



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών
— ΙΔΡΥΘΕΝ ΤΟ 1837 —

Φιλοσοφική Σχολή
Παιδαγωγικό Τμήμα Δευτεροβάθμιας Εκπαίδευσης
ΠΜΣ «Συμβουλευτική, Επαγγελματικός Προσανατολισμός και Διά Βίου Μάθηση»
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CURRICULUM

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A Semester (Fall Semester)

THEORIES AND META-THEORIES OF CAREER DEVELOPMENT

Academic Staff: Aikaterini Argyropoulou, PhD., Associate Professor

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP01	SEMESTER	Fall Semester
COURSE TITLE	THEORIES AND META-THEORIES OF CAREER DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES and EXERCISES	3	7	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS134		

(2) LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of the course is for postgraduate students to study and understand the main issues involved in the principal theories and metatheories of career development and the methods with which these theoretical approaches are implemented in Counselling and Career Guidance.</p> <p>The objectives of the course are for postgraduate students to:</p> <ul style="list-style-type: none">• Know the content of career development theories and metatheories and understand how the perceptions emerging from these approaches influence career development and choice in terms of their context of application and the needs of the individuals benefiting from them.• Combine evidence from different theoretical approaches and meta-theories of career

development to formulate appropriate counselling interventions in education and employment.

- Utilize assessment tools, interventions and techniques that fall within the content of career development theories and models to infuse elements of Counselling and Career Guidance into the teaching process.
- Design and formulate pedagogical actions and/or career development programs in educational contexts (formal or non-formal education and training) and employment according to the needs of different populations (students, young people, adults) and their life stage.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Generation of new research ideas
- Demonstrating social, professional and ethical responsibility and sensitivity to issues of gender and vulnerable groups
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

1. Self and career development theories
2. Person-environment fit theories: Holland's typological theory
3. Developmental theories: Super's theory of career development (the self-concept).
4. The theory of social learning in career development and selection-The Social Cognitive Career Theory
5. Theoretical approaches to career decision making. Individual Differences in Career Decision Making- Career decision making profiles
6. Career indecision
7. Career decision making management skills.
8. Narrative approaches in Career Counselling
9. Metatheories- Career Construction Theory & Life Planning
10. Career Adaptability
11. Positive Psychological Strengths
12. Sustainable career development

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies, simulations, problem approach)												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class												
ORGANIZATION OF TEACHING	<table border="1"><thead><tr><th><i>Activity</i></th><th><i>Semester Workload</i></th></tr></thead><tbody><tr><td>Lectures and exercises</td><td>39</td></tr><tr><td>Literature study & analysis/ Independent study</td><td>90</td></tr><tr><td>Written assignment</td><td>46</td></tr><tr><td></td><td></td></tr><tr><td>Total Course</td><td>175</td></tr></tbody></table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	39	Literature study & analysis/ Independent study	90	Written assignment	46			Total Course	175
<i>Activity</i>	<i>Semester Workload</i>												
Lectures and exercises	39												
Literature study & analysis/ Independent study	90												
Written assignment	46												
Total Course	175												
STUDENT EVALUATION	<ul style="list-style-type: none">• During the Semester: Formative assessment through questions, exercises and activities• Written individual assignment• Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 20%). <p>The assignment evaluation criteria are presented in detail to the students and are included in a file that is sent electronically to the students and/or posted in the e-class of the course.</p>												

(5) RECOMMENDED BIBLIOGRAPHY

<p><i>Προτεινόμενη Βιβλιογραφία:</i></p> <ul style="list-style-type: none">➤ Αργυροπούλου, Κ. (2022). <i>Συμβουλευτική σταδιοδρομίας. Ζητήματα μιας πολυδιάστατης διαδικασίας</i>. Αθήνα: Γρηγόρη.➤ Αργυροπούλου, Κ. & Αντωνίου, Α-Σ. (Επιστημονική Επιμέλεια) (2020). <i>Διαχείριση Σταδιοδρομίας και Ανάπτυξη Δεξιοτήτων στο Σύγχρονο Εκπαιδευτικό και Εργασιακό Περιβάλλον. Προ(σ)κλήσεις του 21ου αιώνα</i>. Αθήνα: Γρηγόρη.➤ Αργυροπούλου, Κ. (2019) (Επιμέλεια Έκδοσης). <i>Επαγγελματικός Προσανατολισμός και Λήψη Επαγγελματικών Αποφάσεων. Πρακτικές Εφαρμογές για Συμβούλους Επαγγελματικού Προσανατολισμού & Σταδιοδρομίας</i>. Αθήνα: Γρηγόρη.➤ Αργυροπούλου, Κ. (2021) (Επιστημονική Επιμέλεια). <i>Διαδικασία Λήψης Επαγγελματικών Αποφάσεων Εφήβων και Νέων: Παράγοντες, Διαστάσεις και Παρεμβάσεις</i>. Αθήνα: Γρηγόρη.
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- Arthur, N., Neault, R. & McMahon, M. (2019). *Career Theories and Models at Work: Ideas for Practice*. Toronto: Ceric Publishers.
- Brown, S & Lent, W. (2021). *Career Development and Counseling: Putting Theory and Research to Work*, 3rd Edition. Wiley.
- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career Counseling. Holism, Diversity & Strengths* (4th ed). Alexandria, VA: American Counseling Association.
- Hackney, H. L., & Cormier, S. (2013). *The professional counselor: A process guide to helping*. Upper Saddle River, NJ: Pearson.
- Κασσωτάκης, Μ. (Επιμ.) (2002). *Συμβουλευτική και Επαγγελματικός Προσανατολισμός*. Αθήνα: Τυποθήτω.
- Nathan, R., & Hill, L. (2006). *Επαγγελματική Συμβουλευτική*. Αθήνα: Μεταίχμιο
- Niles, S. G. (2020). *Career Flow and Development: Hope in Action*. Cognella, Inc.

- *Relevant scientific journals:*

- Νέα Παιδεία
- *Επιθεώρηση Συμβουλευτικής – Προσανατολισμού*
- Επιστήμες Αγωγής
- Θεωρία και Έρευνα στις Επιστήμες της Αγωγής
- *Advances in Social Sciences Research Journal*
- **BRITISH JOURNAL OF GUIDANCE & COUNSELLING**
- *International Journal for Educational and Vocational Guidance*
- *International Journal of Academic Research in Education and Review*
- *International Journal of Psychological Studies*
- *Open Journal of Social Sciences*
- *Sustainability*

THEORY AND PRACTICE OF COUNSELLING IN THE EDUCATIONAL AND SOCIETAL FRAMEWORK

Academic Staff:

Aggeliki Gena, PhD, Professor

Fotini (Fay) Antoniou, PhD, Associate Professor

Anastasios Asvestas, PhD, Scientific Collaborator

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP02	SEMESTER	Fall Semester
COURSE TITLE	THEORY AND PRACTICE OF COUNSELLING IN THE EDUCATIONAL AND SOCIETAL FRAMEWORK		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
LECTURES and EXERCISES		3	8
COURSE TYPE		SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS	
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/PPP828/		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is to introduce postgraduate students to the main theoretical approaches, the historical and philosophical pillars, the techniques and the research which are linked to the field of Counselling and Career Guidance. The highlighted aspects include counselling methodology, steps of counselling interview and the development of necessary counselling skills in forming an effective relationship between counselor-beneficiary.

The objectives of the course are for the postgraduate students to:

- Know the types and basic goals of counselling and apply the methodology of the counseling process.
- Describe the main theoretical approaches to counselling, based on the objectives, process and techniques adopted by them.
- Distinguish counselling services in terms of their type and characteristics.
- Describe traits or skills of the counselling and guidance worker that promote the creation of a positive counselling relationship.
- Simulate an individual and/or group counseling process using appropriate methods and tools in the school and community setting.
- Apply counselling skills and techniques in the educational context in which they are situated.
- Infuse elements of counselling and career guidance in the teaching of their subject area.
- Plan and/or select interventions (indicatively: (indicatively: preventional, handling, transitional) as to their application framework and the participants' needs, as well as implement and evaluate them.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Project design and management
- Demonstrating social, professional and ethical responsibility and sensitivity to issues of gender and vulnerable groups
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

<ul style="list-style-type: none"> ● Introduction to basic concepts of Counselling ● Counselling Theoretical Framework ● Relation between Counselling and other disciplines ● Educational Counselling ● Counselling Interview Skills ● Challenges and Skills of an Effective Counsellor - Personal and Career Development of the Counsellor - Ethics in Counselling and Career Guidance ● Methodology and stages of the counselling process - Counselling Theories, Methods and Techniques, Application in Practice (I) ● Counselling Theories, Methods and Techniques, Application in Practice (II) ● Career Guidance Techniques ● Simulation of individual counselling process ● Simulation of group counselling process ● Experiential exercise of Counselling and Career Guidance

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies, simulations, problem approach)												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class												
ORGANIZATION OF TEACHING	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Activity</i></th> <th style="background-color: #d9ead3;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and exercises</td> <td>60</td> </tr> <tr> <td>Literature study & analysis/ Independent study</td> <td>90</td> </tr> <tr> <td>Written Assignment</td> <td>50</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>200</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	60	Literature study & analysis/ Independent study	90	Written Assignment	50			Total Course	200
<i>Activity</i>	<i>Semester Workload</i>												
Lectures and exercises	60												
Literature study & analysis/ Independent study	90												
Written Assignment	50												
Total Course	200												

STUDENT EVALUATION	<ul style="list-style-type: none"> ● During the Semester: Formative assessment through questions, exercises and activities ● End of Semester: Written individual assignment ● Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 40%). ● The assignment evaluation criteria are presented in detail to the students and are included in a file that is sent electronically to the students and/or posted in the e-class of the course.
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(5) RECOMMENDED BIBLIOGRAPHY

-A.C.A. (2009). The ACA encyclopedia of counseling. Al:Wiley

-Μαλικιώση - Λοΐζου, Μ. (2018) Συμβουλευτική Ψυχολογία. Αναθεωρημένη Έκδοση. Αθήνα: Πεδίο.

-Nelson - Jones, R. (2009). Βασικές δεξιότητες συμβουλευτικής. Αθήνα: Πεδίο.

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-Κοσμίδου - Hardy, Χρ. & Γαλανουδάκη - Ράπτη, Αθ. (1996). Συμβουλευτική Ψυχολογία. Αθήνα: Ασημάκης

-Κασσωτάκης, Μ. (Επιμ.) (2002). Συμβουλευτική και Επαγγελματικός Προσανατολισμός: Θεωρία και πράξη. Αθήνα: Τυπωθήτω.

-Μαλικιώση-Λοΐζου, Μ., Σιδηροπούλου-Δημακάκου, Δ., & Κλεφτάρας, Γ. (Επιμ. Έκδ.) (2006). Η Συμβουλευτική ψυχολογία στις γυναίκες. Αθήνα: Ελληνικά Γράμματα.

-Δημητρόπουλος. Ε. (1999). Συμβουλευτική & συμβουλευτική ψυχολογία. Αθήνα: Γρηγόρη

-Μπρούζος, Α. (2004). Προσωποκεντρική συμβουλευτική. Θεωρία, έρευνα και εφαρμογές. Αθήνα: Τυπωθήτω

- *Relevant scientific journals:*

- Νέα Παιδεία
- Νέος Παιδαγωγός online

- Επιθεώρηση Συμβουλευτικής – Προσανατολισμού
- Επιστήμες Αγωγής
- Θεωρία και Έρευνα στις Επιστήμες της Αγωγής
- Global Journal of Guidance and Counseling in Schools: Current Perspectives
- Advances in Social Sciences Research Journal
- British Journal of Guidance & Counseling
- Journal of Counseling & Development
- International Journal of Guidance and Counseling
- International Journal for Educational and Vocational Guidance
- ProGCouns: Journal of Professionals in Guidance and Counseling
- International Journal of Academic Research in Education and Review
- International Journal of Psychological Studies
- Open Journal of Social Sciences
- Sustainability

CAREER GUIDANCE AND LIFELONG LEARNING AS APPLIED TO YOUNG AND ADULT STUDENTS

Academic Staff:

Nikolaos Mouratoglou, PhD, Adjunct lecturer, Scientific Collaborator

Antonia Samara, PhD, Adjunct lecturer, Scientific Collaborator.

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP03	SEMESTER	Fall Semester
COURSE TITLE	CAREER GUIDANCE AND LIFELONG LEARNING AS APPLIED TO YOUNG AND ADULT STUDENTS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES and EXERCISES	3	8	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS135/		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is for postgraduate students to learn the applications of career guidance in education and the job market, as well as the relevant services that need to be offered in order for the students, youth and adults' corresponding needs to be met. Additionally, the role of skills development (as the sum of knowledge, competences and behaviours) is emphasized in the framework of lifelong learning, aiming at the integration or reintegration in the job market, work assurance, career advancement and personal development.

The objectives of the course are for postgraduate students to:

- Understand in depth the international trends and policies related to lifelong learning.
- Recognize how lifelong learning affects initial education and work.
- Understand the relation between lifelong learning and skills development.
- Understand the various factors influencing the educational and occupational choices of students, young people and adults.
- Design and use techniques, tools, methods and interventions for vocational guidance issues in the educational context (formal or non-formal education and training).
- Design, select and use methods to promote the development of self-awareness, collection, processing and utilisation of educational and vocational information, career goal planning, decision-making and problem-solving skills of students, young people and adults.
- Make use of basic knowledge and skills for integration, reintegration, occupational mobility in the labour market and the general development of human resources.

General Skills

- Development of skills in planning methods and strategies for the implementation of School Vocational Guidance in Secondary Education
- Developing an understanding of the various factors that influence adolescents and young people's career choices and contribute to their career development
- Development of individual and group counselling methods to promote the formation of a professional identity and transition to the labor market of teenagers and young people
- Development of skills of collection, processing and creative utilization of educational and professional information,
- Development of group and individual intervention skills aimed at the professional development of teenagers in matters of self-exploration, educational exploration, business career paths, goal setting, career decision-making
- Developing the ability to critically address modern educational trends
- Promotion of creative and inductive thinking

- Strengthening capacities for democratic dialogue and respect for diversity
- Development of critical thinking and collaborative spirit
- Development of skills related to the study and in-depth understanding of issues related to the course through the international literature
- Developing the ability to write a scientifically documented text

(3) COURSE CONTENT

1. Individual and social factors influencing students' career choices and professional development. Methodology for investigating individual factors.
2. Methodology of investigation of social factors influencing students' professional choices and professional development. Parental involvement and students' professional development
3. Information about studies and professions and its methodology. Principles and methods of collecting and processing educational and vocational information.
4. Positive psychosocial forces and students' career decision making. Methodological approaches to their development in the school environment.
5. Adults and professional development: characteristics, needs and goals. Methodology of counselling intervention for reintegration into the labour market in case of loss.
6. Individual counselling interview of students.
7. Basic concepts. Lifelong learning as a scientific field and as a policy field.
8. The historical context of the emergence of lifelong learning in the post-war decades. Human capital theory and lifelong learning.
9. The context of late modernity and lifelong learning. Knowledge societies and knowledge economies. Training, employability and lifelong learning
10. The discourse of international organisations on lifelong learning, with emphasis on the discourse of the OECD and UNESCO
11. EU discourse and policies on lifelong learning
12. Competences framework and competences certification

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies, simulations, problem approach)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class	
ORGANIZATION OF TEACHING	<i>Activity</i>	<i>Semester Workload</i>

	Lectures and exercises	39
	Literature study & analysis/ Independent study	90
	Written Assignments	61
	Total Course	200
STUDENT EVALUATION	<ul style="list-style-type: none"> • During the Semester: Formative assessment through questions, exercises and activities • Written individual assignment • Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 20%). <p>The assignment evaluation criteria are presented in detail to the students and are included in a file that is sent electronically to the students and/or posted in the e-class of the course.</p>	

(5) RECOMMENDED BIBLIOGRAPHY

<p>Recommended Greek and Foreign Bibliography</p> <p><u>Recommended Bibliography on Teenagers and Youth's Career Guidance</u></p> <ul style="list-style-type: none"> • Αργυροπούλου, Κ. (2019) (Επιμέλεια Έκδοσης). Επαγγελματικός Προσανατολισμός και Λήψη Επαγγελματικών Αποφάσεων. Πρακτικές Εφαρμογές για Συμβούλους Επαγγελματικού Προσανατολισμού & Σταδιοδρομίας. Αθήνα: Γρηγόρη • Αργυροπούλου, Κ. (2021) (Επιστημονική Επιμέλεια). Διαδικασία Λήψης Επαγγελματικών Αποφάσεων Εφήβων και Νεων: Παράγοντες, Διαστάσεις και Παρεμβάσεις. Αθήνα: Γρηγόρη • Αργυροπούλου Κ., Αντωνίου Αλέξανδρος-Σταμάτιος (2020). Δεξιότητες Σταδιοδρομίας για την ανάπτυξη Δεξιοτήτων στο σύγχρονο εκπαιδευτικό και εργασιακό περιβάλλον. Αθήνα: Γρηγόρη. • Σιδηροπούλου-Δημακάκου Δ., Ασβεστάς Αν., Κουμουνδούρου, Γ., Μυλωνά-Καραβά, Αικ., (2016). Σύγχρονα θέματα Επαγγελματικής Συμβουλευτικής. Αθήνα: Γρηγόρη • Capuzzi, D. & Stauffer, M.D. (2006). Career Counseling. Foundations, perspectives, and applications. Boston: Pearson. • Herr, E., Cramer, S. H., & Niles, S. G. (2004). Career Guidance and Counseling through the Life Span. • Johnson, D. (2000). Reaching out: Interpersonal effectiveness and self-actualization (7th edition). Boston: Allyn&Bacon.
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- Leigh, A. (2003). Perfect decisions. London: Arrow Books.
- Loizos-malikiosi, M. (2000) (Ed.). Education, communication and counseling. Athens: Ellinika Grammata.
- Nathan, R., & Hill, L. (2006). Επαγγελματική Συμβουλευτική. Αθήνα: Μεταίχμιο.
- Σιδηροπούλου-Δημακάκου, Κουμουνδούρου, Γ., Ασβεστάς Α., & Καλαβά-Μυλωνά, Ν. (επιμ.). (2015). *Σύγχρονα Θέματα Επαγγελματικής Συμβουλευτικής*. Αθήνα: Γρηγόρης. [ISBN: 978-960-333-947-2]
- Open Access Bibliography
- «Συμβουλευτική Σταδιοδρομίας για την υποστήριξη των NEETs (Νέοι 15-29 ετών εκτός δομών απασχόλησης, εκπαίδευσης ή κατάρτισης)», ΘΕΩΡΗΤΙΚΟ ΠΛΑΙΣΙΟ ΣΥΜΒΟΥΛΕΥΤΙΚΗΣ ΠΑΡΕΜΒΑΣΗΣ για Συμβούλους Επαγγελματικού Προσανατολισμού/Σταδιοδρομίας και λοιπούς επαγγελματίες συναφών υπηρεσιών (ΕΟΠΠΕΠ, 2016)
- https://www.eoppep.gr/images/SYEP/1_NEETs_theory.pdf
- «Συμβουλευτική Σταδιοδρομίας για την υποστήριξη των NEETs (Νέοι 15-29 ετών εκτός δομών απασχόλησης, εκπαίδευσης ή κατάρτισης)», ΒΙΩΜΑΤΙΚΕΣ ΑΣΚΗΣΕΙΣ, ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ, ΕΡΓΑΛΕΙΑ (ΕΟΠΠΕΠ, 2016).
- https://www.eoppep.gr/images/SYEP/2_NEETs_exercises.pdf
- Amundson, N., Bowsbey, J., H., Niles S., (2008). Βασικές Αρχές Επαγγελματικής Συμβουλευτικής. Διαδικασίες και Τεχνικές. Εθνικό Κέντρο Επαγγελματικού Προσανατολισμού (ΕΚΕΠ)
- https://www.eoppep.gr/images/SYEP/basikes_arxes_epagelmatikis_symvouleytikis_final_main.pdf
- Ανάπτυξη Δεξιοτήτων Δια Βίου Διαχείρισης της Σταδιοδρομίας: Θεωρητικό Πλαίσιο - Εγχειρίδιο Πρακτικής Εφαρμογής για Συμβούλους Επαγγελματικού Προσανατολισμού
- https://www.eoppep.gr/images/SYEP/1o_ENTYPO_SYMBOULEYTIKHS_EXT_RA_TELIKO.pdf
- https://www.eoppep.gr/images/SYEP/2o_EGXEIRIDIO_SYMBOULON_TELIKO.pdf

Recommended Bibliography on Lifelong Learning

- Βεργίδης, Δ. & Κόκκος, Α. (επιμ.). (2010). Εκπαίδευση Ενηλίκων: διεθνείς προσεγγίσεις και ελληνικές διαδρομές. Αθήνα: Μεταίχμιο.
- Γιώτη, Λ. (2018). Η διαμόρφωση του πεδίου της εκπαίδευσης ενηλίκων. Πολιτικές, παιδαγωγικές θεωρίες και πρακτικές. Αθήνα: Γρηγόρη.

- Κελπανίδης, Μ. & Βρυσιώτη, Π. (2012). Δια βίου Μάθηση. Κοινωνικές προϋποθέσεις και λειτουργίες. Δεδομένα και διαπιστώσεις. Θεσσαλονίκη: Ζυγός.
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- Zarifis, G. & Gravani, M. (eds) (2014). Challenging the 'European Area of Lifelong Learning'. A Critical Response. Springer.

- *Relevant scientific journals:*

- Συγκριτική και Διεθνής Εκπαιδευτική Επιθεώρηση
- Παιδαγωγική Επιθεώρηση
- Επιστήμες της Αγωγής
- Journal of Education Policy
- European Education Research Journal
- International Journal of Lifelong Education
- Journal of Lifelong Education
- Adult Education Quarterly
- Studies in Continuing Education
- Career Development Quarterly
- Creative Education
- Επιθεώρηση Συμβουλευτικής και Προσανατολισμού
- International Journal for Educational and Vocational Guidance
- Journal of Vocational Behavior
- Journal of Counseling and Development
- Journal of Career Development
- Journal of Career Assessment
- Journal of Educational and Vocational Guidance
- Journal of Counseling & Development
- Journal of School Counseling
- NEA ΠΑΙΔΕΙΑ
- School Counselor
- School Psychology Review
- World Journal of Education

SOCIAL ENVIRONMENT, ECONOMY AND THE LABOUR MARKET

Academic Staff: George Papakonstantinou, Professor

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP04	SEMESTER	Fall Semester
COURSE TITLE	SOCIAL ENVIRONMENT, ECONOMY AND THE LABOUR MARKET		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES and EXERCISES	3	7	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS215/		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is for postgraduate students to study the relations between society, education, economy and the job market. The emergence of relations and interdependence of individual parameters, with main focus placed on the job market and the productive activity of economy.

The objectives of the course are for postgraduate students to:

- Know the functioning of the economy and the principles of its operation in the context of globalisation.
- Know the effects of the economy on the functioning of social relations.
- Judge and analyse the functioning of the labour market and its implications on the individual and collective level from the evolution of the labour market.
- Understand the relation between education and the labour market.
- Understand the economic value of education and its relation to the labour market.
- Understand the formation and function of human capital and its performance in the labour market.
- Understand labour supply and analyse the social demand for knowledge and skills in relation to the labour market.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Project planning and management
- Demonstrating social, professional and ethical responsibility and sensitivity to issues of gender and vulnerable groups
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking
- Analysis and synthesis of information
- Creative thinking through monitoring current events and socio-economic development.

(3) COURSE CONTENT

The content of this course will attempt to highlight and present the interdependencies between society, economy and labour market and will specifically address issues such as:

- Knowledge as an economic product
- The economic dimension of knowledge
- The dimensions of education and the quality of knowledge
- The social dimension of education
- The relation between education and the labour market
- The evolution of work and industrial relations
- The labour market
- Economic fluctuations
- Economic crises and the international market
- The Greek economy and the Greek labour market.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies)													
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class													
ORGANIZATION OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and exercises</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Literature study & analysis/ Independent study</td> <td style="text-align: center;">95</td> </tr> <tr> <td>Written Assignment</td> <td style="text-align: center;">50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;"><i>175</i></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	30	Literature study & analysis/ Independent study	95	Written Assignment	50			Total Course	<i>175</i>
<i>Activity</i>	<i>Semester Workload</i>													
Lectures and exercises	30													
Literature study & analysis/ Independent study	95													
Written Assignment	50													
Total Course	<i>175</i>													
STUDENT EVALUATION	<ul style="list-style-type: none"> ● During the Semester: Formative assessment through questions, exercises and activities ● Written individual assignment ● Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 20%). 													

(5) RECOMMENDED BIBLIOGRAPHY

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- Μισσός Β., Παπαθεοδώρου Χ. & Παπαναστασίου Σ. (2020) *Κοινωνικές επιπτώσεις της κρίσης και των πολιτικών λιτότητας στην Ελλάδα, Έκθεση 13*. Αθήνα: Παρατηρητήριο ΙΝΕ ΓΣΕΕ.
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- Καραμεσίνη, Μ. (2006). *Ανεργία και πολιτικές απασχόλησης*. Αθήνα: Πάντειο Πανεπιστήμιο.
- Κατζαρά, Β. (2008). *Εκπαιδευτική και κοινωνική κριτική: Διερεύνηση των κοινωνικών λειτουργιών της εκπαίδευσης*. Αθήνα: Πολύτροπον
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- Δεδουσόπουλος, Α. (2000). *Θεωρίες Ανεργίας*. Αθήνα: Τυπωθήτω.
- Ελληνική Στατιστική Αρχή.

B Semester (Spring Semester)

DESIGNING OR RE-DESIGNING CAREERS AND LIFELONG COUNSELLING

Academic Staff: Nikolaos Mouratoglou, PhD, Adjunct lecturer, Scientific Collaborator

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP05	SEMESTER	Spring Semester
COURSE TITLE	DESIGNING OR RE-DESIGNING CAREERS AND LIFELONG COUNSELLING		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES	3	8	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS155/		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is for postgraduate students to study and understand the importance of career construction, reconstruction, deconstruction and re-building in lifelong self-management of career development and life. The examined aspects include international and European policies, methodological approaches and lifelong counselling practices, and in particular, the initiatives of counselling and redesign of career for adults, employed and unemployed. Issues related to Counselling, Career Guidance and Information and Communication Technologies are also described so that postgraduate students understand ICT as a tool of Career Counselling.

By the end of the course, postgraduate students will be able to:

- Recognise the importance of career self-management and lifelong counselling in career development and progression.
- Recognise the importance and necessity of career guidance and counselling for adults in contemporary socio-economic conditions, nationally and internationally. Identify career problems of adults and the specific circumstances that create them and utilize interventions and strategies for career guidance issues in different contexts.
- Assist beneficiaries in developing life and career management skills in formal, non-formal and informal learning environments.
- Acquire knowledge and skills to use ICT in their work; and - Gain a more positive attitude towards the use of ICT in their work.

General Skills

- Developing the ability to critically address modern educational trends
- Development of professional ethos related to the role of career counsellor
- Promotion of creative and inductive thinking
- Strengthening capacities for democratic dialogue and respect for diversity
- Development of critical thinking and collaborative spirit
- Developing the ability to write a scientifically documented text.

(3) COURSE CONTENT

1. The modern context in economy and labour. Societies of risk
2. Lifelong counselling. Definitions and approaches
3. Lifelong guidance policies and institutions in Europe
4. Lifelong guidance and groups at high risk of social exclusion
5. Lifelong guidance and Information and Communication Technologies: challenges and invitations
6. Lifelong guidance, career planning and skills building

7. European Skills Frameworks for Life and Careers: the case of the Greek Framework
8. Key competences for career planning and redesign: Emotional intelligence
9. Key competences for career planning and redesign: Metacognitive competence
10. Key competences for career planning and re-design: communication skills
11. Key competences for career planning and re-design: Ability to search/analyse training and/or work opportunities
12. Key competences for career planning and re-design: Career planning and decision-making skills
13. Reflexivity in career planning
14. The intervention "Constructing my future, meaningful life" in career counselling.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies)														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class														
ORGANIZATION OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and exercises</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study of suggested bibliography</td> <td style="text-align: center;">91</td> </tr> <tr> <td>Bibliographic research</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Written Assignment</td> <td style="text-align: center;">40</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">200</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	39	Study of suggested bibliography	91	Bibliographic research	30	Written Assignment	40			Total Course	200
<i>Activity</i>	<i>Semester Workload</i>														
Lectures and exercises	39														
Study of suggested bibliography	91														
Bibliographic research	30														
Written Assignment	40														
Total Course	200														
STUDENT EVALUATION	<ul style="list-style-type: none"> ● During the Semester: Formative assessment through questions, exercises and activities ● Written assignment ● Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 20%). 														

(5) RECOMMENDED BIBLIOGRAPHY

- Barnes, S. A., Bimrose, J., Brown, A., Kettunen, A. (2020). Lifelong guidance policy and practice in the EU: trends, challenges and opportunities. European Commission
 - Cedefop et al. (2021). *Digital transitions in lifelong guidance: rethinking careers practitioner professionalism: a CareersNet expert collection*. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 2. <http://data.europa.eu/doi/10.2801/539512>
 - Sultana, R. (2003). *Guidance Policies in the Knowledge Society. Trends, Challenges and Response across Europe*. Cedefop
 - Sultana, R. (2013) Flexibility and security? ‘Flexicurity’ and its implications for lifelong guidance, *British Journal of Guidance & Counselling*, 41:2, 145-163, DOI: 10.1080/03069885.2012.721125
 - Tynjälä, P., Stenström, M. L., Saarnivaara, M. (eds) (2012). *Transitions and Transformations in Learning and Education*. Springer
 - Αργυροπούλου, Κ. & Αντωνίου, Α-Σ. (Επιστημονική Επιμέλεια) (2020). *Διαχείριση Σταδιοδρομίας και Ανάπτυξη Δεξιοτήτων στο Σύγχρονο Εκπαιδευτικό και Εργασιακό Περιβάλλον*. Προ(σ)κλήσεις του 21ου αιώνα. Αθήνα: Γρηγόρη.
 - Αργυροπούλου, Κ. (2022). *Συμβουλευτική σταδιοδρομίας. Ζητήματα μιας πολυδιάστατης διαδικασίας*. Αθήνα: Γρηγόρη.
 - Αργυροπούλου, Κ., Σαμαρά, Α., Μουράτογλου, Ν., Καραβία, Α., Μπέκλη, Ν. (2022). Δομώντας πλαίσια ικανοτήτων για έναν κόσμο που αλλάζει. Η περίπτωση του Πλαισίου Δεξιοτήτων Ζωής και Σταδιοδρομίας. *Συγκριτική και Διεθνής Εκπαιδευτική Επιθεώρηση*, τεύχος 28
 - Παπαδάκης, Ν. & Σπυριδάκης, Μ. (επιμ.) (2010). *Αγορά εργασίας, κατάρτιση, δια βίου μάθηση και απασχόληση*. Αθήνα, Εκδόσεις Σιδέρης.
 - Παπακωνσταντίνου, Γ., Πασιάς, Γ. Αργυροπούλου, Αικ., Φωτεινός, Δ., Παπακωνσταντίνου, Α., Μουράτογλου, Ν. Καραβία, Α., Μπέκλη, Π., Σαμαρά, Α. (2021). *Πλαίσιο Δεξιοτήτων Διαχείρισης Ζωής και Σταδιοδρομίας (Life/Career Competences Framework)*. Αθήνα: ΕΟΠΠΕΠ & Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών/Εργαστήριο Πειραματικής Παιδαγωγικής.
- Relevant scientific journals:
- International Journal for Educational and Vocational Guidance
 - Journal of the National Institute for Career Education and Counselling
 - International Review of Education
 - British Journal of Guidance & Counselling
 - Συγκριτική και Διεθνής Εκπαιδευτική Επιθεώρηση
 - Επιθεώρηση Συμβουλευτικής – Προσανατολισμού
 - International Journal for Educational and Vocational Guidance

RESEARCH METHODOLOGY AND STATISTICS

Academic Staff:

Athanasios Verdis, PhD, Associate Professor

Antonis Mpouras, PhD, Adjunct lecturer, Scientific Collaborator

Petros Galanis, PhD, Adjunct lecturer, Scientific Collaborator

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP06	SEMESTER	Spring Semester
COURSE TITLE	RESEARCH METHODOLOGY AND STATISTICS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES	3	7	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS143/		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is to enable postgraduate students to design, carry out and assess high-quality quantitative and qualitative research in the field of Counselling, Career Guidance and Lifelong Learning. The course focuses on the main quantitative and qualitative research methodologies, as well as on the analysis of quantitative and qualitative data with appropriate software.

At the end of the course, postgraduate students will be able to:

- Design a research study as well as collect, organise and analyse data.
- Critically evaluate quantitative and qualitative methods in the field of Counselling, Career Guidance and Lifelong Learning.
- Recognise the importance of ethical issues and take them into account when designing and implementing a research study.
- Demonstrate an understanding of different quantitative and qualitative methodologies.
- Conduct measurements and statistical tests and analyse data using SPSS software.
- Acquire the ability to conduct a literature survey, formulate research questions (in the context of preparing a quantitative or qualitative research proposal). At the same time, they will have acquired the ability to select and apply the appropriate method for analysing primary data.
- Demonstrate practical knowledge in analysing data and writing the findings of a research study in an APA-style academic format.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Generating new research ideas
- Demonstrate social, professional and ethical responsibility and sensitivity to research issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

- Introduction to Research Methodology (Research Stages).
- Research problem (Context, review of research, sources).
- Conceptual definitions (research purpose and objective, research questions and hypotheses).
- Qualitative research (methodological framework, utility, process, qualitative research tools).
- Quantitative research (methodological framework, population, sample, sampling methods, measurement scales, research procedure, research tools - questionnaire)
- Questionnaire construction, stages of construction, validity and reliability of measurements.
- Introduction to basic concepts and types of statistical analysis. Statistical analysis of quantitative data in practice with SPSS software.
- Ethical and moral issues.
- Literature sources (APA).

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class	
ORGANIZATION OF TEACHING		
	<i>Activity</i>	<i>Semester Workload</i>
	Lectures and exercises	39
	Literature study & analysis/ Independent study	90
	Written Assignment	46
Total Course	175	
STUDENT EVALUATION	<ul style="list-style-type: none"> ● Presentation of a problem. The problem must fall within the scope of educational research. ● Writing down research questions that are related to the problem and that will guide the writing of the research paper. ● Preparation of a literature review related to the topic, as well as the theoretical framework of the research. ● Presentation of the methodology in detail (type of research, approach, explanation of the questionnaire, population of the research, and the way of selecting the sample). 	

- | | |
|--|--|
| | <ul style="list-style-type: none">• Citation of the means of data collection (questionnaire, interview questions, etc.), in an appendix at the end of the paper. |
|--|--|

(5) RECOMMENDED BIBLIOGRAPHY

Greek

- Babbie E. (2012). *Εισαγωγή στην κοινωνική έρευνα*. Αθήνα: Κριτική.
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- Gray, D.E. (2019). *Η ερευνητική μεθοδολογία στον πραγματικό κόσμο*. Θεσσαλονίκη: Εκδόσει Τζιόλα.
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- Πυργιωτάκης, Γ. & Χρήστος Θεοφιλίδης, Χ. (επιμ.) (2016). *Ερευνητική μεθοδολογία στις κοινωνικές επιστήμες και στην εκπαίδευση*. Αθήνα: Πεδίο.

Foreign

- Powell, R.R. & Connaway, L.S. (2020). *Basic research methods for librarians* (5th edition). Santa Barbara, C.A.; Oxford: Libraries Unlimited.
- Wildemuth, B.M. (2016). *Applications of social research methods to questions in information and library science* (2nd edition). Oxford: Pearson Education.

INTERCULTURAL COUNSELLING, OTHERNESS AND CAREER GUIDANCE

Academic Staff:

Aggeliki Gena, PhD, Professor

Fotini (Fay) Antoniou, PhD, Associate Professor

Christos Parthenis, PhD, Associate Professor

Anastasios Asvestas, PhD, Scientific Collaborator

Fotini Kalogerogianni, PhD, Scientific Collaborator

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP07	SEMESTER	Spring Semester
COURSE TITLE	INTERCULTURAL COUNSELLING, OTHERNESS AND CAREER GUIDANCE		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES and EXERCISES	3	8	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS196/		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is to approach career and career development in the light of otherness, special and cultural differences. The aim is for postgraduate students to learn and use career guidance theories and techniques which are fit for these individuals' career life improvement. The aspects examined include the distinctive characteristics of the special groups and emphasis is put on knowledge acquisition and development of necessary skills in order for the counsellors to work effectively in the matter of career choice and development of the individuals belonging in special groups.

The objectives of the course are for postgraduate students to:

- Distinguish and describe issues of diversity and multiculturalism as they relate to counselling and career guidance.
- Determine appropriate counselling interventions according to the specific needs of these groups.
- Use basic and specialised counselling skills, apply specific strategies and techniques in order to work effectively with adolescents and adults from vulnerable social groups.
- Know job search strategies, alternative career patterns and supported employment strategies to facilitate disadvantaged people.
- They work with schools, employers and social institutions to improve the educational and vocational integration of people from special social groups.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Project planning and management
- Generating new research ideas
- Demonstrate social, professional and ethical responsibility and sensitivity to research issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

- Introduction with a sociological approach to Counselling and Career Guidance
- Counselling and Vocational Guidance of Vulnerable Groups I - (Introduction with a psychological-pedagogical approach to Counselling and Vocational Guidance)
- Neurodevelopmental Disorders: Characteristics, Diagnosis, Course
- Neurodevelopmental Disorders: Counselling and Vocational Guidance
- Professional Autonomy of People with Disabilities and Quality of Life
- Concept, philosophy and purpose of Vocational Guidance in Special Education and Training
- Organisation of vocational integration
- Supporting transitions for people with disabilities
- Intercultural education and the new challenges in the labour market
- Self-identification of people with disabilities and career counselling
- Multicultural Counselling I
- Multicultural Counselling II
- Counselling and Vocational Guidance of Vulnerable Social Groups II - Cooperation with Structures and Institutions.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies, simulations and problem approach)												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class												
ORGANIZATION OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and exercises</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study & analysis/ Independent study</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Written Assignment</td> <td style="text-align: center;">50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">200</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	60	Literature study & analysis/ Independent study	90	Written Assignment	50			Total Course	200
<i>Activity</i>	<i>Semester Workload</i>												
Lectures and exercises	60												
Literature study & analysis/ Independent study	90												
Written Assignment	50												
Total Course	200												
STUDENT EVALUATION	<ul style="list-style-type: none"> ● During the Semester: Formative assessment through questions, exercises and activities ● Written individual assignment ● Group work prepared in the context of the course will be counted towards the grade (up to 20%). 												

(5) RECOMMENDED BIBLIOGRAPHY

- Παρθένης, Χρ. (Επιμ.), (2020). *Πολιτική και Πρακτική της Διαπολιτισμικής Εκπαίδευσης: Η αναγκαιότητα νέων παιδαγωγικών και θεσμικών προσεγγίσεων στις σύγχρονες πολυπολιτισμικές κοινωνίες*. Αθήνα: GUTENBERG
- Παρθένης, Χρ. (Επιμ.), (2018). *Η ένταξη των Ρομά στην ελληνική κοινωνία: Ετερότητα και δομικός αποκλεισμός*. Αθήνα: ΓΡΗΓΟΡΗΣ
- Pedersen, P., Lonner, W., Draguns, J., Trimble, J., Scharron-Del Rio, M. (2020). *Πολυπολιτισμική Συμβουλευτική και Κοινωνική Δικαιοσύνη* (επιμ. Φ. Ίσαρη). Αθήνα: Παρισιάνου Α.Ε.
- Ivey, A., Ivey, M. & Zalaquett, C. (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society, 9th Edition*. Boston: Cengage Learning
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- Ollendick, T.H., White, S.W. & White, B.A. (2018). *The Oxford Handbook of Clinical Child and Adolescent Psychology*. Oxford University Press.

- Relevant scientific journals:

- Νέα Παιδεία
- Νέος Παιδαγωγός online

- Επιθεώρηση Συμβουλευτικής – Προσανατολισμού
- Επιστήμες Αγωγής
- Θεωρία και Έρευνα στις Επιστήμες της Αγωγής
- Advances in Social Sciences Research Journal
- British Journal of Guidance & Counseling
- Journal of Counseling & Development
- *Journal of Vocational Rehabilitation*
- The Journal of Special Education
- Research and Practice for Persons with Severe Disabilities
- Focus on autism and other developmental disabilities
- Education and Training in mental Retardation
- Journal of Intellectual Disability Research
- American Journal on Mental Retardation
- Remedial and Special Education
- International Journal for Educational and Vocational Guidance
- International Journal of Academic Research in Education and Review
- International Journal of Psychological Studies
- Open Journal of Social Sciences
- Sustainability

QUALITY ASSURANCE IN LIFELONG CAREER COUNSELLING, CAREER GUIDANCE AND LIFELONG LEARNING

Academic Staff: Dimitrios Gaitanis, PhD, Scientific Collaborator

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP08	SEMESTER	Spring Semester
COURSE TITLE	QUALITY ASSURANCE IN LIFELONG CAREER COUNSELLING, CAREER GUIDANCE AND LIFELONG LEARNING		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
	LECTURES	3	7
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/modules/course_info/index.php?course=EDS153		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is for postgraduate students to know the theoretical approach but also the practical applications of quality assurance in Lifelong Career Counselling/Career Guidance so that they implement, assess, develop and redesign the factors affecting the function of a body or system of Career Counselling/Career Guidance or Lifelong Learning, that is the Inputs, Procedures and Outputs of Career Counselling/Career Guidance and Lifelong Learning, aiming at their continuous improvement and meeting the target-population's needs.

At the end of the course, the postgraduate students will be able to:

- Know and understand the concepts of design and evaluation of Lifelong Career Counselling / Vocational Guidance (CCE) and Lifelong Learning programs, as well as understand the factors that influence the design and evaluation of these programs, namely the Inputs, Processes and Outputs of Career Counselling / Vocational Guidance and Lifelong Learning.
- Know and understand the definition of Quality Assurance, the stages of the Quality Cycle, the concepts and types of criteria, quality indicators and documentation elements, as well as apply the basic systems - frameworks of Quality Assurance of Career Counselling / Vocational Guidance and Lifelong Learning in Greece and internationally.
- Create criteria, quality indicators and documentation elements.
- Intervene in the factors that have a negative impact on the organisation of a program, system, service or structure of Career Counselling / Vocational Guidance and Lifelong Learning by understanding what is to blame and how they can solve the problem and promote service improvement.
- Analyze the results produced, evaluate the degree of achievement, as well as the linkage of programs to the labor market.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Generating new research ideas
- Demonstrate social, professional and ethical responsibility and sensitivity to research issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

- Stages of design and development of vocational guidance, lifelong learning and human resources development programs.
- Program evaluation procedures; link to the labour market.
- Quality Assurance, stages of the Quality Cycle, criteria, quality indicators and documentation.
- Quality Assurance of Career Counselling / Vocational Guidance and Lifelong Learning in Greece and internationally.
- Organisation of a program, system, service or structure of Career Counselling / Vocational Guidance and Lifelong Learning.
- Results produced, evaluation of the degree of achievement.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies, simulations and problem approach)													
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class													
ORGANIZATION OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and exercises</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Literature study & analysis/ Independent study</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Written Assignment</td> <td style="text-align: center;">46</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;"><i>175</i></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	39	Literature study & analysis/ Independent study	90	Written Assignment	46			Total Course	<i>175</i>
<i>Activity</i>	<i>Semester Workload</i>													
Lectures and exercises	39													
Literature study & analysis/ Independent study	90													
Written Assignment	46													
Total Course	<i>175</i>													
STUDENT EVALUATION	<ul style="list-style-type: none"> • During the Semester: Formative assessment through questions, exercises and activities • Written individual assignment • Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 20%). 													

(5) RECOMMENDED BIBLIOGRAPHY

- Cedefop. (2005). Improving Life Long Guidance Policies and Systems.
- Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook. Luxembourg: Publications Office. <http://dx.doi.org/10.2801/566770>
- Hooley, T. (2019). International approaches to quality in career guidance. Report prepared for Skills Norway.
- Gaitanis, D. (2010). A Case study for quality assurance in career guidance (WP4). In: European Lifelong Guidance Policy Network (ELGPN). A report on the work of the European Lifelong Guidance Policy Network 2008-2010. University of Jyväskylä, Finland and Finnish Institute for Educational Research (FIER), Saarijärvi, Finland.
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- OECD. (2004). Career Guidance and Public Policy. Bridging the gap. <https://www.oecd.org/education/innovation-education/34050171.pdf>
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- Perdrix, S., Stauffer, S., Masdonati, J., Massoudi, K. & Rossier, J. (2012). Effectiveness of career counseling: a one-year follow-up. Journal of Vocational Behavior, 80(2): 565-578.
- Sultana, R. (2018). Enhancing the quality of career guidance in secondary schools. A handbook.
- UCAS (2016) End of Cycle Report.
- Γαϊτάνης, Δ. (2015). Διασφάλιση της ποιότητας των υπηρεσιών Συμβουλευτικής και Επαγγελματικού Προσανατολισμού: Θεωρητική και πρακτική προσέγγιση. Στο: Δ. Σιδηροπούλου – Δημακάκου, Α. Ασβεστάς, Γ. Κουμουνδούρου, Α. Μυλωνά – Καλαβά (Επιμ.), *Σύγχρονα Θέματα Επαγγελματικής Συμβουλευτικής* (σς. 485-508). Αθήνα: Εκδόσεις Γρηγόρη.
- Βλαχάκη, Φ., Γαϊτάνης, Δ. (2014). Παρέχοντας πιο επαγγελματικές υπηρεσίες: οι συστημικές παρεμβάσεις του ΕΟΠΠΕΠ στο πλαίσιο του θεσμικού του

ρόλου για την ποιοτική αναβάθμιση των υπηρεσιών δια βίου συμβουλευτικής σταδιοδρομίας. *Επιθεώρηση Συμβουλευτικής και Προσανατολισμού*, 103, 144-157.

- Γαϊτάνης, Δ. (2009). Διασφάλιση Ποιότητας στις Υπηρεσίες Συμβουλευτικής και Επαγγελματικού Προσανατολισμού. *Επιθεώρηση Συμβουλευτικής και Προσανατολισμού*, 86-87, 205-214.
- Γαϊτάνης, Δ. (2000). Ο Ρόλος του Συμβούλου Επαγγελματικού Προσανατολισμού στο χώρο της Απασχόλησης. Χαρακτηριστικά συμβούλων Τριτοβάθμιας Εκπαίδευσης. *Επιθεώρηση Συμβουλευτικής και Προσανατολισμού*, 54-55, 141-149.
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C Semester (Fall Semester)

QUANTITATIVE AND QUALITATIVE METHODS OF PROFESSIONAL ORIENTATION EVALUATION

Academic Staff: Nikos Drosos, PhD., Associate Professor

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP09	SEMESTER	Fall Semester
COURSE TITLE	QUANTITATIVE AND QUALITATIVE METHODS OF PROFESSIONAL ORIENTATION EVALUATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES and EXERCISES	3	8	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS213/		

(2) LEARNING OUTCOMES

Learning Outcomes

The purpose of the course is for postgraduate students to learn about different quantitative (career guidance tests and questionnaires) and qualitative methods, which evaluate the individual's characteristics and skills that are related to their career development, behaviour and career.

The objectives of the course are for postgraduate students to:

- Describe, distinguish and juxtapose various quantitative methods used in vocational guidance, according to the purpose for which they were constructed and according to their advantages and disadvantages.
- Investigate the suitability of each assessment tool and select the most effective one for the beneficiary.
- Administer, score and master skills in interpreting assessment tool results in the context of vocational guidance.
- Know qualitative assessment methods and combine them competently with quantitative methods.
- Develop as scholars, through developing the specific knowledge and skills that demonstrate their competence as users of quantitative and qualitative assessment methods in career guidance.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Generating new research ideas
- Demonstrate social, professional and ethical responsibility and sensitivity to research issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

- The course aims to present quantitative and qualitative methods of professional evaluation.
- The prerequisites for using such methods and the criteria for selecting specific tools (professional interests, work values, decision making, professional maturity, skills questionnaires, career exploration and planning) will be presented.
- Particular emphasis is placed on issues of psychometric characteristics of the tools.
- Ethical issues in the use of psychometric attributes will be discussed through case studies.
- The usefulness of vocational assessment in relation to (a) vocational interests, (b) specific competencies, (c) vocational decision making and (d) vocational values will be presented.
- Both qualitative and quantitative methods (questionnaires and vocational assessment tests) will be presented.
- Students will have the opportunity to see and use examples of such tools as well as see their interpretation and proper use through case studies.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies, simulations and problem approach)													
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class													
ORGANIZATION OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and exercises</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study & analysis/ Independent study</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Written Assignment</td> <td style="text-align: center;">50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">200</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	60	Literature study & analysis/ Independent study	90	Written Assignment	50			Total Course	200
<i>Activity</i>	<i>Semester Workload</i>													
Lectures and exercises	60													
Literature study & analysis/ Independent study	90													
Written Assignment	50													
Total Course	200													
STUDENT EVALUATION	<ul style="list-style-type: none"> • During the Semester: Formative assessment through questions, exercises and activities • Written individual assignment • Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 20%). 													

	The assignment evaluation criteria are presented in detail to the students and are included in a file that is sent electronically to the students and/or posted in the eclass of the course.
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(5) RECOMMENDED BIBLIOGRAPHY

- Δρόσος, Ν. (2019). Αξιολόγηση της λήψης επαγγελματικών αποφάσεων: Τι μετράμε και πώς το μετράμε. Στο Κ. Αργυροπούλου (Επιμ.), *Επαγγελματικός Προσανατολισμός και Λήψη Επαγγελματικών Αποφάσεων*. Αθήνα: Γρηγόρη. [ISBN 978-960-612-238-5]
- Janda, A. L. (1998). *Career Tests: 25 Revealing Self-Tests to Help You Find and Succeed at the Perfect Career*. Adams Media
- Lowman, R. L. (2022). *Career Assessment: Integrating Interests, Abilities, and Personality*. American Psychological Association.
- NCDA (2019). *A Comprehensive Guide to Career Assessment*. 7th Edition
- Σιδηροπούλου-Δημακάκου, Δ. (2010). Επαγγελματική αξιολόγηση: τεστ και ερωτηματολόγια επαγγελματικού προσανατολισμού.

- *Relevant scientific journals:*

- *Επιθεώρηση Συμβουλευτικής – Προσανατολισμού*
- *Advances in Social Sciences Research Journal*
- **BRITISH JOURNAL OF GUIDANCE & COUNSELLING**
- *Frontiers in Psychology*
- *Journal of Career Assessment*
- *International Journal for Educational and Vocational Guidance*
- *International Journal of Psychological Studies*.

ORGANIZATIONAL PSYCHOLOGY AND BEHAVIOUR IN EDUCATION

Academic Staff: Alexandros-Stamatios Antoniou, PhD., Professor

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP10	SEMESTER	Fall Semester
COURSE TITLE	ORGANIZATIONAL PSYCHOLOGY AND BEHAVIOUR IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
LECTURES and EXERCISES	3	8	
COURSE TYPE	SCIENTIFIC AREA, GENERAL BACKGROUND, DEVELOPMENT OF SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://eclass.uoa.gr/courses/EDS214/		

(2) LEARNING OUTCOMES

Learning Outcomes
The purpose of the course is for students to learn about Organizational Psychology topics and behavior as well as specific organizational issues observed within of the educational framework. Emphasis is placed on understanding the important role

and of the effect of the basic principles of organizational psychology and behavior in the field of education.

Upon successful completion of the course, postgraduate students will be in a position to:

- They know occupational health and organizational involvement and management emotions in the educational context.
- They understand the organizational culture and climate in the school environment, creativity and innovations.
- Understand the role of communication and conflict management in frameworks of professional groups in the field of education.

General Skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Generating new research ideas
- Demonstrate social, professional and ethical responsibility and sensitivity to research issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

- Occupational health, organisational engagement and emotion management in the educational context.
- Organisational culture, climate in the school environment, creativity and innovation.
- Communication and conflict management within professional teams in education.
- Performance in career development.
- Leadership, management, educational leadership, organizational ethics and justice.
- Workplace violence, ethical harassment, bullying in the workplace.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online (lectures and exercises in the form of case studies, simulations and problem approach)											
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	(1) Use of ICT in teaching (2) Support learning process through e-class electronic platform and, through the modern electronic platform teaching / communication (3) Communication with students via e-mail and e-class											
ORGANIZATION OF TEACHING	<table border="1" data-bbox="699 577 1361 887"> <thead> <tr> <th data-bbox="707 589 1034 622"><i>Activity</i></th> <th data-bbox="1042 589 1353 622"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="707 633 1034 667">Lectures and exercises</td> <td data-bbox="1042 633 1353 667">60</td> </tr> <tr> <td data-bbox="707 678 1034 768">Literature study & analysis/ Independent study</td> <td data-bbox="1042 678 1353 768">90</td> </tr> <tr> <td data-bbox="707 779 1034 813">Written Assignment</td> <td data-bbox="1042 779 1353 813">50</td> </tr> <tr> <td data-bbox="707 846 1034 880">Total Course</td> <td data-bbox="1042 846 1353 880">200</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures and exercises	60	Literature study & analysis/ Independent study	90	Written Assignment	50	Total Course	200
<i>Activity</i>	<i>Semester Workload</i>											
Lectures and exercises	60											
Literature study & analysis/ Independent study	90											
Written Assignment	50											
Total Course	200											
STUDENT EVALUATION	<ul style="list-style-type: none"> ● During the Semester: Formative assessment through questions, exercises and activities ● Written individual assignment ● Group work - in the form of a presentation - prepared in the context of the course can be counted towards the grade (up to 20%). <p>The assignment evaluation criteria are presented in detail to the students and are included in a file that is sent electronically to the students and/or posted in the eclass of the course.</p>											

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> ● Antoniou, A.-S., & Cooper, C. L. (Eds.) (2005). <i>Research Companion to Organizational Health Psychology</i>. Northampton, USA: Edward Elgar. ● Antoniou, A.-S., Cooper, C. L., Chrousos, G. P., Spielberger, C. D., & Eysenck, M. W. (Eds.) (2009). <i>Handbook of Managerial Behavior and Occupational Health</i>. Northampton, USA: Edward Elgar. ● Antoniou, A.-S., & Cooper, C. L. (Eds.) (2013). <i>The Psychology of the Recession on the Workplace</i>. Northampton, USA: Edward Elgar. ● Antoniou, A.-S. (2014). <i>Current Perspectives in Occupational Health Psychology</i>. Nicosia: Broken Hill Publishers Ltd. ● Antoniou, A.-S. (2014). <i>Promoting Work Well-being: Professional Burnout & Occupational Stress</i>. Nicosia: Broken Hill Publishers Ltd. ● Antoniou, A.-S., & Cooper, C. L. (2015). <i>Coping, Personality and the Workplace: Responding to Psychological Crisis and Critical Events</i>. Burlington, USA: Gower.

PRACTICUM (PART I)

Scientific Responsible: Aikaterini Argyropoulou, PhD., Associate Professor

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP11	SEMESTER	Fall Semester
COURSE TITLE	PRACTICUM (PART I)		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
Practicum in organizations where Career Counselling, Professional Orientation and Lifelong Learning are applied. Duration 240 hours		14	
COURSE TYPE	SPECIALIZING OF GENERAL KNOWLEDGE AND DEVELOPING SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://counselling-cgl.eds.uoa.gr/praktiki_askisi		

(2) LEARNING OUTCOMES

Learning Outcomes

Practicum gives postgraduate students the opportunity to: a) show their skill to carry out all the counselling duties and responsibilities towards beneficiaries, on personal and group level as well as in different contexts where Counselling, Career Guidance and Lifelong Learning are applied, b) gain readiness so that they link scientific knowledge with practical application and proceed to self-reflection, developing their career/scientific identity.

Practicum aims for postgraduate students to:

- a) experience in practice the application of the theoretical knowledge and skills acquired and to develop them,
- b) make a smooth transition from the field of education to the labour market,
- c) become familiar with the working environment and the requirements of the professional environment in which they will be employed and the professional role they will assume,
- (d) relate elements of Counselling, Vocational Guidance and Lifelong learning to issues of education and training, learning and teaching.

General Skills

- Researching, analysing and combining data and information, through the use of new technologies
- Adaptation to new situations
- [Counselling/Pedagogical/Educational] project planning and management
- Autonomous and team work
- Work in an interdisciplinary environment
- Generating new research ideas
- Demonstrate social, professional and ethical responsibility and sensitivity to research issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

- Practicum is supervised. Students are supervised by:
 - A) Supervisor of the Practicum provider. The supervisor, appointed by the agency, is responsible for monitoring the Practicum of the student interns, as well as supporting and supervising their work within the agency, and providing them with advice, guidance and feedback.
 - B) Supervisor Faculty in the MSc. The supervision of the Practicum is undertaken by faculty members of the MSc. Students meet with the supervisor in small groups and/or individually to discuss issues from their Practicum and to assist in the development of their professional/academic identity. The supervisors of the institution and the MSc work together during the Internship on issues relating to

the student's placement and progress and are responsible for the final evaluation of the student intern's Practicum process.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online									
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Presentations ● Interaction with students individually and/or in working groups ● Communication with the students: ● Support of the learning process through the e-class electronic platform ● Communication with students through the e-class electronic platform and e-mail 									
ORGANIZATION OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="691 685 1034 931">Practicum in organizations where Career Counselling, Professional Orientation and Lifelong Learning are applied.</td> <td style="text-align: center; vertical-align: middle;">240</td> </tr> <tr> <td data-bbox="691 931 1034 1043">Preparation, Study, Reflection, Supervision</td> <td style="text-align: center; vertical-align: middle;">110</td> </tr> <tr> <td data-bbox="691 1043 1034 1077">Total Course</td> <td style="text-align: center; vertical-align: middle;">350</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Practicum in organizations where Career Counselling, Professional Orientation and Lifelong Learning are applied.	240	Preparation, Study, Reflection, Supervision	110	Total Course	350
	<i>Activity</i>	<i>Semester Workload</i>								
	Practicum in organizations where Career Counselling, Professional Orientation and Lifelong Learning are applied.	240								
	Preparation, Study, Reflection, Supervision	110								
Total Course	350									
STUDENT EVALUATION	<p>The evaluation of postgraduate students is carried out by mandatory writing of an internship report, which describes in detail a) the subject of the internship, b) the methodological approach followed, c) the problems-difficulties that were presented and how they were dealt with, and d) the general valuation.</p> <p>The report is signed by the person in charge of the institution where the Internship took place and is checked for its adequacy by the Program supervisor. Then, the relevant report is submitted to the Department's Secretariat, together with a certificate for the successful exercise of the internship.</p> <p>The evaluation of the supervisor of the internship organization is offset against the evaluation of the internship report that is delivered and graded by the teaching supervisor at the Program.</p>									

(5) RECOMMENDED BIBLIOGRAPHY

- Αργυροπούλου, Κ. (2022). *Συμβουλευτική σταδιοδρομίας. Ζητήματα μιας πολυδιάστατης διαδικασίας*. Αθήνα: Γρηγόρη.
- Αργυροπούλου, Κ. & Αντωνίου, Α-Σ. (Επιστημονική Επιμέλεια) (2020). *Διαχείριση Σταδιοδρομίας και Ανάπτυξη Δεξιοτήτων στο Σύγχρονο Εκπαιδευτικό και Εργασιακό Περιβάλλον. Προ(σ)κλήσεις του 21ου αιώνα*. Αθήνα: Γρηγόρη.
- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career Counseling. Holism, Diversity & Strengths* (4th ed). Alexandria, VA: American Counseling Association.
- Hackney, H. L., & Cormier, S. (2013). *The professional counselor: A process guide to helping*. Upper Saddle River, NJ: Pearson.
- Κασσωτάκης, Μ. (Επιμ.) (2002). *Συμβουλευτική και Επαγγελματικός Προσανατολισμός*. Αθήνα: Τυποθήτω.
- Nathan, R., & Hill, L. (2006). *Επαγγελματική Συμβουλευτική*. Αθήνα: Μεταίχμιο
- Steven, B.D., & Lent, W. (2021). *Career Development and Counseling: Putting Theory and Research to Work* (3rd Edition). WILEY.

- *Relevant scientific journals:*

- Νέα Παιδεία
- Επιθεώρηση Συμβουλευτικής – Προσανατολισμού
- Επιστήμες Αγωγής
- Θεωρία και Έρευνα στις Επιστήμες της Αγωγής
- Advances in Social Sciences Research Journal
- BRITISH JOURNAL OF GUIDANCE & COUNSELING
- International Journal for Educational and Vocational Guidance
- International Journal of Academic Research in Education and Review
- International Journal of Psychological Studies
- Open Journal of Social Sciences
- Sustainability

D Semester (Spring Semester)**PRACTICUM (PART II)**

Scientific Responsible: Aikaterini Argyropoulou, PhD., Associate Professor

COURSE OUTLINE**(1) GENERAL**

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP12	SEMESTER	Spring Semester
COURSE TITLE	PRACTICUM (PART II)		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
<p>Practicum in organizations where Career Counselling, Professional Orientation and Lifelong Learning are applied. Duration 160 hours</p> <p>Design and development of videotaped micro-teaching by utilizing counseling skills or by implementing a pedagogical action in order to establish the didactic adequacy for the dissemination of Counselling, Career Guidance and Lifelong Learning elements in the teaching process.</p>		10	
COURSE TYPE	SPECIALIZING OF GENERAL KNOWLEDGE AND DEVELOPING SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		

THE COURSE IS OFFERED TO STUDENTS ERASMUS	-
URL	https://counselling-cgll.eds.uoa.gr/praktiki_askisi

(2) LEARNING OUTCOMES

Learning Outcomes
<p>During Practicum (Part II) and in order to complete it, postgraduate students design and implement a videorecorded micro-teaching in the body where they do their Practicum, utilizing the counselling competences or applying a pedagogical activity through combining the knowledge field of the Programme of Studies with the development of career/life management skills, in order to determine the aptitude for teaching with regards to the dissemination of Counselling, Career Guidance and Lifelong Learning elements in the teaching process.</p> <p>Postgraduate students write a report, in which they document in detail the type of activity they developed during their internship, the methodological approach they followed, the problems and difficulties they encountered. The report is signed by the person in charge of the organisation where the internship took place and checked for its adequacy by the Supervisor of the MSc.</p>
General Skills
<ul style="list-style-type: none"> ● Researching, analysing and combining data and information, through the use of new technologies ● Adaptation to new situations ● [Counselling/Pedagogical/Educational] project planning and management ● Autonomous and team work ● Work in an interdisciplinary environment ● Generating new research ideas ● Exercise criticism and self-criticism ● Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

<ul style="list-style-type: none"> ● The description is common to Practicum A'. ● Postgraduate students repeat a second cycle of the internship under the same conditions, but enrich their counselling-pedagogical and educational experience by achieving a higher level of reflection that includes the feedback received in the first part of the internship as well as the design and development of a video-taped micro-teaching.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face and Online	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Presentations ● Interaction with students individually and/or in working groups ● Communication with the students: ● Support of the learning process through the e-class electronic platform ● Communication with students through the e-class electronic platform and e-mail 	
ORGANIZATION OF TEACHING		
	<i>Activity</i>	<i>Semester Workload</i>
	Practicum in organizations where Career Counselling, Professional Orientation and Lifelong Learning are applied.	160
	Preparation, Study, Reflection, Supervision	90
STUDENT EVALUATION	Total Course 250	
	<p>The evaluation of postgraduate students is carried out: a) by designing and preparing the micro-teaching that utilizes counselling skills or implements a pedagogical action to disseminate elements of Counseling, Professional and Lifelong Learning in the teaching process, b) by the mandatory writing of the internship report, which describes in detail 1) the subject of the internship, 2) the methodological approach followed, 3) the problems-difficulties that were presented and how they were dealt with, and 4) the general evaluation.</p> <p>The videotaped micro-teaching is evaluated by the Supervisor of the internship institution.</p> <p>The internship report is a reflective narrative essay about the experience of their overall preparation as career and vocational guidance counsellors and the development of their professional identity, documented with data and feedback from their overall internship experience.</p>	

(5) RECOMMENDED BIBLIOGRAPHY

- Αργυροπούλου, Κ. (2022). *Συμβουλευτική σταδιοδρομίας. Ζητήματα μιας πολυδιάστατης διαδικασίας*. Αθήνα: Γρηγόρη.
- Αργυροπούλου, Κ. & Αντωνίου, Α-Σ. (Επιστημονική Επιμέλεια) (2020). *Διαχείριση Σταδιοδρομίας και Ανάπτυξη Δεξιοτήτων στο Σύγχρονο Εκπαιδευτικό και Εργασιακό Περιβάλλον. Προ(σ)κλήσεις του 21ου αιώνα*. Αθήνα: Γρηγόρη.
- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career Counseling. Holism, Diversity & Strengths* (4th ed). Alexandria, VA: American Counseling Association.
- Hackney, H. L., & Cormier, S. (2013). *The professional counselor: A process guide to helping*. Upper Saddle River, NJ: Pearson.
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- Nathan, R., & Hill, L. (2006). *Επαγγελματική Συμβουλευτική*. Αθήνα: Μεταίχμιο
- Steven, B.D., & Lent, W. (2021). *Career Development and Counseling: Putting Theory and Research to Work* (3rd Edition). WILEY.

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- Νέα Παιδεία
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- Επιστήμες Αγωγής
- Θεωρία και Έρευνα στις Επιστήμες της Αγωγής
- Advances in Social Sciences Research Journal
- BRITISH JOURNAL OF GUIDANCE & COUNSELLING
- International Journal for Educational and Vocational Guidance
- International Journal of Academic Research in Education and Review
- International Journal of Psychological Studies
- Open Journal of Social Sciences
- Sustainability

POSTGRADUATE DISSERTATION / MASTER'S THESIS

COURSE OUTLINE

(1) GENERAL

School	Philosophy		
Department	EDUCATIONAL STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
LESSON CODE	SEP13	SEMESTER	Spring Semester
COURSE TITLE	POSTGRADUATE DISSERTATION / MASTER'S THESIS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
			20
COURSE TYPE	SPECIALIZING OF GENERAL KNOWLEDGE AND DEVELOPING SKILLS		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	-		
URL	https://counselling-cgll.eds.uoa.gr/diplomatiki_ergasia/		

(2) LEARNING OUTCOMES

Learning Outcomes
The Postgraduate Dissertation / Master's Thesis is the scientific monograph that is required to include innovative elements in disciplines related to Counselling, Career Guidance and Lifelong Learning either through creating new knowledge, exercising autonomous critical thinking, or through the combination of both. It offers the

opportunity for the research capacity of the postgraduate student to be assessed but also navigated.

The aim of the thesis is for postgraduate students to:

- Carry out a review and critical analysis of existing knowledge.
- Describe, analyse and interpret an issue or combination of issues in the disciplines of Counselling, Career Guidance and Lifelong Learning.
- Create new theoretical and methodological approaches, techniques, tools or other innovations in the scientific area under investigation.
- Convey specific knowledge, ideas or opinions with clarity, precision, logical sequence and coherence, and scientific evidence.
- Compose a remarkable original study of high quality, making use of research original material, and/or proposing new interpretations of data.

General Skills

- Researching, analysing and combining data and information, through the use of new technologies
- Adaptation to new situations
- Autonomous work
- Work in an interdisciplinary environment
- Generating new research ideas
- Decision making
- Demonstrate social, professional and ethical responsibility and sensitivity to research issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

The subject of the postgraduate thesis must be of a research nature and be original.

The language of the postgraduate thesis is Greek.

The postgraduate thesis must include the following:

α) Introduction: history of the choice of the specific topic, its placement in the broader scientific field of Counselling, Vocational Guidance and Lifelong Learning, the originality and usefulness of the research and the formulation of its purpose (context and scope of the thesis, main questions and hypotheses of the thesis, structure of the thesis).

b) Review of the relevant literature: Critical review of the main literature background of the topic of the paper.

(c) Methodology: organisation of the research, description of the methodological approach, description of the collection and processing techniques of primary and/or secondary data.

(d) Analysis of the topic: presentation and organisation of the findings of the thesis, analysis and interpretation of the results.

(e) Conclusions: presenting conclusions, discussing them in the broader theoretical and geographical context of the thesis, and issues arising for future research.

The normal length of a thesis may not be less than 25 thousand and more than 35 thousand words (excluding any Appendices). In special cases the number of pages may be increased, but may not be reduced.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face-to-face meetings							
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Individual presentation ● Communication with the students: ● Support of the learning process through the e-class electronic platform ● Communication with students through the e-class electronic platform and e-mail 							
ORGANIZATION OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Preparation- Literature review- Study, Conduct of research, Writing, Supervision</td> <td style="text-align: center; vertical-align: middle;">500</td> </tr> <tr> <td style="padding: 5px;">Total Course</td> <td style="text-align: center; vertical-align: middle;">500</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Preparation- Literature review- Study, Conduct of research, Writing, Supervision	500	Total Course	500
<i>Activity</i>	<i>Semester Workload</i>							
Preparation- Literature review- Study, Conduct of research, Writing, Supervision	500							
Total Course	500							
STUDENT EVALUATION	<p>The postgraduate work is supported by a three-member committee, consisting of the main supervisor and two other members. The thesis is submitted to the supervisor and the other two members of the Advisory Committee. After the completion of the corrections indicated to the postgraduate student, the supervisor sets a date for the support of the thesis, which is judged in this final stage by the three-member Examination Committee.</p> <p>The thesis is prepared according to the specific specifications of the Postgraduate Program which are binding for the students and the supervisors.</p>							

	Upon completion of the support process, the supervisor draws up the minutes, which is also signed by the other two members. The thesis is evaluated by the three-member examination committee on a scale of ten (10).
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(5) RECOMMENDED BIBLIOGRAPHY

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| <ul style="list-style-type: none">● Cohen, L., Manion, L., Morrison, K. (2008). Μεθοδολογία εκπαιδευτικής Έρευνας. Μεταίχμιο.● Δερμάτης, Ζ., Κομνηνός, Δ., Λιαργκόβας, Π. (2018). Μεθοδολογία της Έρευνας και Συγγραφή Επιστημονικών Εργασιών. Τζιόλας.● Παπαναστασίου, Κ., Παπαναστασίου, Ε. (2016). Μεθοδολογία εκπαιδευτικής Έρευνας. Ιδιωτική. |
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