



UNIVERSITY OF PIRAEUS
School of Economics, Business
and International Studies
DEPARTMENT OF ECONOMICS



**STUDY
GUIDE**

MSc:
ECONOMICS OF EDUCATION
AND
MANAGEMENT OF EDUCATIONAL UNITS

Postgraduate Programme

Economics of Education and Management of Educational Units

STUDY GUIDE

UNIVERSITY OF PIRAEUS

SCHOOL OF ECONOMICS, BUSINESS AND
INTERNATIONAL STUDIES

DEPARTMENT OF ECONOMICS



Postgraduate Programme

Economics of Education and Management of Educational Units

Study Guide

Academic Year 2026–2027

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Contents

Foreword.....	7
The Programme	8
Vision.....	8
Mission.....	8
Purpose	9
Values.....	9
Programme Objectives.....	10
Structure and Duration	12
Requirements for the Master's Degree	12
Awarded Qualification	13
Learning Outcomes.....	13
Programme Structure and Governing Bodies.....	14
Selection of Applicants.....	17
Eligible Applicants	17
Selection Criteria and Procedure	17
Duration of Studies	20
Terms of Study – Students' Obligations and Rights	21
Course Programme	22
Preparatory Courses	23
Semester 1	23
Semester 2	25
Semester 3	26
Teaching – Examinations – Assessment	27
Academic Adviser.....	30
Programme Infrastructure.....	36
Student Services.....	36

Handling Student Requests and Complaints.....	37
Appendix: Course Descriptions	37

Foreword

Our aim is to provide students with the knowledge they need to understand economic and social developments in education and to manage educational units, conduct research, and design and evaluate educational programmes and policies. The combination of knowledge from economics, management, research methodology and quantitative methods, together with critical thinking on key interdisciplinary issues in education, provides students with the tools they need to address significant challenges in this field.



Professor Theologos–Michail Chletsos

Director of the MSc in Economics of Education
and Management of Educational Units

The Programme

Education has always played a particularly important role in economic and social development. In contemporary societies, knowledge is the principal factor in wealth creation and development; hence their description as knowledge societies. Education is the gateway to acquiring knowledge. The knowledge and skills an individual possesses constitute their human capital. Knowledge and skills are directly linked to technological progress. The relationship between education and economic development is reciprocal. The more individuals or society spend on education, the greater the economic development. The more economically developed a country is, the more it invests in education. The dissemination of knowledge and the eradication of illiteracy across economic sectors are considered essential conditions for improving the economic and social circumstances of individuals and society as a whole. Education is regarded as the main instrument for reducing inequality, poverty and social exclusion. Education contributes to the optimal use of technology, while technology facilitates access to education. Distance education and lifelong learning programmes create the conditions for all citizens to access knowledge. Education is the main pathway to prosperity.

Responding to the contemporary needs of Greek society, the Department of Economics of the School of Economics, Business and International Studies at the University of Piraeus organises and delivers the postgraduate programme entitled “Economics of Education and Management of Educational Units – Master in Economics of Education and Management of Educational Units”. Its purpose is to provide teachers from different disciplines with knowledge of economics and management and the skills to use research tools, thereby strengthening their role in education.

Vision

The vision of the MSc in Economics of Education and Management of Educational Units is for students to acquire a broad foundation in economics and management and to engage with cutting-edge research, innovative teaching methods, and a wide range of intellectual and professional opportunities. We want our graduates to become leaders in their fields, using the knowledge, skills and competencies acquired through the programme to address complex legal and economic issues and make a positive contribution to their communities and the wider world. The programme seeks to promote a culture of academic excellence, scientific research and lifelong learning, and to produce graduates well equipped to meet the continually evolving demands of the legal and economic environment.

Mission

The mission of the MSc in Economics of Education and Management of Educational Units is to provide students with an in-depth understanding of the fundamental principles and tools of economics and management. Through the programme, students acquire a broad range of knowledge in economics, management and marketing, and quantitative methods, enabling them to understand the wider socioeconomic context of education, manage educational units effectively, and design and evaluate educational programmes and policies.

Graduates will be well equipped to navigate the complex and rapidly changing economic and administrative environment and make informed decisions that balance economic efficiency,

managerial effectiveness and the promotion of educational values. The programme aims to produce graduates who think critically and act effectively, with the skills and knowledge required to succeed in a wide range of educational careers. It also aims to equip students with tools and methods for advanced research and analysis, enhancing their competitiveness in the labour market and preparing them for higher academic qualifications, including doctoral study.

Purpose

The purpose of the MSc in Economics of Education and Management of Educational Units is to provide students with the knowledge they need to understand economic and social developments in education and to manage educational units, conduct research, and design and evaluate educational programmes and policies.

The main objectives of the MSc in Economics of Education are to enable students to understand:

- how the education sector operates
- the interactions between education, the economy and society
- the role of education in economic development
- the role of education in social mobility
- the role of education in reducing inequality
- the role of education in integrating socially disadvantaged groups into society and the economy
- the economic and financial dimensions of education
- the administrative dimensions of education
- the impact of technology on education
- new labour market needs and the role of education and training

Through the MSc in Economics of Education, students will acquire knowledge and skills enabling them to:

- cultivate and develop skills in the administration and management of educational units
- cultivate and strengthen the qualities of a “leader-manager” in educational administration
- evaluate investment projects in education
- design and develop training and professional development programmes for employed and unemployed people
- design and develop training programmes supporting migrants' integration into society
- evaluate educational and training programmes
- develop research activities in education
- design policies relating to education

Values

The principal values governing the MSc in Economics of Education and Management of Educational Units are fully aligned with the values of the University of Piraeus and focus on the following:

Respect: *For all members of the academic community, helping to strengthen meritocracy, equality and academic freedom.*

Quality: *Commitment to providing academic services of a high standard and continually improving the programme's overall operation.*

Excellence: *Encouraging and supporting excellence in education, research and the production of new knowledge.*

Transparency: *Applying open and transparent procedures that build trust with the academic community and society.*

Cooperation and Teamwork: *Supporting collaboration and networking to exchange knowledge,*

views, best practices and research findings, with the aim of jointly developing new ideas.

Sustainability: *Respecting and promoting the principles of sustainable development.*

Social Responsibility: *Developing initiatives that demonstrate responsibility and consistency towards society and citizens.*

Programme Philosophy

The MSc in Economics of Education and Management of Educational Units is designed to meet your expectations regarding:

- acquiring knowledge and skills
- deepening your understanding of the economic, social and administrative aspects of education
- conducting research and designing educational policies
- rapid professional advancement

The programme's philosophy is reflected in its core principles:

- access to knowledge
- achieving goals
- focusing on people

Programme Objectives



Providing specialised knowledge in economics, management and research

By adopting an interdisciplinary approach to theory and applied analysis in economics and management, and combining knowledge, practical skills and developments shaping the contemporary business environment, professionals gain the tools required to provide high-quality economic and administrative services in public and private education.



Developing the ability to define and evaluate complex economic issues using existing knowledge and experience

The programme seeks to introduce teachers without an economics background to economic and managerial thinking and approaches to complex economic and social problems. It also enables those wishing to work in education to understand the logic and interpretation of the socioeconomic framework within which educational units operate.



Offering a unique opportunity for interdisciplinary study in education

The programme provides an advanced understanding of the economic and social challenges facing education and prepares students for careers in public and private educational organisations. It is particularly suited to individuals interested in education as a profession, especially the economic and administrative operation of educational units, the design and evaluation of programmes and policies, and research into educational issues and problems, particularly the role of education in socioeconomic developments.



Training highly qualified professionals

Theoretical and applied economic, managerial and quantitative analysis are provided as tools for interpreting the role of education and educational units in socioeconomic developments. The programme is designed for students without an economics background and welcomes all academic disciplines. The interaction between education and the economy is examined alongside its practical implications, providing essential tools and concepts that connect economics and management with the educational process.

Structure and Duration

The MSc in Economics of Education and Management of Educational Units aims to train and enhance the capabilities of individuals working, or intending to work, in public and private educational organisations. It provides advanced knowledge tailored to the needs of this specialisation and develops contemporary principles and methods for the effective management of educational units.

The programme's profile has been shaped both by the general specifications of comparable programmes at Greek and foreign higher education institutions and by the need for its content and emphasis to reflect the characteristics of the Greek economy and society.

The programme lasts three semesters and begins in September of each academic year. Classes in Semesters 1 and 2 take **place on Friday afternoons** and Saturday mornings to accommodate working students. Compulsory courses are taught on Fridays, while optional courses are taught on Saturdays. In Semester 3, students may either attend two of the available elective courses or prepare a master's dissertation. Semester 3 courses are offered on both Fridays and Saturdays.

The programme consists of:

1. preparatory lectures,
2. compulsory courses, and
3. elective courses.

The elective courses offered form part of a wider selection from which students choose two courses per semester that best suit their educational needs and career prospects. In addition to the two courses counted towards their degree grade, students may attend as many courses as they wish to obtain certificates of successful completion. This opportunity reflects the programme's philosophy of providing students with a broad range of knowledge.

Requirements for the Master's Degree

To obtain the master's degree, students must:

- Attend and successfully pass ten (10) courses (six compulsory and four electives) in Semesters 1 and 2.
- Prepare a master's dissertation in Semester 3 or successfully pass two (2) Semester 3 elective courses with a clear research focus.

The award of the master's degree requires successful completion of 90 credits under the European Credit Transfer and Accumulation

System (ECTS), through participation in all research and educational activities of the programme, as specifically provided for in its regulations.

Awarded Qualification

The programme **awards a master's degree in “Economics of Education and Management of Educational Units – Master in Economics of Education and Management of Educational Units”**.

Learning Outcomes

Upon successful completion of the programme, students will be able to:

- cultivate and develop effective methods for the administration and management of educational units
- cultivate and strengthen the qualities of a “leader-manager” in educational administration
- evaluate investment projects in education
- design and develop training and professional development programmes for employed and unemployed people
- design and develop training programmes supporting migrants' integration into society
- evaluate educational and training programmes
- develop research activities in education
- design policies relating to education

Programme Structure and Governing Bodies

1. **Under Law 4957/2022**, the bodies responsible for the establishment, organisation and operation of the interdepartmental postgraduate programme are:

- a) the University Senate,
- b) the Programme of Studies Committee;
- c) the Programme's Coordinating Committee,
- d) the Director of the interdepartmental postgraduate programme.

2. The **Senate** is the competent body for academic, administrative and organisational matters relating to postgraduate programmes. It has the following responsibilities, as well as any others provided for by the University's internal operating regulations, unless the law specifically assigns them to other University bodies:

- approves the establishment or amendment of the Decision Establishing the postgraduate programme, as well as the content of these programmes;
- approves or amends postgraduate programme internal operating regulations;
- approves extensions to the operating period of postgraduate programmes;
- approves partnerships with Greek or foreign institutions, research centres and institutes, and technological bodies under Article 13A of Law 4310/2014 (Government Gazette A' 258), to organise interinstitutional second-cycle programmes, as well as protocols for academic or research cooperation with Greek or foreign bodies;
- establishes the Programme of Studies Committee for interdepartmental, interinstitutional or joint postgraduate programmes;
- decides on the discontinuation of postgraduate programmes offered by the higher education institution.

3. For interdepartmental and joint postgraduate programmes, the responsibilities of the **Department Assembly** are exercised by the Programme of Studies Committee, whose membership and composition are specified in the programme's cooperation protocol. The Committee comprises faculty members of the collaborating Departments, in accordance with that protocol. For interdepartmental or joint programmes, the Committee appoints one (1) of its members as Programme Director.

By decision of the Programme of Studies **Committee**, a Coordinating Committee may be established for a two-year term, necessarily comprising the Programme Director and four (4) members of the Programme of Studies Committee. Where no Coordinating Committee exists, its responsibilities are exercised by the Programme of Studies Committee, which also has general responsibility for organisation, administration and management under Article 82(2) and Article 81(3) of Law 4957/2022.

The Programme of Studies Committee comprises faculty members of the collaborating Departments and is established by decision of the Senate of the institution providing the programme's administrative support, following recommendations from the collaborating Department Assemblies or the competent bodies of partner organisations. The exact number of Committee members and the representation of each collaborating Department or Greek or foreign institution are specified in the cooperation protocol. Emeritus Professors of the Department or collaborating Departments may participate in the Committee if they teach on the programme.

The Programme Director and members of the Coordinating Committee and Programme of Studies Committee are not entitled to remuneration or compensation for carrying out the responsibilities assigned to them as part of their duties.

The Programme of Studies Committee is responsible for the organisation, administration and management of the programme and, in particular:

1. recommends that the Senate approve or amend the Decision Establishing the programme and extend its duration;
2. appoints its members and those of the Programme's Coordinating Committee;
3. assigns teaching duties to programme instructors;
4. establishes committees to assess postgraduate applications and approves applicants' admission to the programme;
5. establishes dissertation examination committees and appoints a supervisor for each dissertation;
6. confirms successful completion of studies for the award of the programme's qualification;
7. approves the programme's annual report following a recommendation from the Coordinating Committee;
8. approves the call for applications to the postgraduate programme;
9. decides on students' removal from the programme or temporary suspension of studies following a recommendation from the Coordinating Committee;
10. examines the criteria for exemption from tuition fees (Article 86(6));
11. exercises any other responsibility provided for in these Regulations.

By decision of the Programme of Studies Committee, the responsibilities listed in items 4 and 5 may be delegated to the Programme's Coordinating Committee. Specific additional responsibilities may also be delegated to the Coordinating Committee to improve programme operation, following a relevant decision on delegation.

4. The **Coordinating Committee** comprises the Programme Director and four (4) faculty members of the Department with expertise relevant to the programme and teaching duties within it. Its members are appointed by the Programme of Studies Committee for a two-year term, concurrent with

the Director's term. Emeritus Professors of the collaborating Departments may participate in the Coordinating Committee if they teach on the programme. Members are not entitled to remuneration or compensation for carrying out the responsibilities assigned to them as part of their duties.

The Coordinating Committee is responsible for monitoring and coordinating programme operation and, in particular:

1. prepares the initial annual programme budget and any amendments, where the programme has resources under Article 84, and recommends its approval to the Research Committee of the Special Account for Research Funds (ELKE);
2. prepares the programme's annual report and recommends its approval to the Department Assembly;
3. approves programme expenditure;
4. approves the award of scholarships, with or without service obligations, in accordance with the Decision Establishing the programme and the Regulations for Postgraduate and Doctoral Studies;
5. recommends to the Programme of Studies Committee the allocation of teaching duties and their assignment to the categories of instructors specified in Article 83 of Law 4957/2022;
6. recommends that the Programme of Studies Committee invite Visiting Professors to meet the programme's teaching needs;
7. prepares proposals for changes to the curriculum and submits them to the Programme of Studies Committee;
8. recommends to the Programme of Studies Committee the reallocation of courses between academic semesters and measures to improve curriculum quality;
9. recommends students' removal from the programme or temporary suspension of studies to the Programme of Studies Committee;
10. exercises any other responsibility provided for in these Regulations.

5. The Programme **Director** should preferably hold the rank of Professor or Associate Professor and belong to the Department of Business Administration, which also provides administrative support for the programme. In exceptional cases necessary for the programme's smooth operation, a faculty member from a different Department may be appointed Director following a reasoned decision of the Programme of Studies Committee. The Director is appointed by the Committee's members for a two-year term, renewable without limitation. The Director is not entitled to remuneration or compensation for carrying out the responsibilities assigned as part of these duties.

The Programme Director has the following responsibilities:

1. chairs the Coordinating Committee and, for interdepartmental, interinstitutional or joint programmes, the Programme of Studies Committee; prepares the agenda and convenes its meetings;

2. submits matters concerning programme organisation and operation to the Programme of Studies Committee;
3. submits matters relating to effective programme operation to the Coordinating Committee and other programme and University bodies;
4. serves as the programme's Scientific Coordinator under Article 234 of Law 4957/2022 and exercises the corresponding responsibilities;
5. monitors the implementation of decisions by programme bodies and the Internal Regulations for Postgraduate and Doctoral Programmes, as well as execution of the programme budget;
6. exercises any other responsibility specified in the Decision Establishing the programme.

The Programme Director, who also serves as Scientific Coordinator, may request that the Research Committee of the Special Account for Research Funds appoint a Deputy Scientific Coordinator for the programme's financial management needs, following a favourable recommendation from the Programme of Studies Committee.

Administrative and secretarial support for the MSc in Economics of Education and Management of Educational Units – Master in Economics of Education and Management of Educational Units is provided by the Secretariat of the Department of Business Administration.

Administrative staff supporting the programme outside their University working hours, and those assigned programme-related tasks, may be remunerated for their services.

Selection of Applicants

Eligible Applicants

The programme admits graduates of Greek higher education institutions, equivalent recognised institutions abroad, and Technological Educational Institutions, in accordance with Law 3685/2008 (Government Gazette A' 148). Holders of degrees from foreign higher education institutions must provide recognition of their qualification by the Hellenic National Academic Recognition and Information Center (DOATAP). Greek and foreign graduates must have knowledge of English in accordance with paragraph 4.1.

Members of the Special Educational Personnel (EEP), Laboratory Teaching Personnel (EDIP) and Special Technical Laboratory Personnel (ETEP) categories who meet the requirements of Article 6 of the Study Regulations may, upon application, be admitted above the normal intake, limited to one person per year, without paying tuition fees. This applies only to programmes organised by a Department of the institution where they serve and relevant to their qualification and institutional duties. If no applications are submitted by these categories, applications from other University of Piraeus staff, irrespective of employment status, are also considered on the same basis.

The programme admits one hundred and fifty (150) students per academic year.

Selection Criteria and Procedure

Admission to the programme follows the provisions of the Postgraduate Study Regulations. By decision of the Programme of Studies Committee, a call for applications is published and posted on the Department and University websites. The call specifies all relevant details, including application dates and submission location, required supporting documents, and other information. Applications and supporting documents are submitted to the Department Secretariat, by post or electronically, within the deadline specified in the call, which may be extended by decision of the Programme of Studies Committee.

By decision of the Programme of Studies Committee, the interdepartmental programme may also issue a further call for applications for the same intake, with a separate selection procedure completed in accordance with this Article.

Each applicant must submit the following documents:

1. Application form, available from the Secretariat of the Department of Business Administration or the programme website.
2. Detailed curriculum vitae.
3. Copy of the degree certificate or certificate of completion of studies.¹
4. Official academic transcript, including the final degree grade.
5. For applicants holding degrees from foreign universities or technological institutions, recognition is carried out by the Department Secretariat under the applicable provisions. Where Greece is certified as the location of all or part of the studies, the qualification is not recognised unless the part undertaken in Greece was completed at a public higher education institution.
6. Admission requires good knowledge of English, French or German, evidenced by language qualifications at an appropriate level accepted by the Supreme Council for Civil Personnel Selection (ASEP).
7. Evidence of professional experience, if any.
8. Two recommendation letters from university faculty members and employers. Letters may be submitted using the programme's special form or as separate printed or electronic letters supplied by the applicant to the Department Secretariat, or emailed directly by the Professor.
9. Photocopy of both sides of the identity card.
10. Photographs.
11. A solemn declaration, submitted through <https://www.gov.gr/ipiresies/polites-kai-kathemerinoteta/upeuthune-delose-kai-exousiodotese> or with a signature certified by a Citizens' Service Centre (KEP) or police station in Greece, stating that the documents submitted in the applicant's file are authentic.

¹ Applicants holding first-cycle qualifications from foreign institutions must provide either a DOATAP recognition decision or their degree certificate so that the institution and qualification type can be checked against the National Register of Recognised Foreign Higher Education Institutions and the National Register of Qualification Types of Recognised Foreign Institutions. Where Greece is certified as the location of all or part of the studies, the qualification is not recognised unless the part undertaken in Greece was completed at a public higher education institution.

Foreign qualifications are submitted and accepted in accordance with the applicable provisions. Applicants completing their studies during the September examination period may also apply.

The Programme of Studies Committee may require additional supporting documents by decision.

Applicants are selected by a committee of faculty members, the Applicant Selection Committee, established by decision of the Programme of Studies Committee.

The selection procedure is conducted by the Selection Committee, which:

- a) compiles a complete list of applicants.
- b) Rejects applicants who do not meet the minimum criteria.
- c) Invites applicants to interview, conducted by members of the Selection Committee.
- d) Organises internal examinations for applicants where deemed necessary.
- e) Ranks applicants by score and submits its recommendation to the Assembly for final approval.

During selection, the Selection Committee assesses applicants against the following criteria:

- 1. Degree grade(s)
- 2. Performance in the undergraduate or master's dissertation
- 3. Knowledge of a foreign language or languages
- 4. Relevance of the applicant's originating Department to the programme
- 5. Possession of a second first-cycle or second-cycle qualification
- 6. Type and extent of professional and/or research experience
- 7. Interview
- 8. Recommendation letters from university faculty members and/or an employer

The selection procedure is conducted by the Applicant Selection Committee, which: a)

- compiles a complete list of applicants.
- b) Rejects applicants who do not meet the minimum criteria, where such criteria have been established by the Programme of Studies Committee and included in the programme's Operating Regulations.
- c) Invites selected applicants to interview, conducted by members of the Selection Committee.

Specifically, the assessment criteria are:

- I. Academic background: graduating institution, possession of a postgraduate qualification, and grades in previous degree courses that will be taught on, or are relevant to, the programme, weighted at 20% of the total score.
- II. Foreign languages, weighted at 15% of the total score.
- III. First-degree grade, weighted at 30%.
- IV. Personal profile: applicant's CV and recommendation letters, weighted at 15%.
- V. Other elements, such as written work, publications and professional experience, weighted at 20%.

This assessment stage carries a maximum of 100 points and accounts for 60% of the final score. It is followed by a personal interview for all applicants meeting the formal requirements. The score from this second stage is weighted at 40%.

Based on the total score, the Applicant Selection Committee compiles a list of successful applicants and, where appropriate, reserve applicants.

In the event of equal scores, tied applicants may be admitted above the normal intake by decision of the Programme of Studies Committee.

The final list of successful applicants is ratified by the Programme of Studies Committee.

Successful applicants must register with the Department Secretariat within a deadline set by the Secretariat following approval by the Programme of Studies Committee.

Registration is completed by submitting the required documents to the Department Secretariat. Students who register but do not attend for personal or other objective reasons are not entitled to a refund of tuition fees.

All assessment details are recorded on the programme's applicant assessment form, which accompanies the applicant's file.

If one or more successful applicants do not register, reserve applicants, where available, are invited to register in the order shown on the approved ranking list.

Duration of Studies

The duration of study for the award of the master's degree is three (3) academic semesters, including the time required to prepare a dissertation or successfully attend and pass two elective courses in its place.

The maximum permitted duration of study is six (6) academic semesters.

The Programme of Studies Committee may exceptionally extend this maximum period. After the extension provided for in the Study Regulations expires, the student is removed from the programme.

Postgraduate students may submit a reasoned request for suspension of studies for no more than two consecutive semesters. Semesters of suspension do not count towards the maximum permitted duration of study.

Terms of Study – Students' Obligations and Rights

1. Postgraduate students have all rights and benefits provided for first-cycle students, except the entitlement to free textbooks.

2. Postgraduate students may attend the Library's Information Literacy courses, covering strategies for finding information sources and evaluating results for validity, currency and relevance; preparing bibliographies and applying referencing styles; and information ethics, including avoiding plagiarism. Students are required to deposit their dissertations in the DIONI Institutional Repository.

3. Postgraduate students are required to:

- Attend all courses in the current curriculum regularly and arrive punctually for lectures. Absences may not exceed 25% of the teaching hours of each course and are recorded by the instructor or authorised staff. Exceeding this limit constitutes failure in the course. Where excess absences result from serious personal, professional or health reasons, the Programme of Studies Committee examines the matter and issues an opinion.
- Obtain the required textbooks and scientific articles covering the syllabus in good time.
- Submit required course assignments within the prescribed deadlines.
- Attend examinations punctually and bring their student identity card.
- Comply strictly with prescribed deadlines, including submission of declarations and payment of tuition fees.
- Participation in educational activities forming part of the curriculum and necessary for the award of the degree is compulsory. Participation in all other programme research and scientific activities, such as conferences and educational visits, is optional.

Failure to meet these requirements to an extent that impedes course attendance or assessment, without serious documented justification, may lead to a failing grade or exclusion from the programme by decision of the Assembly.

4. Tuition fees for the programme amount to €3,500.00. Students register each semester to attend courses after paying the prescribed fees.

The Programme of Studies Committee may decide to remove postgraduate students from the programme if they:

- exceed the maximum permitted absences;
- fail one or more courses and do not successfully complete the programme in accordance with Article 14 of these Regulations;
- exceed the maximum duration of study specified in these Regulations;
- request withdrawal, in which case removal follows automatically;
- commit misconduct, including cheating in examinations or breaches of applicable intellectual property provisions;
- display inappropriate behaviour;
- receive a disciplinary sanction from the competent University bodies entailing expulsion;
- fail to pay the prescribed tuition fees.

Before registration, applicants must familiarise themselves with these Regulations and declare in writing that they accept the programme's operating rules.

Course Programme

The programme begins in the autumn or spring semester of each academic year.

A total of ninety (90) ECTS credits is required for the master's degree.

During their studies, postgraduate students are required to attend and successfully pass postgraduate courses, undertake research, write scientific papers and complete a master's dissertation, among other activities.

Students must attend and successfully pass six (6) compulsory and four elective courses, and either complete a master's dissertation or attend and successfully pass two Semester 3 elective courses equivalent to the dissertation.

Courses are delivered through distance education, in accordance with applicable provisions, the relevant decisions of the Programme of Studies Committee and the applicable law. Organising teaching through distance education ensures accessibility regardless of place of residence or employment.

Courses are organised by semester, held weekly and delivered mainly in Greek. The timetable is adapted to the particularly demanding needs of postgraduate students.

Accordingly, classes take place each week on Fridays and Saturdays.

The Programme of Studies Committee may amend the curriculum and redistribute courses between semesters. It may also provide preparatory courses according to students' backgrounds and first degrees. The programme's academic calendar and timetable are prepared under the Director's responsibility within the University of Piraeus academic calendar. At the start of each period, a detailed schedule is announced, including courses, teaching timetables and other planned events or obligations and their dates.

The course programme for Academic Year 2026–2027 is as follows:

Preparatory Courses

Course Title	Teaching Hours	Credits (ECTS)
Introductory Lectures in Economics	18	-

Semester 1

Course Title	Teaching Hours	Credits (ECTS)
Management of Educational Units	30	6
The Economic Environment of Educational Units	30	6
Economics of Education	30	6
Elective Course	30	6
Elective Course	30	6
TOTAL		30

List of Elective Courses (<i>Academic Year 2022–2023</i>)
1. Entrepreneurship in Education
2. Issues in Educational Research
3. Marketing and Strategy of Educational Organisations
4. Leadership in Education
5. Management Information Systems and E-Governance
6. Applied Social Research in Education Using SPSS
7. The Globalised Economy and Intercultural Education

Semester 2

Course Title	Teaching Hours	Credits (ECTS)
Human Resource Management in Education	30	6
Statistical Methodology for the Social Sciences	30	6
Financial Analysis of Educational Resources	30	6
Elective Course	30	6
Elective Course	30	6
TOTAL		30

List of Elective Courses (<i>Academic Year 2022–2023</i>)
1. Labour Market, Lifelong Education and European Educational Programmes
2. Educational Development Policies and Applications
3. Innovation and Sustainability Strategies in Education
4. Information and Communication Technologies in Education and Learning
5. Design, Implementation and Evaluation of Educational Programmes
6. Investment and Financing in Education
7. Experimental Methods and Field Research in Education
8. Organisational Behaviour in Educational Organisations

Semester 3

Course Title	Teaching Hours	Credits (ECTS)
Master's Dissertation or Two Elective Courses		30
TOTAL:		30

List of Elective Courses (<i>Academic Year 2022–2023</i>)
1. Special Topics in Economics and Public Policy in Education
2. Managing Educational Change
3. Socioeconomic Development in Education
4. Writing Scientific Texts: From Proposal to Results
5. Crisis Management in Educational Units
6. Human Resource Skills: Lifelong Learning and Work
7. Artificial Intelligence in Education

Teaching – Examinations – Assessment

1. Teaching in each academic year is organised into two semesters, autumn and spring. The timetable is adapted to the particularly demanding needs of postgraduate students, with classes held weekly on Fridays and Saturdays. Attendance at courses, laboratories and related activities is compulsory. Classes that cannot take place as scheduled must be rescheduled; the instructor arranges this in consultation with the Programme Director.
2. Assessment includes final examinations held after completion of each course's teaching. Individual or group research assignments may also be used to assess knowledge alongside the final examination. Examinations are conducted remotely.
3. Final assessment and grading in individual courses are determined by the instructor, who may arrange written and/or oral examinations, or base assessment on assignments or laboratory exercises. Performance is graded on the following scale:

8,50 - 10	Excellent
6,50 - 8,49	Very Good
5 - 6,49	Good
0 - 4,99	Fail

The instructor submits the grade report to the Department Secretariat within 30 days of the course examination.

4. A master's dissertation is provided for in Semester 3. Students submit an application stating the proposed dissertation title and supervisor. The Programme of Studies Committee establishes the three-member examination committee and appoints the supervisor. The programme encourages students to choose a topic related to their workplace, facilitating both empirical data collection and decision-making on specific issues.

Instructors in the categories listed in Article 15(a)–(f) of these Regulations may supervise dissertations provided they hold a doctorate. By decision of the competent programme body, supervision may also be assigned to faculty members, Special Educational Personnel and Laboratory Teaching Personnel of the collaborating Departments who do not teach on the programme.

Committee members must have the same or a related scientific specialisation as the programme's subject area. Students must submit their dissertation by the end of the semester designated for its preparation, and no later than the

end of the following semester. A further one-semester extension may be granted by a reasoned decision of the Programme of Studies Committee.

For approval, students must present and defend their dissertation before the three-member examination committee, which prepares and signs the relevant presentation/examination record.

The dissertation presentation may also take place by videoconference.

At least two members of the examination committee must be present during the dissertation defence.

The master's dissertation may be written in Greek and/or English.

The Programme of Studies Committee approves a dissertation writing guide, distributed to postgraduate students, containing instructions on matters such as the cover, logo, font and minimum and maximum word count.

Students must deposit their master's dissertation electronically in the University of Piraeus Library's DIONI Institutional Repository, in accordance with a Senate decision.

5. To obtain the master's degree, students must attend and successfully pass all required programme courses and complete a dissertation, accumulating ninety (90) credits. Students may instead attend and successfully pass four elective courses in addition to the two Semester 3 electives required for the degree, in place of the dissertation.

6. The final degree grade combines the average course grade, weighted at 80%, with the dissertation grade or the average grade of the two additional electives, weighted at 20%. The Secretariat records the master's degree grade in the student's individual file.

7. Students who fail a course may resit the examination. A student who fails course resits is considered not to have successfully completed the programme and may, upon application, be examined by a three-member committee of Department faculty with the same or related expertise, appointed by the Programme of Studies Committee. The instructor responsible for the original examination is excluded from this committee.

In each academic semester, postgraduate students may fail no more than two courses in the scheduled examinations.

Course reassessments, including resits and examination by a three-member committee, take place following the relevant decisions.

8. Misconduct, including cheating in examinations, assignments or exercises, or inappropriate behaviour, entails removal from the programme by decision of the Programme of Studies Committee.

9. Examination scripts must be retained by the instructor for two (2) years. After that period they cease to have validity and are destroyed, unless a related criminal, disciplinary or other administrative procedure is pending. Destruction must ensure the protection of personal data.

Academic Adviser

To improve the quality of programme operation, the role of Academic Adviser has been established. This student-centred provision is expected to contribute substantially to students' academic progress and subsequent careers.

The Academic Adviser aims to guide and support postgraduate students in organising their studies effectively and completing them successfully.

Equally important objectives are to identify obstacles to study and take steps to reduce or eliminate them, facilitate communication between students and instructors, and increase students' interest in meaningful participation in their studies and University activities.

Academic Advisers are appointed at the beginning of each academic year. Their term follows the duration of the relevant programme cohort, ensuring continuity in monitoring students' studies.

For further information, students may consult the Regulations Governing the Academic Adviser Role.

Mobility

Students in the MSc in Economics of Education and Management of Educational Units may undertake mobility during Semester 3 to prepare their master's dissertation, in accordance with decisions of the competent bodies.

The main objectives of mobility are:

- To help students develop a multicultural European profile and international skills, maturity and self-organisation, professionalism and cooperation, while gaining valuable experience, international friendships and access to best practices and examples. Particular emphasis for postgraduate mobility is placed on supporting new research and professional collaborations.
- To promote recognition of academic qualifications and study cycles within the European Higher Education Area.

- To increase the visibility of the programme and University and generate a positive impact at European level. The University has established selection criteria for outgoing students, with academic performance as the primary consideration.
- To provide valuable feedback and tools for benchmarking the quality of the programme's educational services against a broad range of institutions across Europe.

Teaching Staff

The programme's interdisciplinary character is ensured by its established instructors. Distinguished academics in economics, management, quantitative methods and research methodology provide internationally competitive knowledge through innovative educational processes, enriching and strengthening the qualities that support personal and professional advancement and the achievement of ambitious goals.

Teaching is delivered mainly by Professors from the University of Piraeus Department of Economics, alongside academics and researchers from other Greek universities with extensive teaching experience and recognised publications and research, as well as highly specialised scientists and labour market professionals.



Agiakloglou Christos

Professor, Department of Economics,
University of Piraeus



Vozikis Athanasios

Professor, Department of Economics,
University of Piraeus



Drivas Kyriakos

Professor, Department of Economics,
University of Piraeus



Eleftheriou Konstantinos

Professor, Department of Economics,
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Ioakimidis Marilou

Professor, Department of Business and Organisation Administration, National and Kapodistrian University of Athens

Kalogerakis Panagiotis

Research Associate, Labour Institute of the Greek General Confederation of Labour (GSEE)



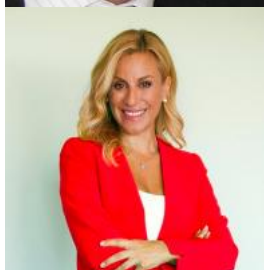
Kanas Angelos

Professor, Department of Economics, University of Piraeus



Karkalakos Sotirios

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Kottaridi Konstantina

Professor, Department of Economics, University of Piraeus

Michelakakis Nikolaos

Professor, Department of Economics, University of Piraeus



Mylonidis Nikolaos

Professor, University of Ioannina



Sintos Andreas

Researcher, Department of Economics,
University of Piraeus



Saiti Anna

Professor, Department of Early
Childhood Education and Care,
University of West Attica



Smyrlis Ioannis

Laboratory Teaching Staff, School of
Economics, Business and International
Studies



Tselekounis Markos

Associate Professor, Department of
Economics, University of Piraeus

Chanis Stefanos



Chletsos Theologos–Michail

Professor, Department of Economics,
University of Piraeus



Psillaki Maria

Professor, Department of Economics,
University of Piraeus

Programme Infrastructure

1. The University provides classrooms, seminar rooms, lecture theatres equipped with audiovisual facilities, and laboratories for the programme's smooth operation. By decision of the Programme of Studies Committee, premises provided or rented from public or private bodies, including conference facilities and hotels, may also be used. From the current academic year, the programme is delivered entirely through distance education.
2. Administrative and secretarial support is provided by the Secretariat of the Department of Business Administration. In addition to the Secretariat, which handles matters such as student registration, grade records and degree awards, the programme may be supported by external associates, doctoral candidates or postgraduate students remunerated by the programme.
3. Programme funding may come from tuition fees and other sources, including donations, contributions, bequests, sponsorships, research projects, and programmes of the European Union or other international organisations, as provided for by applicable legislation.
4. University of Piraeus employees supporting the programme outside their University working hours may be remunerated for their services.

Student Services

Academic Identity Card – Student Travel Pass

An academic identity card is compulsory for all registered students. It is issued following an online application at academicid.minedu.gov.gr using personal login credentials. The card also serves as a student travel pass, facilitating travel by public transport. Students admitted to Greek universities and technological institutions are eligible after first-year registration with their School Secretariat. The new card has the shape and format of a credit card and improved anti-counterfeiting security.

Wireless Wi-Fi Network

All University teaching areas are covered by the free wireless network “unipi”. Students may connect using a laptop or mobile phone without a password.

Remote Access Service – VPN

The University VPN service provides access to the internal network and electronic services from remote locations or networks, including home internet connections. It allows access to the Library's electronic scientific books, journals and databases from outside the University. Further information is available at www.unipi.gr/unipi/el/husundesh-vpn.html.

Software for Educational Use

Depending on their Department, University students receive free access to Microsoft software through the Dreamspark service, using their personal credentials at the Dreamspark address. All students, regardless of study level, may also access Microsoft Office 365 Education Plus using their personal credentials at <https://delos365.gnet.gr>. Detailed activation instructions are provided in the Office [365 Account Activation](#) Guide.

Library

(Website: www.lib.unipi.gr)

The University of Piraeus Library serves faculty, researchers and students and supports education and research. It is located on the second basement level of the main University building, accessed via the central circular staircase in the middle of the ground floor. People with disabilities may also use the lift on the left side of the building. The Library comprises three main areas:

- The Reception Area, housing the circulation desk, closed-access and rare collections, and computers for searching the catalogue and information resources;
- The Book Stacks, housing the complete print collection, the photocopier and computers for readers; and
- The Reading Room, housing dictionaries, displays of the latest print journal issues and other reference materials. Opening hours have been extended to meet University community needs, from 08:00 to 20:00 every working day.

Handling Student Requests and Complaints

To improve the quality of its operation, the programme has adopted Regulations for Handling Student Requests and Complaints, centred on respect for everyone involved in education, particularly students, to whom the programme is accountable.

In accordance with transparency and accountability and to strengthen student-centred education, these Regulations describe the handling procedure and the parties involved in detail. They apply to all complaints and objections concerning the quality of the programme's educational and administrative services.

Before submitting a request or complaint, students must carefully read the Regulations for Handling Student Requests and Complaints, the Study Guide and the Programme Regulations to understand their rights and obligations clearly.

Appendix: Course Descriptions

SEMESTER 1 COURSES

1. Management of Educational Units

Course Content

This course equips postgraduate students with contemporary theoretical and practical knowledge, skills and competencies to improve the performance of administrative duties in organisations and organisational units providing educational services. It develops students' understanding and use of modern tools and methods for solving significant and complex problems at different management levels, enabling them, as current or future managers, to contribute productively to managerial decision-making and implementation.

COURSE TOPICS

1. Introduction to Management in Educational Units
2. Theories of Management Thought
3. Leadership and Motivation in Educational Units
4. Communication, Conflict and Negotiation in Educational Units
5. Strategy Formulation and Planning in Educational Units
6. Midterm Assessment
7. Decision-Making Processes in Educational Units
8. Innovation and ICT in Educational Units
9. Total Quality Management in Educational Units
10. Student Assignment Presentations

Learning Outcomes

On completion of the course, students will understand:

- theories of management thought
- the concept of leadership
- theories of motivation in educational units
- the concept and role of communication in education
- the role of conflict and negotiation in educational units
- the use of modern problem-solving tools and methods in education
- how decisions are made in educational units
- the role of innovation and ICT in education

2. The Economic Environment of Educational Units

Course **Content**

This course introduces the basic concepts of economics. It emphasises economic analysis as a key tool for studying the allocation of resources to social sectors such as education. It also examines the impact of economic policy on decisions by consumers and service providers, including educational units. Topics are analysed theoretically and discussed through applications, particularly in education. All concepts underpinning the course topics are discussed during lectures, while the course may be attended without...

COURSE TOPICS

1. Introduction to Microeconomic Theory (Demand, Supply and Market Equilibrium)
2. Elasticities of Demand and Supply
3. Consumer Behaviour
4. Production and Cost
5. Market Structures
6. Introduction to Macroeconomics (Definition and Measurement of Key Aggregates)
7. Aggregate Demand and Aggregate Supply
8. Fiscal and Monetary Policy
9. Unemployment and Inflation
10. Economic Development

Learning Outcomes

On completion of the course, students will understand:

- the fundamental problem of resource scarcity
- the determinants of supply and demand
- equilibrium analysis in different market structures
- basic macroeconomic identities
- the determination of Gross National Product
- how countercyclical policy operates

3. Economics of Education

Course **Content**

This course explains the structure and operation of the market for educational services. The economics of education addresses individuals' decisions to invest in education; the determinants of demand and supply for educational services; financing methods; state intervention in the educational services market; effective service planning and resource allocation; and the long-term impact of education on poverty, economic inequality, unemployment and economic growth.

COURSE TOPICS

1. Education as a Good and the Market for Educational Services
2. Demand for Educational Services
3. Supply of Educational Services
4. Equilibrium in the Educational Services Market
5. Cost and Financing of Educational Services
6. Investment in Education and Its Returns
7. Education, Income Distribution and Equality
8. The Labour Market for Teachers
9. Educational Planning: Education and the Labour Market
10. The Role of Education in Economic Development
11. Assignment Presentations and Revision Questions

Learning **Outcomes**

On completion of the course, students will understand:

- the nature of education as a good
- how demand for education is determined
- how supply of education is determined
- the distinction between the cost and financing of education
- different ways of financing education
- how decisions to invest in education are made
- how returns to education are calculated
- how education relates to income distribution and equality
- how teachers' wages and employment are determined
- the role of education in development

ELECTIVE COURSES (TWO COURSES)

- **Entrepreneurship in Education**

Course Content

This course familiarises students with the conceptual framework and underlying philosophy of entrepreneurship. Its main aim is to teach the basic principles of business development and analyse the environment in which a business operates. On successful completion, students are expected to possess appropriate learning tools for use in entrepreneurial activity.

COURSE TOPICS

1. Introduction to Entrepreneurship
2. The Connection between Entrepreneurship and Socioeconomic Development
3. Entrepreneurship and Innovation
4. Business Plan
5. Market Analysis and Product Positioning
6. Product Promotion Strategies (Marketing Plan)
7. Sources of Financing
8. E-Business
9. Entrepreneurship in Education
10. Case Studies from the Education Sector

Learning Outcomes

On completion of the course, students will understand:

- and understand the concept of entrepreneurship
- the basic principles of business development
- how to analyse a business environment
- how entrepreneurship relates to innovation
- how to analyse the market in which an educational unit will operate
- how to identify sources of financing
- e-business

- **Issues in Educational Research**

Course Content

The opening sections introduce scientific research, its different forms, and its relationship to epistemology, logic and ethics, establishing a theoretical foundation for the programme's course “Research Methodology and Research Paper Writing”. The course then focuses on specific theoretical research topics of contemporary interest in the economics of education. It deepens selected concepts introduced in Economics of Education by presenting and analysing tools needed to understand research articles discussed in class. It also introduces basic game theory concepts, applying mathematical modelling where appropriate to analyse the economic dimensions of educational problems theoretically. In this way it complements “Statistical Methodology and the Social Sciences”, which focuses on empirical research.

The course is taught as a self-contained unit based exclusively on contemporary research articles selected by the instructor. The bibliography below is therefore indicative and provided for completeness.

COURSE TOPICS

1. Research in the Social Sciences
2. Appropriate Research Questions: Formulating Scientific Theory and Its Limits
3. Tools for Theoretical Research
4. Location of Educational Institutions: Competition Models with Spatial Price Discrimination, Nash Equilibrium and Consistent Predictions
5. Public and Private Educational Institutions: Competition for Market Share
6. Spatial Models of Horizontal and Vertical Differentiation
7. Public Education and Social Mobility
8. Private Education and Mobility
9. Attracting Foreign Investment and Education
10. Planning Higher Education
11. Final Examination

Learning Outcomes

On completion of the course, students will understand:

- the relationship of educational research to epistemology, logic and ethics
- how to present and analyse tools for studying and understanding research articles
- the basic concepts of game theory
- the application of mathematical modelling to theoretical analysis of the economic dimensions of educational problems

- **Leadership in Education**

Course Content

Leadership involves activating and guiding human resources to contribute effectively to an educational organisation's objectives. On completion, postgraduate students are expected to address challenges in the school environment and make sound decisions as managers or members of the teachers' association, using relevant scientific knowledge and techniques for solving administrative problems. They should be able to transform a school into a high-quality, productive educational unit. Managing crises and conflicts in the school's working environment provides characteristic examples of these challenges.

COURSE TOPICS

1. The Concept of Leadership; Leadership and Management
2. Leadership Relationships; Power and Leadership
3. Leadership Models and Theories
4. The Nature of Teams; Culture and Leadership
5. Leadership and Behaviour
6. Social Capital and Leadership
7. Sustainable Leadership
8. Relational Leadership
9. Risk Management
10. Concepts and Techniques for Solving Administrative Problems, Including Conflict and Crisis Management through Case Studies; Collective Decision-Making through the Teachers' Association

Learning Outcomes

On completion of the course, students will understand:

- how to address challenges in the school environment
- how to make sound decisions in educational administration
- how to transform a school into a high-quality, productive unit
- how to manage crises and conflicts in a school's working environment
- how leadership relates to power
- leadership models and theories
- the relationship between social capital and leadership
- the concept of sustainable leadership

- **Marketing and Strategy of Educational Organisations**

Course Content

The principal purpose of this course is to develop not merely knowledge but, above all, critical thinking, skills and competencies. Students learn to understand complex and dynamic changes in the wider and immediate environment of the educational services market, recognise their potential implications for educational management, and use strategic management and marketing tools and methods to address them. The course relies on active student participation and analysis of real case studies from Greek and international companies. This connects theoretical learning in strategy and marketing with the actual Greek business environment, consolidates understanding, and develops students' analytical, synthesising and critical abilities.

COURSE TOPICS

1a. Strategic Marketing Trends in Addressing the Needs of the New Economy

1b. Services Marketing and Educational Organisations

2a. Consumer Behaviour in Educational Services

2b. Market Segmentation, Positioning, Targeting, Marketing Strategies and Sales Growth Strategies

3a. Service Quality in Marketing; Customer Experience and Moments of Truth: A Customer-Centred Approach to Education

3b. Sales Growth Strategies and the Role of Emotional Intelligence in Sales

3c. Marketing Mix; Services as Products; Product Life Cycle; Perceptual Mapping of Educational Customers' Preferences

Marketing Mix, Pricing Policy and Service Promotion; The Role of Social Advertising; Pricing of Services and Medicines

Digital Transformation and AI in Education: Informing Student-Customers and Finding New Customers; New Communication and Advertising Methods through Social Networks and Internet of Things (IoT) Applications

Introduction to Strategic Management: Concepts, Definitions and Models

Decision-Making Strategies

The Nature of Strategic Management and Strategic Planning

Strategic Change and Change Management

Analysis of the Internal and Wider External Environment

Learning Outcomes

On completion of the course, students will be able to:

1. Analyse the environment of educational organisations.
2. Assess learners' needs and behaviour.
3. Plan the marketing of educational services.
4. Formulate strategies and manage organisational change.
5. Use digital technologies and artificial intelligence applications.

- **Management Information Systems and E-Governance**

Course Content

In recent years, information technology has played a crucial role in: i) using educational resources more effectively; ii) storing large volumes of data for educational policy-making; iii) supporting stakeholder decisions; and iv) improving services. This course trains students to use management information systems. Students learn to collect data from international databases and analyse them to develop detailed country profiles and support subsequent decisions. They also learn to use enterprise resource planning systems for businesses and organisations. Web-based systems for online evaluation of information systems are presented to explain assessment criteria and techniques. A further contemporary approach is simulation, used to represent an organisation's current situation, identify problems and explore alternative scenarios to improve resource and process management.

COURSE TOPICS

1. Digital Governance, Social Media and Mobile Computing
2. Understanding ERP Systems
3. Process Redesign and ERP Systems – ERP Modules
4. ERP Systems: Accounting and Finance Modules
5. ERP Systems: Sales and Inventory Module
6. Understanding Business Intelligence (BI) Systems

Learning Outcomes

On completion of the course, students will understand:

- the use of information technology to improve the efficiency of educational resource use
- the use of information technology to store large volumes of data for educational policy-making
- how to support decisions by the stakeholders involved
- how to collect data from international databases, conduct analyses and simulate the current situation using information technology

- **Applied Social Research in Education Using SPSS**

Course Content

This course provides the general tools needed to conduct empirical studies. Students learn to design and carry out a study from the outset, locate and collect data from publicly available sources, and design questionnaires based on international standards and sound theoretical and econometric foundations. Through practical applications, students learn the basic tools of econometric analysis. On completion, they will better understand how to conduct research using empirical data, frame the research question and present results clearly and concisely.

Objectives:

The course's short-term objective is to help students write a dissertation based on empirical data.

The principal long-term purpose of any learning process is to promote critical thinking. Graduates of this programme will be called upon to understand and assess research findings used to address important educational policy questions. This course gives them tools to evaluate how studies were conducted and identify unanswered questions. An equally important objective reflects the likelihood that graduates will themselves produce empirical findings on key issues. The course therefore teaches students how to conduct a study and, where required, communicate its findings and conclusions.

COURSE TOPICS

1. Writing a Dissertation; Identifying a Research Question; Reviewing the Literature; Designing a Questionnaire Using International Standards and Tools Such as Google Forms
2. Entering Data in SPSS; Coding Variables; Creating and Computing New Variables; Importing Excel Data
3. Descriptive Statistics, Including Correlation Tables; Presenting Graphs
4. Hypothesis Testing (t-Tests)
5. Simple Linear Regression; Ordinary Least Squares; Statistical Significance and Coefficient Interpretation
6. Multiple Linear Regression; Hypothesis Testing (F-Tests)
7. Problems in Linear Regression and Their Solutions – Part 1
8. Problems in Linear Regression and Their Solutions – Part 2
9. How a Metro Network Relates to the Nobel Prize in Economics; Probit and Logit Using SPSS
10. Lecture 9: Revision

Learning Outcomes

On completion of the course, students will understand:

- how to design and complete a study
- how to collect, enter and process data using SPSS
- how to design a questionnaire
- how to understand and evaluate research findings
- how to use SPSS to conduct econometric analysis

- **The Globalised Economy and Intercultural Education**

Course Content

On completion, students will understand globalisation and how it is framed in economics and education. They will have an in-depth knowledge of the role of supranational organisations in promoting “globalised” policies for educational regulation and quality assurance and recognise their reframing at national level. They will critically examine educational policy “toolkits” and emerging social justice issues, particularly in the context of the global economic crisis. They will also understand interculturalism and intercultural education, identify their European dimensions and evaluate relevant teaching practices.

COURSE TOPICS

1. From Economic Globalisation to the Globalisation of Knowledge (I and II)
2. From Economic Globalisation to the Globalisation of Knowledge (II)
3. Introduction to Educational Policies
4. Educational Governance: Supranational Organisations and Quality Policies in Education
5. Approaches to Educational Autonomy
6. Introduction to Intercultural Education
7. Models for Managing Diversity
8. Quality and Equality in Intercultural Education
9. European Dimensions of Intercultural Education
10. Approaches and Applications in Intercultural Education

Learning Outcomes

On completion of the course, students will understand:

- the concept of globalisation and its framing in economics and education
- the role of supranational organisations in promoting “globalised” policies for educational regulation and quality assurance in depth
- how to critically examine educational policy toolkits and emerging social justice issues
- the concepts of interculturalism and intercultural education

SEMESTER 2 COURSES

1. Human Resource Management in Education

Course **Content**

This course develops students' conceptual and theoretical foundations in Human Resource Management and Organisational Behaviour. Its main objectives are understanding key human resource and management concepts; assessing staff selection methods through theory and practice; examining staff training and remuneration systems; learning conflict resolution approaches, including responses to employee toxicity; and understanding communication and behaviour and their relationship to organisational and wider culture at individual and collective levels. It also emphasises the importance of manager-leader roles and the functions and competencies associated with them.

COURSE TOPICS

- Historical Development of Human Resource Management
- Human Resource Planning
- Job Analysis and Job Descriptions
- Staff Recruitment Methods and Procedures
- Staff Selection Methods
- Human Resource Training and Development
- Staff Appraisal
- Performance Appraisal
- Remuneration Policy

Learning **Outcomes**

On completion of the course, students will understand:

- the concepts of human resources and management
- methods of staff appraisal
- methods of conflict resolution
- communication and behaviour between managers and employees
- the relationship between management, organisational behaviour and culture
- the manager-leader role and its functions and competencies

2. Statistical Methodology for the Social Sciences

Course Content

This course provides basic knowledge of statistical analysis used in the social sciences and education to identify patterns in phenomena. Decision-making involves uncertainty and therefore requires quantitative support for proposals. The course helps students understand how statistical analysis supports decision-making. It is taught in a simple, accessible manner without requiring a substantial statistical background. On completion, students will understand the importance of statistical analysis in identifying patterns, testing behaviour and making decisions to establish strategies and objectives.

COURSE TOPICS

1. Introduction to Statistical Analysis
2. Measures of Central Tendency and Dispersion
3. Measures of Central Tendency and Dispersion for Grouped Data
4. Probability
5. Probability with Two Variables
6. Discrete Random Variables – Expected Value and Variance
7. Covariance and Correlation
8. Continuous Random Variables
9. Distributions of Random Variables
10. Confidence Intervals for the Mean and Variance
11. Hypothesis Tests for the Mean and Variance
12. Topics in Decision-Making

Learning Outcomes

On completion of the course, students will understand:

- basic statistical analysis used in the social sciences and education
- how uncertainty affects decision-making
- the use of statistics in decision-making
- how to understand patterns in a phenomenon
- procedures for testing patterns of behaviour

3. Financial Analysis of Educational Resources

Course **Content**

This course provides postgraduate-level knowledge of financial analysis and the tools needed for financial decision-making in education. Students learn fundamental financial concepts, including the time value of money and risk. Building on these concepts, the course analyses investment appraisal in education, borrowing, financial valuation tools and the financial policies of educational organisations.

COURSE TOPICS

1. Financial Decisions in Education
2. Time Value of Money
3. Investment Appraisal in Education
4. Loans, Shares and Bonds
5. Financial Policy of Educational Units
6. Financial Markets, Risks and Risk Elimination
7. The Wider Financial Framework and Educational Resources

Learning Outcomes

On completion of the course, students will understand:

- the tools required for financial decision-making in education
- the concept of the time value of money
- the concept of risk
- the concept of investment appraisal in education
- the concept of borrowing
- the wider financial framework of educational resources

ELECTIVE COURSES (TWO COURSES)

- **Labour Market, Lifelong Education and European Educational Programmes**

Course Content

This course comprises two sections. The first examines how labour markets function, focusing on labour demand and supply and human capital theory.

The second examines the concept and characteristics of lifelong learning and the benefits of participation. It also analyses the principles and methodology of adult education and European programmes such as Erasmus, Leonardo and Comenius.

COURSE TOPICS

1. Unemployment and Employment
2. Labour Supply
3. Labour Demand
4. Labour Market Equilibrium and Applications
5. Human Capital
6. Principles and Characteristics of Lifelong Learning
7. The Development of Lifelong Learning in Greece and Europe
8. Benefits of Lifelong Learning
9. Adult Education Methodology
10. European Educational Programmes

Learning Outcomes

On completion of the course, students will understand:

- the concepts of unemployment and employment
- how labour demand and supply are determined
- how labour market equilibrium is achieved
- the concept and role of lifelong learning
- the benefits of lifelong learning
- adult education methodology
- European educational programmes

- **Educational Development Policies and Applications**

Course Content

This course explains how educational policies are designed and implemented and their economic and social effects. Sound educational policy is the foundation for the smooth and effective operation of the education system. Educational policy has economic and social dimensions, influencing developments in both spheres. It relates to social issues such as poverty, unemployment, migration and crime, and economic issues such as economic development and effective public administration.

COURSE TOPICS

1. The Meaning and Content of “Policy”; Does Strategy Differ from Policy? Conceptual Approaches to Educational Policy; Sources of Policy
2. Conditions for Effective Educational Policy Implementation; Educational Policy Models
3. Educational Reforms
4. Organisational Structures; Systems of Public Administration; Centralisation and Decentralisation
5. Education, Training and the Economy
6. Political Decision-Making; How Voters Influence Educational Policy
7. Policies for Financing Education and Their Outcomes
8. Educational Policy, Inequality and Intergenerational Mobility
9. Linking Educational Policy to the Labour Market
10. Educational Policy and Social Dimensions: Migration, Crime and Poverty

Learning Outcomes

On completion of the course, students will understand:

- the meaning and content of “policy”, its distinction from strategy, the concept and sources of educational policy, and educational policy models
- the conditions for effective implementation of educational policy
- the concept of educational reforms, systems of public administration and their links to education
- how educational policy decisions are made and how voters can influence them
- different education financing policies, why governments propose them and their outcomes
- how educational policy relates to inequality and intergenerational mobility
- how educational policy relates to the labour market and the outcomes it produces
- how educational policy affects migration, poverty and crime

- **Innovation and Sustainability Strategies in Education**

Course Content

This course provides specialised knowledge of alternative strategies educational units use to increase profits in a market with continually expanding consumer needs. Students learn strategies that can generate competitive advantage, including product differentiation and investment in innovative solutions. These are complemented by sustainable educational practices, as education is the mechanism through which businesses can respond to citizens' demands for sustainable development.

COURSE TOPICS

1. Introduction to Innovation and Sustainability Strategies
2. Strategic Analysis of Competition in Education
3. The Role of Distance between Educational Units in Setting Tuition Fees
4. The Role of Service Quality in Setting Tuition Fees
5. The Conceptual Framework of Innovation
6. Innovation in Education
7. Introduction to Sustainable Development
8. Education for Sustainable Development
9. Sustainable Practices in Education
10. Case Studies from the Education Sector

Learning Outcomes

On completion of the course, students will understand:

- strategies that can generate competitive advantage
- the application of sustainable practices in education
- innovation and sustainability strategies
- factors affecting the setting of tuition fees
- the concept of innovation in education
- the concept of sustainable development

- **Information and Communication Technologies in Education and Learning**

Course Content

COURSE TOPICS

1. Management Information Systems for Educational Units
2. The Internet, Databases and Personal Data Protection
3. Research Methodology and Reliability of Online Information
4. Introduction to E-Learning and Related Technologies
5. Synchronous and Asynchronous Learning Management Systems: Features, Installation and Operating Costs
6. Instructional Design and Evaluation of E-Learning Courses
7. E-Learning Materials: Development Tools, Technologies, Question Banks and the SCORM Standard
8. Practical Training in Moodle / BigBlueButton

Learning Outcomes

On completion of the course, students will understand:

- what a management information system for an educational unit is
- what databases are and how data protection is achieved
- what e-learning is and how it relates to information technology
- which synchronous and asynchronous learning management systems exist and how they operate
- how e-learning courses are designed
- how e-learning materials are developed

- **Design, Implementation and Evaluation of Educational Programmes**

Course Content

This course introduces educational programme evaluation and management and their application in educational units. It analyses programme design and operation, the range of related educational activities and their practical management. It covers the following topics:

- Monitoring, Evaluation and Accountability
- Psychosocial Dimensions and Structures of Organisations
- Basic Mechanisms for Designing Educational Programme Evaluation
- Methods and Indicators for Evaluating Educational Programmes
- Designing and Conducting Educational Programme Evaluation

The course examines real examples from the education market and analyses empirical studies. On completion, participants will be able to apply many of the concepts taught in their workplace.

COURSE TOPICS

1. Introduction to the Design and Organisation of Educational Programmes
2. Identifying Educational Needs
3. Designing Educational Programmes
4. Educational Programmes (I)
5. Educational Programmes (II)
6. Problems and Practices in Managing Educational Programmes
7. Evaluation of Educational Programmes
8. Forms of Evaluation
9. Alternative Educational Programmes

Learning Outcomes

On completion of the course, students will understand:

- the issues, content, objectives and dynamics of different educational programmes
- Design the core processes for developing an educational programme competently, taking its implementation context into account.
- Implement a lifelong education programme with sound organisation, including schedules, budgets and phased implementation.
- Understand the importance of evaluation for successful programme completion and apply different evaluation techniques within a broader participatory approach.

- **Investment and Financing in Education**

Course Content

In a continually evolving economic environment, this course provides specialised, contemporary knowledge of financing instruments and investment appraisal tools, helping students understand the opportunities and challenges educational units face. It presents the banking system, calculation of loan principal repayments, financing instruments available to educational units, and alternative financing methods such as leasing, factoring and more recent fintech-based tools such as crowdfunding. After analysing financial technology concepts in education, the course presents applications such as the Coins Math Learning Game in primary education. It also analyses educational investment, presenting appraisal methods and criteria for accepting or rejecting an investment.

Methodology

Theoretical and practical knowledge is presented and analysed through case studies of different forms of educational unit financing. Investment in educational infrastructure is likewise examined from theoretical and practical perspectives.

COURSE TOPICS

1. Week 1: Basic Concepts and the Time Value of Money
 - Returns and Interest Rates
 - Present and Future Value
 - Annuities
 - Calculating Principal Repayments
2. Week 2: Financing Instruments
 - Forms and Frameworks of Financing
 - Financial Engineering Instruments
3. Week 3: Leasing
 - Definition
 - Main Categories of Leases
 - Application Process, Participants and Eligible Parties
 - Advantages and Disadvantages of Leasing
 - Comparison of Leasing and Bank Financing
4. Week 4: Factoring
 - Definition
 - Main Categories
 - Services Provided
 - Case Study Analysis
5. Week 5: Financial Technology in Education
 - Definition
 - Main Categories
 - Financial Education Applications, Such as the Coins Math Learning Game
 - Risks
 - Case Study
6. Week 6: Private and Public Investment in Education
 - Definitions
 - Main Categories and Concepts
 - Differences and Similarities
7. Week 7: Scheduling Methodology
 - Definition
 - Weighted Average Cost of Capital
8. Weeks 8–9: Investment Decision-Making Tools and Evaluation Indicators in Education
 - Definitions and Basic Concepts
 - National Parameters and Shadow Prices
 - Determining Economic Costs and Benefits
 - Net Present Value (NPV)

•Scenario Analysis

9. Week 10: Presentations

Learning Outcomes

On completion of the course, students will understand:

- how the banking system operates
- how bank loan principal repayments are calculated
- the financing instruments available to educational units
- alternative financing methods, including leasing, factoring and crowdfunding
- financial technology concepts in education
- investment appraisal methods

- **Experimental Methods and Field Research in Education**

Course Content

“Experimental Methods and Field Research in Education” familiarises students with designing and conducting a study. It presents researchers' tools for planning and carrying out studies and analysing collected data. It addresses qualitative and quantitative research, with particular emphasis on quantitative field research using questionnaires and the management of microdata.

COURSE TOPICS

1. Variables and Research Design
2. Population, Sampling and Types of Research
3. Quantitative Research: Questionnaire Design
4. Presenting and Analysing Questionnaire-Based Field Research Results – Part I
5. Presenting and Analysing Questionnaire-Based Field Research Results – Part II
6. Causality and Regression
7. The Role of Experiments in the Social Sciences – Part I
8. The Role of Experiments in the Social Sciences – Part II
9. Cross-Sectional and Panel Data
10. 1 Basic Principles of Machine Learning

Learning Outcomes

On completion of the course, students will understand:

- how to design a study
- how to conduct qualitative and quantitative research
- how to manage data
- methods used to analyse data
- the role of experiments in the social sciences
- what cross-sectional and panel data are
- the basic principles of machine learning

- **Organisational Behaviour in Educational Organisations**

Course Content

Organisational behaviour in education concerns how teachers, students and other members of the educational community interact within an educational setting. It includes school leadership and management, teacher-student interaction, classroom and student behaviour management, and the development and implementation of institutional policies and procedures. Effective organisational behaviour promotes a positive, healthy educational environment, encourages cooperation and interaction among community members, and contributes to educational objectives. It also influences the effectiveness of educational programmes and their impact on students' learning and development.

COURSE TOPICS

- ☐ Introduction to Organisational Behaviour
- ☐ Personality and Emotional Intelligence
- ☐ From Influence to Leadership
- ☐ Leader Characteristics and Behavioural Styles
- ☐ Motivation
- ☐ Communication
- ☐ Conflict and Negotiation
- ☐ Organisational Change
- ☐ Stress, Burnout and Health
- ☐ Attitudes and Values
- ☐ Teamwork
- ☐ Organisational Culture and Climate
- ☐ Digital Transformation and a Development Culture in Educational Organisations

Learning Outcomes

- On completion of the course, students will be able to:
- Analyse the environment of educational organisations.
- Assess learners' needs and behaviour.
- Plan the marketing of educational services.
- Formulate strategies and manage change.
- Use digital technologies and artificial intelligence.

SEMESTER 3 COURSES

Dissertation or Two Elective Courses

- **Special Topics in Economics and Public Policy in Education**

Course Content

This course examines economics and public policy in education in greater depth, extending topics introduced in Economics of Education. It explores how economic and public policy are implemented in education generally and higher education specifically. It analyses the determination of teachers' wages, employment levels and qualifications, highlighting important and distinctive aspects of the labour market. It also examines higher education expenditure and its effects, student participation and policies for financing student study. The economics of student life covers university choice, matching students to universities, course selection and factors affecting degree completion rates. Subsequent lectures examine the effects of education on health, its relationship with democracy, and its influence on individuals' decisions to engage in criminal activity. Finally, the course introduces behavioural economics and its educational applications, highlighting the role of factors such as psychology alongside rationality and self-interest maximisation in educational decision-making.

COURSE TOPICS

1. Teacher Labour Markets in Primary, Secondary and Higher Education
2. Higher Education Participation, Student Financing Policies and Public Policy
3. Higher Education Expenditure and Public Policy
4. Market Analysis in Higher Education
5. The Economics of Student Life: Admissions, Peer Effects and Graduation
6. Education and Health
7. Education, Democracy and Participation in Institutions
8. Education and Crime
9. Behavioural Economics in Education
10. Assignment Presentations

Learning Outcomes

On completion of the course, students will understand:

- how teachers' wages, employment levels and qualifications are determined
- how higher education expenditure is determined and the effects of its level
- student participation and policies for financing student study
- the economics of student life and how students choose a university
- how education affects citizens' health
- the relationship between education and democracy
- how education influences individuals' decisions to engage in criminal activity
- what behavioural economics is
- how behavioural economics can be applied in education

- **Managing Educational Change**

Course Content

This course introduces educational change management and its application in educational units. Like all organisations, educational organisations must evolve to remain sustainable, incorporating developments reflecting scientific and technological progress, using their comparative advantages and, above all, their human resources. School leaders must guide staff and prepare them to recognise the value, necessity and appropriateness of proposed changes, increasing the prospects of success. Cooperation is fundamental, building trust that both supports development and cushions disruption. Evolution, operational adjustment or radical transformation accelerate during crises, making rapid adaptation essential. On completion, participants will be able to apply many of the concepts taught in their workplace.

COURSE TOPICS

1. THE NEED FOR CHANGE AND FACTORS INFLUENCING CHANGE
2. PLANNING CHANGE
3. CHANGES IN THE EDUCATIONAL ORGANISATION'S WORKING ENVIRONMENT
4. RESTRUCTURING EDUCATIONAL PROGRAMMES
5. LEADERSHIP AND CRISIS MANAGEMENT
6. EFFECTIVENESS AND GOAL-SETTING
7. PROBLEMS AND PRACTICES IN MANAGING EDUCATIONAL CHANGE
8. MODELS OF EDUCATIONAL EFFECTIVENESS AND ARTIFICIAL INTELLIGENCE
9. EVALUATING EDUCATIONAL CHANGE
10. INNOVATION AND PERSONALISED LEARNING

Learning Outcomes

On completion of the course, students will understand:

- Understand the content, objectives and dynamics of educational changes.
- Design innovative practices within an educational programme.
- Understand the importance of educational change for successful programme completion.

- **Socioeconomic Development and Education**

Course Content

The environment, individual well-being and employment constitute a country's development model. Discussion refers to rich and poor countries, respect for the natural environment and climate change, yet often neglects the development model itself. Development is reflected not only in economic indicators such as GDP, but also in socioeconomic indicators such as poverty, inequality and access to adequate sanitation. A country's development model is not predetermined; it depends on many factors and their interactions.

This course explores the role of education in countries' socioeconomic development. Education is a fundamental human right and a key development objective. It also contributes to other major objectives: promoting economic growth, modernising social attitudes and mindsets, increasing life expectancy and improving health, political socialisation, promoting social responsibility, reducing social and gender inequalities, increasing social mobility, and supporting personal development and emancipation.

COURSE TOPICS

1. Basic Principles and Concepts of Economic Development: Development Status, Measurement Methods and Indicators
2. Development and Human Well-Being: Poverty, Vulnerability, Inequality and Injustice
3. Explaining Development: Classical Theories and Contemporary Models of Development and Underdevelopment
4. Human Capital, Technology and Development: How Education, Technology and Health Influence Development
5. Population, Education and Socioeconomic Development
6. Education, Population Movements (Migration) and Development
7. Theories of Education's Contribution to Economic Development and Indicators of Educational Development
8. Educational Performance in Developed and Developing Countries
9. Problems and Challenges in Contemporary Educational Policy
10. The Role of Higher Education in the Knowledge Economy

Learning Outcomes

On completion of the course, students will understand:

- and understand the role of education in socioeconomic development
- how education promotes economic growth
- how education shapes individuals' attitudes and mindsets in society
- how education promotes social responsibility
- how education helps reduce social inequalities
- the relationship between population and education
- the role of higher education in the knowledge society

- **Writing Scientific Texts: From Proposal to Results**

Course Content

This course has two interconnected aims: to introduce contemporary interdisciplinary approaches to educational research, and to equip students with the knowledge and skills to combine established approaches with modern tools for writing and presenting scientific texts. Their relationship is highlighted throughout. Students examine examples of successful scientific writing and presentation and, by the end of the lectures, are expected to prepare and present their own technically sound research proposal or article.

The course is taught as a self-contained unit using a wide range of contemporary research articles selected by the instructor. The bibliography below is therefore indicative and provided for completeness.

COURSE TOPICS

1. The Scientific Method
 - Inductive, Abductive, Abstract and Deductive Reasoning
 - Interdisciplinary Approaches to Educational Research
 - Quantitative and Qualitative Research
 - Theoretical, Experimental and Ex Post Facto Research
 - Field Research
 - > Formulating a Research Question; Brainstorming
 - Identifying an Appropriate Research Method
 - Standard Sections of a Scientific Article
 - > Searching for and Evaluating References
 - Databases; AI-Assisted Searching;
 - Search Algorithms; Systematic Review Flowcharts;
 - PRISMA, DRIZZLE.
 - > Extracting and Organising Information; Note-Taking Systems; ZETTELKASTEN; OBSIDIAN; Reviewing and Presenting Literature; MENDELEY; MLA and CHICAGO Referencing Styles
 - > Hypotheses in Quantitative Research; Types of Hypotheses; Data Processing
 - Measures of Central Tendency, Correlation and Statistical Tests
 - > Questionnaire Research: Types, Techniques, Question Wording and Structure
 - > Understanding Qualitative Research: Characteristics and Research Design
 - Ethnographic, Narrative and Phenomenological Research
 - Analysis and Evaluation
 - > Action Research; Ethical Constraints; Data Collection, Analysis and Interpretation
 - Applications in Education
 - > Experimental Research: Design, Randomness, Internal and External Reliability
 - Ex Post Facto Research; Correlation and Causality; Application Examples
 - > Participation in National and International Competitions; Proposal Structure
 - Analysing Successful Examples of Proposals for Funding
 - > Communicating Results; Finding a Suitable Forum or Journal
 - Announcing and Presenting Results; Examples of Progress Reports and Final Reports

Learning Outcomes

On completion of the course, students will understand:

- Formulate research questions and hypotheses.
- Select appropriate research methods.
- Find, evaluate and organise scientific literature.
- Write research proposals and scientific articles.
- Analyse research data and present the results.

- **Human Resource Skills: Lifelong Learning and Work**

Course Content

This course examines the multidimensional relationship between formal and non-formal education, the organisation of work and the framework shaping the production system in the contemporary context. It focuses on learning and workforce skills development, particularly the challenges dominating the policy agenda: the globalised economy and knowledge, the skills crisis, and the green and digital transitions. Work is changing and becoming deregulated, its quality is questioned, and precarity is prominent. Meanwhile, participation in lifelong learning is limited, and discussion of skills mismatch defines lifelong *learning as* a policy space grounded in soft governance and instrumental, individualistic approaches. Within this fluid context, lifelong learning must support workforce reskilling *and upskilling as* individuals “take responsibility” for their employability, while also reducing inequalities, exclusion, precarity and gender inequalities, increasing social mobility, and supporting personal development and emancipation.

COURSE TOPICS

- 📖 Introduction to the Field: Core Conceptual Definitions
- 📖 Exploring the Concept of Skill: Critical Approaches
- 📖 Lifelong Learning and Work: Analysing an “Asymptotic Relationship”
- 📖 Quality in Lifelong Learning and Work
- 📖 National and European Policies for Skills Development and Lifelong Learning
- 📖 The OECD's Role in Workforce Skills Policies: Examining the Large-Scale *PIAAC Assessment*
- 📖 Policy Tools for Employment and Linking Education with Work (I): Individual Learning Schemes, Accounts and Vouchers
- 📖 Policy Tools for Employment and Linking Education with Work (II): Micro-Credentials

Learning Outcomes

On completion of the course, students will understand:

1. Analyse the relationship between education, lifelong learning and work.
2. Critically interpret skills mismatch in the labour market.
3. Identify reskilling and upskilling needs arising from the green and digital transitions.
4. Assess the contribution of lifelong learning to reducing inequalities, exclusion and precarity.
5. Evaluate national and international policies for lifelong learning and skills development.
6. Compare policy instruments, including individual learning accounts, vouchers and micro-credentials.

- **Artificial Intelligence in Education**

Course Content

This course introduces artificial intelligence (AI) in education, develops systematic understanding and promotes its pedagogically responsible use. It is intended for students who do not necessarily have prior technical familiarity with AI but wish to understand how contemporary generative AI applications and large language models (LLMs) influence teaching, learning, assessment, educational management and educational policy-making.

The course begins with basic AI concepts, capabilities and risks in education, aiming to demystify the technology and develop a critical perspective. It then explains the operation of large language models and generative AI in an accessible manner, emphasising data, models, probabilities, limitations, inaccuracies and the need for human oversight.

Particular emphasis is placed on AI literacy: the ability of teachers and learners to use these tools safely, responsibly and critically, with awareness of their limitations. Prompt engineering is examined as a practical educational skill, alongside AI use in designing lessons, activities, educational materials and differentiated instruction.

The course also examines AI's effects on assessment, feedback and academic integrity, and its potential in educational administration, reducing administrative workload and supporting decision-making. It explores ethics, privacy, bias, data protection and the European regulatory framework. Students learn to formulate responsible AI-use policies and complete a workshop designing a small AI-enhanced educational scenario.

COURSE TOPICS

- 📖 Introduction to AI in Education: Basic Concepts, Capabilities and Risks
- 📖 How LLMs and Generative AI Work: Data, Models, Probabilities and Limitations
- 📖 AI Literacy for Teachers and Students: Critical Use, Source Evaluation and Metacognition
- 📖 Prompt Engineering for Educational Practice: Design, Examples and Iterative Improvement
- 📖 AI-Assisted Lesson and Material Design: Objectives, Activities and Differentiation
- 📖 Assessment, Feedback and Academic Integrity in the AI Era
- 📖 Educational Management, Workload and Decision Support with AI
- 📖 Ethics, Privacy, Bias and the European Regulatory Framework
- 📖 School and University Policies for Responsible AI Use
- 📖 Practical Workshop: Designing a Small AI-Enhanced Educational Scenario

Learning Outcomes

On completion of the course, students will understand:

1. Explain the basic operating principles and limitations of generative artificial intelligence.
2. Design effective prompts for educational AI applications.
3. Develop educational scenarios and materials using AI in a pedagogically responsible manner.
4. Critically assess the use of AI in learner assessment and feedback.
5. Use AI tools in educational administration and decision support.
6. Develop policies for responsible AI use.

Contact

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