



**NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS**

School of Philosophy

Department of Educational Studies

# **REGULATIONS FOR STUDIES, TEACHING PRACTICE, INTERNSHIP, MOBILITY, AND WRITTEN WORK**

Athens | Departmental approval: 5 October 2024 (with earlier decisions cited herein).

Source document:

B20\_Kanonismos\_spydon\_didaktikis\_askisis\_praktikis\_askisis\_kinitikotitas\_ekponisis\_ergasion\_5.10.2024.pdf

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# 1. Study Regulations (Programme Framework and Study Guide)

## A. Introduction – academic identity of the Programme

This section sets out the Department's programme framework as approved by the Departmental Assembly (24 November 2021) and incorporated into the Study Guide. The provisions below describe the annual planning cycle, the programme's academic orientation, the staffing categories contributing to delivery, and the core arrangements supporting teaching, learning, and student services.

### 1. Academic tradition

Pursuant to the Department's Internal Operating Regulation, a regular meeting of the Departmental Assembly is convened within May of each year in order to discuss and decide upon the operational planning of the Department and, in particular, the planning of teaching for the following academic year. This planning covers, inter alia, teaching assignments, the distribution of modules across semesters, and organisational matters required for smooth programme delivery.

The programme is reviewed in this context so that its academic profile remains coherent and responsive to developments in educational research and schooling, whilst safeguarding the University's academic autonomy and academic freedom.

### 2. Scientific field and purpose of the Programme

The Department's programme aims to educate, sensitise, and empower future secondary-school teachers. It provides a systematic pathway to pedagogical and teaching competence through a curriculum that connects disciplinary knowledge, educational theory, research literacy, and school-based practice.

The programme integrates, *mutatis mutandis*, foundational studies in education (curriculum, didactics, assessment, educational psychology, sociology and philosophy of education), subject didactics, and field-based components, supporting graduates' capacity to teach, to reflect critically on educational practice, and to respond to diverse learning needs.

### 3. Teaching staff delivering the Programme

Teaching staff delivering the curriculum comprise three categories:

- (a) Faculty members (ΔΕΠ) of the Department;
- (b) Laboratory Teaching Staff (ΕΔΙΠ), who may teach independently or support a faculty member's teaching and laboratory/seminar work;
- (c) Faculty members of other Departments of the School of Philosophy, where modules are co-taught or offered to support the programme's interdisciplinary scope.

### 4. Prospects for further development

Whenever the curriculum or the Department's academic profile is on the agenda of the Assembly, the Department considers prospects for further development of the programme. Such discussions may include curriculum renewal, the strengthening of field-based components, the enhancement of digital and research competences, and alignment with contemporary developments in secondary education.

### 5. Implementation of the Programme

Teaching is supported by the institutional infrastructure of the University and the School. The Department uses the University's eClass platform for course materials, announcements, bibliographies, and teaching support. Student services and academic advising operate through the Department Secretariat and the School's central services.

Students may use the School of Philosophy Library, located on the Zografou Campus. Access is \*gratis\* for registered students, with study spaces, print and electronic holdings, and digital services supporting coursework and research.

Where relevant, the Department coordinates with university-wide support structures for students with disabilities and/or special educational needs, ensuring reasonable adjustments in teaching and assessment in accordance with applicable rules.

## **6. Structure of the Study Guide**

The Study Guide, in its full form, consists of three parts. Part A presents the programme structure, duration, and study pathway (including ECTS workload). Part B provides module descriptions (objectives, content, assessment arrangements, and key bibliography). Part C includes additional organisational information relevant to students (academic calendar, services, and procedures).

## 2. Teaching Practice Regulations (Διδακτική Άσκηση)

### Article 1. Educational philosophy

The Department of Educational Studies is the only Department of the School of Philosophy of the National and Kapodistrian University of Athens that includes two Teaching Practice modules in its undergraduate programme (Teaching Practice A and Teaching Practice B, autumn and spring semester of the 4th year). During Teaching Practice, students maintain continuous presence (for 3–4 weeks) in an authentic school environment (secondary schools).

Through Teaching Practice, student teachers are expected to recognise, select, and trial teaching practices that are appropriate to each learning situation, and to refine their professional judgement accordingly.

A central concept is reflective practice. Reflection is treated as a core activity for developing professional self-awareness and practical knowledge, supported by observation, mentoring, and structured university-based seminars.

### Article 2. Terms and prerequisites

- Teaching Practice A and Teaching Practice B (7th and 8th semester respectively) are compulsory, including the school placement component.
- Teaching Practice A is a prerequisite for enrolment in and completion of Teaching Practice B.

### Article 3. Content of the theoretical and practical components – key aims

#### 3.1 Theoretical component (university-based)

- Before placement: students revisit and consolidate didactics knowledge developed in prior semesters so as to build a secure foundation for their school-based practice.
- During placement: seminars support reflective discussion and the conditions for connecting theory with practice.
- During and towards the end of placement: students shape the framework of their final assignment and develop the skills required for its completion.

#### 3.2 Practical component (school-based)

Placements are organised with collaborating teachers acting as mentors. Mentors host small groups of students, facilitate observation and participation in school life, and support students' planning, implementation, and reflection on teaching.

Student teachers progressively move from systematic observation to supported teaching and, where appropriate, to the design of teaching sequences. Throughout, emphasis is placed on responsible participation, professional conduct, and an evidence-informed approach to instruction.

### Article 4. Selection and preparation of mentors

The Department issues a call for expressions of interest to selected secondary schools in Attica. Collaboration is encouraged with doctoral graduates and master's alumni of the Department (and, where relevant, related departments), as well as with former collaborators who act as effective 'links' with their schools.

In addition, many teachers (notably philologists) undertake the mentor role voluntarily after becoming acquainted with the Department, often through participation in scientific events or professional development activities organised by the Department. Mentors may remain in

collaboration with the Department over multiple academic years, contributing to continuity and quality.

## **Article 5. Organisation of Teaching Practice**

- Registration dates are announced in mid-September (Teaching Practice A) and mid-January (Teaching Practice B). Students complete a Teaching Practice form (name, Department, registration number, residence area) and submit it to the Teaching Practice Office together with a recent photograph. They receive a serial number on the form.
- Students are placed in secondary schools in small groups (typically 4–8) for 3–4 weeks, with sustained and near-continuous presence.
- Mentors and students discuss lesson planning, assumptions, and priorities. The mentor supports and problematises plans (e.g., directs students to relevant bibliography) but does not plan the lesson on the student's behalf.
- The mentor observes the student's teaching and provides formative, educative feedback.

## **Article 6. Assessment and grading**

The mentor provides the final placement grade to the module convenor. Indicatively, grading is composed as follows: one quarter ( $\frac{1}{4}$ ) from the adequacy of the observation forms (as judged by the mentor); one quarter ( $\frac{1}{4}$ ) from the student's overall engagement during placement (attendance, cooperation, receptiveness, initiative, contribution to discussions, etc.); and one half ( $\frac{2}{4}$ ) from the student's own teaching.

The mentor may discuss the teaching with the student using an alternative discussion axis provided by the university convenor (see appendix in the Greek original). The mentor's grade does not include the student's self-evaluation essay; that component is assessed by the university convenor as part of the course requirements.

## **Bibliography (as in the original)**

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Korthagen, F. A. J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77–97.

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Zeichner, K. (1996). Designing educative practicum experiences for prospective teachers. In K. Zeichner, S. Melnick, & M. Gomez (Eds.), *Currents of reform in preservice teacher education* (pp. 215–234). Teachers College Press.

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### **3. Undergraduate Internship Regulations (Πρακτική Άσκηση)**

#### **Article 1. General principles**

Undergraduate students of the Department of Educational Studies may undertake the Internship (Practical Placement) provided by the undergraduate programme. The Internship is offered as a free-elective module either in the 7th (autumn) semester (module code TEK-114) or in the 8th (spring) semester (module code TEK-128) and is graded on a 0–10 scale.

The Internship corresponds to 5 ECTS (Departmental Assembly decision of 16 April 2019). The grade and the corresponding ECTS are recorded in the Diploma Supplement and transcript; however, they are not counted towards the overall degree grade nor towards the total ECTS required for the award of the degree.

The Internship operates in accordance with applicable legislation and the University's institutional framework governing student internships.

#### **Article 2. Terms and prerequisites**

- The Department sets the academic evaluation criteria for the Internship in accordance with the applicable framework.
- The Department bears overall responsibility for the proper operation of the Internship and is supported, where required, by the University's Internship Office (Γραφείο Πρακτικής Άσκησης) in an advisory and technical capacity.
- The Department informs the Internship Office annually of the number of students undertaking internships so that consolidated institutional statistics may be maintained.

The Departmental Assembly appoints a member of teaching staff as Academic Internship Supervisor (Επόπτης) and appoints a deputy in case of impediment. The Supervisor has academic oversight and coordinates the parties involved.

#### **Article 3. Academic requirements and obligations of the parties**

The Internship is open to 4th-year students and to 'graduating' students (\*epi ptychio\*), provided that they have successfully completed at least thirty (30) modules of the undergraduate programme. Students with disabilities (AMEA) are selected with priority and without points-based ranking, provided that they (a) are 4th-year or 'graduating' students and (b) have successfully completed at least 30 modules. The prerequisite module 'Theory and Methodology of Teaching' must also have been passed.

The private agreement ('Internship Agreement') specifies expressly: the total duration of the placement; daily and weekly working hours; the student's remuneration (where applicable); academic and workplace requirements; the object of work; supervision arrangements; and expected outcomes.

#### **Article 4. Student selection procedure**

##### **A. Selection criteria**

Applicants are ranked using the following criteria.

- Academic prerequisites: completion of the first six semesters of study; and successful completion of the prerequisite module 'Theory and Methodology of Teaching'.
- Number of successfully completed modules: at least 30 modules are required. Points: (number of modules) × 10.

- Semester of study (points): 7th–8th: 100; 9th: 90; 10th: 80; 11th: 70; 12th: 65; beyond: 60.
- Grade point average (GPA) of the at least thirty successfully completed modules: points = (GPA) × 10.
- Distinctions and scholarships: each distinction/scholarship = 25 points.
- Tie-break: in the event of equal points, the applicant with the higher GPA (of the at least 30 modules) prevails.
- Social criteria (cumulative bonus of 10 points): students who are children of large families; refugees/repatriated persons; Roma; persons in recovery from substance dependence; or single parents with dependent minor children.

## **B. Procedure**

- Selection is carried out by a three-member Student Selection Committee appointed by the Departmental Assembly.
- The names of selected students are announced on the Department's website at least five (5) days before students begin the procedural steps required for the placement.
- By decision of 17 September 2019, the Department appointed the Academic Supervisor and deputy, established the three-member evaluation committee for ranking applicants, and established a three-member appeals committee to examine any appeals regarding the ranking list.

## **Article 5. Implementation, evaluation, and grading**

Administrative procedures are supported by the University's Internship Office. Students who have already undertaken an ESF-funded internship (ΕΣΠΑ) are not entitled to repeat it.

The Internship consists of two months of full-time work. The programme call is published on the Department's website. Interested students submit an online application and provide the required documentation to the Academic Supervisor as stipulated in the call.

Students must comply with the terms and conditions of their placement as agreed with the host organisation and must inform the Academic Supervisor of any malfunction or problem arising during the placement.

Successful completion is documented by submission of five (5) deliverables: (1) host organisation certificate of completion (signed and stamped); (2) Academic Supervisor certificate of completion; (3) host supervisor evaluation report; (4) student activity report; and (5) entry/exit statistical questionnaires.

The Internship is graded on the 0–10 scale. Successful completion corresponds to 5/10. The remaining 5/10 derives from evaluation of deliverables (3) and (4). The Academic Supervisor submits students' grades and the programme activity report to the Departmental Assembly.

## **Article 6. Remuneration and insurance cover**

The employer for the purposes of the programme is the Special Account for Research Funds (ELKE) of NKUA. Student remuneration depends on the available programme funding. Insurance cover for the risk of occupational accident is provided at €10.11 per month (i.e., 1/12 of the last insurance class).

## **Extracts from applicable legislation (translated for information)**

Law 4009/2011, Article 53 (as amended by Law 4452/2017, Art. 31(3)): undergraduate and postgraduate students and doctoral candidates without other health cover are entitled to full healthcare within the National Health System, with costs covered by EOPYY, by analogous

application of Law 4368/2016, Art. 33; and the provisions of Law 2640/1998, Art. 13 apply analogously to postgraduate students or doctoral candidates undertaking internships in accordance with their programme of study.

Law 2640/1998, Article 13: the provisions of Law 2217/1994, Art. 10(2) apply to all HEIs whose students undertake internships according to their programme of study.

Law 2217/1994, Article 10(2): the persons referred to in Law 1474/1984, Art. 25(1) are subject from 1.1.1995 to IKA insurance only for the risk of accident.

## 4. Mobility Regulations (Erasmus+ / CIVIS)

### General

Students of the Department have the right to participate in Erasmus+ mobility for studies through bilateral agreements with European universities and/or through the CIVIS network, under the terms of the Erasmus+ Programme Guide. The updated list of partner institutions, procedures, deadlines, and selection criteria are published on the University International Relations website and the Department's website.

Students submit their application electronically with all required supporting documents by the stated deadline in the academic year preceding the year of intended participation. Applicants must also have attended at least one information session organised by the International Relations Office prior to submitting an application. Applications are accepted or rejected by the Departmental Erasmus+ Coordinator.

### Eligibility conditions for Erasmus+ studies mobility

- Active student status in the Department.
- Completion of two years of study prior to mobility (undergraduates), or two semesters prior to mobility (postgraduates), or a reasoned recommendation by the doctoral advisory committee that participation forms part of the candidate's research and counts towards the overall study period (doctoral candidates).
- Documented adequate knowledge of the host institution's language or the language of instruction, at the level specified in the agreement with the host institution.
- Mobility duration: minimum one academic term; maximum two academic semesters.

### Selection criteria and ranking

- Grade point average (GPA) of all modules successfully completed at the time of application.
- Number of ECTS credits accumulated at the time of application.
- Other criteria assessed *ad hoc* by the Erasmus+ Coordinator (e.g., satisfactory number of passed modules; risk of delaying degree completion due to mobility; unjustified cancellation of participation in a prior year, etc.).

Ranking score formula (as stated):  $(\text{Overall GPA}) + (\text{Accumulated ECTS} \times 0.01)$ . Priority order in ranking: (i) doctoral students; (ii) postgraduate students; (iii) undergraduate students participating for the first time.

### Procedure after selection

- Outgoing students submit a Learning Agreement (course matching), which is checked and signed by the Departmental Erasmus+ Coordinator.
- Students follow the International Relations Office instructions for receiving the mobility grant prior to departure.
- After completion abroad, students submit host documentation listing the ECTS credits awarded; the Coordinator checks whether obligations have been met.
- In case of unsatisfactory completion, the grant may be reclaimed; the Department's Undergraduate Studies Committee determines what counts as satisfactory completion upon request from the Coordinator.
- During the period of mobility, students do not sit examinations at the home institution.

### Guidance on recognition of ECTS credits

- Students propose the modules to be recognised. Declared workload should not exceed 35 ECTS per semester or 70 ECTS per academic year.
- Students may request recognition of any modules (including free-electives), provided they have not already completed them at NKUA.
- The aim is recognition and transfer of overall workload rather than strict one-to-one module equivalence.
- Ideally, 5–7 home modules are matched with a similar number of host modules of comparable content.
- Where ECTS values differ, multiple host modules may be matched to a single home module (or vice versa), provided that combined content substantially covers the home syllabus.
- Students document relevance using the host study guide; where no guide is available, they obtain certified detailed syllabi from host instructors.
- Final recognition is approved by the Departmental Erasmus+ Coordinator.

### **Incoming Erasmus+ students**

- Incoming students are hosted under bilateral agreements and/or CIVIS.
- Maximum recognised workload is 35 ECTS per semester; exceptions may be considered upon reasoned request.
- Incoming students have rights and duties arising from the Erasmus+ charter and the Learning Agreement.
- A list of modules offered to incoming students is published at the end of each academic year for the following year; some modules are available in English. Incoming students are encouraged to register for English-taught modules.
- For modules not taught in English, incoming students liaise with the module convenor regarding attendance and assessment arrangements.

## **5. Regulations on Written Work and Academic Integrity (Plagiarism)**

Under the undergraduate programme, students are not required to write a final-year dissertation in order to complete their studies. Nevertheless, written assignments are produced within a number of taught and seminar modules. In addition, master's dissertations are written within the Department's postgraduate programmes, and doctoral and postdoctoral theses are produced under three-member supervisory committees, examined by seven-member committees of faculty \*viva voce\* (oral), and deposited in the institutional repository 'Pergamos'.

With regard to academic writing, formatting and writing methodology are specified by the regulations of each postgraduate and doctoral programme. For undergraduate written work, conventions and requirements are agreed with the module convenor.

Plagiarism: at no level of study—undergraduate, postgraduate, doctoral—are works containing plagiarism accepted. Besides constituting an unethical practice, plagiarism may also amount to a criminal offence under the applicable legal framework.

## **6. Research Ethics and Deontology Committee (EHΔE) – Departmental Framework**

### **Institutional basis and purpose**

The Department established a Research Ethics and Deontology Committee (EHΔE) by Departmental Assembly decision of 3 June 2020. The Committee safeguards research ethics principles in research conducted by faculty and staff (ΔΕΠ/ΕΔΙΠ/ΕΤΕΠ), students at all levels (undergraduate, postgraduate, doctoral), postdoctoral researchers, and the Department's research collaborators.

The Committee aims to promote educational research and academic freedom within a lawful and ethical framework. In particular, it:

- (a) acts in an advisory capacity and issues recommendations, where required, regarding compliance with research ethics principles in submitted research protocols;
- (b) provides information and responds to questions from researchers and students regarding ethical compliance;
- (c) maintains and updates the Committee's internal operating regulation;
- (d) liaises with other bodies (e.g., the Hellenic Data Protection Authority, the Children's Ombudsman, the Hellenic Statistical Authority, the Ministry of Education, the National Transparency Authority, the University Research Ethics Committee, etc.) in order to support research and academic freedom;
- (e) monitors scientific developments and informs the Departmental Assembly on new ethics issues arising from new types of data, innovative methodologies, and differing epistemologies;
- (f) submits proposals to the Departmental Assembly on matters of ethics and deontology in research.

Where the Committee submits observations and recommendations, the researcher may revise the relevant elements of the protocol and resubmit. Where necessary, the Departmental Assembly may refer a protocol to the University-level Research Ethics and Deontology Committee for final opinion.

## **Research in schools – internal approval process (as stated)**

- Completion of the required documents by the researcher (as published by the Institute of Educational Policy – IEP).
- Submission to the Department Secretariat.
- Drafting of the approval document by the Departmental EHΔE and forwarding to the Departmental Assembly.
- Approval by the Departmental Assembly.

## **Composition and term**

The Committee comprises four regular faculty members of the Department. The term of office is two years. In case of resignation, the Departmental Assembly appoints a replacement for the remainder of the term.

## Appendix: Research Approval Document (Template)

Template to be completed by the Departmental Research Ethics and Deontology Committee (EHΔE). Fields are completed \*pro tempore\* as appropriate.

University	.....
School	.....
Department	Department of Educational Studies
Committee	Research Ethics and Deontology Committee (EHΔE)
Academic year	20..–20..
Minute / Act	No. ....
To	The Departmental Assembly of .....
Meeting date & time	... / ... / ... at ..... (a.m.)
Research title	“.....”
Applicant / PI	.....
Study level	Undergraduate / Postgraduate / Doctoral (select as appropriate)
Notes	The Committee reviewed the submitted Research Form (Δελτίο Έρευνας) and the accompanying materials.

### Decision / recommendation

Having reviewed the submitted research protocol, the Committee approves the conduct of the research and recommends strict compliance with all applicable requirements of research ethics and deontology (including informed consent, confidentiality, and personal data protection).

Signatures (Chair / Members): \_\_\_\_\_