a 20% weighting factor in the final grade of the Thematic Unit.

The grading of the two (2) Short-Written Assignments and the one (1) Main Written Assignment is only activated with a score equal to or above the base (≥5) in the final or repeat exams.

a3. Final or repeat Written Exams (FWE) with a 60% weighting factor in the final grade of the Thematic Unit.

The Final Grade of each Unit, on a scale of 10, is calculated as follows:

Final Unit Grade = (SWA1×0,1) + (SWA2×0,1) + (MWA×0,2) + (FWE×0,6)

Note:

At the discretion of the Teaching Staff Group (T.S.P.) may per Module to post in the Digital Education Space (courses) optional -non-graded- educational activities (e.g. closed-type questions), which nevertheless actively contribute to the student's study.

Eligibility for Final or repeat Written Exams participation

Students are eligible to participate in the Final Written Exams if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least two (2) out of three (3) total assignments have been completed.

SWA and MWA grades in a 100-point scale			
SWA1 (10%)	SWA2 (10%)	MWA (20%)	Minimum points required to participate in the exams:
SWA1 × 1	SWA2 × 1	MWA × 2	20/100

Graded Weight of Practicum:

The rating of the Practicum results from the following axes:

a1. One (1) Final Written Project (FWP), which contributes to the formation of the final grade of the EAPSPA with a weighting factor of 90%.

a2. Oral Presentation (OP) of the Final Written Project, which contributes to the formation of the final grade of the EAPSPA with a weighting factor of 10%. The FWP score (a1) is activated only with the proven presence in the 300-hour structures by posting the signed and sealed Attendance Reports by the Practicum Agency, otherwise the EAPSPA is considered incomplete. The final EAPSPA Grade, on a scale of 10, is calculated as follows:

EAPSPA Final Grade = (FWP × 0.9) + (OP × 0.1).

Right to submit the Final Written Project (FWP)

The right to submit the FWP is guaranteed, as long as the 300-hour internship at the institution has been successfully completed.

Right of Oral Presentation (OP)

The right to oral presentation of the FWP is guaranteed, as long as the FWP receives a grade ≥ 5

No regrading possible in the Course Modules of EAPS

In the Master's degree in Applied Developmental Psychology (EAPS) it is not possible to regrade the written assignments or the written exams in all the Course Modules of the Programme in question.

Committee for Control of cases of plagiarism of the EAPS:
In the Master's degree in Applied Developmental Psychology (EAPS) the Plagiarism Control Committee will be at the level of the Program.
The Committee is constituted or renewed every year (2 academic semesters).
It is composed of three (3) regular members and respectively of three (3) substitutes in case of inability or non-selection of one of the regular members.
The members (regular and substitute) will rotate annually. That is, the 3 regular members will participate in the committee for 2 semesters and then they will be replaced by 3 other members for the next 2 academic semesters (i.e. one more year).

Course Modules

EAPS50: Topics in Applied Developmental Psychology

Course Unit Code: EAPS50
Credits ECTS: 15
Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
The aim of the unit is to present the basic positions of Applied Developmental Psychology and penetrate into issues concerning psychological work with preschool and school-age children, adolescents, young people who experience common and special situations/conditions. The thematic unit discusses specific issues related to the family, health and welfare services, social policy, general and specific educational contexts, etc., issues related to threatening and protective factors for the psychological development of the individual in various conditions and situations experienced by the individual, which are important for prevention and intervention. Students will have the opportunity to study elements related to formal and informal development and the application of findings from relevant research to manage specific issues in dysfunctional contexts or contexts with exceptionalities that impact developmental outcomes. In general, the unit addresses the ways in which students can use developmental psychological knowledge in understanding and addressing particular cases and situations from different domains of social life.
The Unit is developed by focusing on topics and issues studied in the field of Developmental Psychology in order to inform students about developments in relevant research in the international and Greek field and to allow students to study a limited number of topics of their own choice in greater depth. The Thematic Unit addresses selected issues from prenatal to young adulthood. The emphasis is on the cognitive, emotional and social development of the individual, with a specific focus on one of these depending on the topic under discussion.
In order to understand the developmental issues that will be presented in the context of the Thematic Unit, findings from epidemiological and longitudinal studies in Developmental Psychology and related disciplines, relevant literature regarding threatening and protective

factors in the age range from childhood to adulthood, transitions and turning points and related psychosocial processes, individual differences, etc. will be utilized.

Among the various specific topics on which the Unit will focus during the semester are the following:

- Social policy and development of children, adolescents, and young adults
- Threats and mental resilience
- Economic poverty
- Migration
- Internet use and abuse
- Parental divorce
- Adoption and fostering
- Abuse and neglect
- Parental mental disorder
- Traditional and cyber bullying at school
- Juvenile delinquency

Learning Outcomes:

Upon successful completion of this unit, the student will be able to:

- discuss the application of theories of Developmental Psychology to the understanding of the behaviour of infants, children, adolescents, and young adults
- evaluate different approaches to the application of developmental theory
- critically evaluate the problems associated with the application of developmental theory
- critically discuss the contribution of developmental psychology to the understanding of developmental processes
- critically examine how theory and research in developmental psychology can inform applied interventions and policy
- critically evaluate the effectiveness of interventions in structures and services in education, health, and welfare
- critically approach current research in the field of Developmental Psychology in Greece and internationally
- evaluate the appropriateness of developmental research techniques, with particular emphasis on the ethical dimension of developmental research
- approach issues related to the development of the individual as multidimensional, multilevel phenomena with complex justification
- apply developmental psychological knowledge in the analysis of particular cases
- understand that certain environmental influences may affect the development of an individual differently in relation to his or her age
- analyse risk and protective factors and understand the mechanisms when managing the developmental history of a child, adolescent, or young person

Cognitive Subjects:

- Specific issues of socio-emotional development of the individual
- Interaction between the individual and the social environment, psychosocial processes
- Psychological development of the individual in special conditions and situations

Prerequisite courses: None

EAPS51: Cognitive Development and Learning

Course Unit Code: EAPS51

Credits ECTS: 15

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Course Content:

The aim of the unit is the comprehension of psychological theories of cognitive development and their applications in the field of learning. The main schools of thought for the study of cognitive development and learning in contemporary psychology are presented, including Piaget's theory, information processing theory, the social constructionism approach, the dynamical systems approach, the conceptual model, and the theory of developmental priorities. Emphasis is placed on the applications of these approaches in various educational contexts. Indicative topics discussed include processes of cognitive development, relations between schooling and cognitive development, social interaction and learning, children's strategies for understanding and memorization, learning tactics/strategies, the development of early mathematical concepts and of the understanding of science, educational policy formulation based on the cognitive abilities of people of different ages, education of children with learning difficulties and of gifted children, etc.

The unit focuses on contemporary theories of cognitive development to familiarize students with the mechanisms and course of human cognition development. Findings from recent cross-sectional and longitudinal research on various aspects of cognition will be utilized to inform students about achievements in this field and help them reflect on the cognitive abilities and weaknesses of individuals of different ages. Studies focusing on the training of different cognitive processes will be presented, and discussion will be held regarding their implications for intervention programmes aiming at enhancing cognitive skills at different phases of development, as well as for educational policymaking.

The specific issues on which the unit will focus are the following:

- Piaget's theory of learning and teaching
- Vygotsky's theory of learning and teaching
- Dynamic systems theory
- Model of conceptual change
- Theory of developmental priorities
- The role of cognitive functions (memory, perception, executive functions, metacognition, language) in learning
- Self-regulated learning
- Metacognition and learning
- Self-representation and learning
- Motivation for learning
- Cognitive development theories and education of children with learning difficulties
- Cognitive development theories and education of gifted children
- Cognitive development and educational policy

Learning Outcomes:

Upon successful completion of this unit, students will be able to

- identify the various areas of research that are the subject of Cognitive Developmental Psychology
- explain the basic concepts and research methods used in Cognitive Developmental Psychology
- explain basic theoretical approaches that have been proposed concerning the development of cognition
- explain important empirical findings on the role of key cognitive processes in learning (e.g. perception, memory, metacognition, problem solving, decision making, language)
- identify applications of theoretical approaches and research evidence regarding cognitive development to learning and teaching
- contrast different theoretical approaches to cognitive development and identify critical differences
- propose new research questions to investigate the relationship between different aspects of cognitive development and effective learning and performance improvement

Cognitive Subjects:

- Cognitive development and learning processes
- Biological and environmental influences on cognitive development
- Applications of developmental theories to teaching and learning

Prerequisite courses: None

EAPS52: The Family and Human Development

Course Unit Code: EEPS52

Credits ECTS: 15

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Course Content:

The unit focuses on current research and theory on the study of the family as a context for human development. The aim is to provide a better and in-depth understanding of parent-child relationships in the contemporary social context through the study of parenting in the light of recent theories. Central themes of the unit will be an emphasis on a systems view of families, through an understanding of the systems model of describing intergenerational family scenarios and lifelong challenges, and a focus on the ecological, social and cultural contexts within which parent-child relationships arise. The main theories of parent-child relationships are therefore presented, themes such as the transition to the parental role, developmentally positive parenting practices by age (infancy, preschool, middle childhood, adolescence) are examined, and particular reference is made to the challenges that social changes pose for the family. In addition, alternative family forms and their relationship to child and adolescent development are examined.

Based on the objectives described above, the thematic areas of the unit will consist of:

(a) the study of the basic theories on the concept of parenthood with particular emphasis on systems theory, as well as the prospects for future research,

(b) an in-depth study of the parental role (transition to the parental role, pregnancy phase, infants, preschool and middle school children, as well as adolescents and emerging adults),
(c) the challenges surrounding modern parents,
(d) alternative family forms and child development
(e) practices associated with more functional parent-child relationships.

Learning Outcomes:

Upon successful completion of this unit, students will be able to:

- identify the different areas of research related to the wider study of the family and parent-child relationships
- to understand the main theoretical approaches that have been proposed in relation to the study of the family, in particular the systems approach
- identify the applications of theoretical approaches and research data on parent-child relationships in different contexts
- to understand new forms of family organisation and their relationship with the development of children and adolescents
- to understand contemporary social challenges related to the functioning of family systems
- to propose new research questions to explore the relationship between these challenges and more functional parent-child relationships

Cognitive Objects:

- Psychology of the family
- Parenthood: modern approaches, developmental process, alternative forms
- Theories of the family

Prerequisite courses: None

EAPS53: Digital world and psychological development

Course Unit Code: EAPS53

Credits ECTS: 15

Course Type: Elective

Semester: Second (2nd)

Language: Greek

Purpose - Description of Module: The theoretical and practical comprehension of the transformations brought about by continuous and incessant communication flow. The aim of this module is to describe the direct and implicit ways in which current digital media are involved in the cognitive, emotional and social aspects of development, from the very beginning of life. Alongside childhood and adolescence and the distinctive features of these developmental stages, young and middle adulthood are also discussed, as they are two developmental stages characterised by intense sociability, extroversion, creativity and efficiency. In addition, topical and controversial issues such as digital addiction, sexting and cyberbullying, newly emerging behaviours that cause discomfort to the individual (such as the social anxiety defined as "FoMo"), as well as educational and training practices in current media of communication and interaction will be presented and discussed.

The module is organized around issues and questions that are studied in the contemporary field of Cyberpsychology. Cyberpsychology is an interdisciplinary field revolving around the psychology of communication, with various points of intersection with sociology of the

internet, cognitive psychology, psychoanalysis and the computer and communication sciences. In the context of this module, students will be introduced to recent research developments in the field, both in Greece and worldwide. In addition, they will critically explore classical theories of development, such as the theory of psychosocial development, theories of cognitive development, and the theory of object relations, regarding issues related to the coexistence of modern individuals with technology. Students will be guided through the relevant literature and will study in depth issues related to their personal interests and career orientation. They will also be trained in the acknowledgement and implementation of training and educational practices in contemporary digital media.

The Module focuses on the following topics:

- The features of the current digital era: Seamless and rapid flow of communication, constant connectivity, the fast pace of modern daily life
- The characteristics of mediated communication: From e-mail to digital social networks and instant messaging applications
- Screens in the early years of life: Cognitive and emotional effects of children's coexistence with technology. Elective and unsolicited exposure to technological media
- Adolescence: Experimentation with self and environment, body perception, processes of individualisation and digital exposure and engagement
- Emerging adulthood and digital natives: New social roles and social imperatives, desire and self in the concurrent spheres of tangible and digital reality
- Problematic aspects of coexistence with technology: Dependence on technological tools, cyberbullying, verbal and emotional violence in the digital sphere. FoMo (Fear of Missing out): the contemporary anxiety that keeps us connected to our digital tools and affects our perceived sense of self
- Education and training practices in contemporary technological media. Recognition and management of issues such as: Fake news and misinformation, privacy in the digital sphere, sextortion, grooming, etc.

Learning Outcomes:

Upon successful completion of this Module, students are expected to:

- Understand theoretically and practically how contemporary conditions of everyday life are shaped under the ever-present technological media.
- Be able to design educational and a range of other programmes that consider the wider socio-cultural-technological context of contemporary life.
- Identify and describe the characteristics of technologically mediated communication and digital interaction that may affect psychosocial development.
- Be able to describe how the constant presence of technological media affects aspects of emotional life from childhood to adulthood.
- Understand and be able to describe how the constant flow of stimuli and uninterrupted communication affect key cognitive and learning processes from childhood to adulthood.
- Be able to propose and implement educational and teaching practices in contemporary technological media that are responsive to the developmental needs and abilities of children and adolescents.

- Recognise cases of digital addiction and propose ways of dealing with them, according to the developmental needs and specificities of the individual, within the context in which the students themselves interact and practice.
- Effectively manage incidents of cyberbullying that arise in the school or other social environment of children and adolescents.
- Effectively manage incidents of sexual exploitation arising in the school or other social environment of children and adolescents that extend to or originate in the digital world, being aware of the steps to be taken to protect the persons directly involved.
- Be able to provide guidance to children and adolescents in recognising fake news and misinformation and in safeguarding the value of privacy.
- Be able to propose a comprehensive curriculum in modern technological media, adapted to the developmental needs and abilities of each age group, and to put together an effective plan according to their specialisation and objective

Cognitive Subjects:

- Cyberpsychology
- Social, emotional, cognitive development and digital technology
- Education and training in contemporary digital media and technological tools

Prerequisite courses: None

EAPS54: Clinical child and adolescent psychology

Course Unit Code: EAPS54

Credits ECTS: 15

Course Type: Elective

Semester: Second (2nd)

Language: Greek

Purpose - Description of Module: This Thematic Unit is developed focusing on topics and issues studied in the field of Clinical Psychology of Children and Adolescents in order to inform students about the developments in the relevant research in the international and Greek field and allow them to study a limited number of topics of their own choice in greater depth.

In particular, the classification systems of mental disorders, the basic diagnostic categories according to DSM-5 and the current theoretical approaches in the clinical psychology of children and adolescents are presented. Emphasis is placed on understanding the clinical presentations, as well as psychological and neurobiological theories of the etiopathogenesis of psychological disorders. Therapeutic approaches to the treatment of childhood and adolescent mental disorders from the perspective of the clinical psychologist are also discussed. The aim of the unit is to provide students with the opportunity to learn the basic principles in the diagnosis, assessment and understanding of child and adolescent behaviour and mental health/illness. Also, to understand the psychological challenges faced by children and adolescents and methods of prevention and treatment of psychological problems in childhood and adolescence.

Among the various specific issues on which the thematic unit will focus are the following:

- Introduction to Child & Adolescent Clinical Psychology, Introduction to the unit.
- Introduction to Clinical Assessment, Diagnosis, Diagnostic Classification Systems.
- Evidence-based case formulation
- Attachment Disorders

- Depression and suicidality
- Anxiety disorders
- Post-traumatic stress disorder
- Obsessive-compulsive disorder
- Behavioural disorders
- Eating disorders
- Attention deficit/hyperactivity disorder
- Tic disorders and trichotillomania
- Clinical interventions and therapeutic approaches

Learning Outcomes:

Upon successful completion of this unit, the student will be able to:

- Understand and describe the characteristics that distinguish normal from abnormal behaviour, and the classification, diagnosis, and comorbidity of disorders in children and adolescents
- Recognise the symptoms, aetiology, course and outcome of disorders commonly presented in childhood and adolescence
- Recognise the complex relationships between biological, psychological and social factors involved in the development and maintenance of problem behaviours
- Be familiar with the treatment approaches of the most common disorders of childhood and adolescence in order to be able to make referrals to the appropriate mental health professional
- Discuss the main advantages and disadvantages of applying diagnostic and classification procedures to the problems of children and adolescents
- Be familiar with the main methods of prevention and intervention for childhood and adolescent disorders
- Apply the systems of understanding and diagnosing the problematic behaviour of children and adolescents to case studies
- Apply the basic principles of evidence-based therapeutic interventions to case studies

Cognitive Subjects:

- Contemporary theoretical and research approaches in child and adolescent clinical psychology
- Application of clinical psychology principles to child and adolescent mental health
- Clinical/psychological interventions to promote children's and adolescents' mental health

Prerequisite courses: None

EAPS60: Psychology of interpersonal relationships, from infancy to adulthood

Course Unit Code: EAPS60

Credits ECTS: 15

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

Aim – Description of the unit: The aim of the Thematic Unit is to describe and highlight the essential link between human development and interpersonal relationships. The Unit first addresses the importance, for the rest of life, of the infant's relationship with his or her

primary caregiver. This relationship establishes in the infant's mind an image of self and abstract other, while setting in motion intrinsic behavioural systems (e.g., attachment, caregiving, sex) for the creation and maintenance of human relationships. Building on an understanding of these driving forces that create relationships, the Unit then turns to a theoretical analysis of the forms that relationships take and the psychological processes (e.g., responsiveness, closeness, commitment, companionship, passion) that give them identifiable character. At this point, the developmental prism is introduced to systematically highlight the age span (child, adolescent, young adult) and the mode of emergence, contents and consequences of each form of relationship and relational process. By delving into each stage separately, an understanding of the functional goal of relationships is attempted. To this end, parental, family, school environment and friendships of children, adolescents and young adults are examined, while sexual expression, erotic relationships and their wider social networking are emphatically addressed. Understanding, by age stage, the processes of relationships, in particular their functional goals, can support beneficial relationship applications. Specifically, using examples and relationship simulations, exemplary interventions are presented (a) for managing interpersonal relationships, after awareness and differentiation of their characteristics by age stage, and (b) for training in the skills needed to ensure that relationships optimally serve their functional goal. Students will be required to use creatively and synthetically, the theory, evidence and research methodology of the Unit to design interventions.

The educational logic of the Thematic Unit is based on three axes. The common theme in all three axes is the subjective experience of the "self", which, according to the first axis, is established and defined in our first relationship with the main caregiver (usually our mother), and develops, as described in the other two axes, with or against the others.

A axis: "The beginnings of social interactions in infancy: the infant's first relationship determines the perception of self – other": it documents theoretically and empirically the importance of relationships for the human species and human life, as well as their consequences for development. The description of the behavioural systems responsible both for the reproduction of the species and for the creation of multiple and diverse relationships, complex and extensive social networks and organisation is essential to understand their manifestations through forms of relationships, psychosocial structures, functions and processes, different at different age stages.

B axis: "Basic forms and processes of interpersonal relationships that run through childhood, adolescence and adulthood. First differentiations': the forms and processes of relationships are analysed, systematically highlighting, for each of them, the time of their emergence in terms of age, the way in which they occur and their content, which in some cases differs quantitatively from one age stage to another and in some cases qualitatively.

C axis: "Relationships in childhood: the developing self with or against others, benefits, adversities, adaptations", "Relationships in adolescence and young adulthood: who I am not, who I am, who I want to be": we use the forms and processes of relationships of the second axis to describe, analyse and understand what happens from a psychological point of view in specific categories of relationships of the child, adolescent and young adult. Our analysis aims to understand the functional goal of each relationship for the development of the individual and the maturation of the self. We practice parental and family relationships, relationships in the school environment as well as friendships. We are concerned with issues of sexual

expression, intimate love relationships and wider social relationships. Both sub-units culminate in applications. Specifically, they present suggestions, based on our theoretical treatise and empirical evidence, (a) for managing interpersonal relationships, raising awareness and discriminating their characteristics and processes by age stage, and (b) for training in the skills needed to optimally serve their functional purpose.

Learning Outcomes:

Upon successful completion of the unit, students will be able to:

- understand how probabilistically ranked predispositions to relationships are formed in childhood, adolescence and young adulthood and in young adults, based mainly on the interactions of infancy. This knowledge will further provide them with hypothetic-productive explanatory power of relational behaviours in the present tense.
- know which of its systems function intrinsically for the expression of human relational behaviour and the consequences of their independent or simultaneous functioning to different degrees
- identify relational forms on the basis of specific criteria and characteristics and thus provide an appropriate framework for understanding any behaviour
- understand and formulate alternative predictions about the manifestation and development of processes subject to relationality, such as responsiveness, equality, conflict, erotic passion and companionship, and indeed at different age stages. At the same time, they will be able to know what their intra-individual (experience) and inter-individual (relationship) consequences may be
- identify and differentiate how and why relational situations and consequences have arisen in childhood-adolescence and young adulthood that are linked to issues of relational involvement of young people; and issues of identity. These situations may relate to relationships with parents, teachers and friends as well as young people's first love relationships and may focus on feelings of loneliness, victimisation, deviant behaviours, frustrated love feelings or disrupted daily life due to obsession with love interest
- to consolidate the idea that it is possible to train skills for better, more beneficial, more satisfying and more productive relationships at all ages and to work towards this, starting from the present framework of understanding of children, adolescents and young adults' relationships and the trainable skills indicated

Cognitive Subjects:

- The beginnings of social interactions in infancy
- Basic forms and processes of interpersonal relationships in childhood, adolescence and adulthood
- Relationships in childhood, adolescence and young adulthood

Prerequisite courses: None

EAPS61: Promotion and prevention of mental health and well-being for children and adolescents

Course Unit Code: EAPS61

Credits ECTS: 15

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

Course Content:

Mental health and well-being of children and adolescents is a common goal to be achieved for mental health, education and social work professionals. This Thematic Unit aims to present an overview of the theoretical approaches for mental health, especially for mental health of children and adolescents and the multidimensional factors that contribute to it. Afterwards, this Thematic Unit focuses on the importance of prevention and promotion of young people's mental health. Finally, prevention and promotion programs aiming at individuals, families, school, and community are presented and critically evaluated.

This Thematic Unit is developed by focusing on topics and issues studied in the field of Health Psychology, in order to inform students about the developments from the relevant research in the international and Greek data, inspiring them to study a limited number of topics of their own choice in greater depth. The findings from epidemiological and longitudinal studies in Health Psychology and related scientific fields, the relevant literature on the mental health of young people, the risk factors and the protective factors, as well as the ways of safeguarding and supporting their health, will be used. Furthermore, promotion and prevention programs will be presented and students will be trained in recognizing and utilizing of good action practices.

Among others, this Topic Unit will focus on the following:

- Mental health and well-being of children and adolescents: modern theoretical approaches for healthy development and well-being: the role of bio-psycho-social factors.
- The role of child's personal characteristics, life events and it’s environment. Issues in Developmental Psychopathology. Epidemiologic data.
- Trauma and resilience of the child. Adversity in the child's life and the child who promises recovery.
- Mental health deviations and consequences: for the child, the family, society.
- The role of health, education and social work professionals.
- The importance of prevention (primary, secondary, tertiary) and early intervention: prevention interventions for children and adolescents living in high-risk environments.
- Promotion and primary prevention at school: the importance of developing personal skills, social-emotional development, respecting boundaries and accepting everyone's diversity.
- Mental health and Social Welfare: Research, action, training of professionals and provision of services focusing on family violence and child victimization (primary, secondary, tertiary prevention). Promotion of children rights.
- Social Policy in Greece: the legal framework.
- Social Policy in Greece: action plans and mental health programs. The importance of the family-school-community interface.
- Research data on proposed intervention programs: their shortcomings and effectiveness.

Learning Outcomes:

Upon successful completion of this unit, the student will be able to:

- describe modern theoretical approaches for intended mental development and well-being of children and adolescents.
- distinguish and evaluate the role of biopsychosocial factors in the mental health outcome of the child/adolescent.
- explain, classify and estimate the consequences of mental health deviations.
- explain the role of a child's environment in their normal or abnormal mental development, in order to shape their future interventions accordingly.
- realize the importance of prevention and early intervention but also the need for interdisciplinary cooperation.
- acquire skills in identifying cases with a need for referral to other specialized professionals or specific services.
- plan, classify and apply similar actions for children and adolescents with scientific accuracy and ethics

Cognitive Subjects:

- Health Psychology.
- Contemporary theoretical approaches for healthy development and well-being: biopsychosocial interactions and psychological interventions.
- Mental health discrepancies and consequences - Developmental psychopathology issues.
- Prevention and early intervention in education, health and welfare contexts.

Prerequisite courses: None

EAPSPA: Practicum

Code: EAPSPA

Credits ECTS: 30

Type: Compulsory

Semester: Fourth (4th)

Language: Greek

Purpose – Description: The Practical Training consists of attendance of thematic weeks on the educational platform, visits to education, health, welfare, mental health services, etc. (e.g. schools, hospitals, community support services, day care centres, institutional structures, etc.), design and/or implementation of educational interventions, and writing of a final Written Assignment. During the training, emphasis is placed on observing and recording the processes of evaluation and addressing the problems documented.

The module unfolds towards three directions/axes:

- online attendance focusing on research methodology (i.e., data collection methods, research designs, writing up research proposal, studying research articles, conducting literature reviews, writing up a final report).
- physical presence and observation of the operations, therapeutic processes and/or educational sessions with individuals/groups of individuals from target populations (for example early years children or school year children, adolescents, adults), in mental health and educational provision services (for example medical-educational centers, public assessment centers or similar), as well as of the design of supervised psychoeducational interventions.
- submission of a final report

With regards to online attendance students will be trained in areas including:

- ethics, confidentiality, and the paperwork required for the completion of the module (i.e., keeping a diary, keeping/submitting an attendance sheet signed by the supervisor)
- theoretical issues regarding bringing together theory and practice
- responsibilities towards the host institution/organization
- selected topics in applied psychology in host institutions/organizations providing specialized services in the areas of education, health, and provision.

With regards to the physical presence of students as interns in their host institutions/organizations (in areas of education, health, provision, mental health services), students are expected, as part of their role, to engage in any of the following: observation of assessment processes, individual psychological assessment, compilation of personal file, therapeutic or/and educational sessions, individual or group, with target population (for example early years children or school year children, adolescents, adults), as well as of the design and implementation of psycho-social, psycho-educational and counselling interventions and the provision of other mental health and educational services.

With regards to the report submitted, students should delve into key issues of Applied Developmental Psychology (indicatively juxtaposition and appraisal of interventions, at the individual, the family or the community level) across the different areas of development (cognitive, social, emotional development) and in relation to the content of the modules attended as part of the program.

Learning Outcomes:

Upon successful completion of this unit, the students:

- will be familiarized with issues of psychological and psychoeducational assessment and psychodiagnostics of learning and psychosocial difficulties
- will be familiarized with research methodology (i.e., reliability, validity of psychometric tools, research design and intervention, sampling, case studies)
- will be familiarized with issues of research ethics (i.e., keeping in line with ethics rules, showing respect to participants), knowing the conditions for conducting research or implementing an intervention (i.e., informed consent forms, ethics clearance to conduct a study by the institutions involved)
- will have acquired knowledge about and be familiarized with organizations of mental health provision
- will have acquired knowledge about the range and type of services these organizations offer
- will have participated as observers in procedures of assessment and intervention (therapeutic sessions) with people of various mental health issues
- will be able to offer autonomously services of assessment and intervention to individuals of targeted groups under supervision from practitioners and academic experts

Teaching Method: (a) Distance learning using the HOU's E-Learning Platform and conducting 8 (eight) thematic weeks on "Research Methodology", **(b)** Physical presence in the facilities of the internship under the supervision of a Psychologist and **(c)** conducting Group Counselling Meetings.

Evaluation of the Practicum:

The grade of the Practicum occurs by the following axes:
a1. One (1) Final Written Assignment (FWA), which contributes to the formation of final grade of the EAPSPA with a weighting factor of 90%.
a2. Oral Presentation (OP) of the FWA, which contributes to the formation of the final grade of EAPSPA with a weighting factor of 10%.
The grading of the FWA (a1) is only activated with the proven 300-hour presence in the structures and the provided certificate of completion from the institution, otherwise the EAPSPA is considered as incomplete.
The Final Grade of EAPSPA, on a scale of 10, is calculated as follows:
Final GRADE EAPSPA = (FWA × 0.9) + (OP × 0.1).
Eligibility for Final Assignment submission
Students are eligible to submit the FWA, as long as the 300-hour Practicum is successfully completed in the institution.
Eligibility for Oral Presentation (OP)
Students are eligible to present the FWA, as long as the FWA is completed with score equal to or above the base (≥ 5).
Prerequisite courses: The successful completion of the six (6) modules in semesters 1-3.

Modern and Contemporary Greek History

Description

The PSP discusses Modern and Contemporary Greek History (19th-21st century). Its purpose is to specialize scholars in Modern and Contemporary Greek History and familiarize them with contemporary historical methods and research trends, exclusively and comprehensively through distance education.

Learning Outcomes

Upon successful completion of the PSP, students will be able to:

- critically observe and evaluate the methodological tools of historical science
- are familiar with the key milestones in Greek political, diplomatic, social history, as well as the history of ideas in Greece
- critically assess the evolution of Greek history and study historical evidence
- monitor and critically assess the development of Greek historiography
- place the development of Greek history within European and international contexts
- conduct research –bibliographic and/or archival– on issues related to modern and contemporary Greek history
- record the findings of their research as well as their own scientific assessment in scientific papers/essays

Type of Postgraduate Program

Master of Arts (M.A.)

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Modern and Contemporary Greek History" is 120 ECTS (30 ECTS per semester).

Duration of Study

The minimum time required for the completion of the Program is two (2) years or four (4) semesters.

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0222 History and Archaeology

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

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Course Structure:

	1st Semester: 30 ECTS	
SEI50	Between Tradition and Modernity: Greek Political History	(C[1], 15 ECTS)
SEI51	The Greeks and their Great Ideas	(E[2], 15 ECTS)
SEI52	West of the East: Enlightenment and Orthodoxy as Factors Shaping the National Identity	(E, 15 ECTS)
	2nd Semester: 30 ECTS	
SEI53	The Greek Lands and the Great Powers (1800-1922)	(C, 15 ECTS)
SEI54	Trends and Wars in Greek Historiography, 19th-21st centuries	(E, 15 ECTS)
SEI55	Greek Communities in Foreign Lands	(E, 15 ECTS)
	3rd Semester: 30 ECTS	
SEI60	The Region of Greece and the International System (1922-1989)	(C, 15 ECTS)
SEI61	Greece and the Balkans: A Turbulent Relation	(E, 15 ECTS)
SEI62	Klefts, Palikars and Guerillas: Greek Outlaws and Heroes	(E, 15 ECTS)
	4th Semester: 30 ECTS	
SEI63	Bourgeois, Farmers and Workers: Topics on Greek Social History	(C, 15 ECTS)
SEIDE	Master's Diploma Thesis	(C, 15 ECTS)

Notes:

C[1]: Compulsory

E[2]: Elective

Guidelines on Module selection

Students may select one (1) to two (2) Modules per semester (30 ECTS).

Modules must be selected in the order in which the semesters are organized.

For example, if a student wishes to select only one (1) Module in the 1st semester, they must select SEI50. If they wish to select a second Module, this may be one of the elective Modules: either SEI51 or SEI52.

When selecting Modules, students must first pass all the available Modules that belong to the previous term and then select Modules belonging to the next term.

The presentation of the Master's Diploma Thesis takes place after the successful completion of the program's Modules.

To earn their Postgraduate Specialization Diploma (PSD), students must successfully complete seven (7) Modules, in addition to successfully writing and defending their Master's Diploma Thesis.

Evaluation

A1. Two (2) Short-Written Assignments (SWA) with a weighting factor in the final grade of the 10% each.

A2. One (1) Main Written Assignment (MWA) with a 20% weighting factor in the final grade of the Module.

The grading of the two (2) Short-Written Assignments and the one (1) Main Written Assignment is only activated with a score equal to or above the base (≥5) in the Final Written Assignment (FWA).

A3. Final Written Assignment (FWA) with a 60% weighting factor in the final grade of the Module, which is supported by oral presentation in public.

The Final Grade of each Module, on a scale of 10, is calculated as follows:

Final Module Grade = (SWA1×0,1) + (SWA2×0,1) + (MWA×0,2) + (FWA×0,6)

Eligibility for Final Written Assignment submission

Students are eligible to submit the Final Written Assignment if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (A1) and (A2), as shown at the following table;
2. at least two (2) out of three (3) total assignments have been completed.

SWA & MWA grades in a 100-point scale			
SWA1 (10%)	SWA2 (10%)	MWA (20%)	Minimum points required to submit the FWA:
SWA1 × 1	SWA2 × 1	MWA × 2	20/100

Re-registration in a Module - Eligibility for Final Written Assignment resubmission

Students who register at the **winter** semester are able, in case of failure or non-submission of the Final Written Assignment in January (final exams of the winter semester), to prepare and submit the FWA both in the final exams of the spring semester (2nd chance) and in the repeated exams of the year (3rd chance - June/July) without financial participation. In case of failure or non-submission of the FWA in the final and re-examination period of June/July, then they declare again the Module with full financial and educational obligations in the following winter semester.

Students who register at the **spring** semester are able, in case of failure or non-submission of the Final Written Assignment both in June/July (final exams of the spring semester) and in the repeat exams of the year (2nd opportunity), to prepare and to submit the FWA in the final exam in January (3rd chance) without financial participation. In case of failure or non-submission of the FWA in the examination period of January, then they declare again the Module with full financial and educational obligations in the following spring semester.

Therefore, students have the right to be examined three (3) times during a calendar year.

Course Modules

SEI50: Between Tradition and Modernity: Greek Political History

Module Code: SEI50

ECTS Credit Points: 15

Module Type: Compulsory

Semester offered: First (1o)

Language: Greek

Module Content:

The organization of the modern Greek state was characterized by systematic efforts to impose "contemporary political structures on a traditional cultural foundation". Reactions to these efforts were initially violent, though those affected by the changes eventually displayed a striking adaptability to them. As a result, these foreign institutions retained their external attributes, but lost their original function. From the reign of Otto onwards, traditionalist and modernizing trends have coexisted to varying degrees in all Greek political formations that made claims of pluralism. During times of crisis, however, a divide would become evident between the two political cultures, with overtly modernizing and traditionalist trends emerging. The module aims to discuss this phenomenon as it manifested at various periods, while testing the validity of the theoretical interpretative tools that have been suggested. Students are expected to better understand the structural problems of Greek society and politics (such as the patronage system, corruption and statism, the roles of the church and the military in politics), obtain comprehensive knowledge on the causes of political conflict, which at times erupted into civil strife (such as the National Schism and the Civil War), and be able to interpret the perpetual under-development observable in Greece, such as the belated development of a civil society.

Learning Outcomes:

Upon successful completion of the module, students will be able to:

- Analyze the political, economic, and social processes connected with developments in the Greek state from its founding to the end of the Cold War.
- Assess the effectiveness of the Greek state institutions and their historical development.
- Explain the deeper causes and broader implications of individual ideological and partisan debates.
- Comprehend the interaction between internal and external politics.

Subjects:

- Political History of Greece, 19th-20th centuries
- Constitutional History of Greece, 19th-20th centuries

Prerequisite courses: None

SEI51: The Greeks and their Great Ideas

Module Code: SEI51

ECTS Credit Points: 15

Module Type: Elective

Semester offered: First (1o)

Language: Greek

Module Content:

The module discusses the processes through which the Greek nation was formed and its irredentist agenda from the late 18th to the mid-20th c., viewed within the European context. Tracing the transition of Greek collective identity from the Post-Byzantine "Orthodox Commonwealth" to the modern "nation – state", the module analyzes the components of Greek nationalism (language, religion, shared history and "national consciousness"), their shifting historical significance, and how they were treated by scholars and politicians. Lessons will then focus on the "Megali Idea" ("Great Idea"), the irredentist objective of liberating all

Greeks still under foreign rule, from 1844 to 1922, discussing its various ideological and political interpretations, such as: "the enlightenment of the East", the territorial expansion of the Greek State, Greece as a "model kingdom", Greco-Turkish cooperation, and the Balkan federation. Lessons will also touch upon surviving irredentist trends after 1922 and World War II, focusing particularly on Cyprus, Northern Epirus, and the Dodecanese, all within the wider historical context.

Learning Outcomes:

Upon successful completion of the module, students will be able to:

- Recognize the processes that shaped the modern Greek ethnic identity from the late 18th to the mid-20th c.
- Describe the components of Greek nationalism (language, religion, shared history, geography), their shifting historical significance, and their treatment by the various institutions (e.g., state, Church), political parties, leaders, and scholars
- Identify the elements of Greek irredentism (Megali Idea), the efforts to expand the geographical boundaries of the Greek state through the incorporation of all Greeks living outside its borders, in addition to alternative aspects of the dominant ideological structure
- Identify surviving aspects of Greek irredentism after 1922 and World War II, in relation to the historical context
- Interpret the interaction of Greek political developments and intellectual aspirations with the objectives of the Megali Idea
- Understand the significance of the international situation and the broader geopolitical and diplomatic developments for the success or failure of Greek irredentist ventures in the period under examination
- Identify the role played in formulating and implementing Greek irredentist policy by the Press, public opinion, and various pressure groups.

Cognitive Subjects:

- History of International Relations
- History of Ideas (Irredentism)

Prerequisite courses: None

SEI52: West of the East: Enlightenment and Orthodoxy as Factors Shaping the National Identity

Module Code: SEI52

ECTS Credit Points: 15

Module Type: Elective

Semester offered: First (1st)

Language: Greek

Module Content:

The confrontation of the Greek world with the East and the West lies at the heart of Modern Hellenism's enduring identity crisis. It is, in essence, a cultural phenomenon, if the Hellenic world is viewed as a third, separate cultural space, not defined by its location between East and West. The module discusses Greek relations with Europe, and examines the ideological conflicts between Westernizers and deniers of Westernization in Greek society from the late 18th c. until today, while tracing the trajectory of Greek nationalism. Lessons will center on

the European direction of the Modern Greek Enlightenment, its clash with the Orthodox identity cultivated by the Ecumenical Patriarchate and the "anti-Enlightenment", but also the structural differences between the western institutions of the Greek state and attempts to subvert or abolish them by the traditional elites who had been established during the period of Ottoman rule. Additionally, the module will discuss how these conflicts shifted, examining the ideological and political positions of the Westernizers and the resistance to Westernization of both traditional religion and the "Right" and "Left" of the political spectrum.

Learning Outcomes:

Upon successful completion of the module students will be able to:

- Understand the historiographical discussion on the issue of tradition and modernization in Greek society,
- Critically assess the role of the Enlightenment in the efforts to Westernize Greek society,
- Critically assess the role of Orthodoxy in questioning the modernist narrative, and its impact on Greek society,
- Assess Greece's relations with Europe in the 19th century from their political and, primarily, cultural perspective,
- Critically assess the various interpretations of the national idea from the Enlightenment to today,
- Codify the primary ideological aspects of the National Schism,
- Critically assess the issue of "Hellenity", as it was expressed in the 1930s,
- Comprehend the main ideological aspects of Greek Communism in relation to the Megali Idea during the Interwar Period and the Cold War,
- Assess the role of the Cyprus Issue on the various aspects of the Greek national narrative, and their relation with the Western modernizing efforts after the Cold War,
- Document the primary parameters of the ideological discussion regarding issues of nationalism and western modernism after the Metapolitefsi ("Regime Change").

Subjects:

- History of Ideas and of Education
- Social History (Nationalism, Identities)

Prerequisite courses: None

SEI53: The Greek Lands and the Great Powers (1800-1922)

Module Code: SEI53

ECTS Credit Points: 15

Module Type: Compulsory

Semester offered: Second (2o)

Language: Greek

Module Content:

The space within which the Greek national movement unfolded and the Greek state was formed during the long 19th century attracted the interest of both its neighbors and the Great Powers of the time. In this sense, one could focus not only on the extent covered by the Greek nation-state but also on areas that Greek nationalism claimed without ultimately achieving their incorporation. Chronologically, this space extends from the Greek struggle for independence to the Asia Minor catastrophe. There will be an opportunity to examine the stance of the Great Powers towards Greece and Greek liberation, with reference to broader

issues of each specific period, such as the Eastern Question and its various manifestations (e.g., Cretan Question, Macedonian Question, etc.). Understanding the policies of these powers in matters critical to the course of Hellenism is significant, especially as these policies were often driven by competing global or regional interests that had little to do with the aspirations of representatives of the Greek nation. Beyond the policies of the Great Powers on specific matters of Greek interest, the institutional form of Greece's relations with them will be examined, from the stage of guarantee and 'protection' that followed the intervention of Britain, France, and Russia in revolutionary Greece, to that of - formally equal to powerful states - the country's participation in alliances and broader coalitions. In correlation with the dominant political issues, students will be able to examine other parameters of the policies of the great powers, such as economic penetration, cultural influence, and propaganda. Special mention will be made of the ideological dimension and the tendency for issues of foreign policy to transform into matters of internal contention, not only in Greek territory but also in the political chessboard of the Great Powers, as demonstrated by examples of philhellenism, pan-Slavism, or ideological confrontation between totalitarian and liberal values.

Learning Outcomes:

Upon successful completion of the module, students are expected to:

- know the main diplomatic milestones of the newly founded Greek state and Greek irredentism and be able to analyze the main events.
- have understood and be able to substantiate the multifaceted nature of Greece's relationship with the Great Powers (political intervention, economic penetration, cultural propaganda, wartime propaganda).
- can interpret the diplomatic choices of the Great Powers on specific Greek issues, considering the wider international context and their internal political and ideological needs (e.g. the attitude of the Great Powers towards the Greek Revolution or the Cretan Question)
- understand how foreign policy issues became issues of internal conflict (e.g. political parties, the National Schism).
- be able to relate foreign policy issues to the ideological aspirations of the Greeks, especially as regards their relationship with Europe.
- have approached the operation and consequences of interstate lending in the 19th century with reference to the example of Greece.
- be able to relate the developments in the Balkans to Greek claims, e.g. the Eastern Crisis (1875-1878), the Macedonian Question, the Balkan Wars.
- be familiar with the basic Greek literature on Greek foreign policy and the Great Powers.

Subjects:

- Greek Diplomatic History, 19th century-1922
- European Diplomatic History, 19th century-1920

Prerequisite courses: None

SEI54: Trends and Wars in Greek Historiography, 19th-21st centuries

Module Code: SEI 54

ECTS Credit Points: 15

Module Type: Elective

Semester offered: Second (2o)
Language: Greek
Module Content:
The module is an overview of the hallmarks in Greek historiography from its birth in Revolutionary Greece until the present day. Through the study of important historical texts and the works of key historians, students will learn the defining moments in historical thought and interpretation of the past, the "exceptionalism" of the Greek nation, national integration, and class consciousness. Lessons will discuss issues such as the correspondence between Greek historiography and international historical trends, such as historicism, Marxism, the Annales, social history, and cultural history; the transition from national narratives to the study of microhistory, minorities, nationalism, subjectivity, and collective traumatic experiences; the way hallmarks of Greek history, such as the Revolution of 1821, the Macedonian Struggle, the Asia Minor Catastrophe, the Civil War, are used to support the basic historiographical preferences of Greek historiography; the prominent role of the nation-state in the development of historical priorities and scholarly assumptions.
Learning Outcomes:
Upon successful completion of the module, students will be able to:

- Evaluate the primary sources and the tools of the historian,
- Understand the critical events in Greek history,
- Identify historical periods and evaluate the problems of periodization,
- Discern and evaluate international influences on Greek historiography,
- Interpret developments in Greek historiography within their historical context,
- Become familiar with and discuss the main stages of Greek political, social, economic, and cultural history, in addition to other "histories"
- Understand and explain the historiographical depictions of the Megali Idea and Greek irredentism,
- Interpret the influence of trauma on historical narratives,
- Write papers based on primary historical sources,
- Apply the theory and philosophy of history to their writing,
- Understand and present the contemporary historiographical trends,
- Know and evaluate the scholarly disagreements (or wars over history) that have occurred and continue to occur in the interpretive reconstruction of the past,
- Understand the means or factors and circumstances through which new thematic axes may be introduced and new historiographical trends created,
- Evaluate the influence of technology on historiography,
- Comprehend the relationship between public history and scholarly historiography

Subjects:

- History of Historiography
- Theory of History

Prerequisite courses: None

SEI55: Greek Communities in Foreign Lands

Module Code: SEI 55
ECTS Credit Points: 15
Module Type: Elective

Semester offered: Second (2o)
Language: Greek
Module Content:
The geographical dispersion of Hellenism is a factor in shaping both its ideology and its economy. The module SEI55 examines the Greek migrations from the early modern ages to the post-war emigration. It explores the different chronological phases and characteristics of the migratory phenomenon: from the Greek-orthodox merchant diaspora in the early modern period to the transatlantic, overseas emigration, the post-war labor and student migration and the political exile. It discusses the role of the diasporic Greeks and the diasporic capital in the development of the Greek economy, as well as in shaping both the Greek national identity and foreign policy. It also discusses issues of assimilation and diasporic identities, as well as the image of the diaspora in public discourse and popular culture.
Learning Outcomes:
After the successful completion of the module, students will be able to:

- Identifying the chronological phases and the characteristics of the Greek diasporic phenomenon from the 15th century to the 20th century.
- Be familiar with the history of some of the most important Greek diaspora communities, such as Venice (15th-18th century), the communities of Trieste and Vienna (18th-19th), the communities in Southern Russia (18th-19th), Egypt (19th-20th), and the Greek-American communities(19th-20th).
- Approach critically issues of immigrants' national identity, integration and assimilation into host societies as well as repatriation.
- To relate migration to political events, economic conditions, ideological movements and social attitudes.
- Analyze the relationship between the national centre and the diaspora and assess the contribution of the latter to national issues.
- Deepen their understanding of the contribution of the diaspora capital to the development of the Greek economy (e.g. in the shipping sector, international trade, etc.).
- Be familiar with the Greek literature on the Greek diaspora and to be aware of the development of the relevant historiography

Subjects

- History of the Greek Diaspora
- History of Greek Emigration

Prerequisite courses: None

SEI60: The Region of Greece and the International System (1922-1989)

Module Code: SEI 60
ECTS Credit Points: 15
Module Type: Compulsory
Semester offered: Third (3o)
Language: Greek
Module Content:
The module discusses Greece's place in the international system from the Asia Minor Catastrophe to the end of the Cold War. The failure of the Asia Minor Campaign of 1919-1922,

the signing of the treaty of Lausanne and the mandatory population exchange between Greece and Turkey in 1923 were watershed events in the foreign policy of the modern Greek state. In their aftermath, the Megali Idea, which had for roughly a century been the driving force behind both internal and foreign policy, was abandoned, and the priorities of the government in Athens shifted to securing the territorial integrity and political independence of the country. The module examines the Greek government efforts to adapt to an ever-shifting international environment, during a period marked by the transition from the traditional state system to a multilateral, globalized (especially after the 1970s) international system. During this period, the first intergovernmental organizations (League of Nations, United Nations, etc.) appeared, expressing a new conception of how the international community ought to be organized. Students shall learn the major strategic choices of the Greek governments from 1923 to 1989, in addition to the ways in which they managed the external affairs of the country. A particular topic of discussion will be the relations between Greece and the Great Powers, the superpowers, and her neighbors, viewed from both sides; the stances of the Great Powers vis à vis Greece will also be examined within the context of their broader strategic objectives and priorities in southeastern Europe. Additionally, the factors that led to the decline of Hellenism in places where it had a centuries-long presence will also be discussed. The lessons will conclude with the "deeper forces" that influenced Greek foreign policy: geography, ideological trends, financial situation, military capabilities.

Learning Outcomes:

Upon successful completion of the module, students will be able to:

- Understand the main turning points, continuities and new starting points in Greece's relation with both its neighbours and the main players of the international system
- Comprehend the various levels at which Greece's foreign relations were developed (internal, regional, international)
- Distinguish between the more permanent interests and objectives of Greek foreign policy as opposed to short-term pursuits and manoeuvers
- Understand the role played in the shaping of Greek foreign policy by external factors, such as the Great Powers, neighbouring states, regional coalitions, and intergovernmental organizations
- Understand the role played in the shaping of Greek foreign policy by internal factors, such as the Palace, the military, political parties, the Church, and pressure groups, the Press, and so-called "public opinion"
- Understand the ways in which Greek foreign policy adapted during a transitional period in International Relations, in which the traditional nation-state system gave way to a new way of organizing the international community, where intergovernmental organizations played a far more important role (LoN, UN etc.).
- Evaluate the role played in the shaping of Greek foreign policy by the so-called "deeper forces", such as geography, political culture and ideological trends, financial situation, military capabilities, but also the political leadership or lack thereof
- Approach from a global perspective the most important choices made by Greek governments, placing them within the context of Greece's history from the entrenchment that followed the Asia Minor Catastrophe to the challenges of globalization that triggered the end of the Cold War.

Subjects

- Greek Diplomatic History 1922-1989
- International History 1920-1989

Prerequisite courses: None

SEI61: Greece and the Balkans: A Turbulent Relation

Module Code: SEI 61

ECTS Credit Points: 15

Module Type: Elective

Semester offered: Third (3o)

Language: Greek

Module Content:

Module Objective: The peoples of the Balkans were the primary reference point for Greek efforts at self-definition, from the Enlightenment to Greece's post-war European course. If Greek identity was connected with the urban, commercial way of life, then the peoples of the Balkans were representatives of otherness in their immediate environment and served to confirm Greek superiority. Their relationship was far from uneventful; the other Orthodox peoples under Ottoman rule (Vlachs, Bulgarians, Arvanites, Serbs, Montenegrins), who all shared a common post-Byzantine culture, gradually transformed into blood brothers in expectation of revolt against the common oppressor. Later, they came to be viewed as competitors and finally, in the case of the Bulgarians and under the threat of Pan-Slavism, as hated enemies. The MODULE aims to present these shifts thematically through their historical evolution and analyze the significance of the Balkan model in the context of developing bilateral relations. A central aspect of this aim will be the examination of federal pretensions, the role played by stereotypes in shaping relations between nations and communities, the influence of propaganda and the various pressure groups, and minority issues. Finally, lessons will also touch upon the wider context in which the eastern, Balkan stereotype was shaped in the West from the early modern period to World War II.

Learning Outcomes:

Upon successful completion of SEI61, students will be able to:

- Understand the various Balkan peoples and their relationship with the Greeks throughout contemporary and modern history, a turbulent relationship in which otherness played the primary role in Greek self-definition.
- Understand the temporal and thematic shifts in this relationship, within the context of 19th- and 20th-century international relations, and the policies of the Ottoman and Austro-Hungarian empires.
- Apply methodological tools, such as the theories of national movements, the frame of otherness, and receptions in the Press and publications, to historicize stereotypes regarding the "Balkans" or the "East".
- Analyze and compare different historical sources, primarily newspapers and scholarly writings, in order to discuss issues such as the role played by stereotypes in shaping relations between nations and communities, the influence of propaganda and the various pressure groups, and minority issues.
- Combine narratives regarding a specific issue, in order to demonstrate the different approaches to perceptions of the "other", whether for Greeks and the Greek state or for the other Balkan peoples.

- Compare and evaluate the evidence offered by historical documents, to interpret and approach the relationship between the Greeks and the Balkan peoples within the context of modernity, and demonstrate the multifaceted significance of the "Balkan model".

Subjects

- Relations between Greece and the Balkans
- History of Ideas (National Ideologies and Stereotypes)

Prerequisite courses: None

SEI62: Klefts, Palikars and Guerillas: Greek Outlaws and Heroes

Module Code: SEI 62
ECTS Credit Points: 15
Module Type: Elective
Semester offered: Third (3o)
Language: Greek
Module Content:

The module discusses the special role played by irregular bands of armed brigands in Greek history. It was from this group that the Greek national heroes emerged, and it exerted significant ideological influence on the shaping of Greek society and ideology. In particular, after presenting the modern scholarly discussion on the phenomenon of brigandage, lessons will focus on studying the evolution of the klephts and armatoloi as manifestations of central state inability to control the mountainous hinterlands of Greece; the role of brigandage in 19th-century Greek politics and foreign policy up to the Balkan Wars; its suppression in the Interwar period and revival during the Resistance to the Axis occupation. Another aspect that will be discussed is the impact of brigandage on Greece's image in Europe, concurrent cases from throughout the Balkans, and the formation and use of the stereotypical image of the klepht/brigand in folk songs, prose, 20th-century pulp fiction and the heroization of all brigands who wore the fustanella.

Learning Outcomes:

Upon successful completion of SEI62, students will be able to:

- Understand the modern scholarly discussion on the phenomenon of brigandage in rural areas.
- Discuss the klephts and armatoloi in pre-revolutionary Greece in connection with Ottoman public safety mechanisms in mountainous regions.
- Connect the idealization of the image of the klephts and armatoloi with the shaping of Greek national ideology, and with state policy and the process of creating a national pantheon of heroes.
- Identify the problems caused for the armatoloi and klepht chieftains by the founding of the Greek nation-state and the regular army.
- Codify the similarities and differences between the klephts and armatoloi of pre-revolutionary Greece and the robbers and brigands of the 19th and early 20th c.
- Evaluate the contribution of brigands to irredentist uprisings organized by the Greek state in pursuit of the Megali Idea.
- Explain why brigandage declined in rural areas after the Balkan Wars and World War I.

- Understand the positive reception of brigands in Interwar urban folk literature.
- Discern the various transformations of the image of the klephts and armatoloi during the Axis Occupation and the Civil War.

Subjects:

- Social History of Warfare
- Military History

Prerequisite courses: None

SEI63: Bourgeois, Farmers and Workers: Topics on Greek Social History

Module Code: SEI 63
ECTS Credit Points: 15
Module Type: Compulsory
Semester offered: Fourth (4o)
Language: Greek
Module Content:

SEI 63 studies the main transformations in Greek society from the foundation of the Greek state until today as well as the major social problems that arose. It examines the social changes that determined the character and composition of the Greek population: demographic changes, social differentiation and the gradual formation of the leading business groups, the middle and the working classes. It also examines long- term issues, such as the decline of the rural area and the rural exodus (internal migration), the settlement and absorption of successive waves of refugees, the labor question and interwar labor struggles, the formation of educational institutions, urbanization, political clientelism networks and the society during the German Occupation. Special emphasis is given to the history of women, the formation of feminist consciousness and the women's movement, the demand for the acquisition of political rights and the integration of women into the Greek political system. The main purpose of SEI 63 is to trace the effects of the embarrassing challenge of economic modernization on the formation of society and the national ideology of the Greek state, reflected on the rough course of industrialization and deindustrialization, the slow emergence of the bourgeoisie and the generally "deformed" Greek capitalism.

Learning Outcomes:

Upon completion of the module, students should be able to:

- To recognize and understand in general the main peculiarities of the Greek example: the transformations of Greek society from the foundation of the Greek state until today in the context of the difficult relation between national ideology and economic modernization, a relation that led to uneven industrialization and capitalist development, the slow formation of the Greek bourgeoisie and the long-term resistance of traditional social and economic structures.
- More specifically, to analyze specific social and political changes:
  - the changes in the demographic composition of the Greek population
  - the formation of leading social groups (business, political),
  - the formation of the Greek working class
  - the emergence of a middle class, which will influence political and ideological developments mainly from the beginning of the 20th century
  - the establishment of educational institutions and their political and social role

- the role, finally, of the women's movement and the formation of a feminist consciousness in the above transformations
- To distinguish and interpret structural and largely unsolved problems of both the Greek rural and urban space, such as:
  - the restructuring and decline of the rural area and of the traditional mechanisms of production and social reproduction
  - rural migration
  - the refugee issue
  - the labor issue
  - political clientelism
  - the long-term social issues generated by the German Occupation and the Civil War

Subjects:

- Labour History
- Economic History

Prerequisite courses: None

SEIDE: Master's Diploma Thesis

Code: SEIDE

ECTS Credit Points: 15

Type: Compulsory

Semester offered: Fourth (4o)

Language: Greek

Description: SEIDE aims to provide students with the opportunity to develop their knowledge and skills acquired during their studies in a more systematic manner, as well as to expand their activity in the field of research. The extent of the Master's Thesis ranges from 13,000 to 15,000 words, including notes but excluding bibliography, contents, tables, and explanations of possible illustrations. The Master's Diplomatic Thesis is orally defended before a three-member committee composed of the student's supervisor and two other HOU teaching staff upon the recommendation of the Coordinator.

Content: The categories for DT included in the following list are indicative, and not mandatory, andthey reflect the subjects covered by the SEI T.U.

Students can submit proposals covering more than one category; students may also submit a proposal on a different subject after having consulted the T.U. Coordinator.

Elections and political parties in Greece, 19th-20th c.

Ideology and Politics in Greece, 19th-20th c.

The Role of the Crown in Greece, 19th-20th c.

Economy and Society in Greece, 19th-20th c.

State and Power in Greece, 19th-20th c.

The Educational System in Greece (19th c. to the present day)

Army and Politics in Greece

The Territorial Expansion of Greece, 19th-20th c.

Towards Self-Consciousness, 18th-19th c.

The "Megali Idea": The Emergence and the Meaning of the Term

Towards Self-Consciousness, 18th-19th c.

The "Megali Idea": The Emergence and the Meaning of the Term

Beyond the “Megali Idea”: In Search of a New Perspective for Greece
Nationalism and Perceptions of European Modernity (late 18th-beginning 19th c.)
The Greek Enlightenment and the Question of the Greek National Identity
European Philhellenism and Greek National Ideology
Enlightenment, Orthodoxy, and Greek National Ideology (1770 - 1830)
The Greek National Continuity Issue
From Enlightenment to Romanticism
Language, Antiquity, and Religion in Greek National Ideology (late 18th- 19th c.)
Europeanization, Anti-Occidentalism, and Hellenity in 19tth c.
Greece Nationalism and Political Irrationalism in Greece (19th-20th c.)
The Greek Language Question (late 18th-20th c.)
Ideological Aspects of the National Schism
Perceptions of Modernism in Interwar Greece
Greek Communism, National Ideas, and European Modernity
Cultural Cold War in Greece
Europe and the Unification Vision
National Discourse and Anti-Americanism
The Re-emergence of Orthodox Tradition in Afterwar Period
Humanities and Social Sciences: Interpretations of Greek Nationalism, History, and European Modernity
The Greek Revolution and the Great Powers
The Napoleonic Wars and the New European Environment
The Eastern Question
The “Greek Question”
Philhellenism
Liberalism and Philhellenism
Greece and the Great Powers
The Balkans and the Great Powers
The Macedonian Question
The Question of Crete
The Cyprus Question
The Young Turks Movement
Balkan Wars
WWI: Politics and Ideology
Greek National Claims in the Post-war International Frame
National Claims and Minority Issues
Missionaries in Greece
Science and Politics: The Foreign Archaeological Schools in Greece
Foreign Propaganda in Greece during the National Schism
Propaganda as a Means of War
Greek Historiography (19th c. to the present day)
Schools of Historiography in Europe (19th-20th c.)
Milestones in 20th c. Greek History
Political, Economic, Social, and Cultural History: The Use of Sources
Trauma and Memory

Merchants in Diaspora (18th-mid-19th c.)
Personal and Collective Biographies
Greeks in Egypt
Greeks in Russian Empire
Emigration to the USA
Post-war Labor Emigration
Political Refugees in the People's Republics
Greece and its Balkan Neighbors
Greek Foreign Policy (20th c.)
Greece and the League of Nations
Greek Diplomacy in WWII
Foreign Intervention in the Greek Civil War
Integration in Regional Security Organizations Greece, the Communist Coalition, and the Arabs Political Discourse and Foreign Policy
Ideology (Nationalism, Irredentism, Communism etc.) and Foreign Policy Perceptions of the Balkans in the Greek Press
Foreign Policy of the Balkan States
History Textbooks in the Balkans
The Balkans in Public History
Brigandage and Public Security Institutions
Armed Bands in Mountain Areas
Brigandage and Insurrections in Rural Areas
Perceptions of the 'Armatoloi,' the Brigands, and the Partisans in Rural Communities
Official Recognition of Rebel Fighters as Freedom Fighters
'Klefts' and 'Armatoloi' in Greek Historiography (19th c. to the present day)
Feminism in Greece (19th-20th c.)
The Question of Land
Reform Cities and Urban Society (19th.c.)
History of the Greek Working Class

Learning Outcomes:

Upon successful completion of the D.T. students will be able to:

- further develop their knowledge and skills acquired during their studies in a more systematic manner
- expand their activity in the research field
- apply the method of composing a scholarly work, utilizing all available tools of the historian
- critically and responsibly handle primary and secondary sources
- derive scholarly conclusions through the analysis of historical sources
- publicly and substantively support the conclusions of their research

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Master's Diploma Thesis takes place after the successful completion of the program's Modules.

Art-Cultural Heritage-Development Policies

Culture enables and facilitates multiple interconnections at both a theoretical and applied level. This explains students' achievement and absorption capacity, as demonstrated by international case studies with respect to undergraduate and postgraduate studies.

The Hellenic Open University offers this MA course aiming at contributing to the cultivation, empowerment and development at the national and local levels at this critical juncture, taking into consideration the international experience. Moreover, as a reaction to the challenges of globalization, as well as for reasons of promotion of cultural heritage and the arts, this course aims at training and familiarizing students with the theoretical framework by adopting innovative educational strategies.

Subject - Purpose

The program's objectives are:

- Aesthetic, interdisciplinary, and critical understanding of art, cultural heritage, and architecture in Greece and of Greek culture more broadly, including urban and regional landscapes rich in natural and human-made beauty, as well as cultural and aesthetic goods.
- Promotion of the Greek urban and regional landscape as a 'palimpsest' of history, nature, and art worthy of protection and enhancement.
- Development of theoretical, aesthetic, and technological methods of cultural enhancement, as well as spatial design suitable for the Greek landscape.
- Study of the developmental dimension/aspects of Greek art and cultural heritage.

The program aims to contribute educationally and research-wise to the following:

- Comparative recapitulation of Greek art and creative expressions of all periods in relation to the international context during recent historical periods. Contemporary interpretation issues.
- Comprehensive evaluation and promotion of art and cultural heritage. Cultivation of environmentally sensitive synthetic and creative attitude towards the Greek cultural resources (monuments, artworks, cultural landscapes, architectural elements or ensembles) present in today's urban fabric and regional space.
- Linking theory and practice for the implementation of new artistic, architectural, and urban creation in harmonious dialogue with the urban stratigraphy of different eras and styles.
- The role of museums in promoting art and cultural heritage through education and presentation activities.
- The importance of cultural heritage for the achievement of sustainable development, through well-designed cultural tourism activities.

- Managing tension and conflict when it comes to large-scale construction activity and the need to protect art and cultural heritage.
- Development of public dialogue with the ultimate goal of defending and perpetuating significant elements and characteristics of Greek art and cultural heritage.

Specifically:
The Master's Program in Arts-Cultural Heritage-Development Policies (TEP), as published in the Government Gazette 710/24.02.2021, issue B', aims to educate students with the following objectives:

1. To deepen their understanding of the rare physical and intellectual characteristics of Greek culture and space, and, more broadly, for international students, the historical context.
2. To highlight these characteristics appropriately, contributing factors include:
    - Monumental and museum-based national policies.
    - Cultural and creative tourism activities with sustainable orientation.
    - Targeted promotion of cultural and natural beauty networks.
    - Spatial and urban integration of national 'paths' of monuments and cultural forms.
3. To create new artistic forms with a profound awareness of the past.
4. To continually contribute to the international recognition of the country's image through knowledge and work, considering its vast spatial and artistic wealth, and the significant work in preserving this wealth.

The uniqueness and originality of the program lie in its exploration of aspects, dimensions, and aesthetics of creative and spatial tradition, as well as perspectives within the Greek context, compared to the Western world as a whole and the Mediterranean in particular.

To achieve these goals, the program combines theoretical, applied, and experiential education whenever possible. Specifically, organized student visits to significant places related to the program's nature are included.

In more detail:

The objectives and purposes of the Master's Program in Arts-Cultural Heritage-Development Policies (TEP) encompass interdisciplinary education in the following areas:

- Comparative recapitulation of Greek art and creation in relation to current reality and the international environment.
- Highlighting and managing natural, artistic, and intellectual characteristics of Greek historical stratigraphy, i.e., traces of the historical space inscribed in today's urban fabric and regional space.
- New artistic, architectural, and urban creation in harmonious dialogue with urban palimpsests of different eras and styles.

Furthermore, the program addresses:

- Utilization of rich cultural heritage with developmental outcomes, such as well-designed cultural and creative tourism.
- Preparation for harmonizing large-scale construction activities with the need to protect and showcase art and cultural heritage.
- Development of public dialogue through publications to contribute to a deeper understanding of the social field regarding the program's dimensions and priorities, aiming to advocate for them.

Students gain both theoretical and applied training, including:

- Comprehensive evaluation and promotion of art and cultural heritage, encompassing urban and regional environments rich in natural beauty, cultural heritage, and aesthetic goods.
- Involvement in cultural and creative tourism.
- Museum education and promotion.

In summary, the program's objects include:

- Aesthetic, interdisciplinary, and critical examination of the art, cultural heritage, and architecture of Greece and Greek culture more broadly.
- Showcasing Greek urban and regional landscapes as palimpsests of history, nature, and art for protection and promotion.
- Cultivation of theoretical, aesthetic, and technological methods, as well as spatial design suitable for the Greek landscape as a cultural and material substance.
- Approaching the developmental dimension of Greek art and cultural heritage.

In more detail, the MA program aims to contribute educationally and research-wise to the following:

- Comparative recapitulation of Greek art and creativity from all periods in relation to the international context during recent historical periods. Examination of current issues in interpretation.
- Comprehensive evaluation and promotion of art and cultural heritage. Cultivation of an environmentally sensitive synthetic and creative approach towards the Greek stratigraphy (monuments, artworks, cultural landscapes, architectural elements or complexes) embedded in today's urban fabric and the regional space.
- Integration of theory and practice for the implementation of new artistic, architectural, and urban creation in a harmonious dialogue with the urban palimpsests of the country and the broader region across different eras and styles.
- Museum promotion of art and cultural heritage through corresponding education and presentation using new technologies.
- Utilization of cultural heritage with developmental goals through well-planned cultural and creative tourism.
- Contribution to harmonizing tensions between large-scale construction activities and the need to protect and showcase art and cultural heritage.
- Development of public dialogue to defend and perpetuate significant elements and characteristics of Greek art and cultural heritage.

Learning Outcomes:

The desired learning outcomes for students of the Postgraduate Program "Art-Cultural Heritage-Development Policies" are as follows:

- Acknowledging the Greek reality and Greece's innovative creative expressions. Mobilize their comparative perception easily in examining and exploring relevant issues.
- Develop skills in writing articles and texts on the public role of art, cultural heritage, and related development policies.
- Develop skills in disseminating research results to the general public and communicating with it.
- Transition easily from theory to practice.
- Have a critical understanding of fundamental concepts such as art, cultural landscape, and cultural heritage, and of the relationship between Greek cultural heritage and its international receptions/perceptions.
- Critically analyse the ways through which the Greek state manages and promotes the national cultural heritage and propose ways of promoting it further with the aim to achieve sustainable development in terms of economic growth.
- To document the link between international political developments and the timeless reception of cultural heritage.
- Handle theoretical concepts related to museums, monuments, and their management, developing original and fruitful thinking about the operation of museums and archaeological sites at the national and international levels.
- Have a critical understanding of the ways in which the Greek state manages the country's cultural capital through the establishment/management/certification and evaluation of museums, monuments, and archaeological sites.
- Approach the rich architectural heritage of the country familiar with its aesthetic perception and management.
- Critically understand the basic characteristics of art in its journey at the national and European levels, as well as the cultural dialogue hidden in the development of the arts.
- To understand and recognize similarities and differences between the visual perception of Greece and the West, crucial for the formation of the cultural space, art, and creative processes. Also, to comprehend the significance of visual experience in design.
- To grasp the relationship between vision and spatial social organization. To discern the articulations and connections between philosophical thought, cultural geography, literature, and archaeology.
- To comprehend widely the main paths of thought regarding aesthetic experience and understand the differences between aesthetic and historiographical approaches.
- To deeply and critically recognize significant landmarks and characteristics of the urban space.
- To utilize these knowledges under various capacities.
- To perceive the multiple historical, aesthetic, social, economic, and geographical parameters intensified during the examined periods and to be aware of the conditions under which crisis phenomena arise.
- To recognize the multiple dimensions of the tourism phenomenon, both national and global, as well as the historicity and fluidity of this phenomenon, in order to appropriately guide their plans and choices.

- To know the involved stakeholders and their responsibilities at local and global levels. Also, to make informed decisions about the current situation and plan relevant cultural tourism actions in various regions of the country.
- To employ new audio-visual technologies in documenting and showcasing urban, monumental, and museum spaces.

Type of Postgraduate Program

Master of Arts (M.A.)

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Art-Cultural Heritage-Development Policies" is 120 ECTS (30 ECTS per semester).

Duration of Study

The minimum time required for the completion of the Program is two (2) years or four (4) semesters.

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: **0288 - Inter-disciplinary programs and qualifications involving arts and humanities** in the following sectors:

0211 Audio-Visual Techniques and Media Production, Film and Video Production, Photography

0213 Fine Arts and Aesthetics, Philosophy of Art, Art Theory, Painting, Sculpture

0222 History and Archaeology, Cultural History, Restoration and Preservation of Artistic Heritage, History of Literature, History of Political, Social and Economic Development

0314 Sociology and Cultural Studies, Human Geography, Cultural Geography, Regional Cultures

0322 Museum Studies, Museology

0522 Natural Environments and Wildlife

0714 Electronics and Automation, Digital Technology

0731 Architecture and Town Planning, Landscape Architecture, Town and Country Planning, Structural Architecture, Building Design

0732 Building and Civil Engineering, Road Building

0812 Horticulture, Laying Out and Construction of Urban and Domestic Parks and Gardens

1015 Travel, Tourism and Leisure

Admission Requirements

The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

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Structure

	1st Semester	
TEP50	Cultural Landscapes and Cultural Heritage of The Greek Space	(C[1], 10 ECTS)
TEP51	Genealogies of Aesthetic Thought in The European and the Greek Movement of Monuments' Protection: Theory and Application	(C, 10 ECTS)
TEP52	Classical Heritage and Modern Cultural Identities: Greece And the World	(C, 10 ECTS)
	2nd Semester	
TEP53	Diachronic stratigraphy of Greek cities: Networks of art, nature and monumentality, planning issues	(C, 10 ECTS)
TEP54	Byzantine and post-Byzantine art (4th-18th c.), architecture and urban planning in a national and European context	(C, 10 ECTS)
TEP55	Museums, monuments, sites of value and history: Value approaches	(C, 10 ECTS)
	3rd Semester	

TEP60	Modern and contemporary (19th-21st c.) art, architecture and urban planning in the national and European context	(C, 10 ECTS)
TEP61	Audiovisual communication media in museum and urban space	(C, 10 ECTS)
TEP62	Development dimensions of culture: Cultural heritage and tourism	(C, 10 ECTS)

4th Semester

TEPDE	Postgraduate Diploma Thesis	(C, 30 ECTS)

Note:

C[1]: Compulsory

Guidelines on Module selection

Students can choose from one (1) to three (3) Modules per semester (**30 ECTS per semester maximum**).

The selection of Modules is made in the order of the Programme structure.

For example, in the first semester, if you choose one (1) Module, you are required to register TEP50. If you wish to register a second Module, you may choose TEP51. As well, if you wish to register three (3) Modules, you may choose TEP50, TEP51 and TEP52.

In the process of declaring a Module, you must first exhaust the previous semester's Modules and then declare the next semester's Modules.

The presentation of the Postgraduate Diploma Thesis takes place after the successful completion of the program's Modules.

For the award of the Postgraduate Diploma of Specialisation (MA), the successful completion of nine (9) Modules is mandatory, as well as the successful completion and presentation of the Postgraduate Diploma Thesis.

Evaluation

a1. Two (2) Short-Written Assignments (SWA) with a weighting factor in the final grade of the 5% each.

a2. One (1) Main Written Assignment (MWA) with a 20% weighting factor in the final grade of the Unit.

The grading of the Assignments is only activated with a score equal to or above the base (≥5) in the final or repeat exams.

a3. Final or repeat Written Exams (FWE) with a 70% weighting factor in the final grade of the Unit.

The Final Grade of each Unit, on a scale of 10, is calculated as follows:

Final Unit Grade = (SWA1×0,05) + (SWA2×0,05) + (MWA×0,2) + (FWE×0,7).

Eligibility for Final Exams participation

Students are eligible to participate in the Final Written Exams if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed assignments, i.e., 15 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least two (2) out of three (3) total assignments have been completed.

SWA & MWA grades in a 100-point scale

SWA1 (5%)	SWA2 (5%)	MWA (20%)	Minimum points required to participate in the FWE:
SWA1 × 0,5	SWA2 × 0,5	MWA × 2	15/100

Course Modules

TEP50: Cultural Landscapes and Cultural Heritage of The Greek Space

Course Unit Code: TEP50

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Course Content:

The Thematic Unit TEP50 primarily examines fundamental concepts of the Program as a whole, such as memory, cultural identity, cultural monument, landscape, and corridor, as well as institutions of cultural management and protection, Greek and international. Current questions of cultural identity are placed on the basis of spatiality internationally and in Greece. Theories of space and of cultural landscape are recapitulated.

The following important issues are then discussed:

First, common Greek places, which contributed to the formation of networks of national consciousness, spatial sanctity but also borders. The Aegean has been the focus of Greek civilization since the Cretan-Mycenaean/Cycladic era, later framed by the Greeks of Asia Minor and of mainland Greece, as well as the 'Western Greeks.' The legacies of Homer and the Aegean are approached as timeless aesthetic, literary and spatial archetypes with revivals during the Byzantine Empire. Cultural landscapes are recapitulated in relation to the Greek cultural heritage. Ancient monuments throughout the country are approached as parts of unifying networks, particularly because of the uniformity of Greek art.

Following the above, the ancient perception of space, the cosmos, relation between matter and spirit, progress, as well as the continuity between humans and the cosmos are examined by means of poetry and philosophy. Pre-Socratic poets and philosophers, classical philosophers, historians and geographers are briefly examined from these points of view. The role of mythology in Greek art and landscape is also examined.

Second, theories of visibility in Greece, in Byzantium and the West. Their convergences and divergences are highlighted on the basis of aesthetic, historical and geographical considerations.

These theories are linked in the context of the Module TEP50 with the anthropocentric social organization of Greek spatiality through the spatial registration of communities enjoying self-government and a democratic structure for many centuries, until the foundation of the Greek state. Differences and similarities are presented in the value system and the manner of perceiving space and the cosmos in relation to prevailing current spatial perceptions and to the perception of progress.

Academic convergence of areas such as geographical and cultural thought, visibility theory, literature and philosophy is highlighted, each of which is constituted by a multitude of research and writing contributions. This convergence is a partial but also an overall contribution/position of TEP as a whole.

It should be noted that the appropriate connection with the next modules of TEP is sought.

Learning Outcomes:

The completion of this course enables students to:

- Have a critical overview of fundamental concepts of art, cultural landscape and cultural heritage.
- Distinguish the articulations and interconnections between philosophical thought, cultural geography, literature and archaeology.
- Perceive similarities and differences between visual perception of Greece and the West, which is decisive for the formation of cultural space, art and creative becoming.
- Capture the relationship between visual perception of the environment, the landscape and the cosmos on the one hand, and socio-spatial organization on the other.

Subjects:

- Thoughtful examination of fundamental concepts: Memory, cultural identity, cultural monument, landscape and corridor, Greek and international institutions of cultural management and protection.
- Common places of the Greeks and of Greek expression: Creation of networks of spatial and national consciousness, spatial sanctity but also of borders. The Aegean as the center of Greek culture.
- Theories of visibility in Greece, Byzantium and the West: Their convergences and divergences. Connection with the anthropocentric social organization of the Greek rural areas. Communities that have maintained their self-government and democratic structure for centuries

Prerequisite courses: None

TEP51 Genealogies of Aesthetic Thought in The European and the Greek Movement of Monuments' Protection: Theory and Application

Course Unit Code: TEP51

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Course Content:

Module TEP51 acquaints students with a comparative and concise presentation of aesthetic thinking around the promotion and protection of cultural heritage in the European and Greek context. In this context, the difference between the historical-technical and aesthetic approach is emphasized, and ancient, Byzantine and Western approaches are critically presented.

Aesthetic theory is included as a branch in philosophical thought. On the other hand, there are independent approaches to restorative and cultural action in general. This module proposes with originality the theoretical convergence of aesthetics with restoration and construction action, introducing an imposed reflection, which is necessary in the Greek space. First, some key aspects of ancient aesthetic views are recapitulated, such as the questionσ of harmony, symmetry, as well as the cosmos/eurythmy and light in Homer, the lyric poets, the Pre-Socratic, the Pythagoreans, Plato and Aristotle. Some basic aspects of the Byzantine aesthetic view are also recapitulated, such as the concept of beauty, the discourse on the city

and architecture, plus the Neoplatonic view of light, image, allegorical representation and art. Then epigrammatic elements of the Western aesthetic theory are approached mainly through Kant. Although aesthetic issues were raised much earlier, the systematic discourse on aesthetics goes back to the 18th century.

TEP51 points out the moral, ideological and national dimension of aesthetic pursuits, given that 'any search for aesthetics cannot be considered correct if it lacks moral content.' Related are the contributions that examine the ideological dimension in the aesthetic view of Europe and the current questioning of the aesthetic discourse. At the same time, the aesthetic dimension of the urban experience is emphasized, which is strong in urban planning and its literary representation.

Following the above, European thought relating to the aesthetic enhancement of cultural heritage, including English, French, Austrian, and Italian, as well as Greek thought is summarized.

It should be noted that the appropriate connection with the next THE of the TEP is sought.

Learning Outcomes:

After completing the Course Module, students will be able to:

- Have a broad understanding of the main paths of thought around aesthetic experience.
- Understand the differences between the aesthetic and the historical-technical approach.
- Move smoothly from theory to experience and back.
- Critically capture similarities and differences between aesthetics, which are ultimately moral and ideological “persistences” and cultural "durations".

Subjects:

- Recapitulation of Ancient, Byzantine and Western aesthetic view/theory.
- Recapitulation of European thinking on the aesthetic promotion of cultural heritage (English thought: John Ruskin, French: Viollet le Duc, Austrian: Alois Riegl and Italian: Giovannoni and others, as well as Greek thought: Pikionis, Bouras, Korres, etc.
- Issues of value, evaluation and prioritization. Ethical, ideological and national dimension of aesthetic pursuits.
- Selected restoration projects, public works and landscaped spaces.

Prerequisite courses: None

TEP52: Classical Heritage and Modern Cultural Identities: Greece And the World

Course Unit Code: TEP52

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Course Content:

Cultural heritage is now recognized as a collective good with particular importance worldwide. This course focuses on the concept of classical cultural heritage, both internationally and in 21st-century Greece, aiming to highlight its uses (possibly even 'misuses') by modern societies. Through specific examples, with a fixed reference point in the art, architecture, and urban planning of the classical world, students observe the evolutionary processes through which

the cultural stock of a country, with an emphasis on Greece, is activated as "heritage," both by the central state and various institutional entities and by public groups, often with conflicting perceptions among them.

The concept of "identity" plays a significant role in this discussion: national/ethnic, cultural, social, gender, collective, or individual. In the case of Greece specifically, the remnants of the pre-Hellenic and ancient Greek (as well as Byzantine) past, both material and immaterial, have been multifariously used as elements of modern Greek identity. This has been done, on the one hand, to document the historical continuity of the Greek nation, thus connecting the distant Hellenic prehistory with modern Greekness. On the other hand, the spatial coexistence of Greeks in the 19th, 20th, and 21st centuries with the material remnants of the past, whether classical or post-classical, inevitably led to the formation of a modern Greek identity where the aesthetic perception of the past holds significant importance.

The course also examines external factors contributing to the formation of modern Greek cultural identity. Since the 17th and 18th centuries, Greece (then part of the Ottoman Empire) was perceived by the ruling class and intellectuals of Western Europe as a place where the classical heritage remained alive through its ruins. This perception of modern Greece as a "classical place" critically influenced both the creation of the independent Greek state and the formation of modern Greek cultural identity. However, over the course of modern Greek history, it gradually became evident that local interpretations of the Greek past deviated significantly from those of the Western world, where such identities had been constructed. Therefore, the course also covers cases where the Greek cultural heritage may be a point of contention among domestic groups and between Greeks and foreigners.

Finally, the course explores how the Greek cultural heritage and its identity connotations, both domestically and internationally, can be considered as a development factor. Starting from the obvious observation that the country's cultural assets are an attractive (though not the sole) pole for international audiences—mainly in the form of tourism but not exclusively—the course investigates ways in which the Greek cultural heritage can be activated as a development tool through best practices and a thoughtful use of its inherent imaginative qualities.

Aim: The aim of this course is to define cultural heritage and to investigate the reasons why cultural heritage occupies such a dominant position in the political and economic life of today's societies internationally.

Learning Outcomes:

The completion of this course enables students to:

- Process theoretical concepts regarding the reception of Graeco-Roman heritage in national and supra-national level based on the available literature
- Develop their own ideas on matters of heritage and identity
- Compare between classical cultural receptions in Greece and abroad
- Develop a critical approach to state policies regarding heritage
- Conceive of best practices for the “use” of classical heritage as an agent for growth
- Discuss main aspects of cultural heritage as a political and economic agent in contemporary societies

Subjects:

- The concept of “cultural heritage” at the national and supranational level
- Classical culture - art, architecture, urban planning - as a legacy of antiquity

- Cultural and other identities in Greece in the 20th and early 21st centuries
- Cultural heritage as a factor for growth: failures and best practices

Prerequisite courses: None

TEP53: Diachronic stratigraphy of Greek cities: Networks of art, nature and monumentality, planning issues

Course Unit Code: TEP53
Credits ECTS: 10
Course Type: Compulsory
Semester: Second (2nd)
Language: Greek
Course Content:

TEP53 is a particularly original module which focuses on Greek space which is historically experienced and shaped space, comparing similarities and differences between old Latin-occupied (mainly Venetian-occupied) and Ottoman-occupied cities and regions of Greece, which inherited the Byzantine spatial heritage. The purpose of TEP53 is to acquaint students with aesthetic considerations and their management, both design and cultural. Often, we are dealing with the same cities at different historical phases, as is the case in Athens, Thessaloniki, Patras, Rethymnon, etc. It is about the construction and consequences of urban space designed by outsiders and corresponding to externally imposed cultural standards, as opposed to neoclassicism, which borrows more directly from classical monuments.

Comparison reveals the difference of the design ethos in the aesthetics, the infrastructures (public squares, other public spaces, post-Byzantine churches, mosques, Catholic churches, baths, mosques, etc.), the landscape, art, literature, public rituals (on Crete and the Ionian Islands), the settlements, the selective application of urban planning principles, the importance of visuality in the urban space, and development, past and present.

It should be noted that there is some research neglect of this era among international researchers in relation to classical Greece. The use of Ottoman sources for the historiography of Greek spatial development is still uncommon, but foreign authors may have more access to sources. The study is comparatively more advanced for monuments of the Venetian rule in Greece, such as the walls of Cretan cities.

Cities and places that condense art (mainly but not exclusively post-Byzantine painting), philosophy, literature and poetry are briefly presented:

- Thessaloniki as the epicenter of Byzantine culture in Greece.
- Crete during the Venetian occupation and its cities.
- Ottoman-occupied regions of the country: Attica, Central Greece, Thessaly, Epirus, Thrace.
- The Ionian Islands and their cities.
- The new cities of the 19th century at the junction between foreign-occupied and neoclassical space as a symbol of national independence. The contribution of Heptanesians to the launching of neoclassical space organization of independent Greece. Modern Athens as the capital of the modern Greek state.

Historical centers-nuclei of complex historical character are examined in terms of urban planning, stratigraphy/palimpsests of memory and art and urban transformation over time. Specifically, landmarks and urban structures that have shaped the Greek space are studied,

which, while at the time of their creation corresponded to forced cultural couplings, given colonialism and occupation, are today part of the domestic cultural heritage and spatial imagination. Current problems (infrastructure, urban expansions, land-use compatibility) are highlighted and appropriate management is sought.

Learning Outcomes:

The completion of this course enables students to:

- Approach the rich architectural heritage of the country by areas, cities and regions, and familiarize with its aesthetic consideration and design as well as cultural management.
- Deeply and critically recognize important landmarks and characteristics of the urban and regional space, with an emphasis on the post-Byzantine Greek space, whether it originates from the Venetian or Ottoman rule, as well as with an emphasis on the neoclassical Greek space.
- Understand the importance of the visual experience in design.
- Utilize this knowledge in various capacities.

Subjects:

- Similarities and differences between Venetian-ruled and Ottoman-ruled cities and regions of Greece.
- Brief presentation of cities and sites: Thessaloniki, Crete, Ionian Islands, Aegean Islands. Ottoman-ruled areas: Attica, Central Greece, Thessaly, Epirus, Thrace.
- The new cities of the 19th century at the crossroads between foreign-controlled and neoclassical space.
- Monumentality, public art, environment, landscape, and nature.
- Contemporary design issues.

Prerequisite courses: None

TEP54: Byzantine and post-Byzantine art (4th-18th c.), architecture and urban planning in a national and European context

Course Unit Code: TEP54

Credits ECTS: 10

Course Type: Mandatory

Semester: Second (2nd)

Language: Greek

Course Content:

TEP54 combines visual arts with spatial arts and explores perceptions of the Byzantine creative culture in new ways.

In particular, TEP54 aims to critically examine the main phases and corresponding characteristics of Byzantine art, architecture and urban planning, namely the most appealing aspect of Byzantine culture, which has been controversial for a long time, and continues to be in part. For some, Byzantine art is a direct continuation of Greco-Roman art as an evolution of ancient art and the aesthetic quests of antiquity, a position supported by Byzantine intellectuals themselves such as Photios (9th century). According to the opposite view, Byzantium has been at a distance from antiquity, closer to the East than to the West. Claims that Byzantium contributes to the questioning of academic classicism are the subject of examination, given that Byzantium sought inspiration sometimes in the East and sometimes

in the West, apparently utilizing a different sense of geography than today. Therefore, TEP54 proposes a concise study of the spatial perceptions of Byzantium, as dictated by the artistic wealth, by architectural and urban space, but also by the very extent of the empire.
Among the subjects of the TEP54 is included the summary examination of the conditions for the return of Byzantium among the favored areas of academic research and interest, given previous exclusions from research. The Byzantine 'restoration' occurred after long disputes. The Byzantine manner of visual space representation which characterizes a culture of global importance ('world civilization') and constitutes a cultural 'permanence' (as already analyzed in Module TEP50), although continuing an ancient tradition, has been considered 'delayed' or even 'primitive.'
As examined in the context of TEP54, the restoration of Byzantium constitutes a substantial, 'legitimized' expansion of European heritage and aesthetics, a subversive saga of spirituality and of vivid polychromy. The academic position of the now renowned Byzantine studies, important both for Greece and beyond, is reflected in major international exhibitions, intensive bibliographical flows, major international conferences and the Dumbarton Oaks research center affiliated with Harvard University, among others. For the Greeks, Byzantine art is a living art. The site of a Byzantine church such as the Katholikon of the Monastery of Hosios Loukas has been a place of constant and continuing worship since the 11th century. This art, and its spatiality, connects today's Greece with a vast cultural geography, which includes the Balkans, Russia and the Sinai Peninsula.
TEP54 also focuses on the 'Byzantine garden culture' and the general relationship of the Byzantines with nature and light, the eclectic affinities of post-Byzantine art with the Baroque, the influence of Byzantine art on modern and contemporary art, as well as on ecclesiastical architecture.

Learning Outcomes:

At the end of the Thematic Unit, students will be able to:

- Critically understand the cultural dialogue underlying the development of Byzantine studies in general and in particular the extremely rich Byzantine art, which has undergone academic obscurity in the past.
- Possess and recognize key features of this art diachronically.
- Understand the relationship of Byzantine art with later creative manifestations of European culture.

Subjects:

- Older and new terms of reception and recapitulation of Byzantine art, architecture and urban planning.
- Critical consideration of phases of Byzantine art, architecture and urban planning.
- The Byzantine culture of nature, light and landscape.
- Byzantine art and later creative manifestations: Baroque, modern art, ecclesiastical architecture.

Prerequisite courses: None

TEP55: Museums, monuments, sites of value and history: Value approaches

Course Unit Code: TEP55

Credits ECTS: 10

Course Type: Mandatory

Semester: Second (2nd)
Language: Greek
Course Content:
TEP55 examines from a different perspective the multilevel relationship of the country's citizens with the vast and diverse wealth in/of museums, monuments, archaeological and historical sites. TEP 55 picks up the thread from where TEP50, TEP51 and TEP52 left it (issues of conception of monuments, spaces, places and networks of cultural significance, their visual interpretation and understanding, their aesthetic enhancement, as well as personal and collective relationship with them). TEP55 explores museums both in terms of their building and museological constitution, as well as in terms of their value, based on the different ideological positions which are occasionally expressed in both public debate and in research as regards their role. TEP55 also recapitulates the value framework for considering monuments, archaeological, and historical sites on the basis of legislative frameworks for their establishment, recognition and operation, especially from the 1950s onwards.
For each respective category (museums, monuments, sites of value, archaeological and historical sites), TEP55 focuses both on the institutional framework that governs it (legislative texts, institutional arrangements, national and international bodies and organizations, such as UNESCO, ICOM, ICOMOS, NEMO, EMF, etc.), as well as on characteristic examples of its buildingology, placement, museological organization and management of museums, as well as promotion of monuments, archaeological and historical sites in Greece, but also in the wider European and international space. It also maps and critically evaluates different models of value hierarchy in each of the above categories, analyzing them through revised trends in the fields of museology, cultural management and archaeology as public social practice. This is combined with an examination of the challenges posed by the difference, even the conflict between the ideological positions of the actors in relevant fields, as well as the participatory activation of local and wider societies. Also, the principle of sustainable management of cultural heritage, given the awareness of its multilevel existence (aesthetic, environmental, social, economic and spatial at various scales, among others).
Case studies reinforce the theoretical framework of the module, providing students with the opportunity to practice on the basis of specific assumptions and empirical data.
Learning Outcomes:
At the end of TEP55, students will be able to:

- Distinguish the characteristics that govern the basic terms of Law 3028/2002 "On Antiquities and Cultural Heritage in general".
- Understand the concept of integrated monument protection and what exactly it includes (e.g. documented interdisciplinary research, evaluation and integration of monuments through appropriate management, their systematic maintenance, their conferral to the public, etc.).
- Know the history of the World Heritage Convention and the processes that led to its adoption as well as key milestones in time and their significance.
- Know and be able to distinguish the stages of the process of declaring places on the World Heritage List (WHL) and the importance that each one entails.
- Understand important concepts that act as prerequisites for the inclusion of a monument in the WHL, such as the concepts of authenticity and integrity.

- Understand the importance of the criteria for inclusion of a monument in the WHL, as well as be able to critically evaluate the reasons for its registration, the benefits that may arise and the possible restrictions.
- Understand the reasons that have made the Convention for the Protection of World Heritage a timeless institutional tool of global scope and acceptance, through various examples-case studies.
- Understand the importance and necessity of periodic control of the monuments' protection process.
- Generate critical thinking and evidence-based discourse on the relationship that may exist between state and private support for a monument's protection project with the aim of a national strategic framework of awareness of the past.

Subjects:

- The concept of "value" in culture and in cultural heritage: Recapitulation, additional considerations. Ethics and deontology, principles and standards, accreditation.
- Museums and monuments: Definitions, relationships, legislative framework.
- Typical examples of the organization and management of museums, monuments, archaeological and historical sites in Greece and in the wider European and international space.
- Case studies.

Prerequisite courses: None

TEP60: Modern and contemporary (19th-21st c.) art, architecture and urban planning in the national and European context

Course Unit Code: TEP60
Credits ECTS: 10
Course Type: Mandatory
Semester: Third (3rd)
Language: Greek
Course Content:

The Module TEP60 recapitulates key movements and developments of modern and contemporary art on a national and European level, highlighting influences, eclectic affinities and the Greek avant-garde.

The 19th century is considered the most important in terms of a sense of historicity by many theorists who saw it as dense prehistory, particularly in terms of construction technology. Imitation of antiquity through neoclassicism continued. TEP60 recapitulates Greek neoclassicism and its relation to European cultural/aesthetic counter loans, mainly German and French.

However, turbulent transformations within modernism occurred not only in Paris, but also in what are considered peripheral regions, such as the Greek periphery. This, at least at the level of architecture and urban planning, is found out contrary to the, allegedly complete, process of dependence of the country on external cultural loans.

In the turn towards the 20th century, historicism gained momentum in regard to the advancement of ancient urban strata. However, the relationship between antiquity and modernity has been, and continues to be, complicated. There is acceptance and projection of fragment and fragmentation, the new purity, geometry, asymmetry, bold dialogues with

emptiness, new bold angles of urban vision and observation in place of the old symmetry, but also new kinds of completeness. This concerns in particular the utilization of new technologies and materials: Glass, iron, steel, aluminum. At the same time, the West had already discovered and exploited, the East in multiple ways, examined here, both as subordinate Other and as lasting modern inspiration.

TEP60 examines ontological dimensions of modernity and modernism, while also referring to the new relationship with nature. Essential Western art movements are recapitulated. Moreover, the module examines the relationship of modernism with crisis as particularly relevant to the Greek case. Methodologically, art is examined in the spatial context defined by architecture and urban planning.

The 20th century has been painful but also full of creative processes in Greece, summarized by TEP60. Pre-war, new trends were broadcast from Paris to a generation of modern artists such as Parthenis, Maleas, Papaloukas and many others, while at the same time space had to be regulated to accommodate the trauma of the Asia Minor Catastrophe; this brought about drastic movements on a cultural, economic, productive and spiritual level, as expressed with outstanding creative impact by the Generation of the 1930s.

In the post-war period the saga of quantity matched with reconstruction. Although in the case of Greek architects such as Dimitris Pikionis, Aris Konstantinidis and Takis Zenetos, as well as urban planners such as Konstantinos Doxiadis, quantity is accompanied by spirituality and ingenuity, there have been negative consequences on the regional landscape and cities, the combined outcome of imitation of the Athens model, tourism and industrial development.

This was followed by the exuberant advancement of postmodernism, urban successes and failures (indicatively: at the environmental level), and the consequences of crisis. All of them are examined in terms of the formation of Greek cities and visual arts.

The topic activates conferences and vast literature, including academic journals.

Learning Outcomes:

At the end of the thematic unit, students will be able to:

- Have oversight of the basic developments of modern, contemporary and contemporary art, architecture and urban planning on a national and European level.
- Easily mobilize their comparative oversight towards the examination and exploration of relevant issues.
- Recognize the Greek dynamic as well as innovative creative expressions.
- Understand the multiple historical, aesthetic, social, economic and geographical parameters that intensify during the periods under review.
- Be aware of the conditions under which the phenomenon of crisis has arisen.

Subjects:

- The historicity and technological turn of the 19th century: Implications for art, architecture and urban planning. Corresponding Greek movements. The 19th century as prehistory of the 20th. The East and classicism as sources of multiple comparison and inspiration.
- Modern Greek neoclassicism and academicism in art, architecture and urban planning.
- Revolutions at the level of representation. Cézanne, Picasso, cubism, scientific developments. Modernism in Western art, architecture and urban planning.
- Greek pre-war modernism in art, architecture and urban planning.

- Greek post-war modernism in art, architecture and urban planning.
- Current movements and the consequences of the crisis.

Prerequisite courses: None

TEP61: Audiovisual communication media in museum and urban space

Course Unit Code: TEP61

Credits ECTS: 10

Course Type: Compulsory

Semester: Third (3rd)

Language: Greek

Course Content:

TEP61 is a dynamic and modern module which examines the importance of audiovisual means of communication (photo, cinema, video,) for the representation of museum, urban and monumental space. The subject in question seeks to combine a theoretical and an applied (lab applications) approach, covering three main dimensions:

- Theory and history of representation.
- Transfer (transliteration) of theoretical texts into audiovisual language both in the case of the museum and the urban space.
- Photos and moving images as historical evidence in any video and film format and for any use.

Regarding the first level, theory and history of representation are examined. Audiovisual media are systems of representation, i.e. of transmission of meaning. The power of the image, always enormous and acknowledged, has peaked nowadays. As is shown in TEP61, representation is a cultural practice of centrobaric importance, which concerns "common meanings" and values, resulting from the various media used. The development of shared perceptions, ideas, images and codes, including visual messages, is based on the material and symbolic world. The same is true of exhibition spaces such as museums and the works of art contained in them.

Representation is linked to identity and knowledge, as ideas and images are developed within contexts. Related aspects are the spectacle, poetics, the political dimension of representation, as well as the metaphysics of representation and the aura of artworks. Included in the examination are recent interdisciplinary art-biology encounters that link neuroscience to the concrete representation of cultural objects.

Regarding the second level, the role of moving images in the representation and perception of everyday urban landscapes is explored; this is based on the interdisciplinary dialogue around the cultural production of space, time and memory in modern museums and modern cities. Objects of examination are the contradictions embedded in the cinematography of today's urban space, as well as the critical interaction between material and immaterial spaces and practices. This approach materializes through the importance of location in film practice and urban cultural theory from the 19th century onwards.

Based on important selected material, current analyses of what constitutes the political potential of filmic-audiovisual representation are approached, and the relationship between cinema and urban space is highlighted. Certain practices are explored, such as filming in specific spaces, time management, experiments with memory, as well as the interconnection of screen spaces and reality, in order to highlight the relationship between film and the urban

space as a laboratory, and to understand the dynamics of the urban space, which constantly highlights new opportunities and new limits. Also, the conversion of text ('language') into audiovisual material ('image') is explored via examples through various techniques such as montage, reperage, decoupage. The meeting of spatiality in the two cases we are interested in (city/museum) with their political/aesthetic/ethical considerations is highlighted through their audio-visual recording.

Regarding the third level, audiovisual media, past and present (digital technology products), are examined as archival materials, with an emphasis on the relationship between the city/museum as spectacle and the city/museum as archive. Art museums and major libraries developed their photographic record in parallel from the mid-19th century onwards. Filmic recording followed from the 19th century as historical evidence. The above procedures for converting visual to archival are reviewed here.

Learning Outcomes:

The completion of this course enables students to:

- Possess theoretical aspects of audiovisual media, with an emphasis on museum and urban spaces.
- Possess and utilize applied/practical dimensions of audio-visual media, with an emphasis on transcribing texts related to museums and urban spaces into images.
- Utilize the new audio-visual technologies in recording and viewing urban, monumental and museum spaces.
- Examine audiovisual media as archival materials in the case of museums and urban space, with an emphasis on monumental space.

Subjects:

- Theory and history of representation as a cultural practice. Audiovisual media as representation systems. Representation and identity, political, ethical, aesthetic, metaphysical dimensions of representation, recent interdisciplinary intersections of art and biology.
- Transfer (transliteration) of theoretical texts into audiovisual language in both museum and urban/monumental space cases. Perception of everyday urban landscapes and interdisciplinary cultural dialogues.
- Photographs and moving images as historical evidence in any form of video and film and for every use.

Prerequisite courses: None

TEP62: Development dimensions of culture: Cultural heritage and tourism

Course Unit Code: TEP62

Credits ECTS: 10

Course Type: Mandatory

Semester: Third (3rd)

Language: Greek

Course Content:

TEP62 furthers the awareness of the students on the developmental dimension of cultural heritage through cultural and creative tourism, following the preceded examination of art of all periods, of ancient, Byzantine, Renaissance, traditional and modern architecture and urban planning, of museology, archaeological protection, and large-scale public works.

TEP62 espouses a humanistic outlook, since this module avoids unilateral or mainly economic, managerial or promotional/ marketing approaches.
TEP62 prepares students for vigilance and high awareness, as cultural heritage tourism (and creative inspiration based on it) is important due to its positive economic contribution on the one hand, and on the other it also contributes to the strengthening of local identity and the preservation of cultural heritage. At the same time, however, cultural tourism can contribute to stressful phenomena.
Specifically, TEP62 makes synthetic use of the theoretical and applied aspects of all previous TEP modules on issues of space, time, aesthetics and identity; besides, the examination of cultural authenticity and of creative expression is deepened, given the contribution of tourism to cultural and creative changes, actions and formulations, synthetic, design-related (of every scale), artistic and architectural, among others. Tourism is currently one of the main pillars of development for Greece. Cultural and creative tourism is based on the country's museum and archaeological wealth, visual arts, cultural events and participation in various festivals, as well as the potentially expressive and creative inspiration from the above.
Culture has always been a major motivator for travel, as evidenced by the north-south intra-European movement implemented through the Grand Tour from the 16th century onwards. Cultural attractions continue to play a big role in the tourist flows of the country, be it monuments of global or local appeal. However, today they represent a special attraction for specific categories of tourists interested in art and monuments. In fact, cultural heritage tourism is the fastest growing in an international environment of increasing tourism specialization.
Cultural heritage in Greece (as has become clear from the previous modules), is mainly protected by the Ministry of Culture, whose established policy is the networking of archaeological museums and sites, as well as of cultural actions and events institutionally or informally.
Cultural heritage tourism refers to many categories of stakeholders, groups and individuals, namely tourists, the national level, especially national administrators (National Tourism Organization; Ministry of Culture; other cultural institutions), local communities, etc. Students are in the advantageous position of having received a multilayered preparation based on the synergy of the previous and the present module; this allows them to identify the proper management of the cultural heritage involved in specific tourist projects, in terms of aesthetics and materials, as well as in terms of understanding the impact of tourism on host communities and on tourists alike. This, in turn, results in cultural, creative, economic and social benefits, financial resources for the protection of cultural heritage, as well as in expansion processes within the above framework.
Module TEP62 focuses on the organization of cultural tourism in Greece, on monuments and museums that can be visited and the accessible archaeological sites, intending, along with the theoretical framework, to achieve an experiential, personal experience of students through organized visits to such sites and spaces.
In terms of the international context, the views of UNESCO and of other international bodies on cultural development are examined. TEP62 highlights the decisive role played by parameters such as planning, organization and management in the search for sustainable tourism development on a case-study basis. This includes certain elements of tourism

marketing, as well as new forms of assessing progress. Issues such as social inclusion and the carrying capacity of local societies are discussed.

Positive and negative examples of tourist activity in important cities and places (Venice, Knossos, Acropolis, Rhodes) are presented and studied.

The multiple dimensions of the topic draw international academic interest, including conferences such as the conference "Cultural Tourism and Development" and numerous publications, books, and articles in special journals (Annals of Tourism Research, International Journal of Tourism Research, etc.).

Therefore, TEP62 sets design goals for sustainable development, such as the following:

- Preservation of cultural resources, including monuments, museums, landscapes of particular natural beauty, important architecture, urban and regional landscapes. The students have been prepared through all the previous modules of TEP. It is of great importance to adopt the basic principles of sustainability and environmental protection in the process of promoting sustainable tourism development. The natural, anthropogenic, intellectual, archaeological, aesthetic and architectural environment emerges as a resource of particular importance, on which, directly or indirectly, all tourist activities are based, especially of course those associated with high-level cultural and creative tourism.
- Accurate interpretation and careful enhancement of these resources.
- Defense of authentic guest experience. Specifically, limits and conditions in the exploitation and commercialization are explored, in order to ensure the feeling of monumental authenticity in perpetuity. This has already been discussed from a different angle in the context of Module TEP51.

Learning Outcomes:

At the end of the thematic unit, students will be able to:

- Know the historical course of the tourist activity in Greece.
- Recognize the multiple dimensions of the tourism phenomenon, national and global, as well as the historicity and fluidity of this phenomenon, in order to properly orient their plans and choices.
- Know the stakeholders and their responsibilities both locally and globally.
- Decide on the current situation and plan appropriately and mindfully relevant cultural tourism activities in various regions of the country.
- Further explore the cultural, creative (related to artistic inspiration and action) and social dimensions

Subjects:

- Synopsis of the course of tourism activity in Europe, the world and Greece: The main tourist fields and tourism competition today.
- International conventions, responsible bodies in Greece.
- Conservation and promotion of cultural resources: Environment and antiquities.
- Perception and interpretation of cultural tourism on the part of today's postmodern or ultra-modern tourists.
- Social and economic dimensions of cultural heritage tourism. Elements of cultural marketing.

- Examples from important European and Greek cities and sites (Venice, Knossos, Acropolis, Rhodes). Carrying capacity, architectural infrastructure, construction, capacities and problems.

Prerequisite courses: None

TEPDE: Postgraduate Diploma Thesis

Code: TEPDE

Credits ECTS: 30

Type: Mandatory

Semester: Fourth (4th)

Language: English

The language of the Postgraduate Diploma Thesis is Greek. However, following the justified agreement of the thesis Supervisor and of the Director of the Program, it may be one of the main European languages.

Content:

The elaboration of the diploma thesis presupposes the completion of the nine modules of TEP, which are mandatory. The scope of the thesis should be directly related to the modules, with particular emphasis, where appropriate, on the promotion of the arts, cultural heritage and developmental contribution, as well as the compatibility of new architecture, in general of new constructions and land uses with the cultural heritage of a place, a network of places, or wider geographical subdivisions on a national or a wider Mediterranean and European level, or their combination.

The Postgraduate Diploma Thesis may, after consultation with the Supervisor, include a combination of original textual research with the development of specific materials (e.g. websites) or the production of original audiovisual digital materials (videos, interviews, documentaries, etc.), painting material, architectural or urban plans, etc.

Indicatively, the following areas are mentioned:

- Tourism policy in areas of the country or abroad with emphasis on the cultural parameter. History and proposals.
- Study and promotion of cultural landscapes of the country or abroad. Theory and design application.
- The environment of monuments in Greece and/or abroad. Theory, comparative approach and design application for proper integration into today's conditions.
- Presentation, criticism and combined proposals regarding restoration programs throughout the country or abroad. Theory, application, comparisons.
- Highlighting the relationship of cultural heritage (ancient, Byzantine, modern and contemporary) with current identity issues in Greece.
- New museums in Greece or abroad: Location proposals and museological studies.
- Old museums in Greece or abroad: Proposals for new museological studies as well as a wider architectural upgrading and integration within the urban space.
- Digital and textual studies/representations of interventions for urban enhancement in environments of high cultural significance in Greece or abroad.
- New interpretations of well-known works of art and cultural heritage, Greek or international.

- Comparison between local and international theoretical approaches to issues of art and cultural heritage over time.
- Cultural/archaeological/artistic networks across the country or abroad. Suggestions for creation, promotion and enhancement.
- Comparative approach to Greek in relation to international approaches to specific issues and dimensions of cultural heritage and artistic or architectural creation.

Learning Outcomes:

Upon completion of the TEPDE, students are expected to:

- Dispose of an aesthetically aware, interdisciplinary and critical view of the art, cultural and architectural heritage of Greece and Greek culture in general, which includes urban and regional environments rich in natural and anthropogenic beauty, as well as in cultural and aesthetic goods.
- Perceive and promote the Greek urban and regional landscape as a palimpsest of history, nature and art, to be protected and enhanced.
- Possess methods of theoretical, aesthetic and technological advancement, as well as spatial planning which is qualitatively suitable for the Greek landscape both as spiritual event and as material existence.
- Approach the developmental dimension of Greek art and cultural heritage.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Postgraduate Diploma Thesis takes place after the successful completion of the program's Modules.

Contemporary Italian culture and specific issues of terminology and interpretation

Subject – Purpose

The main objective of this Programme of Studies is to provide specialized and systematic knowledge in the field of Contemporary Italian Culture, in accordance with the requirements of science and the current needs of the labour market in Greece and internationally. The scientific perspective adopted concerns the acquisition of knowledge, the development of skills-competences and communicative flexibility in the field of Italian language, with a focus on contemporary, specific professional perspectives. The linguistic teaching approach is structured around specific vocabularies and specialised terminology in the context of the proposed professional and scientific fields.

The term modern Italian culture describes all the cultural phenomena that have manifested and developed on Italian territory since 1861, the year of the unification of Italy and the establishment of the modern Italian state, up to the present day. This teaching proposal focuses on an interdisciplinary and multidisciplinary approach to selected themes, with the aim of outlining the formation and evolution of Italian culture in the 20th century and its

integration into a broader context of aesthetic and ideological considerations and cultural ferment, with the following scientific objectives:

1. Linking the acquired knowledge with the modern era and the European reality.
2. Demonstration of the uninterrupted relationship between Greek and Italian culture, as a consequence of the geographical proximity and cultural affinity of the countries concerned.
3. Approaching a variety of pragmatic objectives of a socio-professional nature.

Learning outcomes

Upon completion of the Postgraduate Studies Programme, students are expected to:

- have acquired basic knowledge and developed skills in the Italian language (common and specific vocabulary) capable of serving a variety of communicative, educational, research and professional purposes·
- have developed basic listening and production skills in a variety of oral communication situations in Italian;
- have acquired knowledge of various aspects of traditionally understood Italian culture and the contemporary Italian world;
- to have developed a critical and scientifically informed critical and scholarly approach to representative currents and works of the Italian intelligentsia in the context of literature, the arts and the sciences.
- understand the structure of the cultural development of the Italian-speaking world as recorded in modern times and be able to place it in a network of interactions with both Greek and wider European culture;
- understand the basic concepts, theories and principles underlying the discipline of International Relations, with a focus on the positioning of contemporary Italian diplomacy in the European political and cultural landscape;
- be able to support the appropriate choice and fruitful application of the most effective methodology, in terms of research and scientific writing techniques, with a view to their professional development.

ECTS Credits Programme of Studies

The total number of credits (ECTS) required for the award of the Postgraduate Diploma of Specialisation (M.Sc.) is 120 ECTS.

Characterization of the Postgraduate Program

Master of Literature and linguistics

Classification according to the UNESCO ISCED-2011 code

Based on the level of study: 7

Classification according to the UNESCO ISCED-2013 code

Based on the education sector: 0232- Literature and linguistics

Language of instruction

The language of instruction of the programme, as well as of the thesis, is Greek.

Duration of study

The minimum duration of study is two (2) academic years, i.e. four (4) academic years.
(4) semesters.

Admission requirements

Accepted are:

The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.

The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.

Note:

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Teaching material

The teaching material, on which the Programme is based and which students are required to study on a regular basis during their studies, is made available to them either in digital or printed form. This is basic and supplementary material relating to the content of each Thematic Unit (Th.U.).

Contact

Student Registration Department:

Tel: +30 2610 367316 E-mail: **ita@eap.gr**

Students' Service Office:

Tel.: +30 2610367805 - 2610367806 - 2610367807 -2610367426 E-mail: **info@eap.gr**

Structure

The Postgraduate Programme "Contemporary Italian Culture and Special Issues of Terminology and Interpretation" is structured in four (4) academic semesters, which include eight (8) compulsory Thematic Units (Th.U.), one (1) Thematic Unit (Th.U.) of choice, two (2) Laboratory Thematic Units (L.Th.U.) of choice and a postgraduate thesis. The minimum period of study is four (4) academic semesters. For the award of the Postgraduate Diploma of Specialization (P.D.S.), the successful completion of either eight (8) Thematic Units and two (2) Thematic Units, or nine (9) Thematic Units and one (1) Thematic Unit, as well as the successful completion and presentation of the Postgraduate Thesis in both options is mandatory.

In detail, the structure of the Programme is as follows:

	1st semester (30 ECTS)	
ITA50	The avant-garde discourse in 20th century Italian culture and its reception in Greece. Futurism, Dadaism, Surrealism	(C[1],10 ECTS)
ITA51	Italian language	(C,10 ECTS)
ITA52	Elements of language and culture: Modern Greek and Italian dialectology with emphasis on language contact	(C,10 ECTS)
	2nd semester (30 ECTS)	
ITA53	Elements of language and culture: Phraseology and Proverbology	(C,10 ECTS)
ITA54	Italian for special purposes: Media and Social Media, Journalism, Sport	(C,10 ECTS)
ITA55	Italian for specific purposes: commerce, fashion, tourism, wine tasting	(C,10 ECTS)
	3rd semester (30 ECTS)	
ITA60	History of the Literature of Modern Italy: Italian - Greek interactions	(C,10 ECTS)
ITA61	Italian for special purposes: legal and diplomatic terminology	(E[1],10 ECTS)
ITA62	Digital forms of art	(E, 10 ECTS)
ITA63	Understanding Italian Wines	(E,10 ECTS)
	4th semester (30 ECTS)	
ITA64	Political thought in 20th century Italy. Political theories, international relations and diplomacy	(C,10 ECTS)
ITADE	Master's Thesis	(C,20 ECTS)

Notes:

C[1]: Compulsory

E[2]: Elective

Instructions for the selection of Th.U.

You can choose from one (1) to three (3) Th.U. per semester (30 ECTS), with the limitation of 30 ECTS per semester.

The selection of the Th.U. is made in the order of the structure. Therefore, in the first semester, if you wish to select one (1) Th.U., you must necessarily declare ITA50. If you wish to choose two (2) Th.U., you must choose ITA50 and ITA51. If you wish to choose three (3) Th.U., you must choose ITA50, ITA51 and ITA52. Therefore, the student is required to select the first 3 Th.U.in sequential order.

In the second semester, if you have successfully completed the Th.U. ITA50, in the second semester the student, with a limit of 3 Th.U., must first of all choose the remaining ones from the first semester and additionally choose one or more Th.U. from the second semester. If you have not registered for the examinations for ITA50, you must register for it in the second semester.

In the third semester, if you have successfully completed ITA50, you must first choose any remaining Th.U. from the total of the Th.U. offered in the first two (2) semesters, always with **a limit of 3 TH.U**. Since, apart from the compulsory Th.U. ITA60, the Th.U. offered in the third semester are electives, you can choose 2 out of the 3. If you have not registered for ITA50, you will be obliged to register for it in the third semester.

The successful completion of the nine (9) Th.U. offered in the first three semesters is required for the preparation of the Master's Thesis, while the ITA 64 can be declared in parallel with the preparation of the Master's Thesis, if it is included in the 4th semester.

However, during the process of registering for a Th.U., the Th.U. of the previous semester must be exhausted first and then the subjects of the next semester must be registered.

Attention: the limit of three (3) Th.U. per semester does not include Th.U. in which the students are re-registered after having earned the right to participate in examinations, provided that the total number of Th.U. registered per year does not exceed 60 ECTS.

For the award of the Postgraduate Diploma of Specialization (P.D.Th.), the successful completion of either eight (8) Th.U. and two (2) ECTS, or nine (9) Th.U. and one (1) ECTS, as well as the successful completion and presentation of the Master's Thesis in both options is mandatory.

Grading weights for Thematic Units

Except for some optional Activities (self-assessment and/or group feedback) per Study Week (SW), which are not graded, but gradually introduce students to the study material of each subject,

a1. Two (2) Educational Activities (EA) with a weighting factor of 10% on the final grade of the Course Module.

a2. One (1) Semester Written Assignment (SWA) with a weighting factor of 20% on the final grade of the Course Module.

The scores of the Educational Activities and the Semester Written Assignment (EA and SWA) are activated only with a score equal to or above the pass mark (≥5) in the Final or Repeat Examination (FE).

a3. Final or Repeat Written Examinations (FWE) with a weighting factor of 60% on the final grade of the Course Module.

The Final Grade of each subject, on a scale of 10, is calculated as follows:

Final grade of the Course Module = (EA1×0,1) + (EA2×0,1) + (SWA×0,2) + (FWE×0,6)

Eligibility for Final Exams participation

Students are eligible to participate in the Final Written Exams if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;

2. at least two (2) out of three (3) total activities and assignments have been completed.

EA and SWA grades in a 100-point scale			
EA1 (10%)	EA2 (10%)	SWA (20%)	Minimum points required to participate in the exams:
EA1 × 1	EA2 × 1	SWA × 2	20/100

Information about the Thematic Units

ITA50 The avant-garde discourse in 20th century Italian culture and its reception in Greece. Futurism, Dadaism, Surrealism

Code: ITA50
ECTS Credits: 10
Type: Compulsory
Semester in which offered: First (1st)
Language of instruction: Greek
Purpose - Description of the Th.U.: The Thematic Unit presents the main concepts, the renewal trends and the innovative aesthetic symbols of the avant-garde movements that manifested themselves on Italian soil mainly during the 20th century. As a key agent of contemporary Italian culture in all its manifestations and ideological implications, the avant-garde character of Futurism is documented, through an interdisciplinary approach, in the field of creative and programmatic discourse. It also demonstrates its special role in the manifestation and development of other movements of the historical avant-garde in Europe during the first half of the 20th century. The importance of this artistic phenomenon is also examined through the effects it exerted on the Greek cultural landscape of the inter-war period, since the reception of Futurism in Greece is adequately documented in the context of the organisation of exhibitions, its presence in the Greek-speaking press, the comparative analysis of programmatic texts and the comparative examination of essays and literary influences. At the same time, the programmatic principles of Dadaism and Surrealism and the conceptual relations between them in the context of contemporary Italian culture are presented. This didactic proposal also focuses on the necessary historical contextualization of the cultural currents under consideration through the analysis of selected essays of contemporary and heterodox perspectives.
Learning outcomes:
After completing the ThU, in relation to innovative discourse in Italian contemporary culture, students are expected to:

- Understand the broader cultural conditions that determined the genesis, development and action of avant-garde movements in 20th century Italy.
- have acquired a synthetic knowledge of the concepts that constitute the avant-garde dimension of Futurism, its historical positioning and its multifaceted cultural constitution, documenting well its place in the context of historical avant-gardes in Europe.
- know the most important futurist, dadaist, surrealist artists and analyse their most important works satisfactorily, documenting familiarity with the relevant basic concepts and specific terminology.

- have developed a critical understanding of the multidimensional relationship between the influence of specific Italian movements on the Greek cultural reality of the period, adequately demonstrating the complexity factors that characterise it.
- have developed a critical and combined understanding of the ideological, aesthetic and artistic positioning of contemporary Italian culture, through futurist avant-garde activity, in the wider European cultural landscape, in relation to the social and historical function of programmatic texts and the evolution of lexical innovations.
- be able to interpret and analyse adequately, through comparative and interdisciplinary references, examples of innovative essayistic and creative discourse, making use of acquired knowledge and using correct terminologyα.

Cognitive Objects:

- Cultural and historical context of modern Italy
- Realistic tendencies and Post-Romantic trends in Italian literature
- Innovative trends in Italian literature
- Italian Futurism
- The reception of Italian Futurism in Greece
- Post-Futurist trends in contemporary Italian literature

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA51 Italian language

ThU Code: ITA51

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: First (1st)

Language of instruction: Greek

Purpose - Description of the Th.U.: It is a subject that examines vocabulary, morphosyntactic phenomena of the Italian language and, at the same time, presents aspects of culture, everyday life and worldview of the contemporary Italian world.

The aim of the course is, through the use of authentic texts and the tools of modern educational technology, to teach students the social functions of spoken and written Italian and to bring them into contact with cultural features and events of Italian culture and everyday life.

Learning outcomes:

After the completion of the course, and in relation to the Italian language, the student is expected to have memorized basic morphosyntactic phenomena and to have expanded his/her vocabulary, so that, as an independent user, he/she will be able to:

- understand the main points of clear conversations, without idiomatic features, conducted in everyday contexts;
- process written texts whose content is presented clearly and without deviating from the common linguistic form, on a variety of topics (such as issues of direct personal, family and work-related relevance, current affairs, cultural issues, etc.) and in different genres;
- handle social interactions using everyday polite manners; - deal with social interactions using everyday polite manners

- develop satisfactorily, both orally and in writing, inter alia, personal opinions, descriptions of events, experiences, ideas, plans and ambitions; - communicate well in written and oral form
- to use correctly the basic morphosyntactic structures of the Italian language
- recognize and understand everyday habits and cultural differences in comparison with their own culture.

Cognitive Objects:

- Combined learning of reading, writing, speaking and listening in common Italian through a variety of textual genres;
- Communication methodology through combined teaching of pronunciation, vocabulary, grammar and syntax of the target language;
- Development of linguistic and communicative skills in written and spoken Italian.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA52 Elements of language and culture: Italian and Modern Greek dialectology with emphasis on language contact

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: First (1st)

Language of instruction: Greek

Purpose - Description of the Th.U.: This Thematic Unit examines issues of Italian and Modern Greek dialectology, which are an integral part of the acquaintance with the culture in which a language operates. The aim is to familiarise students with the lexical, morphological and phonological differences between standard Italian and to identify Venetian, Genoese, Genoese and Sicilian loans in Modern Greek and its “dialects” and to learn Italian vocabulary more easily through an understanding of the two thousand years of cultural relations between the peoples of the two countries. Through structural exercises for processing and consolidating the phonological and morphological features that testify to the origin of a given loan, as well as through the illustration of the historical and cultural context of linguistic contact and the contrastive study of Italian and Greek dialects, the diachronic cultural dimension of the language and its synchronic communicative function are outlined.

Learning outcomes:

Upon completion of the course, and in relation to Italian and Modern Greek dialectology and the relevant language contact, students are expected to:

- approach, understand and exploit the linguistic similarities between Italian and Greek
- understand the cultural context in which each of them is embedded
- understand dialectically the lexical, morphological and phonological elements that occur in a large part of Italian and Greek literature
- develop a critical understanding of the development of the cultural, social and communicative dimension of the wider phenomenon of linguistic contact, drawing on Italian and modern Greek dialectology

Cognitive Objects:

- Greek-Latin and Greek-Italian linguistic contacts
- Basic principles of dialectology

- Interactions between Modern Greek and Romance dialects in Greece and Italy
- Dialect use in Greece and Italy: socio-linguistic approaches
- Inventory issues and policies for the revitalization of dialects in Greece and Italy

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA53 Elements of language and culture: Phraseology and Proverbology

Code: ITA53

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: Second (2nd)

Language of instruction: Greek

Purpose - Description of the Th.U.: This is a subject that examines topics of Italian phraseology and proverbology, which are an integral part of learning the vocabulary of a language. The aim of this subject is to familiarize students with the metaphorical meanings of words and expressions in the context of very easy-to-use stereotypical word sets and well-known Italian proverbs, which is achieved mainly through structural processing and consolidation exercises, visualisation of the cultural context in which each of them is situated, and contrasting study of Italian phraseology and proverbology with those of the Greek language. The didactic approach focuses on outlining the cultural dimension of language and its communicative function through the evolution of its customary use and the linguistic recording of its deeper cultural and social structures.

The main teaching goal of the course is to enable students recognise/distinguish as well as to familiarise them with a wide range of standard expressions, the mastery of which is pursued through exercises of a structural and communicative nature. Besides, the student approaches the field of Greek and Italian paroemiology through a comparative process in the aim of identifying historical and linguistic analogies and interactions.

Learning outcomes:

Upon completion of the course, and in relation to Italian Phraseology and Proseology, students are expected to:

- Approach, understand and use the most common stereotypical expressions and the most well-known proverbs of the Italian language with accuracy
- recognize the cultural context in which each of them is placed
- enrich their oral production with expressions that create a sense of immediacy in communication.
- develop a critical understanding of the evolution of the cultural, social and communicative dimension of linguistic structures in the context of Italian phraseology and proverbology

Cognitive Objects:

- Introduction to Phraseology
- Comparative phraseology and proverbology of Italian - Greek language
- Phraseology as an object of instruction in the course of Italian as a foreign language
- Linguistic and cultural aspects of Italian language phraseology

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA54 Italian for special purposes: Media and Social Media, Journalism, Sport

Code: 54

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: Second (2nd)

Language of instruction: Greek

Purpose - Description of the Th.U.: This is a subject area that examines issues of specific languages (terminology) and specialized vocabularies of the Italian language, directly related to the division of social and professional activity in contemporary society and, more specifically, to sport and journalism, while focusing on the information society and the key role it plays in a globalized society. Through the analysis of authentic texts, the application of a variety of language and vocabulary exercises and activities of comprehension and production of written and spoken language, students will have the opportunity to understand the different aspects of the Italian language and its diverse uses in the wider field of sport, journalism (especially sports journalism), media and social media.

The analysis of the special languages used in the mass media, social media, journalism and sports, can serve as a common ground for the specific areas of common interest between Greece and Italy in the aim. e.g., of linguistically facilitating the exchange of know-how and the development of communication between Greece and Italy in the specific domains.

- Features of the Italian special languages of media, social media, journalism and sports.
- Communication and specifically Italian cultural elements.
- Basics of Italian terminology of journalism, finance, communication, business and sports.
- Analysis and translation of texts from the domains of media, social media, journalism and sports.

Learning outcomes:

Upon completion of the subject, and in relation to the Italian for specific uses in the fields of Media, Social Media, Journalism and Sport, students are expected to:

- Know the basic conceptualization and terminology of the specific language fields (sport, sports journalism, media, media, media), as well as the socio-professional context in which they are embedded
- be familiar with the most common expressions and the most up-to-date and easy-to-use vocabulary in the specific fields of the Italian language
- be able to use these specialized vocabularies in their spoken and written communication in a targeted and effective manner
- be able to use and demonstrate their linguistic and technical knowledge acquired in each of the areas proposed, with a view to internationalization and communicative flexibility.

Cognitive Objects:

- characteristics of the Italian media language
- characteristics of the Italian language of sport and sports journalism
- elements of Italian journalistic terminology

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA55 Italian for specific uses: commerce, fashion, tourism, wine tasting

Code: ITA55

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: Second (2nd)

Language of instruction: Greek

Purpose - Description of the Th.U.: It is a subject that examines issues of special languages (terminology) and specialized vocabularies of the Italian language that are directly related, on the one hand, to the division of social and professional activity in contemporary society and, on the other hand, to the economic and business developments that play an increasingly important role in the context of globalization, as well as in the bilateral Greek-Italian relations within the EU. Through the analysis of authentic texts, the application of a variety of typology of linguistic and lexical exercises and activities of comprehension and production of written and spoken language, students are given the opportunity to understand the different aspects of the Italian language and its varied use in the wider field of trade, industry and entrepreneurship in areas of common interest between Greece and Italy (especially in the sectors of tourism, fashion and wine tasting) with the aim, inter alia, of developing linguistic competence in the Italian language.

Learning outcomes:

Upon completion of the subject, and in relation to Italian for specific uses in the fields of commerce, tourism, fashion and wine tasting, students are expected to:

- know the basic conceptual and terminological background of the specific language fields (commerce, industry, entrepreneurship), especially in the fields of tourism, fashion and wine tasting, as well as the socio-professional context in which they are embedded
- be familiar with the most common expressions and the most up-to-date and easy-to-use vocabulary in the specific fields of the Italian language
- be able to use these specialized vocabularies in their spoken and written communication in a targeted and effective manner
- be able to use and demonstrate their linguistic and technical knowledge acquired in each of the areas proposed, with a view to internationalization and communicative flexibility.

Cognitive Objects:

- Characteristics of the Italian languages specific to commerce, fashion, tourism, wine tasting
- Elements of Italian commercial, business and corporate terminology

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA60 History of Modern Italian Literature: Italian-Greek interactions

Code: ITA60

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: Third (3rd)

Language of instruction: Greek

Purpose - Description of the Th.U.: This Thematic Unit aims at approaching the themes and structures of Italian literature of the modern era, on the one hand, through the analysis of samples of literary production and, on the other hand, through the study of the general historical and social context that influenced the cultural shaping factor. Particular emphasis is placed on the Italian-Greek interactions identified in the context of contemporary literature as the fruit of long-standing cultural contacts between the two peoples. In particular, the literary fields examined are those of poetry, prose and theatre, while the comparative analysis of texts and themes highlights all aspects of this endless cultural osmosis.

Learning outcomes:

Upon completion of the subject, and in relation to contemporary Italian literary production, students are expected to:

- Have understood its historical positioning, its expressive development and the deeper terms of its evolution
- have acquired a synthetic knowledge of its main themes and their evolution
- have become familiar with the dominant artistic-literary trends of the period
- be familiar with the most important authors and their most important works, being able to make a precise classification of them in the literary movements to which they belong and to carry out a thorough stylistic analysis of them
- have developed a critical understanding of the specific relationship between Italian literature of this period and Greek literature and the wider socio-historical reality and other fields of human activity
- be able to use the corpus of knowledge and skills acquired for a more substantial analysis, understanding, interpretation and comparison of literary texts of the period in question, using the appropriate methods and tools of contemporary literary criticism

Cognitive Objects:

- Comparative literature
- History of Italian literature
- Contemporary Italian literature
- Anthology of Italian poetry
- Comparative list of poetry translation

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA61 Italian for special purposes: legal and diplomatic terminology

Code: ITA61

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: Third (3rd)

Language of instruction: Greek

Purpose - Description of the Th.U.: This Thematic Unit examines issues of specific languages (terminology) and specialized vocabularies of the Italian language that are directly related, on the one hand, to the division of social and professional activity in contemporary society and, on the other hand, to international relations, which play an increasingly important role in the

context of globalization and the renewal of bilateral Greek-Italian relations. Through the analysis of authentic texts, the application of a variety of typology of linguistic and lexical exercises and activities of comprehension and production of written and spoken language, students are given the opportunity to understand the different manifestations of the Italian language and its diverse use in the wider field of law, (in particular civil, criminal, commercial and public international law) and diplomacy, particularly in relation to public international law and the field of international relations.

Learning outcomes:

Upon completion of the subject, and in relation to Italian for specific uses in the field of law and economics, students are expected to:

- Know the basic conceptualization and terminology of the specific linguistic fields (law, diplomacy), as well as the socio-professional context in which they are embedded
- be familiar with the most common expressions and the most up-to-date and easy-to-use vocabulary in the specific fields of the Italian language
- be able to use these specialized vocabularies in their spoken and written communication in a targeted and effective manner
- be able to use and demonstrate their linguistic and technical knowledge in each of the areas proposed, with a view to internationalization and communicative fluency.

Cognitive Objects:

- Characteristics of Italian special languages of law and diplomacy
- Elements of Italian commercial, international and European law terminology
- Elements of Italian diplomatic and political terminology

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA62 Digital forms of art

L.Th.U.: ITA62 (L.Th.U.)

ECTS Credits: 10

ThU Type: Elective

Semester in which offered: Third (3rd)

Language of instruction: Greek

Purpose - Description of the L.Th.U.: This is a Laboratory unit, where the use of new technological means in the creative process is examined. Ways of aesthetic and conceptual processing and composition in artistic works of static and moving images, combined media and multimedia applications are analysed. At the same time, the various modes of linear and non-linear narration, the individual structural and expressive characteristics of artistic media, as well as their organic relationship that constitutes a single polymorphic whole, are examined and analysed. It also examines other art forms that are amenable to the use of digital media, such as comics, animation, visual effects and graffiti, through a comparison of their history in Greece and Italy. The workshop moves on a theoretical level, presenting the historical development, the milestones and the wider dissemination of these art forms, their relationships between them, as well as their relations with other visual and audiovisual arts, while, on a practical level, students are invited to create such art forms in the form of a complete creative proposal and application study. The aim of this unit is to broaden students' perception of visual language, the combination of expressive media, the ways of interactivity,

the relationship between image and sound. Reference is made to narrative forms of other arts (such as literature, cinema), in correspondence with the ways of narration that can characterize works produced with a combination of expressive media (such as image, sound, film, text), in order to understand and create ways of narration, but also the harmonious synthesis of the parts in a whole. The visual fields of comics, animation, visual effects and graffiti are also approached creatively. Particular emphasis is placed on understanding the important social role that functional animation and applied comics can play in public debate, learning and contemporary communication processes**.**

Learning outcomes:

After completing the relevant workshop, students are expected to:

- approach, understand and analyze digital art forms
- understand, analyze and analyze digital artworks, and understand and analyze digital artworks, and understand the broader national, local and global cultural context in which each such work is situated
- recognize the links between digital artistic production in Greece and Italy
- create and/or process, through new technologies, digital art forms, including comics, animation, visual effects and graffiti, as part of an integrated creative proposal and application study.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA63 Understanding Italian Wines

L.Th.U.: ITA63 (L.Th.U.)

ECTS Credits: 10

ThU Type: Elective

Semester in which offered: Third (3rd)

Language of instruction: Greek

Purpose - Description of the L.Th.U.:

The main purpose of this thematic unit is the knowledge and understanding of both modern and traditional Italian Wines. Initially, a brief overview of international wine production statistics will be given with special emphasis on the values related to Italian wines. Moreover, students will acquire knowledge concerning the main wine-growing regions of Italy, the cultivated varieties, the wine labels, the types of wines produced as well as their classification system based on the legislation. With the aim of a better understanding of Italian wines, they will be trained in the basic principles of wine tasting (both theoretical and practical) so that they will be able to form their own opinion about the quality and the organoleptic characteristics of Italian wines.

Learning outcomes:

Upon successful completion of the thematic unit, the students will be able to:

- Make comparisons between the statistics concerning the production and marketing of Italian wines with the corresponding international ones.
- Describe the wine-growing regions of Italy and the respective cultivated grape varieties
- Distinguish and classify Italian wines based on their geographical origin
- Recognize the wine labels as well as extract and interpret the included information

- Understand the classification system of Italian Wines into categories based on quality
- Identify the dominant organoleptic characteristics of the main Italian Wines
- Follow the appropriate tasting steps in the correct order
- Express a documented opinion about the quality of wines based on their own knowledge and testing
- Name the emblematic Italian grape varieties and the corresponding wines produced

Prerequisite courses: None

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITA64 Political thought in 20th century Italy. Political theories, international relations and diplomacy

Code: ITA64

ECTS Credits: 10

ThU Type: Compulsory

Semester in which offered: Fourth (4th)

Language of instruction: Greek

Purpose - Description of the Th.U.: This Thematic Unit aims at outlining political thought in Italy during the 20th century, through the exposition of the political theories developed in that country and the way in which they determined the broader political developments at the European level. It also provides a general introduction to the science of International Relations as it developed as a discipline in the 20th century through the evolution of international society. In particular, it analyses the emergence of the modern international order, presents the main theories and approaches to International Relations, and attempts to establish international systems capable of regulating relations between states more satisfactorily. The main developments in the European political scene in the 20th century are also examined, with particular emphasis on the specific role and contribution of Italian diplomacy as a shaping factor. This module focuses on familiarising students with the basic terms, concepts, principles and procedures governing the study of international relations.

Learning outcomes:

After completing the unit on Political Theories in 20th Century Italy, International Relations and Diplomacy, students are expected to:

- Be familiar with the specific nature of political thought in Italy in the 20th century and the political theories that express it
- be familiar with the basic concepts and terminology of international relations
- understand the theoretical approaches to international relations and have developed critical thinking about them
- have been introduced to a critical overview of international politics since the beginning of the 20th century
- have developed a sound understanding of the specific role of communication policy and the conduct of diplomatic procedures on the part of Italy during its modern history
- have developed a critical understanding of Italy's position in the contemporary context of international relation

Cognitive Objects:

- Political theories in Italy from the 19th to the 20th century
- Italy's international relations in the 20th century
- Greek-Italian political and diplomatic relations in the 20th century
- Italy and the European Union in the 20th century

Prerequisite courses: None

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

ITADE Master's Thesis

Code: ITADE

ECTS Credits: 20

Type: Compulsory

Semester in which offered: Fourth (4th)

Language of instruction: Greek or Italian, as appropriate

General Description:

The Master's Thesis can be completed during the fourth semester or beyond, in case the duration of study exceeds the minimum duration for the completion of the MA course, i.e. two (2) years, i.e. four (4) semesters. The topic of the Master's Thesis is formed at the free will and based on the scientific interests of the students /at the discretion of the student, after consultation with the supervisor. A prerequisite for the selection and definition of the topic is considered to be its direct conceptual and scientific connection with the Thematic Units that make up the MA course. The language of the Master's Thesis is Greek or Italian, as the case may be.

The general categories of subjects for the Master's Theses determined by the Director of the Postgraduate Master's Course after consultation with the Thematic Units Coordinators and are posted on the HOU website before the student's relevant statement submission period starts. The thematic areas are exemplary and linked to the specialised knowledge areas of the ITA MA course Thematic Units. The subjects proposed by the students may combine aspects from two or more among the proposed subject areas. Examples include:

- Special topics of contemporary Italian culture
- Interdisciplinary approach to special language and culture issues
- Comparative research-juxtaposition of literary fields (trends, authors, works, narrative techniques)
- History of Italian literature
- Special issues of language and culture (paremiology and dialects)
- Italian for special purposes (commerce, fashion, tourism)
- Tourism and special vocabularies
- Entrepreneurship of fashion
- Special issues of contemporary art and culture
- Digital arts in Italy
- The reception of Italian contemporary art and literature in Greece
- Comparative research-juxtaposition of avant-garde literary and normative discourse
- Sports journalism in Italy
- Research and verification of online journalistic material
- Italian and International Journalism

- Italian and European Journalism

Learning Outcomes:

Upon successful completion of ITADE, students will be able to:

- conduct original research in scholarly fields of literary interest
- conduct original research in scholarly fields of wider cultural interest
- search, collect, verify, critically-synthetically process and effectively present information
- efficiently and creatively use online/digital tools/media to write/edit/distribute their texts
- critically and responsibly handle both primary and secondary sources

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Master's Thesis takes place after the successful completion of the program's Modules.

MA in Performing Arts

Subject - Purpose

The MA Programme in "Performing Arts" (PAT) aims at the theoretical study and research analysis of performing arts across both their temporal range, from antiquity to the present, and their thematic range, thereby providing students with the opportunity for an in-depth critical approach to the subject by offering three specializations and an extensive array of Modules.

The Modules, which branch out into three specializations, are based on thematic material from numerous divisions of the performing arts, such as performance studies, ancient and world theatre, history and theory of dance, lyric theatre, contemporary forms of performance, etc. In addition, included are subjects that are inextricably linked to the field of performing arts and culture in general (e.g., education, cultural policy and management, information technology).

Learning outcomes

Upon successful completion of the MA Programme in "Performing Arts", students:

- will have acquired academic expertise in the field of performing arts.
- will be able to understand, analyze and document works of art across their temporal and thematic ranges.
- will have command of the terminology and will possess the necessary conceptual tools for examining performing art forms.
- will have the ability to identify and classify the main periods and developments of the performing arts and their distinct ideological features.
- will be able to use primary sources and bibliographic aids to produce research papers in the field of performing arts.

- will have acquired the necessary theoretical training to be able to work professionally in the field of performing arts, as well as in the broader field of culture, education and research.

Characterization of the Post-Graduate Programme

Master of Arts (M.A.)

ECTS

The total number of credits (ECTS) required for the award of the MA Programme in Performing Arts is 120 ECTS.

Duration of Study

The minimum duration of study is two (2) academic years, i.e., four (4) semesters.

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0215 – Music and Performing Arts

Admission Requirements

The following shall be admitted:

The MA programme accepts graduates or holders of higher institution diplomas. The programme is offered in Greek.

The knowledge of a foreign language and the possession of sufficient computer and internet skills would be useful for successful participation in the MA programme.

Important Note:

Holders of a degree or diploma of higher education include graduates of Greek Universities or Polytechnics or the Higher School of Fine Arts or the Higher School of Pedagogical and Technological Education or the Higher Technological Educational Institutions (ATEI) or those who hold first cycle degrees from recognized foreign educational institutions academically equivalent to the degrees awarded by the Greek Higher Educational Institutions in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Further Note:

For the evaluation of the application to the MA Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of the article 307 of Law No. 4957/2022, requests a "Certificate of Place of Study", which is issued and sent by the foreign university in question. If the place of study or part of the studies is confirmed as Greek territory, the degree is not recognized, unless the part of the studies that took place in Greek territory is in a public higher education institution or in a recognized foreign educational institution in accordance with the prerequisites of paragraph b) of article 299 of Law No. 4957/2022.

Teaching material

The teaching material, on which the Programme is based and which students are required to study on a regular basis during their postgraduate studies, is made available either in digital or printed form. This is basic and supplementary material relating to the content of each Module.

Contact

Student Records:

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General Information:

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Specializations of the Programme

The MA Programme in Performing Arts has three specializations:

(a.) Ancient Greek Theatre

(b.) Contemporary Theatre

(c.) Lyric Theatre

Structure:

The Postgraduate Programme "Performing Arts" is structured in four (4) academic semesters.

In the first and second semesters, six (6) compulsory Modules are offered.

In the third semester, the following three (3) specializations are offered: (a.) Ancient Greek Theatre, (b.) Contemporary Theatre, (c.) Lyric Theatre.

In the fourth semester a Performing Arts Diplomacy Thesis is a requirement.

The detailed structure of the MA is as follows:

1st Semester: 30 ECTS

PAT50	Introduction to the Performing Arts	(C[1], 10 ECTS)
PAT51	Ancient Greek Theatre: From Text to Performance	(C, 10 ECTS)
PAT52	Modern and Contemporary World Theatre: History, Dramaturgy and Aesthetic Currents	(C, 10 ECTS)

2nd Semester: 30 ECTS

PAT53	Forms and Genres of Music Theatre	(C, 10 ECTS)
PAT54	The Art of Dance: Theory, History and Performance	(C, 10 ECTS)
PAT55	Methods of Performance Analysis	(C, 10 ECTS)

3rd Semester: 30 ECTS

1st Specialization: Ancient Greek Theatre

PAT60	Modern Interpretive Approaches to Ancient Greek Theatre	(C, 10 ECTS)
PAT61	Ritual and Performance in Attic Drama	(C, 10 ECTS)
	2st Specialization: Contemporary Theatre	
PAT62	Theatre and Dance: Contemporary Stage Dramaturgies	(C, 10 ECTS)
PAT63	The Art of Performance	(C, 10 ECTS)
	3st Specialization: Lyric Theatre	
PAT64	History of Opera	(C, 10 ECTS)
PAT65	Music Theatre on the Modern Greek Stage	(C, 10 ECTS)
	One elective Module per specialisation:	
PAT66	Aspects of the Stage: From Antiquity to the Digital Era	(E^2, 10 ECTS)
PAT67	Performing Arts and Education	(E, 10 ECTS)
PAT68	Cultural Policy and Management of the Performing Arts	(E, 10 ECTS)
	4th Semester: 30 ECTS	
PATDE	Performing Arts Diplomacy Thesis	(C, 30 ECTS)

Notes:

C^1: Compulsory

E^2: Elective

Instructions for the selection of Module

You can choose from one (1) to three (3) Modules per semester (30 ECTS).

In the process of registering for a Module, the Modules of the previous semesters must be successfully completed first and then the Module of the next semester must be selected. For example, if you have successfully completed one (1) Module from the first semester and in the second semester you wish to select three (3) Modules, you must opt for two (2) Modules from the first semester and one (1) from the second semester and so on.

In the third semester you must choose one (1) of the three (3) specializations offered.

The preparation of the Performing Arts Diplomacy Thesis (PATDE) requires the successful completion of nine (9) Modules.

The viva examination of the Performing Arts Diplomacy Thesis requires the successful completion of all the Modules of the MA Programme.

Students' evaluation: Grade assessment of a Module – Participation in Final Exams

Module Evaluation:

a1. Two (2) Short-Written Assignments (SWA) that contribute to the final grade with a weight equal to 10% each of them.

a2. One (1) Written Assignment (WA) which contributes to the final grade with a weight equal to 20%.

The grade of the written assignments (SWA & WA) is secured when a grade equal to or above the passing grade (≥5) in the final exam or resit is achieved only.

a3. Final or resit written exams (FWE) contribute to the final grade with a weight equal to 60%.

The **Final Grade** of each Module on the scale of 1 to 10 is calculated as:

Final Grade = (SWA×0,1) + (SWA×0,1) + (WA×0,2) + (FWE×0,6)

Establishment of participation right in the final written exams:

Participation in the final examination will be allowed if:

1. the sum of the grades of the aforementioned assignments (see a1 and a2) is equal to, or greater than 50% of the assigned grading scale, i.e. at least 20 points out of 100, based on the weights mentioned in points a1 and a2,
2. at least 2 of the 3 should be submitted.

SWA & WA grade on the scale of 1 to 100			
SWA1 (10%)	SWA2 (10%)	WA (20%)	Minimum grade that is required for participation in final exams
SWA1 × 1	SWA2 × 1	WA × 2	20/100

Course Modules

PAT50: Introduction to the Performing Arts

Course Unit Code: PAT50

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Course Content:

This Thematic Unit focuses theoretically on the complex phenomenon of the performing arts, namely theatre, dance, music and their combinations. It aims to trace the constituent elements and cover the long evolution of the wider family of the performance arts.

Learning Outcomes:

Upon completion of this module, students will be able to:

- distinguish and describe the types, manifestations and components of the performing arts.
- define the concept of performance.
- identify and study the arts that collaborate in the creation of a stage work.
- identify the main milestones in the development of the performing arts from antiquity to the present day and understand their evolution.
- identify representative artists and their works.
- comprehend the complex and hybrid aspects of contemporary performing arts.
- critically evaluate artistic creation as sensitive and skilled connoisseurs of the performing arts.
- use the relevant terminology and the necessary literature tools in order to take a multifaceted approach to the performance phenomenon and the art forms associated with it.
- utilize basic primary sources and elementary bibliographic tools for the preparation of research papers in the field of the study of the Performing Arts.

Cognitive Objectives:

- A brief introduction to Theatre Arts and Theatre Studies
- Short Introduction to Music Arts and Musicology
- Short Introduction to the Art of Dance and Dance Studies

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT51: Ancient Greek Theatre: From Text to Performance

Course Unit Code: PAT51
Credits ECTS: 10
Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
This Thematic Unit aims to analyze the most important works of the ancient Greek theatre and to study the historical development and the basic typology of modern and contemporary stage revivals. As case studies, representative stage creations presented from the mid-19th century to the present day on the Greek and international stage will be examined.
Learning Outcomes:
Upon completion of this module, students:

- will have acquired basic scientific expertise in the field of study of Attic Drama.
- will be able to comprehend, analyze and interpret tragic and comic plays of Attic drama in their entire chronological and thematic range, especially with regard to the literary and performative perception of the dramas.
- will be familiar with the relevant terminology and will have some of the necessary conceptual tools to access the conceptual core of these plays.

Cognitive Objectives:

- Systematic exploration of recent research developments in the field of Attic Drama
- Introduction to key aspects of the literary understanding of Ancient Theatre

Prerequisites: There are no prerequisites for this Module.
Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT52: Modern and Contemporary World Theatre: History, Dramaturgy and Aesthetic Currents

Course Unit Code: PAT52
Credits ECTS: 10
Course Type: Compulsory
Semester: First (1st)
Language: Greek
Course Content:
This Thematic Unit aims to follow the historical course of theatre from the early 19th to the mid-20th century. It will investigate the evolution of the theatrical phenomenon in terms of aesthetics, stylistics, dramaturgy, theory and staging. It will also examine the historical, social and ideological conditions in which theatrical genres developed, as well as the elements that make up theatrical performance (stage directing, acting, stage design, scenography, etc.).
Learning Outcomes:
Upon completion of this module, students will be able to:

- describe the most important developments in the history of theatre from the late 19th century to the mid-20th century.

- distinguish, comprehend and analyze the aesthetic characteristics of each period and compare developments in terms of aesthetics, stylistics, dramaturgy, theory and staging.
- identify the most representative authors and performers of the recent and contemporary international scene and will be familiar with their theoretical and artistic work.
- utilize basic primary sources and elementary bibliographic tools for the preparation of research papers in the field of the History of modern and contemporary world theater.

Cognitive Objectives:

- Elements of the History of World Theatre
- Introduction to key themes of Performance and Dramatic Art

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT53: Forms and Genres of Music Theatre

Course Unit Code: PAT53

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Course Content:

This Thematic Unit focuses on the older, more recent and contemporary music-theatrical genres, which it examines in all their aspects. Characteristic creations of music theatre will be studied as a combination of various art forms and media. It will identify the constituent elements of the lyric art, present its main representatives, creators and performers, and discuss the most important milestones in its long history, from its birth in the late Renaissance to modern musical and stage developments.

Learning Outcomes:

Upon completion of this module, students will be able to:

- Distinguish and describe the forms, genres and types of musical theatre
- Relate a musical theatre work to the political, historical and social context in which it is set.
- Recognize acoustically the main musical forms.
- Identify representative artists and their oeuvre.
- Use musical and theatrical terms to describe the forms and genres of musical theatre.
- Identify and evaluate the aesthetic periods and stylistic currents of opera and musical theater, as well as their particular genre-specific characteristics
- Utilize basic primary sources and elementary bibliographic tools for the preparation of research papers in the field of Musical Theater study.

Cognitive Objectives:

- Central elements of the history of opera and light musical theatre
- Fundamental cultural and sociological dimensions of musical theatre
- Basic issues of artistic production and function

Prerequisites: There are no prerequisites for this Module.
Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT54: The Art of Dance: Theory, History and Performance

Course Unit Code: PAT54
Credits ECTS: 10
Course Type: Compulsory
Semester: Second (2nd)
Language: Greek
Course Content:
This Thematic Unit approaches the phenomenon of dance in all its manifestations (artistic, popular, urban, traditional). The concept of dance and the structural elements of movement, the methodology of the science of dance are analyzed. Particular emphasis will be placed on issues of dance theory and philosophy, as well as on the social dimension of the dance act. In addition, the Unit will study the historical development of the art of dance, starting from antiquity and ending in the 20th and 21st centuries.
Learning Outcomes:
Upon completion of this module, students will be able to:

- recognize the forms, genres and the evolution of the art and phenomenon of dance from antiquity to the present day
- distinguish the main trends, currents and representatives of the art of dance.
- interpret a dance performance or a dance event through an analytical, interdisciplinary approach.
- identify and understand the components of dance practice and the basic principles of kinesiology.
- critically evaluate artistic creation as sensitive and skilled connoisseurs of dance art.
- use the relevant terminology and the necessary conceptual tools in order to approach the phenomenon of dance and the art forms associated with it in a multifaceted way
- utilize basic primary sources and elementary bibliographic tools for the preparation of research papers in the field of the study of dance art and practice.

Cognitive Objectives:

- Elements of History and Theory of Dance
- Ethnographic and sociological approaches to the dance act with special emphasis on the function of dance in the ancient Greek theatre

Prerequisites: There are no prerequisites for this Module.
Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT55: Methods of Performance Analysis

Course Unit Code: PAT55
Credits ECTS: 10
Course Type: Compulsory
Semester: Second (2nd)
Language: Greek

Course Content:

The aim of this Unit is to introduce students to performance analysis and to provide them with the methodological tools for the examination and interpretation of performance (either dramatic theatre or contemporary forms of stage performance). The proposed case studies are emblematic performances presented on the international stage from the late 20th century to the present day. Moreover, performance will be analyzed not only as a stand-alone entity, but as part of a constantly evolving creative work. In this sense, the Unit focuses on the gradual realization of dramatic composition, the gradual development of staging, the performers' work on the text or dramatic material, the tracing and understanding of the theoretical background of artistic reflection, sources and references of the authors, the study of the rehearsal process, the teaching and guidance of the performers, the management of space, costumes, lighting, production, etc.

Learning Outcomes:

Upon completion of this module, students will be able to:

- distinguish the types of performances, as well as the trends, currents, schools of contemporary stage creation
- investigate the components and parameters that create the performance and employ the necessary methodological tools for its recruitment and analysis
- comprehend and be able to critically approach a contemporary stage creation
- become familiar with the methodology of critical and genetic analysis of the Performing Arts
- evaluate the complex character of a performance and critically interpret contemporary stage creations.
- utilize basic primary sources and elementary methodological tools for the preparation of research papers in the field of Performance Studies.

Cognitive Objectives:

- Introduction to the critical analysis of the performance
- Introduction to the genetic analysis of performance
- Elements of the history of directing and acting

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT60: Modern Interpretive Approaches to Ancient Greek Theatre

Course Unit Code: PAT60

Credits ECTS: 10

Course Type: Compulsory in the context of the specialization in Ancient Greek Theatre

Semester: Third (3rd)

Language: Greek

Course Content:

The Thematic Unit aims to present in depth and in detail the main contemporary interpretive approaches to ancient Greek theatre, with particular emphasis on sociological, (post) structuralist, anthropological, religious, historicist and feminist theories and analyses. In addition, the present Th.U. selectively and purposefully highlights those works of Attic drama that have been the subject of fruitful and intense interpretative reflection in recent decades.

Learning Outcomes:

Upon completion of this module, students:

- possess the ability to identify and apply with particular ease the basic interpretive parameters of ancient Greek theater, as well as to study with ease its central genre-defining characteristics.
- are in a position to utilize a broader range of primary sources and bibliographic tools for the preparation of research papers in the field of the study of Attic Drama.

Cognitive Objects:

- Critical Overview of the Ancient Greek Theatre from the perspective of literary theory
- The Application of Narratology and Narrative Analysis in general to the Hermeneutical Study of Attic Drama

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT61: Ritual and Performance in Attic Drama

Course Unit Code: PAT61

Credits ECTS: 10

Course Type: Compulsory in the context of the specialization in Ancient Greek Theatre

Semester: Third (3rd)

Language: Greek

Course Content:

This Unit aims to familiarize students with the ritual and performance infrastructure of the Attic theatre and its performative and literary reconstructions during the modern era. Particular emphasis will be given to the interconnection of Attic drama with fundamental aspects of ancient Greek religion and mythology, which determine the performative dimension of tragic and comic works.

Learning Outcomes:

After the successful completion of the Module students:

- will have understood the importance of ritual and ceremonial acts, as they are dramatically depicted on stage.
- will have become familiar with emblematic aspects and manifestations of the interconnection of Attic drama with central issues of ancient Greek religion and mythology.
- will have come into contact with ways in which performativity functions within the context of the presentation of Attic drama, especially in relation to ritual practices and ceremonial events.

Cognitive Objectives:

- The importance of ritual in the ancient Greek theatre and its legacy
- The performative dimension of Attic drama in relation to its ceremonial and mythological structure

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT62: Theatre and Dance: Contemporary Stage Dramaturgies

Course Unit Code: PAT62

Credits ECTS: 10

Course Type: Compulsory in the context of the specialization in Contemporary Theatre

Semester: Third (3rd)

Language: Greek

Course Content:

The aim of the Thematic Unit is the multifaceted approach to the new trends of contemporary stage creation in the field of theatre and dance. It studies the work of leading "stage authors" who, by changing the meaning and function of the dramatic text, introduced major innovations in the multidimensional theatrical and choreographic landscape of the late 20th and early 21st centuries.

Learning Outcomes:

Upon completion of this module, students will be able to:

- distinguish trends, currents, schools and leading representatives of the contemporary theatre and dance scene
- comprehend and be able to critically approach a contemporary theatre and dance creation
- know in depth the stage creations of leading figures of contemporary theatre and dance.
- possess the ability to evaluate the complex character of contemporary stage creations in the field of theater and dance.
- capable of utilizing basic primary sources and elementary methodological tools for the preparation of research papers in the field of contemporary theater and contemporary dance.

Cognitive Objectives:

- Modern and contemporary theatre
- Contemporary dance

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT63: The Art of Performance

Course Unit Code: PAT63

Credits ECTS: 10

Course Type: Compulsory in the context of the specialization in Contemporary Theatre

Semester: Third (3rd)

Language: Greek

Course Content:

The Thematic Unit approaches the basic tools and methods of performance art. It also examines the development of performance art and its thematic categorizations in the 20th and 21st centuries. Particular emphasis is placed on the concepts of space and site-specificity, corporeality and participatory performance.

Learning Outcomes:

Upon completion of this module, students will be able to:

- Distinguish the types of performance art, as well as the history, evolutionary trends, currents and schools of performance art.
- Comprehend the terms and definitions, as well as the key components of performance art.
- Approach critically a contemporary performance art creation.
- Delve into thematic categorizations of performance art.
- Appreciate the political and social dimensions of performance activism.
- Organize the archival recording of performance and suggest ways to document it
- recognize and critically evaluate the complexity of performative artistic actions in relation to the body, space, audience, and performers.
- conceptually address the themes of performance and critically explore the limits of the medium in relation to the performing and visual arts.

Cognitive Objectives:

- History and Theory of Visual Arts
- History and Theory of the Performing Arts
- Critical introduction to hybrid art forms and performative artistic events in Greece

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT64: History of Opera

Course Unit Code: PAT64

Credits ECTS: 10

Course Type: Compulsory in the context of the specialization in Lyric Theatre

Semester: Third (3rd)

Language: Greek

Course Content:

The Thematic Unit examines the versatile art of opera and its related forms. It focuses on the history and evolution of lyric theatre, its relationship with ancient Greek drama, stage design and architecture, classical drama, romantic literature, stage directing, and the social and political dimensions it contains. In addition, issues of style, morphology, interpretation, function, staging and production will be discussed, which are inextricably linked to the cultivation of lyric theatre in our time at an international level.

Learning Outcomes:

Upon completion of this module, students will be able to:

- Distinguish and describe the forms, genres and aspects of opera and its related forms.
- Relate operatic creation to the political, historical and social context in which it is set.
- Distinguish between the aesthetic periods and stylistic movements of opera and lyric theatre.
- Identify acoustically significant works and parts thereof.
- Identify the leading opera artists (authors and performers).
- Use musical-dramatic terms to describe the works and function of the lyric theatre.
- Utilize basic primary sources and elementary bibliographic tools for the preparation of research papers in the field of Opera and Musical Theater study.

Cognitive Objectives:

- History and morphology of opera
- Components of opera in relation to theatre and literature
- Cultural and sociological dimensions of lyric theatre

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT65: Music Theatre on the Modern Greek Stage

Course Unit Code: PAT65

Credits ECTS: 10

Course Type: Compulsory in the context of the specialization in Lyric Theatre

Semester: Third (3rd)

Language: Greek

Course Content:

The Thematic Unit examines the presence and function of the forms and genres of music theatre on the modern Greek stage. It studies the element of music in the Cretan and Ionian dramaturgy of the 16th and 17th centuries, the early musical-theatrical indications in the religious theatre of the Aegean Sea, the introduction of opera in the Ionian Islands in the 18th century, the formation of music-theatrical life and indigenous lyric creation and production in the 19th century in the Ionian Islands and the urban centers of the independent Greek state, the dissemination and cultivation of light music theatre, the lyric and music theatre of the 20th century, the introduction and cultivation of the modern and contemporary music-theatre repertoire in theatre and cinema, the consolidation and organization of music-theatre life and movement in Greece.

Learning Outcomes:

Upon completion of this module, students will be able to:

- Distinguish and describe the forms, genres and aspects of lyric and music theatre that have flourished in Greece.
- Relate music theatre creation and movement to the ideological, political, historical and social context in which it is situated.
- Distinguish the historical periods and the evolutionary stages of the course of lyric and music theatre in Greece.
- Identify and evaluate the music theatre repertoire.
- Identify important representatives of Greek lyric and music theatre (authors and performers)
- use musicodramatic terms to describe the works and the function of the lyric theater
- utilize basic primary sources and elementary bibliographic tools for the preparation of research papers in the field of Opera and Musical Theater study

Cognitive Objectives:

- History of Theatre
- History of Music
- History of Cinema

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT66: Aspects of the Stage: From Antiquity to the Digital Era

Course Unit Code: PAT66

Credits ECTS: 10

Course Type: Elective in all three specializations

Semester: Third (3rd)

Language: Greek

Course Content:

This Thematic Unit focuses on the visual elements of the stage and the performance and studies their evolutionary course from antiquity to the present day. It focuses on the study of theatrical architecture, stage design, set design, costume design, the art of lighting, etc. Further, the Unit explores the dialectical relationships of contemporary stage design with contemporary art forms such as cinema, audiovisual arts, video art and digital arts.

Learning Outcomes:

Upon completion of this module, students will be able to:

- distinguish the evolutionary development of architectural and stage-theatrical space from the Italian Renaissance stage to the modern forms of the 20th and 21st centuries
- perceive contemporary architectural and scenic trends and understand the relationship between the staged space and the theatrical event and its visual approach.
- know, comprehend and reproduce the methods of creative approaches to stage space and the tools of stage design specialists.
- analyze the relationship between stage design, dramaturgy and staging
- comprehend the composition of visual space and its staging
- form an aesthetic perception through an approach to stage design and contemporary visual art
- appreciate the creative osmosis and synergies between the performing and visual arts and contemporary art forms such as cinema, audiovisual arts, video art and digital arts
- utilize basic primary sources and elementary methodological tools for the preparation of research papers in the field of the opsis of the contemporary stage

Cognitive Objectives:

- Scenography and Costume Design from antiquity to the modern era
- Theatrical Lighting
- Introduction to Video Art and Multimedia

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT67: Performing Arts and Education

Course Unit Code: PAT67

Credits ECTS: 10

Course Type: Elective in all three specializations

Semester: Third (3rd)

Language: Greek

Course Content:

The Thematic Unit focuses on research and contemporary artistic practice related to performing arts in education, focusing on creative learning, interdisciplinarity, good practices and contemporary methods in the field of arts didactics and aesthetic education

Learning Outcomes:

Upon completion of this module, students will be able to:

- comprehend the principles of didactics of the performing arts.
- appreciate the importance of the learning objectives, methodology and strategies of teaching of the Performing Arts.
- distinguish the basic concepts and techniques of teaching the performing arts at all levels of education.
- take a theoretical approach to educational drama and identify the influences it has had on modern and contemporary stage practice.
- design and implement in practice teaching plans and educational programs in the performing arts, making use of creative learning, interdisciplinarity, interculturality and inclusiveness in the field of arts teaching and aesthetic education.
- grasp the historical development of educational drama and its theoretical interpretations.
- understand the developmental dimension of teaching the performing arts.
- cultivate skills in animating groups and apply performance techniques (movement, music, dramatization) during the teaching process.
- utilize basic primary sources and elementary bibliographic tools for preparing research works in the field of teaching the Performing Arts.

Cognitive Objectives:

- Introduction to Theatre and Music Pedagogy
- Fundamental Elements of Performing Arts Teaching and Training

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PAT68: Cultural Policy and Management of the Performing Arts

Course Unit Code: PAT68

Credits ECTS: 10

Course Type: Elective in all three specializations

Semester: Third(3rd)

Language: Greek

Course Content:

This Thematic Unit aims to provide specialized training in the planning, organization and implementation of cultural programs and curatorial activities, as well as in the management of festivals, cultural organizations and institutions active in the field of performing arts. In addition, it studies the organization and operation of public and private bodies active in the field of performing arts and examines public policies for the performing arts at national and European level.

Learning Outcomes:

Upon completion of this module, students will be able to:

- comprehend the institutions, functions and activities of culture in all their dimensions (aesthetic, social, legal, normative, economic, political, ideological, etc.).
- know and apply the principles, procedures and policies for the management and organization of cultural institutions.
- accurately map the cultural landscape of festivals, cultural organizations and institutions active in the field of performing arts at national and international level.
- appreciate the contemporary trends governing the creative industries and understand the relationship between cultural policy and management and cultural communication in the digital environment of the 21st century, as well as artistic creation.
- To understand and reproduce the methods of creative approach to cultural space and heritage, to evaluate cultural policies, and to propose well-founded ideas and solutions.
- To compose artistic programs with an emphasis on the performing arts.
- Finally, students are expected to possess substantial theoretical training in the Creative Industries, their development and prospects, as well as oversight of practices, methods, and key issues in cultural policy, management, and communication, with an emphasis on the Performing Arts.

Cognitive Objectives:

- Organization and Management of Cultural Units
- Cultural Marketing and Communication

Prerequisites: There are no prerequisites for this Module.

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

PATDE: Performing Arts Diplomacy Thesis

Code: PATDE

Credits ECTS: 30

Type: Compulsory

Semester: Fourth (4^{th})

Language: Greek

Content: The general categories of topics for Master's dissertations are determined by the Program Director after consultation with the Coordinators of the Academic Units and are posted on the website of the Hellenic Open University before the start of the submission period for the relevant declaration by the students.

The thematic fields are indicative and are connected with the specialized knowledge areas of the thematic units of the postgraduate study program in Performing Arts, particularly of the corresponding three directions.

The topics proposed by the students may combine dimensions from two or more of these thematic fields.

Examples include:

- Ancient Greek Theater
- Contemporary World Theater
- Musical Theater

Learning Outcomes:

Upon completing their Master's dissertation, students are expected to:

- Practically apply what they have learned regarding the theoretical field of research methodology in the field of the Performing Arts.
- Delve deeply and effectively into the relevant literature, focusing primarily on key issues of interpretive analysis and semantic understanding.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The oral presentation of the MA Performing Arts Diplomacy Thesis takes place after the successful completion of the required Modules of the MA Programme.

Philosophy and Arts

Subject

The Postgraduate Programme "Philosophy and Arts" is characterized by its innovation and pioneering approach. Designed for graduates of Higher Education, both domestically and internationally, who seek a deeper exploration of the intersection between Philosophy and the Arts. The program offers the unique opportunity for concurrent and sequential study in both fields.

A key objective of the programme is to underscore the enduring significance of the relationship between Philosophy and the Arts, a connection that has been prominent since the era of ancient tragedy and remains relevant to this day. Within the realm of the Arts, the MA goes beyond general theoretical perspectives, focusing specifically on examining the interplay between Philosophy and Theatre, Film, and Music. Furthermore, it aims to analyze the Arts and theoretical discourse surrounding them as activities occurring within distinct institutional and theoretical frameworks.

Simultaneously, the programme aims to emphasize that public theoretical discussions on the Arts can be both engaging and enlightening. Additionally, it strives to illuminate the intricate and multifaceted institutional relationships that define art, the manner in which artistic representations introduce novel aesthetic practices and innovations into established institutional roles, and the role that aesthetics and art assume in shaping, perpetuating, and redefining social differentiations and cultural norms (such as the influence of gender on aesthetic perception).

Lastly, the programme seeks to delve into specific instances arising within this context, including the relationship between Philosophy and Science, as well as Literature.

Learning outcomes

Upon successfully completing the Postgraduate Programme, students are expected to:

- Have developed skills to produce authoritative and evidence-based scholarly studies encompassing the philosophy and arts taught in this program.
- Possess abilities to effectively communicate the outcomes of scientific research to both the general public and peers.

- Demonstrate proficiency in managing conflicts of opinion and controversies related to the arts and aesthetics within this program, relying on logical reasoning and established facts.
- Utilize aesthetics and the philosophy of arts to construct public communication and analysis.
- Grasp and navigate the ways in which the context of producing aesthetic knowledge is interconnected with broader cultural processes.
- Apply their training in designing and delivering educational programs for both formal and informal settings.
- Create documentaries and broadcasts to convey concepts of philosophy, arts, and aesthetics.
- Take charge of aesthetic initiatives and artistic projects (e.g., film festivals).
- Organize interactive events and non-formal educational activities within their area of expertise (e.g., seminars).
- Participate in expert committees involved in formulating aesthetic and artistic policies.
- Serve as spokespersons and public relations officers in their specialized field.

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Philosophy and Arts" is 90 ECTS (30 ECTS per semester).

Characterization of the Postgraduate Program

Master of Arts (MA)

Duration of Study

The minimum time required for the completion of the Program is three (3) semesters.

Language

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0223 – Philosophy

Admission Requirements

Accepted are:

The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.

The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.

Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Teaching material

The package of teaching material (books and study guides) is in printed and/or electronic format and is adapted to the needs of distant and open learning education. Each syllabus's chapter includes, inter alia, the objective, learning outcomes, key concepts, key and supplementary literature, activities and self-assessment exercises, as well as useful hints for answering them. In order to support students in their study and understanding of the material, supplementary Greek or international literature may also be provided.

Group Consultation Meetings (G.C.M.)

During the academic semester, students participate in the Group Consultation Meetings (G.C.M.), which are three (3) per semester for each subject. The G.C.M. are not compulsory, but they are considered particularly essential, because they help significantly to clarify obscure points and to help the student understand the subject more fully. Also, during the meetings, a closer communication between the tutor and the students, as well as between the students themselves, is developed.

Contact

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Course Structure

The Postgraduate Programme "Philosophy and Arts" is structured in three (3) academic semesters, which include six (6) compulsory Modules, eight (8) elective Modules and Master's Dissertation. The minimum period of study is one and a half (1 1/2) academic years. In order to obtain the Postgraduate Diploma of Specialization, it is mandatory to successfully complete either: (a) six (6) Modules and successfully prepare and present the Master's Dissertation, (b) or to successfully complete nine (9) Modules.

In detail, the structure of the MA is as follows:

	1st Semester (30 ECTS)	
FIT50	Philosophy-science and literature	(C[1], 10 ECTS)
FIT51	Philosophy and Theatre	(C, 10 ECTS)
FIT52	Philosophy and Cinema	(C, 10 ECTS)
	2nd Semester (30 ECTS)	
FIT53	Philosophy and Music	(C, 10 ECTS)
FIT54	Aesthetics and epistemology	(C, 10 ECTS)
FIT55	Philosophy, gender and arts	(C, 10 ECTS)
FITDE	Master's Dissertation	(C, 30 ECTS)
	3rd Semester (30 ECTS)	
FITDE	Master's Dissertation	(E[2],30 ECTS)
DIS62	History and cinema	(E, 10 ECTS)
EEP 11	History of Science	(E, 10 ECTS)
EEP 12	Philosophy of Science	(E, 10 ECTS)
EEP 22	Museums, science and technology	(E, 10 ECTS)
EEP 31	Science and Technology in the Public Sphere	(E, 10 ECTS)
EEP 32	Research Design in Public Understanding of Science	(E, 10 ECTS)
TEP 51	Genealogies of Aesthetic Thought in The European and the Greek Movement of Monuments' Protection: Theory and Application	(E, 10 ECTS)
TEP 61	Audiovisual communication media in museum and urban space	(E, 10 ECTS)

Note:
C[1]: Compulsory
E[2]: Elective

Guidelines on Module selection

You can choose from one (1) to three (3) Modules per semester (30 ECTS).
The choice of the Module is made in the order of the structure.
For example, in the first semester, if you wish to choose one (1) Module, you are required to register FIT50. If you wish to choose two (2) Modules, you must compulsorily declare FIT50 and FIT51. If you wish to choose three (3) Modules, you must choose FIT50, FIT51 and FIT52.
In the process of declaring a Module you must first exhaust the Module of the previous semester and then declare the Module of the next semester.
The preparation of the Master's Dissertation presupposes the successful attendance of all six (6) Modules. The presentation of the Master's Dissertation takes place after the successful completion of the program's Modules.

For the award of the Postgraduate Diploma of Specialisation, it is mandatory to successfully complete either: (a) six (6) Modules and successfully prepare and present the Master's Dissertation, (b) or to successfully complete nine (9) Modules.

Evaluation

a1. Two (2) Short-Written Assignments (SWA) with a weighting factor in the final grade of the 10% each.

a2. One (1) Main Written Assignment (MWA) with a 20% weighting factor in the final grade of the Module.

The grading of the two (2) Short-Written Assignments and the one (1) Main Written Assignment is only activated with a score equal to or above the base (≥5) in the final or repeat exams.

a3. Final or repeat Written Exams (FWE) with a 60% weighting factor in the final grade of the Module.

The Final Grade of each Module, on a scale of 10, is calculated as follows:

Final Module Grade = (SWA1×0,1) + (SWA2×0,1) + (MWA×0,2) + (FWE×0,6)

Eligibility for Final Written Exams

Students are eligible to participate in the Final Written Exams if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least two (2) out of three (3) total assignments have been completed.

SWA and MWA grades in a 100-point scale			
SWA1 (10%)	SWA2 (10%)	MWA (20%)	Minimum points required to participate in the FWE:
SWA1 × 1	SWA2 × 1	MWA × 2	20/100

Course Modules

FIT50: Philosophy-Science and Literature

Course Unit Code: FIT50

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Purpose - Description of the Module: Literature has captivated philosophers' attention since the inception of philosophy. Plato, in the Republic (Politia), criticized poetry as mere imitation. However, ancient tragedy is undoubtedly a philosophical genre, and Plato's dialogues, beyond their philosophical essence, hold immense literary value. Modern philosophy, in various forms, often intersects with literary discourse, particularly the novel. Works by authors like Dostoevsky, Kafka, Camus, Proust, Joyce, and Beckett carry both theoretical significance and a genuine means of grasping reality, contributing to an epistemology of everyday life. The philosophy of literature establishes an epistemological framework for understanding literary works, encompassing their foundational structures and interpretative categories. The

literature-philosophy relationship exhibited an antagonistic tone in Plato's stance, which persisted subsequently. Some philosophers, echoing Plato's fervor, contended that artistic pursuits in literature must be excluded, even penalized, for sincere contemplation. In his later work, Plato softened his stance, acknowledging poetry as a divine inspiration (Phaedrus). Yet, the distinction between philosophy and literature remained blurred, evident in his philosophical dialogues characterized by myth and near-fictional descriptions. From Aristotle onward, poetics emerged as a convergence of literature and science. Modern figures like Sartre also melded philosophy and literature. The theme naturally extends to corresponding approaches to science and literature in Greek culture across eras. This module traces the evolution of philosophical-scientific literary theories and explores philosophical and scientific issues found in Greek literary texts.

Learning Outcomes:

Upon successful completion of THE FIT50, the student is expected to:

- Propose ways of utilizing philosophical research for the public presentation of literature ("Aesthetics of the literary arts").
- Know and revise established theories about the course of literature and demonstrate the relationship of philosophical concepts to wider aesthetic and cultural processes.
- Document the relationship between the development of various literary forms and the shaping of European modernity.
- Decide on the current state of literature and evaluate new aesthetic directions.
- Plan educational and/or artistic actions aimed at the aesthetic literacy of the general public in the literary phenomenon.

Cognitive Subjects:

- Ancient metaphysics and literature
- Medieval philosophy of literary genres
- The formation of new philosophical theories about literary forms after the Renaissance. The development of academicism
- Sciences and literary genres in the 19th and 20th centuries: Science, technology, the emergence of technoscientific culture and the development of literary modernism.
- Philosophy and Sciences in the latest and modern Greek literature

Prerequisites: There are no prerequisites for this Module

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

FIT51: Philosophy and Theatre

Course Unit Code: FIT51

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Purpose - Description of the Module: Aristotle's Poetics marked the beginning of philosophical interest in theatre, particularly tragedy. Ancient tragedy's close ties with philosophy are recognized as evidence of the development of philosophical thought in classical Athens. Theatre encompasses not only writing and text, but also performance arts and the concept of action. The primary concern revolves around defining theatre as an art

where humans depict human actions within a specific time and place, compelling enough to be observed. The absence of text, playwright, actors, stage, and theatre can be limiting. While theatre primarily encompasses classical works, social events and group expressions possess a theatrical quality that captures audience attention. The Stoics proposed that the world functions as a grand theatre stage, with individuals assuming roles, aligning the theatrical stage with the broader world stage. Nonetheless, what distinguishes artistic theatre from the "world stage" is the presence of a plot. Equally significant is the connection between theatre and ethics. Theatre combines captivating actions with profound moral themes, requiring audience engagement and carrying a strong ethical dimension. Ancient tragedy, akin to Shakespearean theatre, serves as a school of thought, blending entertainment with moral inquiry, engaging the audience in a meaningful way.

Learning outcomes:

Upon succefull the completion of the Module, students will be able to:

- Analyze and present philosophically to the audience examples of theatrical discourse.
- Decode theatrical action and philosophically substantiate the positions of the viewpoints involved.
- Identify and present the institutional dimension of the truth claims of the dominant model of theatrical representation.
- Evaluate the ethical dimension of critical aesthetic and representational decisions in plays.
- Participate in processes of aesthetic, theatrical policy formation.

Cognitive Objects:

- The origins of the theatre. Ancient tragedy: the importance of the theatrical experience. The Aristotelian definition of tragedy.
- The medieval eclipse of the theatre - the religious theatre.
- Shakespeare's theatre and philosophy.
- Modern theatre - from naturalism to absurdism and theatre without text.

Prerequisites: There are no prerequisites for this Module

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

FIT52: Philosophy and Cinema

Course Unit Code: FIT52

Credits ECTS: 10

Course Type: Compulsory

Semester: First (1st)

Language: Greek

Purpose - Description of the Module: Critical thinking at the intersection of philosophy and cinema has existed since the early years of the film medium. Philosophers have not only written about cinema (e.g., Henri Bergson, Maurice Merleau-Ponty, Gilles Deleuze, Stanley Cavell), but commentators and scholars have also frequently turned to philosophical ideas in their attempt to comprehend cinema as a distinct art form and experience (André Bazin, Siegfried Kracauer). Cinema has often been associated with various branches of philosophy, such as Aesthetics, Ethics, and Ontology. In recent years, a new discipline has emerged that synthesizes philosophy and film, examining fundamental philosophical concepts like space,

time, perception, and imagination. The growth of film philosophy can be attributed to significant philosophers engaged in cinema (Deleuze, Cavell, Badiou, Rancière, etc.). Beyond questions of art, the modes of communication and reception have an intrinsic and crucial connection to contemplation, as they provide the mind with objects of thought. In this regard, film binds itself to the process of thinking and the necessity for critically evaluating reflective representations. Consequently, the philosophical exploration of film extends beyond specific film examples to address broader issues situated at the intersection of spectacle and cognition, vision and consciousness, perception and reason. Approaching film philosophy from this standpoint allows for the examination of not just aesthetic but also ethical matters. For instance, it considers how to portray moral dilemmas stemming from concerns like war, interpersonal failures, environmental impact, etc., transitioning from a cognitive interpretation of film to an ethical investigation. Most importantly, film philosophy is rooted in a philosophy of media, which offers a fresh perspective on the situation, role, and function of films.

Learning Outcomes:

Upon successful completion of the FIT52, the student is expected to:

- Conceive and describe film/television as inherently reflective and mental phenomena.
- Distinguish the different philosophical theories and theoretical approaches of cinema / television.
- Identify and evaluate the social consequences of film / television technology.
- Recognize the fact that film / television images are institutionally constructed in different cultural contexts.
- Highlight the importance of the role of the psycho-mental composition of the viewers in shaping and legitimizing specific film / television choices

Cognitive Subjects:

- Industrial Revolutions and the creation and development of cinema
- Cinema and television as perception mechanisms
- Cinema and the new figurative media as theoretical, institutional discourses
- Film/TV representation policies

Prerequisites: There are no prerequisites for this Module

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

FIT53: Philosophy and Music

Course Unit Code: FIT53

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Purpose - Description of the Module: The philosophy of music differs from musicology. Today, music is pervasive, often replacing natural or artificial sounds. From personal mobile phone School of Humanities Postgraduate Programme "Philosophy and Arts" (FIT) Study Guide Page12 headphones to ambient tunes in stores and elevators, modern life is immersed in continuous musical listening. In this context, we question whether we genuinely and mindfully

engage with music. Has it become more a synthetic product than an artistic experience? Additionally, music shapes our environment, transforming daily life into an iconic soundscape. It pervades spaces from private to public, creating diffuse consciousness.

Plato noted music as a reflection of the soul's interaction with society. Contemporary philosophy of music must discern current musical trends while reviving the essence of great compositions and traditional music. Engaging with music can encourage reflection, critical perception of surroundings, and aesthetic sensitivity.

Learning Outcomes:

Upon successful completion of the FIT53, the student is expected to:

- Identify the different philosophical / theoretical approaches followed to study musical presence in the public sphere.
- Identify the theoretical specificities of the specific field, even though they come from different scientific and professional areas.
- Recognize and decode the role of institutions and processes involved in the construction of musical aesthetics
- Summarize the ways in which we study the trends and behaviours of the music-loving public and demonstrate the ways in which research results can be integrated into music communication actions

Cognitive Subjects:

- The history, present and future of the musical language
- Theories of representation and reception of music in the public space
- Behaviours, tendencies and participation of the listener in matters of musical aesthetics
- Music reproduction as a way of constructing the public sphere

Prerequisites: There are no prerequisites for this Module

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

FIT54: Aesthetics and Epistemology

Course Unit Code: FIT54

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Purpose - Description of the Module: Epistemology has shifted from its traditional examination of pre-modern science to encompass modern science. Epistemology in relation to aesthetics explores the science of Aesthetics originating in Enlightenment-era Germany. Philosophical aesthetics has often balanced between knowledge and art theories. Art undergoes positivist, scientific scrutiny from psychology, neurology, sociology, etc. The connection between epistemology and aesthetics necessitates an epistemology of aesthetics - a theory of understanding the world through aesthetic experiences.

The existence of purely aesthetic facts, distinct from other experiences, is questioned. Aesthetics may involve normatively framing certain experiences (beauty, aesthetic pleasure, the Sublime). Alternatively, aesthetics might pertain to conscious antecedents apart from aesthetic experiences. Comparing Plato, who emphasizes beauty, and Kant, who introduces

the Sublime, illustrates modern epistemology of aesthetics' evolution. This field offers explanatory models and explores the imagination's role in knowledge. Aristotle posited that knowledge requires imagination. The epistemology of aesthetics seeks to clarify this relationship's terms and types.

Learning Outcomes:

Upon successful completion of the FIT54, the student is expected to:

- Utilize modern approaches to philosophical, theoretical analysis in the context of an exhibition space.
- Design presentations and exhibits based on science and aesthetics.
- Develop educational actions and educational programs for an aesthetic-scientific activity.
- Create integrated experiences for the spectators of artistic events.
- Plan the extroversion actions of an aesthetic space of sciences and arts

Cognitive Subjects:

- Contemporary approaches and educational tools for science and aesthetics education.
- Development of science and aesthetics exhibits.
- Development of educational programs of epistemology/aesthetics in science and art museums.
- Extroversion techniques for science and art museums

Prerequisites: There are no prerequisites for this Module

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

FIT55: Philosophy, Gender and Arts

Course Unit Code: FIT55

Credits ECTS: 10

Course Type: Compulsory

Semester: Second (2nd)

Language: Greek

Purpose - Description of the Module: Feminist art theory is a dynamic contemporary research area that examines women as artists, patrons, viewers, and subjects of art. It highlights femininity, exploring women's experiences within the art realm. The theory addresses the exclusion of women from artistic production, while also recognizing their significant presence as artistic subjects. The theoretical reexamination seeks to: restore women's and artists' worth in art; critique institutions, authorities, and ideologies that marginalize women; analyze women's resistance; revise and redefine women's roles in artistic creation and viewing.

Beyond feminism, broader issues like gender, homosexuality, LGBTQ presence, and Queer theory are explored. Queer theory distances itself from gender subordination, prompting a reevaluation of the normal and normative aspects of gender. It scrutinizes gender identification in relation to power dynamics, viewing gender as performative rather than normative. These theories constitute a cultural approach to gender concerns.

Learning Outcomes:

Upon successful completion of the FIT55, the student is expected to:

- conduct interviews with professionals, political experts, and artists, aiming to capture key aspects of the gender issue and its significance in public life.
- plan talk shows or informative documentaries on gender-related topics.
- critically evaluate aesthetic and artistic portrayals of the gender issue.
- depict gender conflicts by comprehending the intricate processes involved in constructing aesthetic realities.
- write articles in accordance with the principles and techniques of conscious discourse concerning gender matters.

Cognitive Subjects:

- Theories of media and artistic ways to represent the gender issue
- Writing and interviewing techniques on gender issues in the arts
- Creation of shows and documentaries on the gender issue
- Ethical issues. Validation of sources. Good practices of cooperation with institutional bodies on the gender issue
- Journalism and the representation of the gender issue in the arts.

Prerequisites: There are no prerequisites for this Module

Teaching Method: distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

FITDE: Master's Dissertation

Code: FITDE

Credits ECTS: 30

Type: Elective

Semester: Third (3rd)

Language: Greek

General description:

The subject of the Postgraduate Dissertation should be directly related to the previous courses of the 1st and 2nd semesters, with a particular emphasis on the relationship between philosophy and the arts. The Postgraduate Dissertation can take the form of (a) original empirical research or a bibliographic composition, (b) research-based creation and evaluation of specific original (print and/or digital) material, complete educational programs, etc.

Learning Outcomes:

Upon completion of the dissertation (DE), the student is expected to:

- is able to conduct original social research on issues related to the modules consisting the postgraduate program
- knows and observes the principles and rules of ethics of scientific research.
- Recognizes, applies, and combines the various methods and techniques of the cognitive subjects treated in the postgraduate program.

General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Prerequisites: The presentation of the Master's Dissertation takes place after the successful completion of the Modules of the Programme.

DIS62: History and Cinema

Course Unit Code: DIS62

Credits ECTS: 10

Course Type: Elective

Semester: Third (3rd)

Language: Greek

Purpose - Description of the Module: Works of art, in all their forms, have always been one of the main vehicles for transmitting information, messages and interpretations about History. This observation applies, to an even greater extent, to cinema, one of the newest arts in terms of their origin. Cinema has been linked in various ways to History, among other by the production of films of historical content, as well as through the shaping of historical consciousness in a very broad part of public opinion during the twentieth and twenty-first centuries.

The first part of the Course is dedicated to the negotiation of important theoretical issues, such as the multifaceted connection of history with the cinematic product, as well as the importance of distinguishing fictional and historical elements in films that refer to the past. The second part focuses on the concept of national cinema and analyzes specific examples of particular interest for the ways in which they handle aspects of the recent historical past. The last part refers to the use of films of historical content (fiction or documentary) in the educational process, while reference is made also to the challenges and difficulties faced by their creators.

Learning Outcomes:

Upon successful completion of the Module, students will be able:

- to be familiar with the main axes of theoretical discussions on the relationship between History and cinema, through the study of selected Greek and international literature and the preparation of research papers.
- to know the importance and the main aspects of the relationship between History and cinema, with a special emphasis on the capacity to distinguish between historical truth and the cinematic version that falls within the scope – and the limitations – of Public History.
- to be able to decode the cinematic image and, in particular, to trace the fictional elements and the particular viewpoint(s) of the producer and the director in a historical film.
- to be able to produce a short film with historical content
- to be able to understand the function of public history through the important case study of cinema, which could also serve as a guide to the respective dynamics of related channels, such as literature and other forms of visual, performing and contemporary audiovisual arts.

Cognitive Subjects:

- The long and deep-rooted relationship between history and cinema
- The specific power of film as a medium
- Cinema as a vehicle for shaping historical consciousness

Prerequisite courses: None

EEP11: History of Science

Course Unit Code: EEP11
Credits ECTS: 10
Course Type: Elective
Semester: Third (3rd)
Language: Greek

Purpose - Description of the Module: The subject of the history of sciences is the study of the material, cultural, and intellectual conditions that made the emergence of specific interpretative views and representations of the natural world possible. The history of sciences also examines how these views and representations were legitimized and gained the status of universal truth within specific social frameworks. Finally, it studies the ways in which established scientific perceptions are challenged and the process by which they are replaced by others considered more accurate. Traditionally, the history of sciences covers sciences in antiquity, medieval science, the Scientific Revolution, sciences in the Enlightenment era, the establishment of modern science in the 19th century, and the diversification of science in the 20th century. Due to the nature of the master's program, the thematic unit will focus more on recent times, particularly the period in which science takes on its modern form and establishes its presence in the public sphere.

Learning Outcomes:

Upon successful completion of the EEP11, the student is expected to:

- Suggest ways of using historical research to publicly present the nature of the scientific work ('the nature of science').
- Revise established narratives about the course of science and demonstrate the relationship of scientific understandings to wider social and cultural processes.
- Document the relationship between the development of the various sciences and the formation of European modernity.
- Decide on the current state of the sciences and evaluate scientific and technological policy decisions.
- To plan educational and/or artistic actions aimed at the scientific literacy of the general public

Cognitive Subjects:

- Scientific Revolution and the beginnings of modernity
- The sciences in the years of Enlightenment and the formation of the public sphere
- Sciences and society in the 19th century. Academic and professional organization of modern science
- 20th century: Science, technology and the emergence of technoscientific culture

EEP12: Philosophy of Science

Course Unit Code: EEP12
Credits ECTS: 10
Course Type: Elective
Semester: Third (3rd)
Language: Greek

Purpose - Description of the Module: The subject of the philosophy of science is the study of the methods of testing and verification of scientific theories. The philosophy of science emerged in the 17th century. The changes brought about by the Scientific Revolution, both in method and in the content of knowledge, as well as the differences among its supporters, raise serious concerns about the possibilities and limits of human knowledge. These concerns remain relevant to this day. The epistemological optimism of the Enlightenment and the positivism of the 19th century attempt to address the skepticism associated with the problems of scientific knowledge and to demonstrate the epistemological superiority of modern science. These efforts continue and are systematized with logical positivism and analytical philosophy in the 20th century. At the same time, however, there are currents of thought that introduce social and cultural factors into the discussion, detaching science from its exclusive relationship with rationalism and objectivity. In recent years, under the influence of Science and Technology Studies, these currents have led to a variety of different views on the scientific phenomenon, connecting it with sociology, network theory, and gender studies.

Learning Outcomes:

Upon successful completion of the EEP12, the student is expected to:

- Analyze and present controversial issues of science and technology to the public.
- Decode scientific controversies and document the views of the parties involved.
- Identify and present the anthropological, class and gender dimension of the truth claims of the dominant model of technoscience.
- Assess the ethical dimension of critical scientific and technological decisions.
- Participate in scientific and technological policy formulation processes.

Cognitive Subjects:

- The beginnings of the modern philosophy of science: The importance of experience. The use of the Reason. The Kantian synthesis
- The philosophy of science in the 19th and early 20th centuries. Logical empiricism, verification and validation. Popper and refutation.
- The historicist turn and theories of scientific change
- Sociological and anthropological approaches to the problem of scientific knowledge. Social constructivism and actor-network theory

EEP22: Museums, Science and Technology

Course Unit Code: EEP22

Credits ECTS: 10

Course Type: Elective

Semester: Third (3rd)

Language: Greek

Purpose - Description of the Module: Internationally, exhibitions focusing on the natural sciences and technology are continuously developing. The aim of the course is to examine modern approaches to education in the sciences and technology within the context of a museum, considering the creation of a comprehensive experience for the visitor. The history of exhibition design includes a wealth of techniques that characterize each period. The course will explore how these methods have influenced the presentation of the sciences up to the present day. It will introduce the development techniques of science and technology exhibits, as well as the development of educational programs within the museum framework. What

criteria define a successful and effective exhibition? What tools can be used for the development of educational programs targeting different age groups? Lastly, an overview and evaluation of the various outreach techniques available to museums will be conducted.

Learning Outcomes:

Upon successful completion of the EEP22, the student is expected to:

- Utilize modern approaches to education in the context of a museum.
- Design exhibits based on science and technology.
- Develop educational actions and educational programs for a techno-scientific museum.
- Create integrated experiences for museum visitors.
- Plan the outreach actions of a science and technology museum

Cognitive Subjects:

- Contemporary approaches and educational tools for science and technology education.
- Development of science and technology exhibits.
- Development of educational programs in science and technology museums.
- Outreach techniques for science and technology museums.

EEP31: Sciences and Technology in the public sphere

Course Unit Code: EEP31

Credits ECTS: 10

Course Type: Elective

Semester: Third (3rd)

Language: Greek

Purpose - Description of the Module: The theme of this unit is the role of science and technology in the public sphere and discourse. It will examine the ideological function of technoscience and the role it plays in reproducing social norms. The formation of public discourse on science and technology will be studied by constructing the image of the scientist and engineer and using mass media. Additionally, the political role and function of experts in shaping hegemonic narratives about science and technology will be highlighted. Their role in shaping policies that gain credibility, persuasion, and social and political legitimacy through technocratic discourse will be evaluated. Scientific disputes will be examined as political conflicts or conflicts that constitute the notion of the political using various means. In the context of technoscientific conflicts, the role of citizens in the social evaluation of science and technology will be explored. Different types of expertise, based on experience and the experiential relationship with the environment, necessary for the formation and evaluation of modern technoscience, will be studied by analyzing various cases.

Learning Outcomes:

Upon successful completion of the EEP31, the student is expected to be able to describe and discuss:

- The ideological dimension of science and technology
- The political and ideological function of experts
- The political as well as epistemological importance of social movements for the formation of scientific and technical knowledge

- The different types of intelligence involved in decision making on science and innovation issues
- The ways in which they can contribute to the formation of a democratic framework for constructing science and managing innovation

Cognitive Subjects:

- Science, technology and ideologies
- Scientific controversies in the public space
- Intelligence and democracy
- Science, technology, power and social movements

EEP32: Research Design in Public Understanding of the Sciences

Course Unit Code: EEP32

Credits ECTS: 10

Course Type: Elective

Semester: Third (3rd)

Language: Greek

Purpose - Description of the Module: This unit focuses on the methodology used for research in the social sciences. There is a plethora of methods that a researcher can employ based on the research questions formulated. In this course, the fundamental methodologies of qualitative and quantitative research will be presented (ethnographic research, content analysis, image analysis, comparative studies, case studies, etc.). What kinds of questions can be explored with each of these methods? When is the combination of multiple methods necessary? How can archives and databases be effectively used for research? Finally, techniques for writing research reports and presenting research results will be introduced.

Learning Outcomes:

Upon successful completion of the EEP32, the student is expected to be able to describe and discuss:

- Know dominant research trends in the research field of Public Understanding of Science
- Know the stages of conducting research
- Search, locate, retrieve, organize, synthesize and critically evaluate literature data
- Know basic research designs (qualitative, quantitative and mixed designs)
- Formulate and establish a research objective and research questions and/or hypotheses based on a theoretical reflection and literature review
- Know basic sampling methods and techniques in the context of quantitative and qualitative designs
- Develop and evaluate basic tools for collecting empirical material in the context of quantitative and qualitative designs
- Recognize the ethical and ethical issues raised in the context of data collection and indicate appropriate ways of handling them
- Construct and write a small-scale empirical research project in the field of Public Understanding of Science.

Cognitive Subjects:

- Quantitative and qualitative research methods
- Research designs (qualitative, quantitative and mixed designs)

- Applications of research designs in the Public Understanding of the Sciences.
- Techniques for presenting research results

TEP51 Genealogies of Aesthetic Thought in The European and the Greek Movement of Monuments' Protection: Theory and Application

Course Unit Code: TEP51
Credits ECTS: 10
Course Type: Elective
Semester: Third (3rd)
Language: Greek

Purpose - Description of the Module: Module TEP51 acquaints students with a comparative and concise presentation of aesthetic thinking around the promotion and protection of cultural heritage in the European and Greek context. In this context, the difference between the historical-technical and aesthetic approach is emphasized, and ancient, Byzantine and Western approaches are critically presented.

Aesthetic theory is included as a branch in philosophical thought. On the other hand, there are independent approaches to restorative and cultural action in general. This module proposes with originality the theoretical convergence of aesthetics with restoration and construction action, introducing an imposed reflection, which is necessary in the Greek space. First, some key aspects of ancient aesthetic views are recapitulated, such as the questionσ of harmony, symmetry, as well as the cosmos/eurythmy and light in Homer, the lyric poets, the Pre-Socratic, the Pythagoreans, Plato and Aristotle. Some basic aspects of the Byzantine aesthetic view are also recapitulated, such as the concept of beauty, the discourse on the city and architecture, plus the Neoplatonic view of light, image, allegorical representation and art. Then epigrammatic elements of the Western aesthetic theory are approached mainly through Kant. Although aesthetic issues were raised much earlier, the systematic discourse on aesthetics goes back to the 18th century.

TEP51 points out the moral, ideological and national dimension of aesthetic pursuits, given that 'any search for aesthetics cannot be considered correct if it lacks moral content.' Related are the contributions that examine the ideological dimension in the aesthetic view of Europe and the current questioning of the aesthetic discourse. At the same time, the aesthetic dimension of the urban experience is emphasized, which is strong in urban planning and its literary representation.

Following the above, European thought relating to the aesthetic enhancement of cultural heritage, including English, French, Austrian, and Italian, as well as Greek thought is summarized.

It should be noted that the appropriate connection with the next THE of the TEP is sought.

Learning Outcomes:

After completing the Course Module, students will be able to:

- Have a broad understanding of the main paths of thought around aesthetic experience.
- Understand the differences between the aesthetic and the historical-technical approach.
- Move smoothly from theory to experience and back.

- Critically capture similarities and differences between aesthetics, which are ultimately moral and ideological “persistences” and cultural "durations".

Cognitive Subjects:

- Recapitulation of Ancient, Byzantine and Western aesthetic view/theory.
- Recapitulation of European thinking on the aesthetic promotion of cultural heritage (English thought: John Ruskin, French: Viollet le Duc, Austrian: Alois Riegl and Italian: Giovannoni and others, as well as Greek thought: Pikionis, Bouras, Korres, etc.
- Issues of value, evaluation and prioritization. Ethical, ideological and national dimension of aesthetic pursuits.
- Selected restoration projects, public works and landscaped spaces.

Prerequisite courses: None

TEP61: Audiovisual communication media in museum and urban space

Course Unit Code: TEP61

Credits ECTS: 10

Course Type: Elective

Semester: Third (3rd)

Language: Greek

Purpose - Description of the Module: TEP61 is a dynamic and modern module which examines the importance of audiovisual means of communication (photo, cinema, video,) for the representation of museum, urban and monumental space. The subject in question seeks to combine a theoretical and an applied (lab applications) approach, covering three main dimensions:

- Theory and history of representation.
- Transfer (transliteration) of theoretical texts into audiovisual language both in the case of the museum and the urban space.
- Photos and moving images as historical evidence in any video and film format and for any use.

Regarding the first level, theory and history of representation are examined. Audiovisual media are systems of representation, i.e. of transmission of meaning. The power of the image, always enormous and acknowledged, has peaked nowadays. As is shown in TEP61, representation is a cultural practice of centrobaric importance, which concerns "common meanings" and values, resulting from the various media used. The development of shared perceptions, ideas, images and codes, including visual messages, is based on the material and symbolic world. The same is true of exhibition spaces such as museums and the works of art contained in them.

Representation is linked to identity and knowledge, as ideas and images are developed within contexts. Related aspects are the spectacle, poetics, the political dimension of representation, as well as the metaphysics of representation and the aura of artworks. Included in the examination are recent interdisciplinary art-biology encounters that link neuroscience to the concrete representation of cultural objects.

Regarding the second level, the role of moving images in the representation and perception of everyday urban landscapes is explored; this is based on the interdisciplinary dialogue around the cultural production of space, time and memory in modern museums and modern

cities. Objects of examination are the contradictions embedded in the cinematography of today's urban space, as well as the critical interaction between material and immaterial spaces and practices. This approach materializes through the importance of location in film practice and urban cultural theory from the 19th century onwards.

Based on important selected material, current analyses of what constitutes the political potential of filmic-audiovisual representation are approached, and the relationship between cinema and urban space is highlighted. Certain practices are explored, such as filming in specific spaces, time management, experiments with memory, as well as the interconnection of screen spaces and reality, in order to highlight the relationship between film and the urban space as a laboratory, and to understand the dynamics of the urban space, which constantly highlights new opportunities and new limits. Also, the conversion of text ('language') into audiovisual material ('image') is explored via examples through various techniques such as montage, reperage, decoupage. The meeting of spatiality in the two cases we are interested in (city/museum) with their political/aesthetic/ethical considerations is highlighted through their audio-visual recording.

Regarding the third level, audiovisual media, past and present (digital technology products), are examined as archival materials, with an emphasis on the relationship between the city/museum as spectacle and the city/museum as archive. Art museums and major libraries developed their photographic record in parallel from the mid-19th century onwards. Filmic recording followed from the 19th century as historical evidence. The above procedures for converting visual to archival are reviewed here.

Learning Outcomes:

The completion of this course enables students to:

- Possess theoretical aspects of audiovisual media, with an emphasis on museum and urban spaces.
- Possess and utilize applied/practical dimensions of audio-visual media, with an emphasis on transcribing texts related to museums and urban spaces into images.
- Utilize the new audio-visual technologies in recording and viewing urban, monumental and museum spaces.
- Examine audiovisual media as archival materials in the case of museums and urban space, with an emphasis on monumental space.

Prerequisite courses: None

Creative Writing

The Program

This MA program focuses on Creative Writing as an object of theory and research as well as a cultural practice; it focuses on Creative Writing's manifold applications in literature and various other arts, in communication, in digital culture and in educational practices.

Aim

The principal aim of the Creative Writing program is to train researchers, instructors at different educational levels and professionals in the fields of culture, communication and media in Creative Writing and its various manifestations, complexities and applications in contemporary cultural and social reality. The program offers its students theoretical

grounding and practical skills in the composition, critical reception and editing of texts that fall within a wide range of genres and forms of the written word (literary texts, essays, plays, journalistic articles, film scripts, etc.), as well as in the relevant uses of modern digital applications and educational methods and techniques. The program takes into account recent research in the Humanities and links creative practice in various genres and discourses with a strong theoretical element. It offers a systematic acquaintance with important literary works and artistic manifestations and movements as well as with theoretical and critical thinking, educational practices and digital skills. The Program encompasses innovative treatments of basic and applied research and explores Creative Writing as a theoretical and practical field, while also applying the methodology and principles of Open and Distance Learning. Its theoretical and practical components can be used in education, as well as in various fields of cultural interest (publishing, cultural management, creative industries, journalism and communication, tourism, etc.). At the same time, the Program's students acquire solid foundations for further research and specialization in a wide range of academic fields, as well as toward the effective cultivation of their personal writing and artistic aspirations in various areas of the written word (including poetry, prose, essays, drama, film script, literary translation, literary criticism, digital literature, etc.).

Learning Outcomes

Upon successful completion of the program, graduates will be able:

- to recognize and critically discuss the main works, developments and representatives of Greek and European literature, especially from the early 19th century to the present time;
- to follow contemporary developments in the fields of literary history, theory and criticism;
- to appreciate the central role of reading and interpretative practices in the context of modern and contemporary European culture;
- to practice in the theory, editing and composition of literary, communicative and academic texts;
- to apply creative writing principles and techniques in education and in a variety of other subjects and disciplines;
- to engage in writing, publishing, education and in many other cultural practices;
- to practice strong digital skills, particularly concerning research in and critical uses of digitally available literature;
- to compose academic essays and papers and to experiment with the production of literary, theatrical and journalistic texts, as well as film scripts.

ECTS

The total number of credits (ECTS) required for the award of the Postgraduate Diploma of Specialisation (P.D.S.) is 120 ECTS.

Type of Postgraduate Program

Master of Arts (M.A.)

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0288 - Inter-disciplinary programmes and qualifications involving arts and humanities in the following sectors:
0232 Creative Writing
0222 History of literature
0215 Drama
0231 Translation programmes
0321 Journalism and reporting
0114 Teacher training with subject specialization

Language of the Program

The language of instruction of the program, as well as of student's papers and theses, is Greek.

Program Duration

The minimum duration for the completion of the program is two (2) academic years, i.e. four (4) semesters.

Admission Requirements

The following shall be admitted:
The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the

Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

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Course Structure

The MA program in Creative Writing is structured in four academic semesters which feature thirteen Modules, six of which are required and seven optional, as well as a Postgraduate Diploma Thesis or a Practical Training Module.

Students are required to complete ten Modules and to either submit a Postgraduate Diploma Thesis or to complete the Practical Training Module.

The program's structure per semester is as follows:

	1st Semester (30 ECTS)	
DHG50	Literary Theory, Readers' Response and Creative Writing	(C[1], 10 ECTS)
DHG51	European Literature, 18th-20th c. (Trends, Schools and Authors)	(C, 10 ECTS)
DHG52	Modern Greek Literature (19th-20th c.): Texts, readings, revisions	(C, 10 ECTS)
	2nd Semester (30 ECTS)	
DHG53	Poetry and Prose: Literary History and Forms	(C, 10 ECTS)
DHG54	Creative Writing Workshop I (Poetry-Prose)	(C, 10 ECTS)
DHG55	Creative Writing and Education	(E[2], 10 ECTS)
DHG56	Literary Translation and Creative Writing	(E, 10 ECTS)
	3rd Semester (30 ECTS)	
DHG60	Copyediting, Proofreading and Editing of Texts	(E, 10 ECTS)
DHG61	Literature in the digital universe	(E, 10 ECTS)
DHG62	Discourses of communication, advertising and social media	(E, 10 ECTS)
DHG63	Creative Playwriting	(E, 10 ECTS)
DHG64	Creative Screenwriting	(E, 10 ECTS)
	4th Semester (30 ECTS)	
DHG65	Creative Writing Workshop II (Playwriting- Screenwriting)	(C, 10 ECTS)
DHGDE	Master's Thesis	(E, 20 ECTS)
DHGPA	Practical Training	(E, 20 ECTS)

Notes:

C[1]: Compulsory

E[2]: Elective

Guidelines on Module selection

You can choose from one (1) to three (3) Modules per semester (30 ECTS).

The choice of the Module is done in the order that follows the structure.

For example, in the 1st semester, if you wish to choose one (1) Module, you must declare the DHG50. If you wish to declare two (2) Modules, you must declare DHG50 and DHG51. If you wish to declare three (3) Modules, you must declare DHG50, DHG51 and DHG52.
During the process of the declaration of the Modules, the Modules of the previous semester must be exhausted first and then declare the Modules of next semester.
In the 4th semester, you must choose either the Master's Thesis (DHGDE) or the Practical Training (DHGPA).
The preparation of the Master's Thesis presupposes the successful attendance of all nine (9) Modules. The presentation of the Master's Thesis takes place after the successful completion of the program's Modules.
In order to obtain the Postgraduate Diploma of Specialization it is compulsory: either the successful completion of ten (10) Modules, as well as the successful elaboration and presentation of the Master's Thesis, or the successful completion of ten (10) Modules and the Practical Training.

Evaluation

a1. Two (2) Short-Written Assignments (SWA) with a weighting factor in the final grade of the 5% each.
a2. One (1) Main Written Assignment (MWA) with a 30% weighting factor in the final grade of the Module.
The grading of the Assignments is only activated with a score equal to or above the base (≥5) in the final or repeat exams.
a3. Final or repeat Written Exams (FWE) with a 60% weighting factor in the final grade of the Module.
The Final Grade of each Module, on a scale of 10, is calculated as follows:
Final Module Grade = (SWA1×0,05) + (SWA2×0,05) + (MWA×0,3) + (FWE×0,6)
Notes: In every module of the Postgraduate Program DHG, optional – non-graded – educational activities and self-assessment exercises are also included, which essentially contribute to the study of the students.

Eligibility for Final Exams participation

Students are eligible to participate in the Final Written Exams if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least one (1) out of two (2) Short-Written Assignments and the Main Written Assignment have been completed.

SWA and MWA grades in a 100-point scale			
SWA1 (5%)	SWA2 (5%)	MWA (30%)	Minimum points required to participate in the exams:
SWA1 × 0,5	SWA2 × 0,5	MWA × 3	20/100

Evaluation DHG54 & DHG65:

a1. Ten (10) Educational Activities (ACT) with a weighting factor in the final grade of 2% each.

a2. One (1) Main Written Assignment (MWA) with a 20% weighting factor in the final grade of the Module.
The grades of the Activities and Assignment are only activated with a score equal to or above the base (≥5) in the final or repeat Written Exams.
a3. Final or repeat Written Exams (FWE) with a 60% weighting factor in the final grade of the Module.
Clarifications: The Learning Activities are not graded independently, but an overall grade is given. Specifically, the Professor-Advisor examines and evaluates the general image and quality of participation of each student, based on which they score a total of ten (10) excellent. Despite the fact that it is not compulsory to carry out all the Activities, each student is required to prepare at least 6 out of the 10 Activities of the Module.
The Main Written Assignment is graded with an excellent ten (10), as the Final written Exams.
The Final Grade of the Modules DHG54 & DHG65, on a scale of 10, is calculated as follows:
Final Module Grade = (ACT×0,2) + (MWA×0,2) + (FWE×0,6)
Therefore, the right to participate in the final/repeat exams for DHG54 & DHG65 is structured as follows:

Eligibility for Final Written Exams participation

Students are eligible to participate in the Final Written Exams if they:
1) submit at least six (6) out of total ten (10) educational activities,
2) obtain a total grade of higher or equal to five (≥5), from the educational activities
3) obtain a grade of five or higher (≥5) in the Main Written Assignment
Should the students not obtain the required grade for participation in the final written exams, then they repeat the next academic semester the Module with full educational and financial obligations.

Evaluation of Practical Training

The grading of Practical Training results from the following axes:
a1. One (1) Final Written Activity Report (FWAR), which contributes to the forming of the final grade of DHGPA with a weighting factor of 70%.
a2. Grade resulting from the Evaluation of Candidates (EC) by the institution with a weighting factor of 20%.
a3. Oral Presentation (OP) of the FWAR, which contributes to the forming of the final grade of DHGPA with a weighting factor of 10%.
The grading of the FWAR (a1) is activated only by the proven, at least 40-hour presence in the institution and the completion certificate of the Practical Training provided by the institution, otherwise, the DHGPA is considered as incomplete.
The final grade of DHGPA, on a scale of 10, is calculated as follows:
Final DHGPA Grade = (FWAR × 0.7) + (EC × 0.2) + (OP × 0.1).
Eligibility for Final Written Activity Report submission
Students are eligible to submit the FWAR, as long as the practical training -minimum duration of 40 hours- has been successfully completed at the institution.
Eligibility for Oral Presentation (OP):
Students are eligible to present orally the FWAR, as long as it is graded with score equal to or higher than 5 (≥ 5).

Note: the required duration of the student's presence at the cooperating institution is determined in collaboration with the competent Professor - Advisor and approved by the DHGPA Coordinator, with a minimum presence limit of 40 hours.

Course Modules

DHG50 Literary Theory, Readers' Response and Creative Writing

Module Code: DHG50
ECTS Credits: 10
Module Type: Compulsory
Semester: First (1st)
Language: Greek
Objectives - Description of the Module: The aim of this module is to introduce students to fundamental concepts of literary theory and creative writing theory. Students will have the opportunity to get acquainted with theoretical schools, trends and thinkers who have played an important role in the study and interpretation of literary texts and contexts. They will become familiar with the concepts of reception, reading response and interpretive communities and will practice alternative reading approaches to literary works. They will also be acquainted with the evolution of the creative writing industry, its legitimacy in the academic environment and its operation, even beyond its expected fields of diffusion (e.g. creative writing and natural sciences, creative writing and new media, etc.).
Learning Outcomes:
Upon successful completion of this module, students will be able to:

- Recognize the main trends/schools and persons related to the theory of literature and criticism as well as creative writing
- Comprehend the ideological contexts that contributed to their emergence and the aims of different theoretical approaches to the function of literature
- Practice various readings and interpretative approaches to literary texts
- Understand the difficulties arising from the choices of the authorial subject (narrator, point of view, plot characters, etc.)
- Produce different types of discourse of varying stylistic directions
- Be aware of the finite nature of literary theory and reflect on the function of each text
- Appreciate the role and effectiveness of creative writing methods in various academic pursuits and their contribution even to seemingly irrelevant disciplines.

Topics:

- Central issues of literary theory, reading response and creative writing: literature, reading, interpretation, critical evaluation of texts, creative practices
- Trends in literary theory and criticism: New Criticism, Formalism, Structuralism and Poststructuralism, psychoanalytic approaches, theories of reception and reading response, feminist criticism, postcolonial criticism, cultural approaches to literature
- New trends in creative writing theory

Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG51 European Literature, 18th-20th c. (Trends, Schools and Authors)

Module Code: DHG51
ECTS Credits: 10
Module Type: Compulsory
Semester: First (1st)
Language: Greek
Objectives - Description of the module: The aim of this Module is to provide postgraduate students with a broad and solid knowledge of European Literature from the 18th to the 20th century, focusing on key milestones of its development (artistic/literary currents and schools/writers, intellectual tendencies and ideological implications) and deepening their understanding of literary phenomena and genres through the investigation of their social, aesthetic and cultural parameters. A focus on works of important authors from the "canon" of European Literature and their study through an analytical and comparative perspective – beyond spatio-temporal constraints – is also part of this Module's objectives.
Learning Outcomes:
Upon successful completion of this module, students will be able to:

- Recognize the basic features of the main currents of European Literature
- Understand the specific features of the various genres of writing (prose and poetry, as well as literary essays) as developed by the main literary movements in Europe from the 18th to the 20th century
- Critically comprehend the narrative techniques and specificities of the various literary genres and forms
- Study comparatively the main variations of literary trends by country and also of literary genres by literary trend
- Analyze works by major authors of European Literature from a comparative perspective

Topics:

- Milestones of European Literature (18th-20th century): Literary movements, intellectual/aesthetic trends, works and authors
- New narrative forms, new genres of poetry and drama and their theoretical frameworks
- Comparative approaches to literary texts in a synchronic and diachronic context, based on their themes, typologies & the ideas they explore.

Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG52 Modern Greek Literature (19th-20th c.): Texts, readings, revisions

Module Code: DHG52
ECTS Credits: 10
Module Type: Compulsory
Semester: First (1st)
Language: Greek
Objectives - Description of the module: This module's aim is the critical investigation of main themes, forms and genres of Modern Greek literary production, from the early 19th century

to the present day, and the students' familiarization with both the historical reception of literary texts and with recent proposals toward their interpretative revision. In the context of this module, students practice the interpretive reading of a generically and historically broad range of literary texts, focusing on critical reception and the historical and cultural contexts of literary production. The module's Study Units are organized thematically, attending to historical continuity but in a way that allows the exploration of connections and contrasts between texts from different literary periods or of varying stylistic and ideological orientations and the showcasing of revisionist proposals.

Drawing on the knowledge they have acquired in previous modules, with regard to elements of literary theory and trends in modern European literature, students of this module will study texts from the current Modern Greek literary canon, as well as examples from beyond its limits (e.g. popular, detective and graphic novels) aiming to acquire a comprehensive and critical perception of the literary phenomenon and to practice in approaches and discourses from the Greek literary field.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- recognize different literary genres, trends and movements and relate Modern Greek literary texts to the trends and tendencies of their time
- study and interpret in depth earlier and more recent texts, taking into account a range of analytical categories (themes, techniques, ideological choices of authors) and historical, social and philosophical aspects
- understand the significance and function of literary criticism in the context of literature as an institution
- understand the nature and function of the literary canon
- cultivate their critical skills through reading immersion activities inspired by different theoretical approaches

Topics:

- Modern Greek literature, 19th century: texts and readings
- Modern Greek literature, 20th century: texts and readings
- Interpretative approaches to literary texts

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG53 Poetry and Prose: Literary History and Forms

Module Code: DHG53

ECTS Credits: 10

Module Type: Compulsory

Semester: Second (2nd)

Language: Greek

Objectives - Description of the module: The main aim of the module is to provide postgraduate students with a solid knowledge of theoretical and practical approaches to prose and poetry, along with a general historical overview of these genres during the last two centuries. With the above objective in mind, students read a selection of mainly Greek canonical literary texts as well as critical and interpretative material in order to understand

the construction of prose and poetry as historically determined and morphologically evolving artistic endeavors. In the case of prose, the module focuses on basic elements of narrative (plot, literary space, literary character) and selected literary movements in connection to techniques and modes of writing, such as internal monologue, intertextuality and mediality/interdisciplinarity. In the case of poetry, the module focuses on form and examines various modalities, from strictly metrical or "traditional" to free verse. Students will also study the literary essay and its main characteristics and will practice in the composition of original texts, in prose and in poetry.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- Recognize the structural and formal elements of prose, poetry and the literary essay
- Comprehend significant texts of prose and poetry with respect to their historic features and their style
- Evaluate the key elements of form in prose and poetic texts
- Critically analyze literary works by important Greek novelists and poets
- Practice the production and composition of their own original literary texts

Topics:

- Prose and narrative techniques
- Poetic language, form and lyricism
- The literary essay

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG54 Creative Writing Workshop I (Poetry-Prose)

Module Code: DHG54

ECTS Credits: 10

Module Type: Compulsory

Semester: Second (2nd)

Language: Greek

Objectives - Description of the module: The main aim of this module is to familiarize graduate students with the basic techniques and problems of creative writing so that they will be able to compose their own original literary texts and also to read critically works by other authors. Students will have the opportunity to deepen the knowledge they have acquired from preceding modules through the systematic study of selected works by well-known novelists and poets, as well as through the writing of specific assignments and participation in Creative Writing workshops with their instructors, who are experienced writers themselves.

A main objective of this Module is the training of students in the composition of literary texts (of prose as well as poetry), by the use of writing exercises and experimental applications of creative writing techniques**.**

Learning Outcomes:

Upon successful completion of this module, students will be able to handle:

- The alternations of narrative focus in a literary text
- The difference between the omniscient narrator and the gradations of a focused narrative

- The distinction between interior and dramatic monologue
- The cases of incongruity or conflict between social identity, historical context, psychological profile and linguistic substance of a literary character
- The differences between poetry and prose, focusing on the density of poetic discourse, the internal rhythm of a poem and the various ways in which meaning is generated in poems. The special case of prose or "hybrid" poems.
- The differences between rhyming and free verse
- The importance of internal rhythm in a poem, regardless of its form
- The way in which myths are creatively exploited and reinterpreted in poetry, and others.

Topics:

- Creative reading and analysis of literary works
- Practice in the composition of literary texts, of both prose and poetry
- Familiarization with the open nature of literary writing and its connections with historical, social, political, philosophical, and aesthetic issues

Prerequisites: There are no prerequisites for this module**.**

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG55 Creative Writing and Education

Module Code: DHG55

ECTS Credits: 10

Module Type: Elective

Semester: Second (2nd)

Language: Greek

Objectives - Description of the module: This module introduces students to creative writing as cognitive and methodological background for effective and flexible didactic practices. It also promotes reflection on creative writing's position in contemporary educational reality and on the parameters that determine it and seeks to enable students toward the independent production of quality educational material and the understanding of relevant research.

With this aim in mind, the module begins with discussion of theories and forms of creativity of particular interest to education and of the importance of creativity for the acquisition of basic 21st-century skills but also for personal and social development and well-being. This discussion is followed by analyses of atypical theories and representations of creativity (or creative reading and writing) in the discourses of children, teachers, and in texts of children's and adolescent literature, canonical literature and other fictional forms. Through educational activities, students explore and realize the importance of theories of creativity in terms of how we are (or are not) able to recognize and release it in educational settings. They will also examine their own theories of creativity, analyze them and reflect on their educational implications.

The main pedagogical theories of creative writing are presented. In the context of educational activities, the underlying pedagogical theories of creative writing and reading are examined in educational documents, creative writing manuals, lesson plans, etc.

The core of the module is teaching methodology for the support of creative reading and writing, as well as for the promotion of literary education, language literacy and personal

development of students through creative reading and writing. It also provides a broad review of creative reading and writing resources (artistic and non-artistic stimuli, monotropic and multimodal, with an emphasis on literature for children and adolescents), its applications and good practices at different educational levels (from pre-school to higher education) and contexts (formal, informal and non-formal education). Through educational activities, students become familiar with processes for the development of new educational material and for the critical adaptation of existing ideas and practices.

The module concludes with a tour of alternative “paths" of creative writing and reading in education (in particular with regard to applications of creative writing and reading in subjects beyond language and literature and in contemporary issues of high social importance, to the therapeutic power of creative reading and writing and to the uses of ICT in education). Through educational activities, students evaluate and reframe ideas and practices of creative reading and writing in these “alternative pathways”.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- Explain in an evidence-based way the importance of creativity for education and for personal and social development and well-being
- Compare theories of creativity and illuminate them in the light of creative writing and creative writing education
- Analyze informal theories and representations of creativity in fictional and non-fictional texts
- Reflect on the role of teachers and the educational environment as factors for the diffusion of creative reading and writing practices
- Support the development of students' creative reading and writing with a variety of stimuli (artistic and non-artistic, monotropic and multimodal, etc.), teaching techniques and strategies
- Select appropriate texts as stimuli for creative reading and writing, taking into account the interests of their students as readers
- Use creative reading and writing as a teaching approach for literary education and language literacy of students in different educational levels and contexts
- Evaluate and give feedback on creative reading and writing products
- Produce and/or adapt educational materials for learning with creative writing and reading in disciplines other than language and literature

Topics:

- Creativity in education
- Literary education, language literacy and creative reading and writing
- Production of educational material for creative reading and writing

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG56 Literary Translation and Creative Writing

Module Code: DHG56

ECTS Credits: 10

Module Type: Elective

Semester: Second (2nd)
Language: Greek
Objectives - Description of the module: The aim of this module is to introduce students to literary translation from the viewpoint of creativity and to allow them to make connections between acts of translation and the history of literature in a context of dialogue between genres, traditions and authors. By examining both theories of translation and several paratexts that have recorded the experiences of literary translators across time, students will be able to understand key aspects of the process of transferring a poem, a short story, or a novel into another language and culture, gradually recognizing the productive transfers between translation and literary creativity, as well as the role of translators in the reception of an author's work and in the broader dialogue between literary systems. Literary translation is examined as an activity that is necessarily creative and often plays a significant role among the authors' own writing practices. It is located in a range of practices including imitations, adaptations, poems 'à la manière de' and others and often produces hybrid and experimental texts – or, as in the case of self-translation and pseudotranslation, is essentially part of original literary production.
Learning Outcomes:
Upon successful completion of this module, students will be able to:
- adopt a critical stance towards literary translation and translation studies in general
- recognize the importance of translation in various literary dialogues, in the work of the main actors forming a nexus in a literary system, as well as in mechanisms of cultural influence
- evaluate the quality of literary translations and critically study translators' paratexts
- establish connections between a given translation being produced and original literary texts from the literary tradition of the target language
- be cognizant of the broader criteria for evaluating literary translations
- make use of digital platforms and resources related to the translation of literature, including websites by literary journals that feature translated literature.

Topics:
- Basic issues in the theory and history of translation - Aspects of literary translation criticism
- Creative writing and practices of translation
- Translation poetics and critical receptions of literary translation

Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG60 Copyediting, Proofreading and Editing of Texts
Module Code: DHG60
ECTS Credits: 10
Module Type: Elective
Semester: Third (3rd)
Language: Greek
Objectives - Description of the module: The main objective of this module is to familiarize students with the major aspects of text editing, copyediting and proofreading. An adequate

knowledge of Modern Greek is a prerequisite as students will learn advanced techniques of editing, copyediting and proofreading that may allow them with further curricular (offered by the program) and extracurricular practice to seek employment in the editing/proofreading business. A basic practice regarding copyediting and proofreading, both digital and printed (with the use of proofreading marks and editing symbols) will also be provided. The main written assignment of the course also offers students the opportunity to face the challenges of literary textual editing and provide editorial solutions for both literary and academic texts.

Learning Outcomes:

Upon the successful completion of this module, students will be able to:

- Edit to an adequate extent a short or longer text
- Attempt the typographical corrections and proofreading of a text
- Attempt the copy-editing of a text
- Attempt the aesthetic and functional processing of a publication by use of modern methods

Topics:

- Copyediting of texts
- Typographical corrections and proofreading of texts
- Aesthetic and functional processing of publications by use of modern methods

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG61 Literature in the digital universe

Module Code: DHG61

ECTS Credits: 10

Module Type: Elective

Semester: Third (3rd)

Language: Greek

Objectives - Description of the module: This module aims at the historical, theoretical and practical introduction of students to the new possibilities offered for literature in the digital world. The module focuses on the digital condition, and examines the archiving, reading and production of literary discourse in digital environments. It presents digital literary resources (mainly in Modern Greek) and guides students to their use for various purposes (personal study, creative inspiration, educational uses). Furthermore, it presents the possibilities offered by digital tools for the study and analysis of literary texts. It also discusses the specificities of digital literature and examines some of its best-known examples, while it familiarizes students with the study of and critical discourse on multimedia hypertexts. The module also presents the objectives and available tools for the production of (multimedia) literature in the digital environment. Finally, it discusses the specificities of digital space as a field for publishing creative work, as well as some of the ethical issues raised by the digital condition.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- have a critical understanding of the digital condition, particularly with regard to archiving, reading and producing literature in digital environments

- be familiar with digital literary resources (especially in Modern Greek) and use them for a variety of purposes
- be aware of the possibilities for the research and study of literature offered by digital tools
- be familiar with the various forms and some of the best-known works of digital literature, understand and use the basic categories and terms of their critical analysis
- produce creative work in a digital environment using digital tools
- understand and navigate through the specificities of the digital world for the publication and promotion of their own creative work
- be aware of some of the major ethical issues raised by the digital condition

Topics:

- Digital technologies and literary studies
- Creative writing and digital technologies
- Digital literature

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG62 Discourses of communication, advertising and social media

Module Code: DHG62

ECTS Credits: 10

Module Type: Elective

Semester: Third (3rd)

Language: Greek

Objectives - Description of the module: This module examines the discourse of communication developed by the media, which aim at broadcasting news, informing and entertaining the societies in which they are embedded. It also analyzes the discourse of advertising as it has developed in the context of Greek society. Moreover, this module aims at the students' critical acquaintance with the broad variety of discourses that have arisen with the prevalence of the internet in our everyday lives and through social media (Facebook/meta, Twitter, Instagram, etc.).

The principal Study Units in which the module's material is organized include the evolution of communication and advertising discourses during the history of the press and other media as well as social media that are generally thought to offer an extensive space for practicing almost all the forms of mass media and advertising pursuits. The issues examined in this module are combined with critical analysis of the ways through which the discourses of communication, advertising, and social media have been incorporated in Greek society, influencing the formation of 'public opinion' and/or producing mass cultures and collective behaviors.

Learning Outcomes:

Upon the successful completion of this module, students will be able to:

- Decode the messages of narrative techniques and communication constructions of the communication and advertising discourse to understand a wide range of developments and integrate them effectively in the context of rational arguments

- Recognize the mechanisms of the formation of mass social, political, and historical cultures in the context of public media discourse and advertising
- Evaluate the functions of narrative types of communication discourse and the objectives of advertising and assess their relationship with technological means through which messages and/or opinions are disseminated in the press (newspapers, magazines), radio, television, online newspapers or social media
- Critically interpret interdisciplinary tools and/or comparative methodologies, current journalistic discourses and advertising techniques in their historical context
- Apply the theories of communication and advertising they will be acquainted with to their own texts.

Topics:

- Key milestones in the history of communication, advertising and social networks. Discourse as a means of social integration, asserting social roles, promoting consumer behavior, exchanging opinions, disseminating messages, propaganda and manipulation.
- Codes of communication and the formation of national, patriotic, social, economic and political ideologies and attitudes in the historical development of societies.
- Social communication, historical consciousness and social time.

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG63 Creative Playwriting

Module Code: DHG63

ECTS Credits: 10

Module Type: Elective

Semester: Third (3rd)

Language: Greek

Objectives - Description of the module: This module aims at introducing students to the basic concepts and tools of theatrical discourse.

It also seeks to describe the basic terms of playwriting and to analyse in detail the structure and phases of dramatic writing, from the initial idea to the final text.

Historical examples of plays also contribute to the module's syllabus, together with the examination of genres and forms of modern playwriting and contemporary stage practices.

Learning Outcomes:

Upon completion of this module, students will be able to:

- identify specific techniques in theatrical texts
- place dramatic works within their historical contexts
- analyse plays
- identify the links between a play and its representation on stage
- proceed to write their own original or adapted dramatic texts.

Topics:

- Introduction to the art of theatre and dramatic writing. Actors in the theatrical act, from dramaturgy to stage production. The composition of plays.
- History and theory of theatre: dramaturgical rules, aesthetic trends and main currents in Western theatre

- Dramatic analysis: study of plays and their authors, issues of theatre reception and audience formation

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG64 Creative Screenwriting

Module Code: DHG64

ECTS Credits: 10

Module Type: Elective

Semester: Third (3rd)

Language: Greek

Objectives - Description of the module: The aim of this module is to introduce students to the theoretical and practical aspects of film language. The object of study is not limited to script writing, but extends to all the expressive tools of the art of cinema, which are also directly applicable to the wide range of contemporary audiovisual creation. We will examine the evolution of different cinematic narrative codes in relation to the factors that shaped them and the ways in which they affect the viewer's perception, highlighting the heterogeneity of the cinematic medium and the various aesthetic parameters that determine the style of a film or other audiovisual product. The nature of the course is equally analytical and synthetic, combining structural and morphological analysis of selected cinematic works with the hands-on creation of original cinematic texts. The module aims to offer the most comprehensive knowledge and experience of audiovisual creation possible and to encourage students to cultivate their own personal artistic style.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- identify the basic building blocks of film narrative: story and plot / characters and types of conflict / dominant and alternative forms of narrative / ways of structuring film time / spatio-temporal continuity and discontinuity / shot, scene and sequence / decoupage / internal timing of shots / the role of editing
- understand and creatively use the visual tools and techniques of cinema: film frame / off-screen space / camera angle/ perspective / lighting / color
- discern the range of choices in the sound design of a film and the ways in which sound and image can be combined: diegetic and non-diegetic sounds / direction of attention / rendering of acoustic space / subjective soundscapes / use of music, dialogue and environmental sounds
- assess the aesthetic, practical and ethical issues involved in making a documentary film: evolution of the ‘cinema of truth’ / the camera as a catalyst / 'direct cinema' / modes of narration in documentary / hybrids of documentary and fiction
- evaluate the historical development of film language, investigate the basic principles of directing and be able to apply them to the construction of a short audiovisual essay

Topics:

- Structure and techniques of film narrative: analysis and creative application
- Expressive tools of audiovisual language (image, sound, editing): from theory to practice
- The evolution of film language: theoretical and historical context

Prerequisites: There are no prerequisites for this module**.**
Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHG65 Creative Writing Workshop II (Playwriting- Screenwriting)

Module Code: DHG65
ECTS Credits: 10
Module Type: Compulsory
Semester: Fourth (4th)
Language: Greek
Objectives - Description of the module: The main objective of this module is to familiarize students with the basic techniques of theatrical discourse and film script. They will have the opportunity to deepen the knowledge acquired from previous modules through their systematic study of works by distinguished playwrights and film screenwriters, as well as through their in-person participation in Creative Writing workshops.
Learning Outcomes:
Upon successful completion of this module, students will be able to:

- Recognize the structure of dramaturgy and the requirements of composing a play or a film script, but also understand the specificities of handling the different linguistic modes that characterise these genres
- Comprehend the complex difficulties raised by the choices made by the author's subject (narrator, protagonist, point of view, setting, characters, plot, internal rhythm, linear narrative, etc.) in the composition of a play or film script
- Analyze critically and with active participation works by major playwrights and film screenwriters, as well as by their fellow students, thus creating an original writing and reading-critical community
- Recognize the value of disciplined and systematic engagement with theatrical and film discourse
- Compose and submit their own texts, which they will discuss with established authors and receive feedback through Creative Writing workshops.

Topics:

- The structure of dramaturgy - myth and drama (introduction, conflict and resolution)
- The technique of writing a play (thematic core, plot, characters, scene, dramatic conflict, dramatic speech)
- The technique of writing a film text (thematic core, characters, the typography of the script, language, style and means of expression)
- The techniques for adapting literature or older drama texts for the stage and screen (concept and method).

Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's e-Learning Platform and conducting Group Counselling Meetings (tele-GCM).

DHGDE Master's Thesis

Module Code: DHGDE
ECTS Credits: 20

Module Type: Elective
Semester: Fourth (4th)
Language: Greek
Description of the Thesis: Commencement of the thesis requires the successful completion of nine modules (module DHG65 can be attended in parallel with the thesis). The presentation and examination of the thesis requires the successful completion of ten modules. The topic of the thesis must be directly related to the modules and topics of the program. The Master's Thesis should have a total length of 25,000-30,000 words.
Learning Outcomes:
Through their work on the Master's Thesis, students gain experience in the various stages of the composition of an academic study. They contribute to academic knowledge by conducting original research and/or by presenting a critique of established theories. They practice in the critical review of research material, they acquire proficiency in the use of academic methodology and they learn how to reach valid and testable conclusions.
The General Regulations for Postgraduate Diploma Theses in a Master's degree with semester-long thesis are available at: **General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration**.
For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.
Prerequisites: The presentation of the Master's Thesis takes place after the successful completion of the modules of the Program.

DHGPA Practical Training

Module Code: DHGPA
ECTS Credits: 20
Module Type: Elective
Semester: Fourth (4th)
Language: Greek
Description of the Practical Training: The purpose of the Practical training Module is the application and deepening of the theoretical knowledge and skills that students acquire during their studies in the Master's Program through their integration, for a short period of time, in a real work environment and the addition of professional skills and qualifications to their academic training. It allows the acquaintance of students with possible future professional fields, their familiarization and networking with institutions and their staff and thus completes the educational experience through the combination of practice and theory.
Learning Outcomes:

- Practical application and enhancement of academic knowledge and skills
- Acquaintance with appropriate professional fields and staff
- Development of collaboration skills in a team environment
- Experience in initiative development and action planning
- Troubleshooting experience
- Networking and collaboration opportunities

Prerequisites: The start of the Practical Training requires the prior completion of at least the first nine modules of the Postgraduate Programme. The successful completion of the PA requires the completion of 10 modules.

Digital Humanities: Methods, Tools, Practices

Subject of the Master

The study of Digital methods in the Humanities and Social Sciences (HSS) and arts and the new perspectives they open up in research, in the context of the broader transformation encountered in the creation, dissemination and promotion of knowledge.

Objective - Aim

The subject of the programme is the interdiscipline of Digital Humanities, which involves research in the humanities, social sciences and arts that makes use of digital tools and methods, as well as its practical applications. The MSc is based on a combined theoretical and practical approach to the subject, based on three pillars:

- the development of technical skills for the creation, use, dissemination and preservation of digital knowledge in the fields concerned,
- critical reflection on the methods and practices of knowledge production, use and dissemination in digital culture,
- the practical application of digital methods in research, education and new areas of employment.

Type of Postgraduate Program

Master of Arts (M.A.)

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Digital Humanities: Methods, Tools, Practices" is 120 ECTS (30 ECTS per semester).

Duration of Study

The minimum time required for the completion of the Program is two (2) years or four (4) semesters.

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0288 - Inter-disciplinary programmes and qualifications involving arts and humanities in the following sectors:
0111 Education science
0210 Arts not further defined
0220 Humanities (except languages) not further defined
0222 History and archaeology
0230 Languages not further defined
0231 Language acquisition
0232 Literature and linguistics
0300 Social sciences, journalism and information not further defined
0610 Information and Communication Technologies (ICTs) not further defined
0611 Computer use

Learning Outcomes

Upon completion of the programme, students are expected to have developed
a. general skills that will enable them to:

- understand the role of digital technology in the transformation of knowledge,
- work across several disciplines in the context of digital projects,
- adapt to the ever-evolving demands of digitalisation, identify and deal effectively with new stakes,
- identify ethical issues in the creation, use and dissemination of digital knowledge and be aware of existing regulations in this area,
- promote humanities, social sciences and the arts with critical knowledge and perspective,

b. specific skills, which will enable them to:

- adapt the theory, methods and tools of digital humanities to the needs of their professional field,
- design and implement projects in their field that promote humanistic knowledge and education,
- design, implement and manage cultural heritage projects,
- design, implement and manage digital projects in education,
- use digital technologies and methods in the creation, collection, processing, dissemination and preservation of different types of data,
- compiling and using electronic text corpora in humanities, social sciences and the arts,
- analyse and visualise data,
- design, implement and manage databases,
- design, implement and manage multimedia resources,
- use and manage digital platforms and infrastructures.

Admission Requirements

The following shall be admitted:
The Post-graduate programme accepts graduates or higher institution diplomas of related disciplines. The programme is offered in Greek.

The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.

Note:

Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)

Marking:

For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.

The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

Contact

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Course Structure

The programme "Digital Humanities: Methods, tools, practices" is organized into four (4) academic semesters - i.e. two (2) academic terms - which include:

a) eight (8) Course Modules (C.M.): five (5) compulsory and tree (3) elective,
b) two (2) compulsory Laboratory Course Modules (L.C.M.).
c) Postgraduate Diploma Thesis (PDT)

	1st Semester (30 ECTS)	
PSAE50	Introduction to Digital Humanities: Theory and practice	(C[1],10 ECTS)
PSAE51	Collection and analysis of textual data	(C,10 ECTS)
PSAE62	New technologies and language education	(E[2],10 ECTS)
PSAE63	Introduction to programming for non-programmers	(E,10 ECTS)
	2nd Semester (30 ECTS)	
PSAE52	Digital resources and Big Data	(C,10 ECTS)
PSAE53 (L.C.M.)	Development and processing of multimedia resources	(C,10 ECTS)

PSAE54 (L.C.M.)	Digital tools in language processing	(C,10 ECTS)
	3rd Semester (30 ECTS)	
PSAE60	Digital management of cultural heritage	(C,10 ECTS)
PSAE61	Digital texts: Processing, editing and publishing	(C,10 ECTS)
PSAE62	New technologies and language education	(E,10 ECTS)
PSAE63	Introduction to programming for non-programmers	(E,10 ECTS)
PSAE64	Emerging web technologies and digital games	(E,10 ECTS)
	4th Semester (30 ECTS)	
PSAEDE	Postgraduate Diploma Thesis	(C,30 ECTS)

Notes:
C[1]: Compulsory
E[2]: Elective

Guidelines on Module selection

You can choose from one (1) to three (3) Modules per semester (30 ECTS).
The selection of the Module(s) is done in the order that follows the structure.
For example, in the first semester, if you wish to choose one (1) Module, you must declare the PSAE50. If you wish to choose two (2) Modules, you must declare PSAE50 and PSAE51. If you wish to choose three (3) Modules, you must declare PSAE50, PSAE51 and either PSAE62 or PSAE63. During the declaration process of the Modules, must be exhausted the Modules of the previous semester first and then declare the Modules of the next semester.
The preparation of the Master's Thesis (PSAEDE) presupposes the successful attendance of all six (6) Modules seven (7) Modules and the two (2) Laboratory Course Module (L.C.M.). The presentation of the Master's Thesis takes place after the successful completion of the program's Modules.
In order to obtain the Master's Degree, it is mandatory to successfully complete seven (7) Modules, two (2) L.C.M., as well as the successful elaboration and presentation of the Master's Thesis.

Students Evaluation: Grade weighting of the Modules and Laboratory Modules – Eligibility for participation in the Final Exams

Module Evaluation

a1. Two (2) Educational Activities (ACT) with a weighting factor in the final grade of the 5% each.
a2. One (1) Main Written Assignment (MWA) with a 30% weighting factor in the final grade of the Module.
a3. Final Exams (FE) with a 60% weighting factor in the final grade of the Module (oral, online, as a computer and special software are required).
The Final Grade of each Module, on a scale of 10, is calculated as follows:
Final Module Grade = (ACT1×0**,**05) + (ACT2×0,05) + (MWA×0,3) + (FE×0,6)
Therefore, the right to participate in the final exams is structured as follows:

Eligibility for Final Written Exams participation

Students are eligible to participate in the FWE if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least one (1) out of two (2) Activities and the MWA, i.e. two (2) out of total three (3) assignments, have been completed.

ACT and MWA grades in a 100-point scale			
ACT1 (5%)	ACT2 (5%)	MWA (30%)	Minimum points required to participate in the FE:
ACT1 × 0,5	ACT2 × 0,5	MWA × 3	20/100

L.C.M. Evaluation (PSAE53 & PSAE54)

a1. Four (4) Activities (ACT) with a weighting factor in the final grade of the 5% each.

a2. One (1) Main Written Assignment (MWA) with a 30% weighting factor in the final grade of the L.C.M.

a3. Final Exams (FE) with a 50% weighting factor in the final grade of the L.C.M. (oral, online, as a computer and special software are required).

The Final Grade of each L.C.M., on a scale of 10, is calculated as follows:

Final L.C.M. Grade = (ACT1×0,05) + (ACT2×0,05) + (ACT3×0,05) + (ACT4×0,05) + (MWA×0,3) + (FE×0,5)

Therefore, the right to participate in the final exams is structured as follows:

Eligibility for Final Exams participation

Students are eligible to participate in the FE if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 25 points out of 100, based on the factors mentioned at the aforementioned points (a1) and (a2), as shown at the following table;
2. at least two (2) out of four (4) Activities and the MWA, i.e. three (3) out of total five (5) assignments, have been completed.

ACT and MWA grades in a 100-point scale					
ACT1 (5%)	ACT2 (5%)	ACT3 (5%)	ACT4 (5%)	MWA (30%)	Minimum points required to participate in the FE:
ACT1 × 0,5	ACT2 × 0,5	ACT3 × 0,5	ACT4 × 0,5	MWA × 3	25/100

Course Modules

PSAE50 Introduction to Digital Humanities: Theory and practice

Module Code: PSAE50

ECTS Credits: 10

Module Type: Compulsory

Semester: First (1st)

Language: Greek

Aim - Description of the module: The aim of the module is to provide students with a historical, theoretical and practical introduction to Digital Humanities (DH), through a general, critical discussion of digital technology and methods in the humanities, social sciences and arts. The module first examines the historical and theoretical development of DH from the first projects to the present day, as well as the epistemological issues related to its establishment. It then

focuses on the materials, processing and presentation-publication of digital works and the workflows within their context. Some preliminary applications of tools in the field of data digitization are developed and their documentation is briefly presented, with an emphasis on metadata schemas, while digital platforms and digital infrastructures and their use are also introduced. The discussion also addresses the ethical issues raised in the context of DH, the need for project sustainability and good practices and the need for collaborative work and resource sharing.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- be critical of the role of digital technology in DH and in culture and society, in general,
- be aware of the main workflows in digital projects,
- digitise and document data on the basis of standards and good practices,
- know how to use digital platforms and digital infrastructures,
- be familiar with good practices for ensuring the sustainability of digital projects,
- be aware of the ethical issues raised by digitalisation.

Subjects Covered:

- Digital Humanities: Historical overview and theoretical considerations
- Workflow in DH projects: Data collection, processing, presentation
- Interdisciplinarity and hermeneutics: Methods, tools, practices in DH

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE51 Collection and analysis of textual data

Module Code: PSAE51

ECTS Credits: 10

Module Type: Compulsory

Semester: First (1st)

Language: Greek

Aim - Description of the module: The aim of the module is to introduce students to the processes of collecting textual data and analysing them in order to extract information. The module addresses issues that concern the collection of (oral and written) data, corpus design principles, searching for resources, transcribing oral texts, digitisation, cleaning and documentation, as well as the maintenance of metadata. The creation of corpora is discussed in detail. In addition, students become familiar with tools and concepts of automatic text analysis such as frequency lists, concordances, lexical clusters, keywords etc. and practice analysis with the use of related programs for textual data in Greek (e.g. AntConc, Sketch Engine etc.). Techniques for textual data visualization with a variety of methods and tools are also presented, with the aim of understanding and interpreting the information obtained from the processing of large volumes of textual data.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- be familiar with the necessary procedures for the automatic analysis of text data,
- use the most important applications involving textual data analysis,

- analyse and interpret data from text corpora in Greek,
- extract and evaluate information about spoken and written texts using digital tools,
- assess the appropriateness of using digital tools for the analysis of oral and written texts.

Subjects Covered:

- Digitisation, cleaning and documentation of text data
- Text corpora and corpus linguistics
- Visualisation techniques

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE62 New technologies in language education

Module Code: PSAE62

ECTS Credits: 10

Module Type: Elective

Semester: First (1st) & Third (3rd)

Language: Greek

Aim - Description of the module: In this module, students focus on the basic parameters of the thinking developed in recent years about the use of digital media in teaching. Emphasis is placed on teaching subjects related to language (ancient Greek, Modern Greek, second/foreign language, literature), as well as theoretical approaches to the extent that they concern broader issues of teaching in the humanities. Although the focus is on teaching in the first and, especially, the second level of general education, the module also deals with issues of teaching and education in other forms of education (informal, adult etc.) and other levels (post-secondary, higher education). Apart from discussing theoretical concerns and the issues raised by them, the module also aims at familiarizing students with digital tools and media for language education, fostering the related functional literacy, cultivating criteria for the selection and evaluation of digital learning resources and educational environments such as the development of criteria for the evaluation and assessment of digital learning resources (e.g. websites), the implementation of teaching plans using digital media and the development of critical reflection on the practices of consolidating digital literacy, both functional and critical, in teaching.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- select and use digital tools, resources and environments for education,
- evaluate e-learning environments, digital tools for education and digital learning resources, by using appropriate criteria,
- organise lesson plans by using digital media,
- explore and apply current pedagogical trends and methods and teaching practices with regard to the use of digital media and technologies in education,
- identify the dimensions of digital literacy, both functional and critical, in teaching examples and teaching applications, critique them and revise them accordingly.

Subjects Covered:

- Functional and critical digital literacy in language education

- Learning objects and resources for language and literature teaching
- Literacy practices in language and literature teaching

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.
Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE63 Introduction to programming for non-programmers

Module Code: PSAE63
ECTS Credits: 10
Module Type: Elective
Semester: First (1st) & Third (3rd)
Language: Greek
Aim - Description of the module: The module aims at introducing programming in Python to students who are not familiar with the basic concepts of computational thinking and programming, so that they can process data in their digital projects in DH. The module does not assume any prior knowledge of programming and both introduces basic concepts of algorithmic thinking and training in Python at a basic level that enables a) the use of tools based on Python libraries, b) the creation of basic Python programs and c) acquaintance with the most important Python libraries used in DH, such as spacy. Python can be used in a number of fields, such as web development, machine learning and artificial intelligence applications, games development, data visualization, mass data analysis etc.
Learning Outcomes:
Upon successful completion of this module, students will be able to:

- have an understanding of basic computing concepts,
- be able to install Python and use the command line and IDLE (Integrated Development Environment),
- know and understand basic Python data types,
- to write code for simple applications,
- use on a basic level some programming libraries important for DH.

Subjects Covered:

- Algorithmic thinking
- Data structures and programming in Python
- Reading, processing and storing data, libraries and functions
- Classification and search algorithms

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.
Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE52 Digital resources and Big Data

Module Code: PSAE52
ECTS Credits: 10

Module Type: Compulsory
Semester: Second (2nd)
Language: Greek
Aim - Description of the module: The aim of the module is to introduce students to the processes of collecting, analysing and presenting data in databases, in order to highlight the important information found in them. The module addresses issues of information organization, data collection and database design for use in DH projects, with particular reference to Big Data. In particular, the module presents the general principles and applications of databases for the collection and exploitation of unimodal and multimodal digital data. It introduces the Entity Relational Model and the Relational Model, as well as web databases and mySQL. Finally, the Semantic Web and RDF and XML languages are presented.
Learning Outcomes:
Upon successful completion of this module, students will be able to:

- know the procedures necessary to create a database,
- organise information and adequately design databases to manage unimodal and multimodal data/material,
- be familiar with relational databases and be able to use mySQL environments,
- understand the importance of databases for storing, managing and retrieving information related to DH subject areas,
- extract and evaluate information from a variety of databases,
- assess the appropriateness of using databases in supporting a DH project.

Subjects Covered:

- Data organisation and digital projects
- Typology and management of digital resources
- Platforms for publishing digital projects

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.
Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE53 Development and processing of multimedia resources

Module Code: PSAE53
ECTS Credits: 10
Module Type: Compulsory
Semester: Second (2nd)
Language: Greek
Aim - Description of the laboratory module: The aim of the Lab module is to introduce students to the basic concepts of creating and managing digital multimedia resources, i.e. image, audio, video, animation, simulations, interactive presentations etc. as building blocks of a DH project. The module focuses in particular on the use of multimedia data processing software in combination with ways to process, store, retrieve and present data. Web-based repositories of multimedia data are also presented, along with a variety of web-based tools for creating multimedia presentations, especially for mobile devices.
Learning Outcomes:
Upon successful completion of this laboratory module, students will be able to:

- identify and describe multimedia data and select the appropriate ones for DH projects,
- manage, digitise, store, retrieve, recall, reconstruct, multimedia data,
- use complex digital tools for managing images, audio, video, animation and web platforms to create digital simulations or presentations,
- be familiar with the various sources of multimedia data and make use of current digital repositories of multimedia resources,
- synthesise multimedia data for online use that can be used in DH projects.

Subjects Covered:

- Methods and tools for processing multimedia resources
- Multimedia applications
- Digital repositories

Evaluation: Completion of written assignments during the academic semester which constitute a 50 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 50 percent of the students' final course grade.

Prerequisites: There are no prerequisites for this Laboratory module.

Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE54 Digital tools in language processing

Module Code: PSAE54

ECTS Credits: 10

Module Type: Compulsory

Semester: Second (2nd)

Language: Greek

Aim - Description of the laboratory module: This Lab module discusses new digital tools for the computational processing and analysis of linguistic data, including tokenization, lemmatization, part-of-speech recognition, morphosyntactic analysis, topic identification, text categorization, automatic summarization, statistical analysis of stylometric features, text processing applications, creation of electronic dictionaries, etc. For this purpose, the first part of the module introduces natural language processing (basic concepts, levels of language analysis, problems) and analyses issues of morphological, syntactic and semantic analysis, for which the main applications and related computational tools are presented. In the second part of the module, specific issues of language processing through digital tools such as naming entity recognition and extraction, sentiment and attitude analysis, automatic translation/interpretation, electronic lexicography, etc. are developed and the relevant tools and their theoretical and practical implications are discussed.

Learning Outcomes:

Upon successful completion of this laboratory module, students will be able to:

- to identify the levels of language analysis and the relevance of computer language processing for each of them,
- recognise and understand the feasibility and use of computer language processing tools,
- evaluate language processing methods and tools in relation to specific problems,
- plan the use of appropriate digital tools to solve problems,
- place language processing issues in an appropriate theoretical context.

Subjects Covered:

- Natural language processing

- Morphological, syntactic and semantic analysis of language
- Computational applications to language

Evaluation: Completion of written assignments during the academic semester which constitute a 50 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 50 percent of the students' final course grade.
Prerequisites: There are no prerequisites for this Laboratory module.
Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE60 Digital management of cultural heritage

Module Code: PSAE60
ECTS Credits: 10
Module Type: Compulsory
Semester: Third (3rd)
Language: Greek
Aim - Description of the module: The module addresses the stakes of digital preservation of tangible and intangible cultural heritage and its accessibility. After an introduction to the concept of culture and cultural heritage, students are introduced to the cycle of integrated management of cultural content, including digitisation and documentation, storage and management, interconnection and sharing, and promotion and reuse. Using examples from archives, libraries, galleries, museums and archaeological sites, as well as oral tradition, social practices and performing arts and with reference to digitisation and documentation practices (PSAE50), students are introduced to the management and programming of data capture, collection and interconnection, virtual environments and virtual and augmented reality, with emphasis on user interaction and personalised access. Students are familiarised with the creation of repositories and the use of existing ones, with tools and methods for project implementation and management, as well as good practices for their wide dissemination, promotion and preservation.
Learning Outcomes:
Upon successful completion of this module, students will be able to:

- digitise cultural content based on its specificity (e.g. scanning, 3D scanning, audio recording, video recording etc.),
- curate and document cultural content resources,
- organise collections on the basis of accessibility, interconnection of resources, interoperability of applications and the potential for further development of collections,
- use applications that allow interactive and/or personalised access to cultural content,
- be aware of good practices for the preservation of digital cultural heritage.

Subjects Covered:

- Virtual environments and augmented reality
- Documentation and sustainability of digital projects
- Presentation and publication of digital projects and usage scenarios

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.
Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE61 Digital texts: Processing, editing and publishing

Module Code: PSAE61
ECTS Credits: 10
Module Type: Compulsory
Semester: Third (3rd)
Language: Greek
Aim - Description of the module: In this module students learn about the process of digitization of printed text and the processing of the digitized resources, from the initial stage of OCR to the final stage of electronic/web publication, as well as the processing of text that has been entirely produced electronically. In the context of the module, students have practice on the principles of TEI (Text Encoding Initiative), acquire knowledge about XML that is directly related to TEI encoding, know the importance and function of a schema in the electronic processing of text, the functional structure of text encoding and documentation (e.g. hierarchy of structural information, metadata hierarchy), tagging, and curation (checking, cleaning, reassessing the tagging system) of digital texts. The module also includes elements of digital literary publishing. The module assumes basic knowledge, concepts and terms that students get acquainted with in the context of the PSAE51 module.
Learning Outcomes:
Upon successful completion of this module, students will be able to:

- convert a printed text to digital format and process it with an OCR reader,
- handle basic rules of the XML language for the electronic encoding of text,
- document text with metadata, after chosing the appropriate schema,
- organise the annotation information of text into hierarchies,
- know and use the TEI (Text Encoding Initiative).

Subjects Covered:

- Digitisation, editing, publishing of texts
- Principles of text annotation with TEI (Text Encoding Initiative)
- Documentation, uses, sustainability of digital text

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.
Prerequisites: There are no prerequisites for this module.
Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAE64 Emerging web technologies and digital games

Module Code: PSAE64
ECTS Credits: 10
Module Type: Elective
Semester: Third (3rd)
Language: Greek
Aim - Description of the module: The aim of the module is to introduce students to the basic concepts of digital storytelling and digital games. The theoretical approach of Digital Storytelling (DST), Game-Based Learning (GBL) and Gamification, on the one hand, and their practical application in DH, on the other, are examined. In the context of this module, the characteristics of DST and digital games will be presented, along with their pedagogical benefits for the development of social and linguistic competences, as well as their place as educational tools in DH. Tools and platforms suitable for the

design and development of digital narratives and games will be presented and students will become familiar with their use. Finally, the need for instructional design in integrating and using these tools in a variety of DH subjects will be discussed.

Learning Outcomes:

Upon successful completion of this module, students will be able to:

- evaluate and use Digital Games in DH,
- apply narrative techniques in the design of complex interactive DH projects,
- use digital tools and educational platforms to create digital games to develop social and linguistic communication skills,
- use digital tools appropriate for developing digital narratives that can be used in DH projects (e.g. advertising, museums etc.),
- design pedagogical scenarios based on Digital Storytelling and Gamification.

Subjects Covered:

- Virtual and augmented reality
- Use of gaming in digital activities
- Learning analytics and web technology scenarios

Evaluation: Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade.

Prerequisites: There are no prerequisites for this module.

Teaching Method: Distance learning using the HOU's E-Learning Platform and Group Counselling Meetings.

PSAEDE Postgraduate Diploma Thesis

Module Code: PSAEDE

ECTS Credits: 30

Module Type: Compulsory

Semester: Fourth (4th)

Language: Greek

Aim - Description of the module: The presentation of the Postgraduate Diploma Thesis requires the completion of nine modules. The subject of the thesis should be directly related to the topics of the programme and may include the creation of methodologies, applications and specific digital projects. The PDT on DH should be 17,000 to 20,000 words in length.

The General Regulations for Postgraduate Diploma Theses in a Master's degree with semester-long thesis are available at: **General Regulation for the Preparation of Master's Theses in postgraduate programmes with a six-month duration**.

For more information regarding the Specifications – Useful Material for writing Master's Theses and uploading a Thesis at the H.O.U. Repository, you can go to the Digital Training Area **http://courses.eap.gr** and especially to the Program of Studies section.

Learning Outcomes:

After the end of the dissertation the students will be able to:

- Design and conduct, based on specific theoretical models and specific methodologies, original research and/or projects in the areas covered by the MSc.
- Make synthetic and applied use of the knowledge gained from the courses of the MSc.
- Carry out bibliographic and/or archival research and to identify, select, evaluate and use a variety of printed and electronic sources in his/her work.
- Know, adopt and strictly observe the rules governing scientific and academic ethics.

- Establish and follow a workable timetable for the development of a thesis/project.
- Have acquired skills in the production of scientific discourse.
- Have acquired skills in oral presentation his/her work.

Prerequisites: The presentation of the Postgraduate Diploma Thesis takes place after the successful completion of the Programme modules.

Folk/Popular Culture and Modern Cultural Heritage (Master of Arts)

Subject of the MA

Education and immersion in the concepts, theoretical issues, and practical applications of folk/popular culture and modern cultural heritage.

Object - Purpose

The program aims at a focused and holistic approach to modern popular culture, highlighting popular events and phenomena in both traditional and modern Greek society and its management practices and cultural policies. The approach to popular culture encompasses theoretical and methodological issues. It includes the analysis and interpretation of specific manifestations of popular culture (such as folk art/handicrafts, folk events/carnivals, narrative discourse, dietary habits, production and consumption of goods, folk forms of entertainment, etc.), familiarization with the concepts of popular culture and cultural heritage, as well as the policies of culture, particularly the management policies and practices of modern cultural heritage, is a key pillar of the postgraduate program. The program covers the period from the mid-19th century to today (21st century), with Greece featuring as the main reference area, enriched with examples from the Balkans and the wider Western/European area.

Learning Outcomes

After completing the MA, students are expected to:

- Understand the basic conceptual, theoretical, and methodological principles involved in the study of popular culture and cultural heritage.
- Distinguish the different ethno-cultural and local traditions that historically shaped Greek popular culture.
- Recognize the diversity and dynamic character of popular culture.
- Interpret Greek popular culture from a comparative and cross-cultural perspective.
- Apply interdisciplinary approaches to the study of popular culture and cultural heritage.
- Develop and promote innovative ideas using new technologies (AR, VR) in cultural and educational institutions and organizations (collections, schools, museum exhibitions, cultural events, etc.).
- Manage professional activities and/or work plans responsibly and efficiently within the context of popular culture research and the promotion of modern cultural heritage.

Type of Postgraduate Program

Master of Arts (M.A.)

ECTS

The total sum of ECTS (European Credit Transfer and Accumulation System) required for the postgraduate degree in "Folk/Popular Culture and Modern Cultural Heritage" is 120 ECTS (30 ECTS per semester).

Duration of Study

The minimum time required for the completion of the Program is two (2) years or four (4) semesters.

Language of the Program

The official language of the Program is Greek. This means that the language in which all materials content and written assignments is Greek.

Classification according to ISCED-2011 of UNESCO:

Based on the level of Education: 7

Classification according to ISCED-2013 of UNESCO:

Based on the field of Education: 0288 - Inter-disciplinary programmes and qualifications involving arts and humanities

Admission Requirements

The following shall be admitted:
The Post-graduate programme accepts graduates or higher institution diplomas. The programme is offered in Greek.
The knowledge of a foreign language and good computer-Internet skills would be useful for the successful participation in the programme.
Note:
Holders of a degree or diploma of higher education means graduates of Greek Universities or Polytechnics or Higher School of Fine Arts or Higher School of Pedagogical and Technological Education or Higher Technological Educational Institutions (ATEI) or those who hold academically equivalent first cycle degrees from recognized foreign educational institutions with the degrees awarded by the Greek Higher Educational Institutions, in accordance with the provisions of article 304 of Law No. 4957/2022 (Government Gazette 141/21.07.2022, vol.)
Marking:
For the evaluation of the application to the Postgraduate Studies Programme, it will be examined whether the candidate's institution of study is or may be included in the National Register of Recognised Higher Education Institutions of Foreign Countries and whether the candidate's degree is or may be included in the National Register of Types of Degrees of Recognised Institutions of Foreign Countries.
The Hellenic Open University, if the degree is included in the list of article 307 of Law No. 4957/2022, must request a "Certificate of Place of Study", which is issued and sent by the foreign university. If the place of study or part of the studies is confirmed as the Greek territory, the degree is not recognized, unless the part of the studies that took place in the

Greek territory is in a public higher education institution or in a recognized foreign educational institution within the meaning of paragraph b) of article 299 of Law No. 4957/2022.

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Course Structure

The Postgraduate Programme "Folk/Popular Culture and Modern Cultural Heritage" is organized into four (4) academic semesters, which include:
Eight (8) Course Modules (C.M): four (4) mandatory and four (4) elective
Internship Programme
Master's Thesis.
The minimum duration of studies is four (4) academic terms. The total sum of ECTS required in order to obtain the Postgraduate Specialization Diploma (PSD) is 120.

	1st Semester (30 ECTS)	
LPK50	Theoretical Conceptualizations and Methodological Approaches to Folk/Popular Culture	(C[1],15 ECTS)
LPK51	Modern Tangible and Intangible Cultural Heritage: theoretical approaches and cultural policies	(C,15 ECTS)
	2nd Semester (30 ECTS)	
LPK52	Modern Material Culture and museums	(C,15 ECTS)
LPK53	Folk/Popular Culture, "Community", and ethho-local Identities	(C,15 ECTS)
	3rd Semester (30 ECTS)	
LPK60	Intangible Cultural Heritage	(E[2],15 ECTS)
LPK61	Urban popular culture	(E,15 ECTS)
LPK62	Folk/Popular Culture, Public Discourse, and Education	(E,15 ECTS)
	4th Semester (30 ECTS)	
LPK63	Popular culture, visual and digital culture	(E,15 ECTS)
LPKPA	Internship programme	(E,15 ECTS)
LPKDE	Master's Thesis	(E,30 ECTS)

Notes:
C[1]: Compulsory
E[2]: Elective

Guidelines on Module selection

You can choose from one (1) to two (2) Modules per semester (30 ECTS).
In the process of registering for a Module, the Modules of the previous semesters must be successfully completed first and then the Module of the next semester must be selected. For example, if you have successfully completed one (1) Module from the first semester and in the second semester you wish to select two (2) Modules, you must opt for one (1) Module from the first semester and one (1) from the second semester and so on.
In the 4th semester, you may choose either the Module LPK63, or the Master's Thesis (LPKDE) or the Internship Programme (PLKPA).
The preparation of the Master's Thesis presupposes the successful attendance of the six (6) Modules of the Programme.

The presentation of the Master's Thesis takes place after the successful completion of all the program's Modules.
In order to obtain the Postgraduate Diploma of Specialization it is compulsory: either the successful completion of six (6) Modules, as well as the successful elaboration and presentation of the Master's Thesis, or the successful completion of seven (7) Modules and the Internship Programme (PLKPA).

Evaluation

1. One (1) activity (ACT) with a 10% weighting factor in the final grade of the Module.
2. Two (2) Written Assignments (WA) with a 15% weighting factor in the final grade of the Module each.
   The grading of the Activity and the two (2) Written Assignment is only activated with a score equal to or above the base (≥5) in the Final Written Assignment (FWA).
3. Final Written Assignment (FWA) with a 60% weighting factor in the final grade of the Module, which is supported orally and counts for exam.
   The Final Grade of each Module, on a scale of 10, is calculated as follows:
   Final Module Grade = (ACT×0,1) + (WA1×0,15) + (WA2×0,15) + (FWA×0,6)
   Therefore, the right to submit and re-submit the FWA is configured as follows:

Eligibility for Final Assignment submission

Students are eligible to submit the Final Written Assignment if:

1. they have been awarded at least 50% of the total of potentially excellent grade from the total of all the assessed activities, i.e., 20 points out of 100, based on the factors mentioned at the aforementioned points (1) and (2), as shown at the following table;
2. at least two (2) out of three (3) total assignments have been completed.

ACT and WA grades in a 100-point scale			
ACT (10%)	WA1 (15%)	WA2 (15%)	Minimum points required to submit the FWA:
ACT × 1	WA1 × 1,5	WA2 × 1,5	20/100

Eligibility for Final Written Assignment resubmission

Students who register at the winter semester and have failed or not submitted their Final Assignment during the 1st examination period (January – February) are eligible to resubmit their Final Written Assignment during the next examination period (2nd examination, i.e., May – June), without the requirement of participation in the Activity and the Written Assignments of the Module. Should they fail or not participate, students are eligible to participate in the repeat examination in June – July. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.
Students who register at the spring semester and have failed or not submitted their Final Written Assignment during the 2nd examination period (May – June) are eligible to resubmit their Final Written Assignment during the repeat examination, in June – July, without the requirement of participation in the Activity and the Written Assignments of the Module. Should they fail or not participate, students are eligible to participate in the 1st examination period (January – February) of the following academic year. Students who fail in three (3) consecutive examinations or do not participate in them, may re-register in the module with full financial and educational obligations.

LPK50: Theoretical Conceptualizations and Methodological Approaches to Folk/Popular Culture

Module Code: LPK50
ECTS Credits: 15
Module Type: Compulsory
Semester: First (1st)
Language: Greek
Objectives - Description of the Module:
The module introduces students to the multifaceted conceptual, epistemological, theoretical, and methodological parameters of the study of popular/folk culture. Initially established as a special branch of "philological studies", folklore focused on the study of traditional folk culture through the classification of oral monuments of speech and the customs of the rural world. In this context, folklore became a "national science", documenting the "historical continuity" and "national homogeneity" of the Greek people. However, the introduction and establishment of disciplines such as social/cultural anthropology, sociology, and cultural studies have elevated popular culture into an interdisciplinary field. This has resulted in a new, socially critical, or comparative folklore, treating popular culture as a complex, dynamic, and heterogeneous socio-cultural system.
Learning Outcomes:
After completing the Module, students are expected to:

- Distinguish different conceptualizations of popular culture.
- Recognize the relationship of metonymic dipoles on which various conceptualizations are founded (tradition/modernity, orality/literacy, etc.).
- Understand the theoretical and epistemological foundations of individual conceptualizations.
- Connect different approaches to popular culture with broader cultural theories.
- Describe the historical development, evolution, and transformation phases of folk culture studies in Greece and internationally.
- Interpret these phases in light of the respective historical, socio-cultural, political, and ideological contexts.
- Distinguish individual fields of popular culture and their interconnections.
- Apply methods for collecting and analyzing ethnographic material.

Topics:

- Theoretical conceptualizations of popular culture: tradition and modernity
- "National traditions" and interdisciplinarity in the study of popular culture
- The development of popular culture studies in Greece
- The fields and places of popular culture
- Folk culture research methods

Prerequisites: There are no prerequisites for this Module
Teaching Method: Distance learning using the HOU's e-learning platform and conducting group counselling meetings (tele-GCM).

LPK51: Modern Tangible and Intangible Cultural Heritage: Theoretical Approaches and Cultural Policies

Module Code: LPK51

ECTS Credits: 15
Module Type: Compulsory
Semester: First (1st)
Language: Greek
Objectives - Description of the Module:
This module introduces the concepts of culture and heritage as studied in humanities and social sciences (folklore, ethnology, anthropology, sociology, cultural management, etc.). It examines the conceptualizations and content of cultural heritage at an international level, especially after World War II with the creation of institutions such as UNESCO, ICOM, and ICOMOS. Emphasis is placed on tangible and intangible cultural heritage in the recent historical period (19th-21st centuries), concerning traditional and modern Greek society. Newer cultural heritage includes a set of tangible and intangible cultural manifestations, practices, knowledge, evidence, etc., preserved for future generations and contributing to the cultural identity of communities. The protection, safeguarding, and exploitation of cultural assets are managed by institutional bodies implementing international and national conventions for their promotion. Recognizing and utilizing the newest cultural heritage enhances social cohesion, organization, and economic development.
Learning Outcomes:
After completing the Module, students are expected to:
- Understand different conceptualizations of cultural heritage.
- Distinguish and understand the connection between popular/folk culture and modern cultural heritage.
- Differentiate between tangible and intangible cultural heritage.
- Recognize the ways and agencies of safeguarding and promoting the newest cultural heritage.
- Interpret the importance of utilizing the latest cultural heritage for society and the economy.

Topics:
- The concept of “cultural heritage”
- Institutions and bodies managing the newest cultural heritage
- Recent cultural heritage and culture policies
- Modern cultural heritage management practices and policies
- Cultural heritage and (local) development

Prerequisites: There are no prerequisites for this Module
Teaching Method: Distance learning using the HOU’s e-learning platform and conducting group counselling meetings (tele-GCM).

LPK52: Modern Material Culture and Museums

Module Code: LPK52
ECTS Credits: 15
Module Type: Compulsory
Semester: Second (2nd)
Language: Greek
Objectives - Description of the Module:
Material culture is studied by various scientific fields (archaeology, history, folklore, ethnology, anthropology, industrial archaeology, museology, etc.), focusing on the relationship between objects, society, and culture. This module examines material culture’s conceptualizations and content through different theoretical currents and methodological approaches. The latest

material culture and evidence (objects, tools, utensils, machines, buildings, etc.) of pre-industrial and proto-industrial society are analyzed concerning production processes, empirical knowledge, everyday life, and consumer practices. Emphasis is placed on areas such as nutrition, gastronomy, architecture, habitation, clothing, and industrial heritage, linked to symbolic and mnemonic practices. The development of museums, including different types of museums and ways of presenting exhibits, is explored. Specific types of museums (folklore, ethnographic, open-air) are studied for their focus on modern culture and their methods of communication with social and educational groups.

Learning Outcomes:

After completing the Module, students are expected to:

- Understand theoretical currents and different conceptualizations of material culture.
- Distinguish material culture as a knowledge object of different scientific fields.
- Recognize various sub-themes and methodological approaches in their study.
- Appreciate the importance of the latest material culture as cultural heritage and its preservation and promotion.
- Utilize knowledge in cultural activities within their community.
- Understand the broader theoretical and ideological currents in the creation of museums.
- Recognize stages of museum practice (collection, museological study, museographic application, communication).
- Distinguish different types of museums of modern culture.
- Apply methods of communication and museum pedagogy.
- Utilize the latest cultural wealth (material and immaterial) in museums or museum exhibitions.

Topics:

- Theoretical and methodological approaches to material culture: conceptualizations and theoretical currents
- Material culture and everyday life: diet, clothing, housing, and forms of consumption
- Material culture, symbolic and mnemonic practices
- Folk art and craft - Folk architecture - Industrial heritage
- Types of folklore and popular culture museums
- Organization and management of museum and archival collections
- Museological approaches and museographic practices
- Popular culture and museum-pedagogical practices

Prerequisites: There are no prerequisites for this Module

Teaching Method: Distance learning using the HOU's e-learning platform and conducting group counselling meetings (tele-GCM).

LPK53: Folk/Popular Culture, "Community" and Ethno-local Identities

Module Code: LPK53

ECTS Credits: 15

Module Type: Compulsory

Semester: Second (2nd)

Language: Greek

Objectives - Description of the Module:

The focus is on the relationship between popular culture and ethno-local identities. The individual local, regional, and/or ethno-cultural traditions shaping modern Greek popular culture are mapped. Processes of composition, prioritization, diffusion, and interaction of

these traditions and their integration into national popular tradition are examined. Traditional Greek folklore has historically treated ethno-cultural diversity within a unified Greek culture, often ignoring or downplaying cultural differences. However, interdisciplinary shifts have led to new orientations that highlight cultural differences and the dynamic nature of ethno-local identities. Recent research examines these identities in the context of globalization, with the term "glocalization" describing the interaction between local and global influences. Popular culture is increasingly seen as a key factor in socio-economic development, with elements utilized in alternative tourism and local knowledge used for sustainable development.

Learning Outcomes:

After completing the Module, students are expected to:

- Understand the basic concepts of locality, community, ethno-local/ethnic group, ethno-cultural identity/otherness, diasporic/multi-local community, ethno-local network, ethnolocality, and cultural hybridity.
- Analyze popular culture in the light of locality, ethnicity, and nationalism theories.
- Distinguish individual local, regional, and ethno-cultural traditions in Greece.
- Investigate the interactions between local, regional, ethnic, and national cultures.
- Examine methods for managing ethno-cultural diversity in Greece.
- Interpret changes in cultural identity in light of socio-cultural and political-ideological contexts.
- Recognize cultural differences within ethno-local groups.
- Examine geographical diffusion, multi-local networking, and symbolic reproduction of ethno-topical groups.
- Understand the importance of inter-local and inter-ethnic interactions in the formation of Greek popular culture.
- Recognize the role of popular culture and cultural identity in local development.

Topics:

- Popular culture and ethno-local identities
- From "culture" to "cultures" of the community
- Regional identities, ethno-cultural differences, and effects of Greekness
- Global-local identities and popular culture: ethno-community networks, ethnolocality, and hybrid cultures
- Popular culture and "local development"

Prerequisites: There are no prerequisites for this Module

Teaching Method: Distance learning using the HOU's e-learning platform and conducting group counselling meetings (tele-GCM).

LPK60: Intangible Cultural Heritage

Module Code: LPK60

ECTS Credits: 15

Module Type: Elective

Semester: Third (3rd)

Language: Greek

Objectives - Description of the Module:

This module introduces students to the field of intangible cultural heritage, a relatively new area that has seen unprecedented growth in recent years. It emerged as a global concept with the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage in 2003, ratified by Greece in 2006. Since then, it has remained prominent through the actions of global organizations, states, local societies, and groups. Each nation state now compiles its own

catalogues/inventories to record elements of intangible cultural heritage. According to the UNESCO Convention, intangible cultural heritage refers to the living traditions of communities and groups, which are enriched, evolve, and adapt to socio-cultural conditions. Intangible cultural heritage includes social practices, representations, knowledge, techniques, oral traditions, performing arts, etc., which communities and groups recognize as part of their cultural heritage. However, this field often faces strong critical deconstructions and local and global controversies. It is a complex and broad concept with various meanings across different languages and cultures, often without absolute identification. Generally, intangible cultural heritage refers to particular forms of heritage that must be preserved for future generations. However, a prerequisite is its living existence in the present, its transmission from generation to generation, continuous reproduction and re-creation by communities and groups, strengthening identity and continuity, respecting diversity, protecting human rights, and ensuring sustainable development. The elements of intangible cultural heritage often do not have direct material existence, visibility, or physical presence but are felt through their results. Therefore, safeguarding and ensuring its continuity is more challenging than for physical objects. Each element of intangible cultural heritage has significant weight and different meanings in terms of reception and acceptance. Preserving and promoting the value of intangible cultural heritage requires an interdisciplinary approach, institutional recognition, and active participation of collectives.

Learning Outcomes:

After completing the Module, students are expected to:

- Understand the concept of intangible cultural heritage and its distinctions.
- Explain and interpret the correlations between intangible and material heritage and popular culture.
- Define and give meaning to the concept of intangible cultural heritage in its historical context.
- Understand critical approaches to intangible cultural heritage and its relationship with material heritage.
- Analyze the relationship between intangible cultural heritage and cultural management.
- Highlight the relationship between intangible cultural heritage and tradition, considering new perspectives in the modern era.
- Understand the relationship between modern open technologies and the management of intangible cultural heritage locally, nationally, and globally.

Topics:

- Historical and theoretical approaches and conceptualizations of intangible cultural heritage
- Intangible cultural heritage, tradition, and folk culture
- Fields of detection and manifestation of intangible cultural heritage
- Community, intangible cultural heritage, symbolic effects of identity; the relationship between the local and the global
- Management of intangible cultural heritage and its relationship with modern open technologies

Prerequisites: There are no prerequisites for this Module

Teaching Method: Distance learning using the HOU's e-learning platform and conducting group counselling meetings (tele-GCM).

LPK61: Urban Popular Culture

Module Code: LPK61
ECTS Credits: 15
Module Type: Elective
Semester: Third (3rd)
Language: Greek
Objectives - Description of the Module:
This module focuses on urban folk culture. Building on the concept of popular culture from a previous section, this module explores urban popular culture as a distinct methodological and epistemological field. It is an interdisciplinary topic, which requires various clarifications and delimitations. The unit highlights the specificity of urban folk culture and its expressions in the Greek area. The special social conditions of the early 20th century, during which unique artistic, cultural, and social expressions developed in urban centres, especially ports, are examined. These expressions, though influenced by dominant ideology, are autonomous and develop hybrid actions and resistances. Urban folk culture encompasses cultural practices and expressions of everyday culture that define specific groups distinct from the dominant culture. The unit also examines urban popular culture concepts related to scientific interest: methodological approaches, ideological references, stereotypes, and conceptualizations. International (tango, blues, fado) and Greek (rebetiko and folk song, Shadow Theater , dime novel, pulp fiction, popular cinema, other popular forms of entertainment) cultural creations will be presented and discussed concerning their composition, operation, and references to the wider cultural field.
Learning Outcomes:
After completing the Module, students are expected to:

- Gain a deep understanding of the relationship between urban popular culture and popular culture in general, as well as their differences.
- Interpret the differences between urban popular culture and mass culture.
- Explain the significance of urban culture concerning the culture of the dependent strata.
- Connect research approaches of urban popular culture in the Greek area with the development of social sciences' theoretical and methodological tools.
- Connect different approaches of urban popular culture with broader theories of civilization and culture.
- Distinguish individual fields and expressions of urban popular culture and their connections.
- Understand the relationship between local, national, and global aspects of urban folk culture.
- Interpret forms of urban (sub)culture in light of modern cultural studies.
- Explain the correlations between identity and urban popular culture forms.
- Interpret contemporary identity forms through urban popular culture expressions (hybrids, mixed identities).

Topics

- Theoretical conceptualizations of urban popular culture and mass culture
- Forms of popular culture in urban spaces
- Forms of urban popular culture in Greece
- Formation of identities within urban popular culture contexts; contemporary urban (sub)cultures

Prerequisites: There are no prerequisites for this Module

Teaching Method: Distance learning using the HOU's e-learning platform and conducting group counselling meetings (tele-GCM).

LPK62: Folk/Popular Culture, Public Discourse, and Education

Module Code: LPK62
ECTS Credits: 15
Module Type: Elective
Semester: Third (3rd)
Language: Greek
Objectives - Description of the Module:
This module examines the processes of composition and reproduction of public representations and practices surrounding popular culture in Greece. It focuses on the importance of cultural, educational, and self-governing institutions, intellectuals, and media, as well as their interactions on three interrelated levels: a) thematic standardization and ideological crystallization of the Greek folklore canon, b) political practices for consolidating and reproducing this rule, and c) procedures for recording and disseminating it in public discourse. Although these fields form a hegemonic institutional framework around popular culture over time, today they are not completely defined, hierarchical, or coherent. This paves the way for the emergence of different discourses and practices about popular culture in the public sphere. These "alternative" narratives usually do not translate into organized policies but express a tendency to enrich, renew, and re-interpret individual aspects of the national folkloric norm. In recent years, innovative educational projects have treated popular culture dynamically, connecting it to contemporary social issues (globalization, inter-culturalism, environment, gender relations, etc.). These programs link to the increasing networking of school units through the Internet or their participation in local, supra-local, or transnational educational and cultural networks. This interaction offers school communities multiple, heterogeneous, and less hierarchical sources of folklore knowledge, allowing for multi-faceted readings, interpretations, and pedagogical uses of folk culture.
Learning Outcomes:
After completing the Module, students are expected to:

- Understand the terms institutional network, national ideology, folklore norm, and public folklore.
- Distinguish institutions and fields involved in forming, public diffusion, social and symbolic validation, or negotiating hegemonic representations of popular culture.
- Examine the interactions of individual institutional discourses and practices within the above procedures.
- Interpret socio-cultural dynamics and changes related to the above.
- Distinguish the ways of integrating the national folklore norm and public folklore into education.
- Examine how education can renew and rename popular culture and vice versa.
- Evaluate, design, and implement contemporary reflective teaching programs using popular culture.
- Critically use relevant public narratives in teaching popular culture.

Topics:

- Institutional grid of popular culture reproduction: public institutions, intellectuals, and media
- National ideology, folklore canon, and public folklore
- Education as a field for reproducing and negotiating the public folklore norm

- Teaching popular culture and reflection

Prerequisites: There are no prerequisites for this Module

Teaching Method: Distance learning using the HOU's e-learning platform and conducting group counselling meetings (tele-GCM).

LPK63: Popular Culture, Visual and Digital Culture

Module Code: LPK63

ECTS Credits: 15

Module Type: Elective

Semester: Fourth (4th)

Language: Greek

Objectives - Description of the Module:

The field of popular culture and its close relationship with visual and digital culture has undergone a major boom in recent years. Popular culture is a multifaceted and complex concept that is often combined with traditional culture and popular and/or mass culture. Today, the popular culture of dependent strata (subaltern) is considered an autonomous field, which deals with issues of transition and transformation in the field of social and cultural processes in modern multicultural societies. Emphasis is placed on the lived experience and the everyday life of the subjects, considering popular culture as an overall way of life and action, with the production of cultural practices and meanings characterized by ideological dominance, hybridization, resistance and exclusion. Visual Culture refers to a set of perceptions and practices in terms of representation and their visual documentation. It examines the social and cultural dimensions of visual representations, emphasizing popular culture and everyday practices. Folk culture as a whole is visualized and rendered in various forms and ways for many decades. From the traditional society to the postmodern and digital society, the representations of this visualization have been carried out with various means (photography, ethnological cinema, analogue and digital video etc.). Digital Culture refers to the massification of contemporary internet technologies and their impact on the body of contemporary popular culture. Like visual culture, it is an interdisciplinary field that explores the imprints and effects of the modern digital world, decisively highlighting the cultural heritage, tangible and intangible, and ensuring the formation of a digital strategy in the field of culture through the use of modern technologies. Both visual and digital culture contribute, especially in recent years, to the recording, transmission and display of popular culture, thus utilizing valuable information in the field of memory. The available technology has helped in this since it has become easy to use, particularly in the process of recording in the field of oral history as well as in the field of recording ritual and performative practices. These recordings are now carried out in the context of an interactive, reflective and open use of both the knowledge and the means of recording and reproduction by all participants (academics, researchers, representatives and members of local communities).

Learning Outcomes:

After completing the Module, students are expected to:

- Recognize the close relationship of folk culture with popular culture and to distinguish the correlations with the field of tradition and popular culture in general.
- Define and attribute meaning to the concept of popular culture in its historical trajectory. To understand the use of different definitions (folk, popular, mass, traditional etc.) as well as the relationship between culture and civilization.
- Articulate scientific reasoning regarding the distinctions between mass / popular culture and high art as well as the reasons for constructing these distinctions.

- Understand and distinguish the different concepts of visual and digital culture.
- Grasp the theoretical and epistemological foundations of digital and visual culture.
- Understand and distinguish the methods of collecting and analyzing visual and digital material.
- Explain the close relationship between culture, popular culture and image.
- To interpret the differences regarding the visual field across various cultures.
- To explain the effect of recording technologies on the perception that societies shape historically vis-à-vis representation and visuality.

Topics:

- Theoretic concepts of popular culture and the relationship between tradition and popular (pop) culture
- The field of digital culture and its relationship with popular culture
- Folk culture in Greece and the development of visual and digital culture

Prerequisites: There are no prerequisites for this Module

Teaching Method: Distance learning using the HOU's e-learning platform and conducting group counselling meetings (tele-GCM).

LPKPA Internship Programme

Module Code: LPKPA

ECTS Credits: 15

Module Type: Elective

Semester: Fourth (4th)

Language: Greek

Description: The internship is offered as an option in the 4th semester and aims to introduce and bring students into contact with organizations (research centers, museums, public organizations, local government organizations, etc.) whose activity is the research, protection, utilization and management of issues of popular culture and elements of the modern political heritage. The employment of students through the Internship in the context of their post-graduate studies aims at the substantial utilization of theoretical knowledge and skills and the acquisition of experience in the working environment, creating a two-way relationship between academic education, research and professional employment.

Learning results:

After completing the Internship, students are expected to:

- They have come into direct contact with the working reality as it is carried out in agencies, institutions and services.
- Combine the theoretical knowledge they acquire in the MA with the production process, i.e. the research, exploitation and management of issues of popular culture and modern cultural heritage
- To assimilate the scientific knowledge in the maximum possible way and to utilize it in a work-professional environment
- They expand and target their professional integration

Teaching Method: The Internship of the students is carried out with the cooperation of the academic institution and the selected organization under the supervision of the teacher (SEP member). It ends with the submission of a written report by the student.

E.P.A implementation bodies: Bodies and services in which the Internship can take place/carry out include the following:

- Research Centers (e.g. Hellenic Folklore Research Centre, Academy of Athens)
- Services of the Ministries of Culture and Sports (e.g. Directorate of Modern Cultural

Heritage, Directorate of Museums, etc.), Tourism
- Museums of Modern Cultural Heritage (e.g. Museum of Modern Greek Culture, Benaki Museum, Centre for the Study of Modern Ceramics-G. Psaropoulos Foundation, Folklore and Ethnological Museum of Macedonia-Thrace, Ethnological Museum of Thrace, Basil Papadoniou Foundation, Piraeus Bank Group Cultural Foundation, etc.)
- Services of Local Government Organizations (Municipalities, Regions, Cultural organizations, etc.)

Deliverable: Internship (3 months) with a written report of 4,000-5,000 words.

LPKDE Master's Thesis

Module Code: LPKDE
ECTS Credits: 30
Module Type: Elective
Semester: Fourth (4th)
Language: Greek
Description: Elaboration of a thesis of 20,000-25,000 words, with elements of theoretical and original argumentation and/or composition.

General Regulation for the Preparation of Master's Diploma Theses in MA Programmes with six-month module duration

For more information regarding the Specifications - Useful Material for writing Master's Thesis and uploading of Thesis in the EAP Repository, you can visit the Digital Education Space **http://courses.eap.gr** and especially to the Curriculum section.

Learning outcomes:

With the successful completion of the Master's Thesis, students are expected to:
- be well-acquainted with all the basic teaching material of all MA modules
- understand and appreciate basic concepts key to the study of popular culture and modern cultural heritage
- recognize elements and issues of popular culture and modern cultural heritage
- conduct research and produce original academic texts
- utilize knowledge in the management of issues of popular culture and modern cultural heritage
- design innovative programs and use cutting-edge technologies for their implementation

Annex

Certification of Foreign Language

1. Certification of English competency at level B2

English competency (level B2) is proven according to article 10, Presidential Decree 85/2022 “Determination of qualifications for appointment in the public sector (Qualification-Department)" (A΄ 232), in combination with Part C΄ and namely "LANGUAGE CERTIFICATES " of no. 20/01.02.2023 "Amendment of no. 94/20.6.2022 of the decision of the SUPREME COUNCIL FOR CIVIL PERSONNEL SELECTION (ASEP)"Procedure for determining the fixed parts of the content of staff selection announcements based on predetermined and objective criteria (Articles 28 - 30 of Law 4765/2021) (B' 3614)" (B' 594) with language proficiency certificates.

Language Certificates

The table below shows the language certificates - level (B2) of English Competency that are accepted as well as the issuing body.

Certification of English competency at level B2 can be proved as follows:

- AIM Awards Level 1 Certificate in ESOL International (B2) (Listening, Reading, Writing, Speaking)
- AIM Qualifications Level 1 Certificate in ESOL International (B2) (Anglia Advanced) (Listening, Reading, Writing, Speaking)
- Ascentis Level 1 Certificate in ESOL International (CEF B2)
- Assessment Board for Language Examinations: Level B2 (ABLE B2) Hellenic American University (Nashua, New Hampshire, USA)
- BULATS English Language Test, overall score 60-74, CAMBRIDGE UNIVERSITY or CAMBRIDGE ASSESSMENT ENGLISH (For certificates issued by 19.11.2019)
- BUSINESS ENGLISH CERTIFICATE – VANTAGE (BEC VANTAGE) University of Cambridge Local Examinations Syndicate (UCLES) or CAMBRIDGE ASSESSMENT ENGLISH
- BUSINESS ENGLISH CERTIFICATE PRELIMINARY CAMBRIDGE ASSESSMENT ENGLISH overall score 160-170
- BUSINESS ENGLISH CERTIFICATE VANTAGE CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179
- CERTIFICATE IN ADVANCED ENGLISH CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179
- FIRST CERTIFICATE IN ENGLISH CAMBRIDGE UNIVERSITY or CAMBRIDGE ASSESSMENT ENGLISH
- FIRST CERTIFICATE IN ENGLISH CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179
- CERTIFICATE IN INTEGRATED SKILLS IN ENGLISH ISE II TRINITY COLLEGE LONDON
- CITY & GUILDS LEVEL 1 CERTIFICATE IN ESOL INTERNATIONAL (reading, writing and listening) - COMMUNICATOR - **and** CITY & GUILDS LEVEL 1 CERTIFICATE IN ESOL INTERNATIONAL (Spoken) - COMMUNICATOR - (They are cumulatively submitted to demonstrate good language proficiency)

- CITY & GUILDS CERTIFICATE IN INTERNATIONAL ESOL - COMMUNICATOR - **and** CITY & GUILDS CERTIFICATE IN INTERNATIONAL SPOKEN ESOL - COMMUNICATOR - (They are cumulatively submitted to demonstrate good language proficiency)
- (ECCE)- CERTIFICATE OF COMPETENCY IN ENGLISH MICHIGAN UNIVERSITY (ENGLISH LANGUAGE INSTITUTE or Cambridge Michigan Language Assessments - CaMLA or Michigan Language Assessment)
- EDI Level 1 Certificate in ESOL International JETSET Level 5 (CEF B2)
- ESB Level 1 Certificate in ESOL International All Modes (Council of Europe Level B2)
- INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS) from University of Cambridge Local Examinations Syndicate (UCLES) or CAMBRIDGE ASSESSMENT ENGLISH – The British Council – IDP Education Australia IELTS Australia (with score 5,5- 6,5)
- GA Level 1 Certificate in ESOL International – CEFR: B2
- GA Level 1 Certificate in ESOL International (Classic B2)
- B2- LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing) (Communicator B2) **and** B2– LanguageCert Level 1 Certificate in ESOL International (Speaking) (Communicator B2) (They are cumulatively submitted to demonstrate good language proficiency)
- LanguageCert Test of English (LTE) - LanguageCert Level 1 Certificate in ESOL International (Listening, Reading) (LanguageCert Test of English B2) (issued by 30.06.2024)
- LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Test of English B2)
- LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Academic B2)
- LanguageCert Level 1 Certificate in ESOL (Listening, Reading, Writing, Speaking) (LanguageCert General B2)
- LONDON TESTS OF ENGLISH LEVEL 3 - UPPER INTERMEDIATE COMMUNICATION-EDEXCEL
- EDEXCEL LEVEL I CERTIFICATE IN ESOL INTERNATIONAL (CEF B2)
- LRN Level 1 Certificate in ESOL International (CEF B2)
- MET – MICHIGAN ENGLISH TEST (Listening, Reading, Speaking) score from 157 -189 from Michigan Language Assessment or CAMBRIDGE MICHIGAN LANGUAGE ASSESSMENTS-CaMLA (issued by 30.06.2024)
- MET - MICHIGAN ENGLISH TEST (Listening, Reading issued by 30.06.2024 or Listening, Reading, Speaking, Writing) score from 53- 63 του Michigan Language Assessment
- MICHIGAN ENGLISH LANGUAGE ASSESSMENT BATTERY (MELAB) score 80-90, CAMBRIDGE MICHIGAN LANGUAGE ASSESSMENTS or MICHIGAN LANGUAGE ASSESSMENT
- Michigan State University – Certificate of English Language Competency (MSU – CELC): CEF B2
- NOCN Level 1 Certificate in ESOL International (B2)
- NYLC –NEW YORK LANGUAGE CENTER CERTIFICATE Level B2
- OCNLR Level 1 Certificate in ESOL International (CEFR B2)
- OCNW Certificate in ESOL International at Level 1 (Common European Framework equivalent level B2) (by 31/8/2009)
- Open College Network West Midlands Level 1 Certificate in ESOL International (CEFR B2)
- PEARSON EDI Level 1 Certificate in ESOL International (CEF B2)
- PEARSON LCCI LEVEL 1 CERTIFICATE IN ESOL INTERNATIONAL (CEFR B2)

- ESOL INTERNATIONAL (CEFR B2)
- PEARSON TEST OF ENGLISH GENERAL LEVEL 3 UPPER- INTERMEDIATE COMMUNICATION - EDEXCEL
- PEARSON EDEXCEL LEVEL I CERTIFICATE IN ESOL INTERNATIONAL (CEF B2) (ENGLISH INTERNATIONAL CERTIFICATE)
- PEARSON LCCI EFB LEVEL 3 (Units: Reading, Writing, Listening, Speaking, in case one of those is graded as "Pass")
- PEARSON LCCI EFB LEVEL 2 (Units: Reading, Writing, Listening, Speaking, "Distinction" or "Credit")
- PRELIMINARY ENGLISH TEST, CAMBRIDGE ASSESSMENT ENGLISH overall score 160-170
- SEG AWARDS Level 1 Certificate in ESOL International (CEF B2) SKILLS & EDUCATION GROUP AWARDS
- TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC Listening, Reading) EDUCATIONAL TESTING SERVICE/ CHAUNCEY, USA, score 505 – 780 issued by 30.06.2024
- TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION -TOEIC 4-Skills (Listening, Reading, Speaking, Writing) EDUCATIONAL TESTING SERVICE (ETS), Level B2
- Test of Interactive English, B2 Level (ACELS)
- Test of Interactive English, B2 Level (Gatehouse Awards)
- Test of Interactive English, B2 + Level (ACELS)
- The British Council Aptis ESOL International Certificate Level 1 (Aptis ESOL Advanced or Aptis ESOL General)
- VTCT (ITEC) Level 1 Certificate in ESOL International (B2) or VTCT Skills (ITEC) Level 1 Certificate in ESOL International (B2)
- National Foreign Language Exam System (KPG) equivalent level of Law 2740/1999, as replaced by paragraph 19, Article 13, of Law 3149/2003.

English competency (level B2) is also proven with certificates of other institutions (not limited to universities) of an equivalent level, irrespective of their legal form, provided they are certified or recognized by the competent authority of the country concerned for conducting examinations and issuing certificates of proficiency in English at the appropriate level. These certificates must be accompanied by a proof document from the issuing body that both the issuing body and the language certificate competency are certified by the competent national authority and also and that the certification also concerns the evaluation of basic communication skills (written language production, oral language production, written language comprehension and oral language comprehension).

If there is no certification or recognition body in the country concerned, a certificate from the relevant Ministry or Embassy of Greece is required, confirming that the certificates issued by the above bodies to third parties for whom English is not a native language are accepted in public services of that country as valid evidence of English at the appropriate level according to the Common European Framework of Reference for Languages (CEFR). The competent regulatory authority for Great Britain is the Office of Qualifications and Examinations Regulation (Ofqual).

General notes:

- Advanced level foreign language certificates also prove knowledge of a lower (required) level of the foreign language.
- Foreign Language Teaching Certification does not prove the competence in a foreign language. In order to prove their competence in the foreign language, candidates who hold the relevant certification must provide the foreign language certificates as provided for in this Annex where applicable
- All foreign language degrees must be accompanied by their official translation into the Greek language, except the above English language proficiency certificates, which are accepted without requiring any translation and validation.

2. Certification of German language competency at level B2

German language competency (Level B2) can be proved according to article 10, Presidential Decree 85/2022 "Determination of qualifications for appointment in the public sector (Qualification-Department)" (A΄ 232), in combination with Part C΄ and namely "LANGUAGE CERTIFICATES " of no. 20/01.02.2023 "Amendment of no. 94/20.6.2022 of the decision of the SUPREME COUNCIL FOR CIVIL PERSONNEL SELECTION (ASEP)"Procedure for determining the fixed parts of the content of staff selection announcements based on predetermined and objective criteria (Articles 28 - 30 of Law 4765/2021) (B' 3614)" (B' 594) with language proficiency certificates.

Language Certificates

The table below shows the language certificates - level (B2) of German Competency that are accepted as well as the issuing body.

Certification of German competency at level B2 can be proved as follows:

- GOETHE – ZERTIFIKAT B2 (Units: Lesen, Hören, Schreiben, Sprechen) of the Goethe Institut.
- ZERTIFIKAT DEUTSCH FUR DEN BERUF (ZDfB) of the Goethe Institut.
- ÖSTERREICHISCHES SPRACHDIPLOM (ÖSD) B2 MITTELSTUFE DEUTSCH (until 31/12/2014)
- (From 1/1/2015) ÖSTERREICHISCHES SPRACHDIPLOM (ÖSD) ZERTIFIKAT B2
- (From) ÖSTERREICHISCHES SPRACHDIPLOM (ÖSD) ZERTIFIKAT B2 (Unit 1: LESEN, HOREN, SCHREIBEN, Unit 2: SPRECHEN)
- ZERTIFIKAT V.B.L.T. SOZIALES LEBEN University of Geneva.
- National Foreign Language Exam System (KPG) equivalent level of Law 2740/1999, as replaced by paragraph 19, Article 13, of Law 3149/2003.

German competency (level B2) is also proven with certificates of other institutions (not limited to universities) of an equivalent level, irrespective of their legal form, provided they are certified or recognized by the competent authority of the country concerned for conducting examinations and issuing certificates of proficiency in German at the appropriate level. These certificates must be accompanied by a proof document from the issuing body that both the issuing body and the language certificate competency are certified by the competent national authority and also and that the certification also concerns the evaluation of basic communication skills (written language production, oral language production, written language comprehension and oral language comprehension).
If there is no certification or recognition body in the country concerned, a certificate from the relevant Ministry or Embassy of Greece is required, confirming that the certificates issued by the above bodies to third parties for whom German is not a native language are accepted in public services of that country as valid evidence of the German language at the appropriate level according to the Common European Framework of Reference for Languages (CEFR).

General notes:

- Advanced level foreign language certificates also prove knowledge of a lower (required) level of the foreign language.
- Foreign Language Teaching Certification does not prove the competence in a foreign language. In order to prove their competence in the foreign language, candidates who

hold the relevant certification must provide the foreign language certificates as provided for in this Annex where applicable.

- All foreign language degrees must be accompanied by their official translation into the Greek language, **except the above German language proficiency certificates,** which are accepted without requiring any translation and validation.

3. Certification of French language competency at level B2

French language competency (Level B2) can be proved according to article 10, Presidential Decree 85/2022 "Determination of qualifications for appointment in the public sector (Qualification-Department)" (A΄ 232), in combination with Part C΄ and namely "LANGUAGE CERTIFICATES " of no. 20/01.02.2023 "Amendment of no. 94/20.6.2022 of the decision of the SUPREME COUNCIL FOR CIVIL PERSONNEL SELECTION (ASEP)"Procedure for determining the fixed parts of the content of staff selection announcements based on predetermined and objective criteria (Articles 28 - 30 of Law 4765/2021) (B' 3614)" (B' 594) with language proficiency certificates.

Language Certificates

The table below shows the language certificates - level (B2) of French Competency that are accepted as well as the issuing body.

Certification of French competency at level B2 can be proved as follows:

- DELF 1ER DEGRE (UNITES A1, A2, A3, A4) or DELF B2 French Ministry of Education - CIEP.
- CERTIFICAT DE LANGUE FRANCAISE - SORBONNE B2 Paris-Sorbonne Université
- CERTIFICAT DE LANGUE FRANCAISE (which was issued until 1996) - French Institute in Greece.
- Certificat de compétences linguistiques του Institut Supérieur des Langues Vivantes (ISLV), Département de français, University of Liège - Level B2.
- CERTIFICAT V.B.L.T. NIVEAU SOCIAL Université de Genève
- National Foreign Language Exam System (KPG) equivalent level of Law 2740/1999, as replaced by paragraph 19, Article 13, of Law 3149/2003.

Note: For the certificates of previous year, which are not mentioned herein, an official document from the responsible body is required (French Institute of Athens-Examinations Service) to certify the level of the certificate.

French competency (level B2) is also proven with certificates of other institutions (not limited to universities) of an equivalent level, irrespective of their legal form, provided they are certified or recognized by the competent authority of the country concerned for conducting examinations and issuing certificates of proficiency in French at the appropriate level. These certificates must be accompanied by a proof document from the issuing body that both the issuing body and the language certificate competency are certified by the competent national authority and also and that the certification also concerns the evaluation of basic communication skills (written language production, oral language production, written language comprehension and oral language comprehension).

If there is no certification or recognition body in the country concerned, a certificate from the relevant Ministry or Embassy of Greece is required, confirming that the certificates issued by the above bodies to third parties are accepted in public services of that country as valid evidence of the French language at the appropriate level according to the Common European Framework of Reference for Languages (CEFR).

General notes:

- Advanced level foreign language certificates also prove knowledge of a lower (required) level of the foreign language.
- Foreign Language Teaching Certification does not prove the competence in a foreign language. In order to prove their competence in the foreign language, candidates who hold the relevant certification must provide the foreign language certificates as provided for in this Annex where applicable.
- All foreign language degrees must be accompanied by their official translation into the Greek language, **except the above French language proficiency certificates**, which are accepted without requiring any translation and validation.